

Introduction

School Emergency Response Plan and Management Guide



DISTRICT OF COLUMBIA

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Foreword

Partnership and collaboration are essential components of the emergency planning effort. Therefore, the Emergency and Safety Alliance (ESA) was formed as an interagency team to plan, implement, manage, and sustain this project. ESA is comprised of representatives from the District of Columbia Office of Risk Management (DCORM), Metropolitan Police Department (MPD), Fire and Emergency Medical Services (FEMS), Homeland Security and Emergency Management Agency (HSEMA), Department of Health (DOH), Office of Public Education Facilities Modernization (OPEFM), District of Columbia Public Schools (DCPS), District of Columbia Public Charter School Board (DCPCB), and the Executive Office of the Mayor (EOM).

This *School Emergency Response Plan and Management Guide* establishes the framework for creating, reviewing, or updating the emergency and crisis response plans for participating school buildings in the District of Columbia. Beginning with Section 1 each page in the Guide is dated in the footer to show the date of implementation and any revisions that may be made in the future.

In a natural or manmade disaster, or under elevated national security threat levels, events occur that necessitate the coordination and delivery of crisis intervention and response services. This Guide complements the District Response Plan and documents the commitment of District officials to establish a comprehensive system for rapid and effective response in the aftermath of crisis and disaster:

Adrian M. Fenty, Mayor

“I sincerely appreciate the fact that the [U.S. Department of Education] grant funds will allow the District of Columbia schools and first responders to take proactive measures to protect our children, teachers, and staff members. The grant will allow District of Columbia public schools to work in close collaboration with local and Federal health, safety, and emergency personnel to develop and maintain plans for coping with a variety of emergency response situations.”

Victor Reinoso, Deputy Mayor for Education

“This Guide will support our efforts to establish coordinated safety plans in all of our schools and ensure safe learning environments for all District students. We are excited to have our schools, our public safety agencies, and our human services agencies all on board.”

Michelle Rhee, Chancellor of DC Public Schools

“We at DCPS are grateful to the Department of Education and to the work of the many city agencies that went into the *School Emergency Response Plan and Management Guide*. School safety is the most basic and necessary denominator for student learning. But it requires a wealth of city resources, collaboration and expertise to ensure that during an emergency, all agencies and systems are operating on the same plan and procedures to keep students safe. This plan and guide will be critical in ensuring we are meeting our responsibility to children.”

Cathy Lanier, DC Metropolitan Police Department, Chief of Police

“Public safety encompasses many different components; one well defined area is the safety of our children and our schools. The Plan before you is a result of the leadership of the Mayor of the District of Columbia, Adrian M. Fenty. The Plan expresses the collaboration of the District of Columbia Public

Schools, Metropolitan Police Department, District of Columbia Fire and EMS Department, District of Columbia Homeland Security and Emergency Management Agency, Department of Health, and the Executive Office of the Mayor.”

Dennis Rubin, DC Fire and Emergency Medical Services, Fire Chief

“The document before you is the result of a collaborative effort by District of Columbia public safety agencies, DC Public School System, DC Department of Health, DC Fire and Emergency Medical Services Department, Homeland Security and Emergency Management Agency, and the Office of Mayor Adrian M. Fenty. Many months of hard work and commitment by all involved have produced this Emergency Plan to make city schools safer for our children.”

Kelly Valentine, DC Office of Risk Management, Director

“The District of Columbia’s *School Emergency Response Plan and Management Guide* provides a compilation of the most “user friendly” procedures, guidelines, and checklist to effectively manage the risk of loss during an emergency. It prepares our schools to respond to any emergency that may occur and minimize the impacts and harm to the school community. This Emergency Response Plan will not only support the District of Columbia’s school system but will also assist other District Government agencies with the development of a quality and efficient Building Evacuation and Emergency Response Plan.”

Carolyn Gardner, Student Support Center, Executive Director

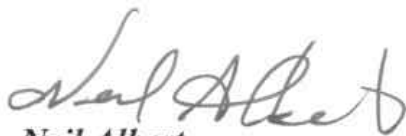
“This comprehensive plan contains all the elements necessary to help schools prepare for, respond to and mitigate a wide variety of emergencies. The fact that the Plan’s online component ties schools directly to First Responders and the appropriate agencies across the District is a groundbreaking initiative in improving the safety of all students. We are thrilled with the efforts of Mayor Fenty and the DC Emergency and Safety Alliance to implement this ambitious project. I fully expect this Plan and its supporting elements to become a model for effective emergency management in urban schools.”

Authorizing Signatories

October 2009



Adrian M. Fenty
Mayor



Neil Albert
City Administrator



Victor Reinoso
Deputy Mayor for Education

Acknowledgments

We would like to thank the Kentucky Center for School Safety and the Baltimore County Public Schools for the use of their manuals and methodologies in the development of this Guide. Much of this plan has been either directly adapted from or based on their efforts. We appreciate the hard work and dedication of the individuals from these respective school districts.

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- District of Columbia Fire and Emergency Medical Services Department
- District of Columbia Metropolitan Police Department
- District of Columbia Homeland Security and Emergency Management Agency
- District of Columbia Office of Risk Management
- District of Columbia Department of Health
- District of Columbia Department of Mental Health
- District of Columbia Office of the Chief Technology Officer
- District of Columbia Public Schools
- District of Columbia Public Charter School Board
- District of Columbia Office of Public Education Facilitates Modernization

We would like to express special gratitude to the following contributors, reviewers, and participants whose valuable insight, experience, and feedback made this Guide possible:

- Jesus Aguirre, Chief of School Operations, DCPS
- David Anderson, Service Manager, OPEFM
- Reginald Ballard, REMS Project Coordinator, OASUP-DCPS
- Erica Barnes, Crisis Coordinator, DMH
- Mary Campbell, Risk Manager, DMH
- Franklin Chrisman, Security Technology Specialist, DCPS
- Marc Clark, Health Operations Director, DCPS
- Opa Clegg III, Special Operations Coordinator, DOH
- Mark Davis, Sergeant, FEMS
- Rita Daye, Pandemic Influenza Coordinator, DOH
- James Dugan, NIMS Program Manager/Compliance, FEMS
- Tamara Dukes, Social Worker, OSE
- Sizwe Dumisani, REMS Project Coordinator, OCTO
- Denise Dunbar, Program Manager, DMH
- Ricardo Eley, Occupational Safety and Health Manager, OPEFM
- Victor Ferreira, Occupational Safety and Health Manager, DCORM
- Russell Gardner, Recovery Manager, HSEMA
- Jenna Grant, EOM

- **Mario Guarin, Homeland Security and Counter-Terrorism, MPD**
- **John Harris, Chief of School Security, DCPS**
- **Jeffrey Herold, Special Operations Captain, MPD**
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- **William Johnson, OASUP, DCPS**
- **Brian Killian, REMS Project Director, OPEFM**
- **Christopher Lalik, REMS Project Coordinator, Student Support Center**
- **Mike Levy, Attorney Advisor, OGC**
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- **John Miles, Food and Sanitation Officer, OFN**
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- **Jennifer Ragins, School Health Programs Officer, SSS**
- **Michael Reese, Inspector, MPD**
- **Reginald Ringgold, Industrial Hygienist, OPEFM**
- **Leana Romanova, Business Analyst, OCTO**
- **Donna Russell, Attorney Advisor, OGC**
- **Dale Talbert, Deputy Chief of Accountability, OAA**
- **Herbert Taylor, Lieutenant, FEMS**
- **Cedric Thompson, OAS, DCPS**
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Acronyms and Abbreviations

| | | | |
|--------|---|-------|--|
| AAAS | American Association for the Advancement of Science | FEMA | U.S. Federal Emergency Management Agency |
| AHERA | Asbestos Hazard Emergency Response Act | FEMS | DC Department of Fire and Emergency Medical Services |
| AHJ | Authority Having Jurisdiction | HBV | Hepatitis B Virus |
| AIDS | Acquired Immunodeficiency Syndrome | HIV | Human Immunodeficiency Virus |
| AMP | Asbestos Management Plan | HSAS | DC Homeland Security Advisory System |
| ANSI | American National Standards Institute | HSEMA | DC Homeland Security and Emergency Management Agency |
| BBP | Bloodborne Pathogens | IC | Incident Commander |
| BMP | Best Management Practices | ICS | Incident Command System |
| CAP | Corrective Action Plans | IPM | Integrated Pest Management |
| CCT | Central Crisis Team | JIC | Joint Information Center |
| CDC | U.S. Centers for Disease Control and Prevention | LEA | Local Education Agency |
| CFSA | DC Child and Family Services Agency | MPD | Metropolitan Police Department |
| CISM | Critical Incident Stress Management | MSDS | Material Safety Data Sheets |
| CP | Command Post | NCR | National Capital Region |
| CPR | Cardio-Pulmonary Resuscitation | NFPA | National Fire Protection Association |
| DCOSHA | DC Occupational Safety and Health Agency | NIMS | National Incident Management Structure |
| DCPCS | DC Public Charter Schools | OAG | Office of the Attorney General |
| DCPS | DC Public Schools | OP | Operations Post |
| DCRA | DC Department of Consumer and Regulatory Affairs | OPEFM | DC Office of Public Education Facilities Modernization |
| DDOE | DC Department of the Environment | PA | Public Address System |
| DMH | DC Department of Mental Health | PEPCO | Potomac Electric Power Company |
| DOC | DC Department of Corrections | PIO | Public Information Officer |
| DOH | DC Department of Health | PM | Preventive Maintenance |
| DPW | DC Department of Public Works | PPE | Personal Protective Equipment |
| DRP | District Response Plan | QBE | Quality Building Environment |
| ECP | Exposure Control Plan | SCT | School Crisis Team |
| EOC | Emergency Operations Center | SDWA | Safe Drinking Water Act |
| EPA | U.S. Environmental Protection Agency | SERT | School Emergency Response Team |
| ESA | Emergency and Safety Alliance | SOP | Standard Operating Procedure |
| EST | Executive Support Team | VAMP | Violation Abatement Management Protocol |

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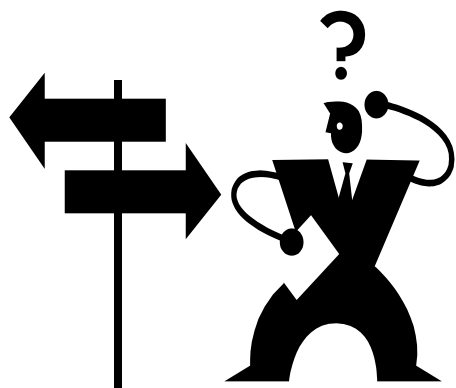
Section 1

Preparedness

"Nothing beats being prepared and trained for the job at hand."

(Dennis L. Rubin, DC Fire Chief)





Unit 1

Preparedness

New Challenges . . . New Plan

Historically, schools have been relatively well prepared for emergency situations such as fires and severe weather. For example, school personnel understand that buildings should be evacuated when a fire alarm sounds and they know procedures for calling 911 to report a fire. They also know to seek shelter during severe weather warnings.

However, the recent wave of school shootings and other forms of interpersonal violence has stunned the country and uncovered a need for schools to prepare for a much broader range of emergencies. National attention has focused on school violence in communities across the country.

Although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner. Schools are faced with ongoing challenges to be prepared for a wide range of emergency situations from medical emergencies to threats of violence, from severe weather to chemical release, and from sexual abuse to kidnapping.

Partnerships in Preparedness, Response, and Recovery

The likelihood of effectively managing an emergency is increased with an established district-level plan and individual emergency response plans tailored to the conditions and resources of each school or facility. These guidelines contained herein provide a step-by-step model for Local Education Agencies (LEA) and individual schools to develop their own School Emergency Response Plan.

In this Guide, we define an *emergency* as:

A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.

As envisioned, the school system has formed an Interagency Team, formally known as the DC Emergency and Safety Alliance, which is a collaboration and partnership with District emergency service agencies. The Interagency Team developed and adopted guidelines to create this *School Emergency Response Plan and Management Guide*. The Guide includes appropriate local terminology, response procedures, phone numbers, contacts, etc. The Emergency and Safety Alliance provides this Guide to schools in the District of Columbia for adaptation by each School System.

This Guide represents an effort to bring together elements of emergency management for natural and manmade disasters, accidents and medical emergencies, interpersonal violence, and threats to self or others.

Each School Emergency Response Plan is to be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to property. The *School Emergency Response Plan and Management Guide* incorporates activities on preparedness, response, and recovery for a variety of emergency situations. The Guide maximizes the health, safety, and welfare of students, staff, and visitors when confronted by an emergency situation.

A Broad Perspective

Each school must provide a safe, orderly learning environment for every child. The *School Emergency Response Plan and Management Guide* provides protocols for crisis response situations so that schools and their LEA's can quickly and adequately restore the school climate to optimal learning conditions. The restored strong, supportive environment will again promote high student achievement.

The Guide is presented in seven broad Sections:

- Preparedness;
- Executive Support;
- Emergency Response Plan;
- Response Protocols;
- Recovery;
- Prevention Protocols; and
- Appendices.

Each of these topics is introduced briefly over the next few pages and then explained in greater detail in subsequent sections.

Each Emergency Management Plan is to be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to property.

How To Use This Guide

The *School Emergency Response Plan and Management Guide* is designed to assist schools in the development of individually tailored Emergency Response Plans. Since each school has unique resources and unique risks, each needs its own emergency response plan suited to its unique circumstances.

New best practices for handling emergency situations become available on an ongoing basis, and new emergency situations emerge over time. Therefore, this Guide is a working document. The DC Emergency and Safety Alliance will review and evaluate the plans and the contents of this Guide on an annual maintenance cycle.

District Preparedness–DC Emergency and Safety Alliance

The Mayor has made a firm commitment to updating the District’s Emergency Management Plan, forming an Interagency Team to plan and provide support for schools. This team, of police, fire, health, homeland security and emergency management, and school system personnel assessed best practices and conducted a rigorous evaluation of existing emergency response plans to ensure that this Guide accurately reflects local needs and circumstances.

School Planning

With this Guide, personnel from each school and support building are charged with creating a site-specific School Emergency Response Plan. Routine training will be provided to assure personnel are familiar and engaged in the planning process. Each school will establish a School Emergency Response Team (SERT) to develop their School Emergency Response Plan, using this Guide as a model. Each school will create an emergency plan which includes:

- A designated chain of command;
- Specific roles for team members; and
- School-specific emergency procedures, referencing the outline, sample forms, and protocols provided in this Guide.

Communication and Practice

The final step in the emergency management planning process is to communicate and practice the plan. The Emergency and Safety Alliance is responsible for formulating a multi-year training and exercise schedule; and assisting each school in conducting awareness trainings. While most schools are adept at practicing emergency procedures for fire drills and severe weather exercises, most are not well rehearsed in planning for such events as chemical release, threats to self or others, intruders, school violence and other possible emergencies.

Summary

Implementation of this plan involves the following three steps. We offer suggestions throughout the Guide to assist you in adapting it to your use.

1. The Emergency and Safety Alliance, a partnership with District Government agencies, updates this Guide as necessary.
2. Training is coordinated for School Emergency Response Teams to adopt this guide for school-specific needs
3. School teams, with assistance from the Emergency and Safety Alliance, communicate and practice the plan with staff and students in order to better respond to emergencies

Practical Tip: Pages as handouts—Although it may seem repetitive, several key concepts are featured throughout this Guide. We intend for many of the pages to be used as worksheets and handouts. Depending on your circumstances (such as training and orientation needs), you may need detailed information on a specific topic, or broad summaries on a variety of topics. As you examine the Guide, we encourage you to consider which pages best meet your school’s planning or training needs.

Preparedness: *A Brief Introduction*

Preparedness is the process of deciding what you will do in the event of an emergency, *before* the emergency actually occurs. Preparedness involves the coordination of efforts between the local school district, individual schools, and the community at large.

School/District Safety Assessment

One way to begin planning is to conduct a school safety assessment, which calls for a self-appraisal of major areas affecting school safety. These areas include geographic location of buildings; proximity of potential hazards such as factories, railroads, or waterways; the availability of school and/or public transportation buses for possible evacuation, etc. Resources include:

- Existing safety plans;
- Security and safety-related district policies;
- Buildings floor plans;
- Local evacuation route maps;
- Community and school crime reports;
- Known safety and security concerns;
- Logs of police calls for service;
- Student and faculty handbooks;
- Disciplinary files; and
- Input of safety concerns.

Comprehensive School Response Planning

The comprehensive planning process is initiated upon completion of the school safety assessment. These efforts will be most successful when they involve the community's major stakeholders.

Typically, schools reflect their communities. We must work closely with our communities to proactively address the individual needs of the school. Major stakeholders can include:

- School executives,
- Health, welfare, business and civic leaders,
- Law enforcement officials
- Parents and students, Mental health providers,
- Juvenile justice, city and county government,
- Church leaders,
- Corrections, emergency management, fire department, and emergency medical services; and
- The media.

Other partners include private and chartered school districts, local universities and colleges, and private corporations having an interest in school safety.

***Planning tools
and resources
are available at
the Emergency
and Safety
Alliance
Website
<http://esa.dc.gov>***

School Plans

Individual school response plans are preventive by nature. Preventative approaches include proactive solutions to mitigate identified safety concerns found as a result of a school assessment. School Emergency Response Plans will complement the District Response Plan (DRP), the National Incident Management Structure (NIMS), and school emergency response protocols and responsibilities. Each school plan should reflect unique site-specific characteristics.

Executive Support Teams (EST)

The EST provides intervention strategies and available support personnel to schools. The EST will assist in coordinating and allocating additional resources designed to backup a school when the need exceeds its day-to-day resources.

The District of Columbia Response Plan (DRP)

The DRP structures the response organizations functionally—grouping capabilities, skills, resources, and authorities across the District Government into specific functional areas. Using this functional framework, the DRP outlines the circumstances under which resources will be leveraged and implemented across Federal and regional partners, District agencies/departments, nongovernmental and voluntary organizations and schools.

Response: A *Brief Introduction*

Response is the process of implementing appropriate actions *while* an emergency situation is unfolding. In short, responding means executing your plans, or “doing what you planned to do.” In this phase, school systems mobilize resources needed to handle the emergency at hand.

Mitigation

Mitigation refers to actions taken to reduce the adverse affects of an emergency. Mitigation measures can be implemented before an emergency, during an emergency, or in recovery from an emergency. Following a school safety assessment conducted in the preparedness phase, mitigation measures can be taken to eliminate the identified hazards. In the response phase, mitigation is the process of implementing the Emergency Response Protocols detailed later in this Guide. In the recovery phase of an emergency, mitigation measures are those interventions designed to reduce the psychological or emotional impact of a traumatic event. Also, long-term mitigation measures are used to complete structural enhancements or engineering retrofits to protect against future damages or injuries.

Emergency Response Protocols

A broad range of emergency situations are identified in the Emergency Response Protocols section of this Guide. For each event listed, there are specific actions to address the given situation. Depending on the type of emergency, protocols may remain under the domain of the school, may require assistance from the EST, or may necessitate a coordinated community/District-wide response or intervention.

Universal Emergency Procedures

Universal Emergency Procedures refers to a set of clear directives that may be implemented across a number of situations. For example, **Evacuation** is a procedure that may apply in emergencies such as a fire, a bomb threat, or an interior gas leak. Building occupants would not necessarily need to know the specifics of the emergency; they simply need to know to *evacuate* immediately upon issuance of an administrative decision.

Other Universal Emergency Response Procedures include: **Alert Status; Shelter in Place; Drop, Cover, and Hold; Severe Weather Safe Area; and Lockdown**. Utilization of Universal Emergency Response Procedures enables staff and students to learn and to follow specific directions without having to be familiar with extensive protocols for multiple emergency situations.

Recovery: A *Brief Introduction*

Recovery is the process of assisting people with the physical, psychological, and emotional trauma associated with experiencing tragic events.

Schools and the community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual children and adults is not simple to predict.

Recovery during an emergency can address immediate short-term needs, while *long-term* recovery can last for months or years. The scope of recovery operations will be determined by the size and nature of the events, at times relying on a chain-reaction of school, LEA and Government responses.

Immediate Vs. Ongoing Recovery

It is essential to understand recovery at two distinct levels: immediate and ongoing. Immediate support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter, and clothing are often a primary focus. Long-term recovery needs may not be readily apparent, and many will require ongoing support. Ongoing recovery assistance provides for individuals weeks, months, or years following a tragic event. Schools should recognize that people recover at different rates and should take this variance into consideration when conducting all recovery operations.

The goal after an emergency is to return to the business of learning and to restore the infrastructure of the school as quickly as possible. There are four key components of recovery that need to be addressed in order to achieve a relative state of normalcy:

- Physical/Structural Recovery;
- Business/Fiscal Recovery;
- Academic Recovery; and
- Emotional Recovery.

Levels of Emergencies

We must understand and be prepared for a range of emergencies (from school-based incidents such as a student's allergic reaction, to community-wide disasters such as a hurricane or terrorist attack). The information below illustrates three levels of emergencies, and the following page describes in greater detail the possible impacts of community-level disasters on individual schools.

Level I–School Emergency

A Level I emergency is a site-based event affecting only that location and does not require the activation of the EST. However, the Incident Commander (IC) may use EST personnel or resources (for example, the Central Crisis Team).

Level II–System Emergency¹

A Level II emergency is a local event having an impact on more than one site *or* having a large-scale community impact, such as a major fire, civil disturbance, hostage situation, or widespread power outage. Also, a Level II emergency may be an event that only affects one location, but the magnitude of the emergency requires the support of the EST, who determines what additional resources and expertise may be needed to manage the event. School Emergency Response Plans are implemented by the IC, as the EST assembles key staff and section leaders.

Level III–District Emergency¹

A Level III emergency is a community or region-wide event affecting multiple sites such as an earthquake, chemical/biological-related incidents, terrorism, or any incident having a collateral impact on the District of Columbia and the National Capital Region (NCR). An example of this event would be a mass evacuation from Maryland or Virginia. In the event of a Level III emergency, the District of Columbia Response Plan would be fully activated to coordinate system-wide response efforts and site emergency plans are implemented along with the EST.

Integration With Other Plans

This plan supports and is integrated with all participating school site plans. Also, this Guide complements the District of Columbia Response Plan and activities within the HSEMA EOC.

¹ Note: Declaration of a Level II or III emergency may require activation of the EST Emergency Operation Center (EOC) to coordinate internal response, and coordination with the EOC Liaison in the HSEMA EOC, which provides overall emergency management coordination for the District of Columbia.

Understanding the Impact of Large-Scale Disasters

Schools must be prepared to rely on their own resources because assistance from agencies may be delayed, depending on the scope or magnitude of an emergency. Remember, for a large-scale event such as an earthquake or tornado, the same disaster that affects your school also affects the surrounding community. The list below offers insights into the possible effects of a wide scale disaster (adopted from *Multi-Hazard Program for Schools*, Federal Emergency Management Agency's [FEMA]).

- Experts advise that schools (and everyone else) may be on their own for three days (72 hours) or more following a catastrophic disaster.
- A large disaster may result in:
 - Widespread telephone outages;
 - Road blockages and damage to roads and bridges or other infrastructure;
 - Gridlock or congestion of roadways;
 - Loss or damage to utility systems;
 - Chemical or electrical fires;
 - Release of fuels and hazardous materials;
 - Flash flooding; and
 - Disruption of routine school operations, including the possibility of long-term relocation to alternate facilities.
- Injuries and death may be caused by falling objects, fires/smoke inhalation, release of hazardous materials, flying debris, roof collapse, flooding, and/or landslides.
- Fires, spills, damaged buildings, and search and rescue operations may overwhelm normal emergency response forces including police departments, fire departments, and emergency medical services.
- In anticipation of a disaster, it is important for school staff to develop personal and family emergency response plans because they may have moral and legal responsibilities at school. This is especially a concern for staff specifically identified as essential personnel in school-specific plans. Family should anticipate that a staff member will be required to remain at school following a catastrophic event.

The same disaster that affects your school will also affect the surrounding community.

Elements of Emergency Management and Preparedness

Leadership: We cannot overstate the importance of strong leadership. Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans.

National Incident Management System (NIMS): A nationwide system (mandated by Homeland Security Presidential Directive (HSPD)-5), that provides a consistent approach to emergencies for State, local, and tribal governments. This system allows the private-sector and nongovernmental organizations to work together effectively and efficiently to prepare for, respond to, and recover from domestic incidents regardless of cause, size, or complexity. To provide for interoperability and compatibility among state, local, and tribal capabilities, NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these components as the Incident Command System:

- Multi-agency coordination systems;
- Training;
- Identification and management of resources (including systems for classifying types of resources);
- Qualification and certification; and
- Collection, tracking, and report of incident information and incident resources.

Incident Command System (ICS): Is a nationally recognized organizational structure designed to handle management, operations, logistics, planning, and administration and finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. ICS is an integral component of NIMS. The IC is the highest-ranking official in charge of emergency response operations.

Interagency Team: Also known as the DC Emergency and Safety Alliance, is a partnership of District Government agencies which created and updates this model emergency plan tailored to District needs. The Alliance also conducts debriefings of incidents and assists individual sites with planning support

Executive Support Team (EST): Provides intervention strategies and available support personnel to schools. The EST assists in coordinating and allocating additional resources designed to backup a school when its need exceeds its day-to-day resources and implements the Continuity of Operations Plans (COOP).

School Emergency Response Team: This Team is school-based and comprised of individuals with specific duties to perform in order to mitigate,

prepare for, and respond to and recover from emergencies. The Team develops the individual school plan and, in the event of an emergency, implements it.

Crisis Team: Each school develops a School Crisis Team which includes the Principal, school nurse, counselors, etc. to deal with the immediate impact of a traumatic loss and decides if additional support is needed from the Central Crisis Team. The Central Crisis Team is comprised of social workers and psychologists from the Department of Mental Health (DMH) and in some cases schools. The Team provides prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event.

School Emergency Response Plan: The modified version of this Guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes team assignments, emergency numbers, protocols, etc, and is developed by the individual SERT.

Communication: Plans should have established lines of internal communication (i.e., within the school), and external communication (i.e., with the district office, other district agencies, and the community). Plans should include provisions for after-hours communication (telephone tree), and address alternatives for disruptions of the telephone service.

Emergency Management Protocols: Emergency Management Protocols are step-by-step procedures for schools to implement in the event of an emergency.

Universal Emergency Procedures: a set of clear directives applicable to a number of emergency situations. These procedures include:

- Evacuation;
- Alert Status;
- Lockdown;
- Shelter in Place;
- Severe Weather Safe Area; and
- Drop, Cover, and Hold.

Mitigation: refers to any action taken to reduce the adverse effects of an emergency. These actions can eliminate existing hazards, help schools respond effectively when emergencies arise, or assist in the aftermath of an emergency during the recovery phase.

Preparedness: the process of district and school-based planning to prevent emergencies, when possible, and respond effectively once emergencies arise.

Response: the implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety, and well-being of individuals in the school community.

Recovery: the process of assisting with physical, psychological, and emotional trauma associated with experiencing tragic events. Recovery *during* an emergency can address immediate short-term needs, while *long-term* recovery can last for months or years.

Training: There are three types of training: 1) Team training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training, or CISM training; and 3) Awareness training for all staff (i.e., Universal Emergency Procedures).

Practice: Practicing the plan consists of conducting internal drills, tabletop exercises, orientation for staff, etc. We generally recommend that schools start with basic internal orientation and tabletop exercises prior to engaging in full-scale simulations or drills. Also, administrators must examine options for coordinating internal exercises with external exercises. HSEMA coordinates the District's comprehensive exercise program which involves multi-agency simulations that integrate with Federal, District and private sector exercise initiatives.

Moral Responsibilities and Legal Aspects for Emergency Preparedness

Adopted from *Multi-Hazard Program for Schools*, Federal Emergency Management Agency (FEMA):

Moral Responsibilities

- Schools are a vital community resource.
 - School personnel have moral and legal responsibilities to all students in their care.
 - Each school is responsible for students during day-to-day operations.
 - After a disaster, schools may serve as the gathering place for hundreds of people who live or work nearby.
- In most cases, teachers and staff members will be required to remain at school until they are released by the Principal, Superintendent, Chancellor, or LEA specific leader.
 - This responsibility to students in a disaster should be covered in each individual's employment contract.
 - This policy recognizes the school's obligation to keep students safe.
 - Just as school personnel will rely on other members of the community to open blocked roads, repair utilities, and perform rescue work, etc., community members will rely on schools to care for children in their care.
- School personnel are urged to prepare a family emergency plan, which includes contingencies for addressing family needs when emergencies prevent the employee from leaving the school campus.
 - Knowing your family is prepared and equipped to handle the situation will enable you to do your job professionally.
 - Remind your family that emergency circumstances may disrupt telephone service, preventing you from establishing contact.
 - Prepare Go-Kits for use in the car, office/classroom, and at home.
- Ideally, the school plan should include a rough prioritization of which teachers and staff members might be released first (such as those with small children at home or those having to travel the farthest distance home).
- Staff members who live alone or a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

Legal Aspects

LEA's and school administrators are responsible for compliance with applicable District of Columbia Municipal Regulations (DCMR) and standards.

The International Fire Code (IFC), Chapter 4 – Emergency Planning and Preparedness, is adopted by DCMR 12H – Fire Code, and is the single source currently used by the DC Fire Marshall to approve the Emergency Response Plans.

School officials with decision-making authority that neglect or avoid taking disaster safety precautions, may be found personally and financially liable for damages, injuries and deaths

Introduction to the Incident Command System (ICS)

Every complex job needs to be organized, and emergency management in schools is no exception. The National Incident Management System (NIMS) is founded on principles of the ICS as the nationwide standard for emergency management, preparedness, and response. The NIMS organizational structure is an expandable and collapsible system of management, which has proven to be effective and efficient for most emergencies, by integrating facilities, equipment, personnel, communications and procedural requirements. At present, ICS is in use by many governments and agencies across the country.

A basic premise to ICS is that during an incident staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the first Incident Commander (IC) on site. One of the first responsibilities may be for the IC to order student evacuations. There may only be one IC at any given time during an incident response and that IC may change. As an example, during a hazardous materials incident, Fire and Emergency Medical Service (FEMS) will assume the role as IC, upon arrival. Management of the situation transfers from the principal to the highest ranking fire official. Similarly, the Metropolitan Police Department (MPD) assumes incident command during school violence events. Similarly, it assumes incident command during school criminal events, and the Department of Health (DOH) assumes command during health related emergencies, etc.

A basic premise to ICS is that in an emergency situation, staff will transition from their day-to-day jobs to a similar function in addressing that emergency.

Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires the completion of certain tasks, or functions. The organization can expand or contract according to the size of the emergency and the number of staff available. Main divisions of ICS are: Management, Operations, Logistics, Planning/ Intelligence, and Administration/Finance.

In the most simplistic terms:

- Management is in charge.
- Operations makes it happen (by “doing”).
- Logistics makes it possible (by “getting”).
- Planning/Intelligence makes it rational (by “thinking”).
- Administration/Finance makes it fiscally accountable (by “recording”).

Span of Control

Another concept of ICS is *span of control*. ICS structure dictates that no one person should be in charge of more than seven other people. The optimum number is five, unless a large number of people are all performing the same function: for example, one person might be in charge of ten teachers, who are all caring for students.

Common Terminology

One of the most important reasons for schools to use ICS is the common terminology and the use of plain English, not codes. Response agencies will communicate more effectively with schools if similar words are used to describe roles, functions and activates.

ICS Training for Schools

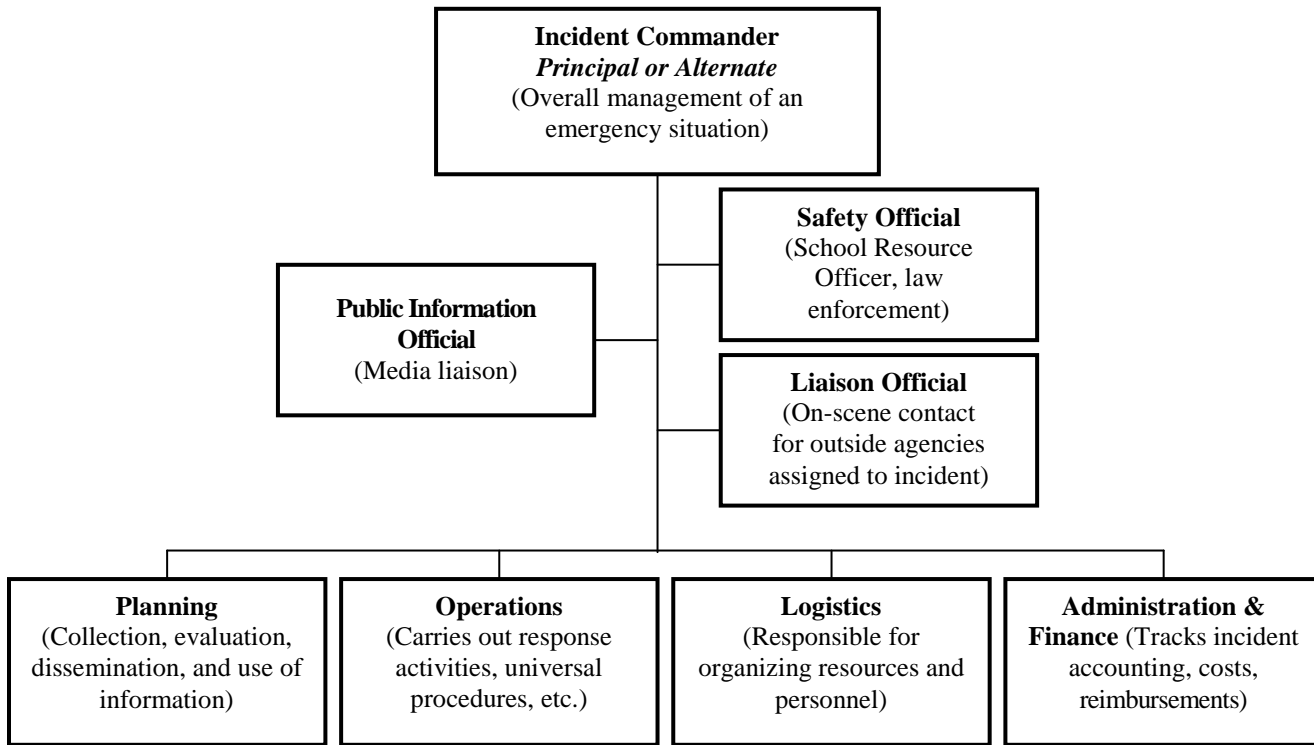
| REQUIRED TRAINING² | |
|---|---|
| GENERAL ROLE | CRITICAL ROLE³ |
| <p>Personnel with <i>any</i> role in emergency preparedness, incident management, or response should complete the following TWO courses:</p> <ul style="list-style-type: none"> ▪ IS-/ICS-100 An Introduction to ICS ▪ IS-/ICS-700 NIMS: An Introduction | <p>Emergency management personnel with a <i>critical</i> role in response should complete the following four courses, at a minimum:</p> <ul style="list-style-type: none"> ▪ IS-/ICS-100 An Introduction to ICS ▪ IS-/ICS-700 NIMS, An Introduction ▪ IS-/ICS-800.B National Response Framework, An Introduction ▪ IS-/ICS-200 ICS for Single Resources and Initial Action Incidents |
| <p>NOTE: Depending on the school and campus, general incident personnel <i>may</i> include:</p> <ul style="list-style-type: none"> ▪ Nurses and Health Officials ▪ School Security Officers ▪ Counselors, Psychologists, Psychiatrists ▪ Technology Specialists ▪ Facilities Staff ▪ Food Preparation Staff ▪ Administrators ▪ Educators/Faculty ▪ Coaches and Athletic Staff ▪ Resource staff, paraprofessionals, and support personnel | <p>NOTE: Depending on the school and campus, this <i>may</i> include the following personnel:</p> <ul style="list-style-type: none"> ▪ School Emergency Response Team members ▪ Institution President ▪ Superintendents ▪ Senior Security Staff ▪ Public Relations ▪ Principals and Asst. Principals ▪ Facilities Staff |

² NIMS/ICS training will be provided online and through occasional staff development sessions.

³ Critical role personnel include the Incident Commander and members of the School Emergency Response Team including alternates.

Incident Command in Schools

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



Incident Commander

Establishes command, works to protect life and property, directs overall management of emergency response activities.

Planning

In small emergencies, the IC is responsible for planning, but in a larger emergency, the IC establishes a Planning Section in the diagram above. Planning collects and evaluates information regarding incident development and status of resources.

Operations

On a school campus, most staff will be assigned roles in the Emergency Response Plan under the Operations Section in the diagram above. Functions performed under this area include responsibilities for student care, performance

of response activities according to established Universal Emergency Procedures and Emergency Response Protocols.

Logistics

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

Administration/Finance

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

“My Role in an Emergency”

The following is an outline of roles and responsibilities for staff during an emergency. The School Emergency Response Team has specifically assigned roles during an emergency and will access the District Support Team in accordance with your school’s individualized plan.

Personnel Guide

All Staff

All staff should prepare their family members so they will be safe during all types of emergencies. Inform them that you, as a key school official, may be required to remain on campus to assist when an emergency situation arises.

Executive Support Team

The Executive Support Team’s role is to support the school when the need exceeds the internal resources of the school to handle a situation.

- Provide guidance when questions arise
- Direct additional support personnel, including Executive Support Team members, as needed
- Monitor the emergency situation and facilitate major decisions which need to be made
- Provide a contact for release of information to the media

Principal/Facility Director

The principal will serve as IC and be responsible for the overall direction of the emergency procedures at the school or support building site.

Responsibilities include:

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

All staff should inform family members that they may be required to remain at school to assist in an emergency situation.

Teachers

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

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

Counselors, Social Workers, and Psychologists

Counselors, social workers, psychologists will be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Response Protocols
- Direct students in their charge according to established Universal Emergency Procedures
- Render first aid if necessary (under direction of nurse or designated first aid backup)
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster
- Help coordinate the activities of emergency service personnel
- Maintain a line of communication with the School Emergency Response Team
- Assist as directed by the IC

School Nurses

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

Custodians

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

School Secretary

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

Food Service/Cafeteria Workers

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

Bus Drivers (when applicable)

- Supervise the care of students if an emergency occurs while children are on the bus
- Transfer students to new location when directed by the dispatcher or authorized regulatory agency
- Follow procedures as directed by your transportation policy for emergency situation

Practicing the Plan—Levels of Practice and Exercises

Training

Once the School Emergency Response Plan is completed, all personnel need to be trained. The Federal Emergency Management Agency (FEMA) recommends that this training be:

- Informal;
- Not a simulation;
- Includes a discussion of roles and responsibilities; and
- Introduces related policies, procedures, plans, and responsibilities.

Conducting Drills

It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. There are typically four ways to accomplish this goal:

1. Drill

- An informal discussion of simulated emergencies;
- May test a single component or function of the School Emergency Response Plan (e.g., a lockdown drill); and
- May only involve one or more supporting agency.

2. Tabletop Exercise

- An informal discussion of simulated emergencies;
- No time pressures;
- Low stress;
- Useful for evaluating plans and procedures; and
- Helpful to resolve questions of coordination and responsibility.

3. Functional Exercise

- An informal discussion of simulated emergencies;
- Policy and coordination personnel will practice all or part of the School Emergency Response Plan;
- More stressful and realistic simulation of real life situations;
- Usually takes place in real time;
- Emphasizes the emergency functions of the School Emergency Response Plan (e.g., perimeter security [secure all doors], utility shutdowns, and accounting for all the people who should be in school at the time [to include students and staff]); and
- SERT is activated.

4. Full-Scale Exercise

- Takes place in real time;
- Employs real people and equipment, some from the district and some from community resources anticipated to support the school in crisis;

School Emergency Response Plan and Management Guide

- Coordinates many agencies and functions, both internal and external to the district;
- Intended to test several emergency functions, either concurrently or in sequence;
- Could involve activating Emergency Operations Center (EOC); and
- Produces high stress.



Unit 2

Communication

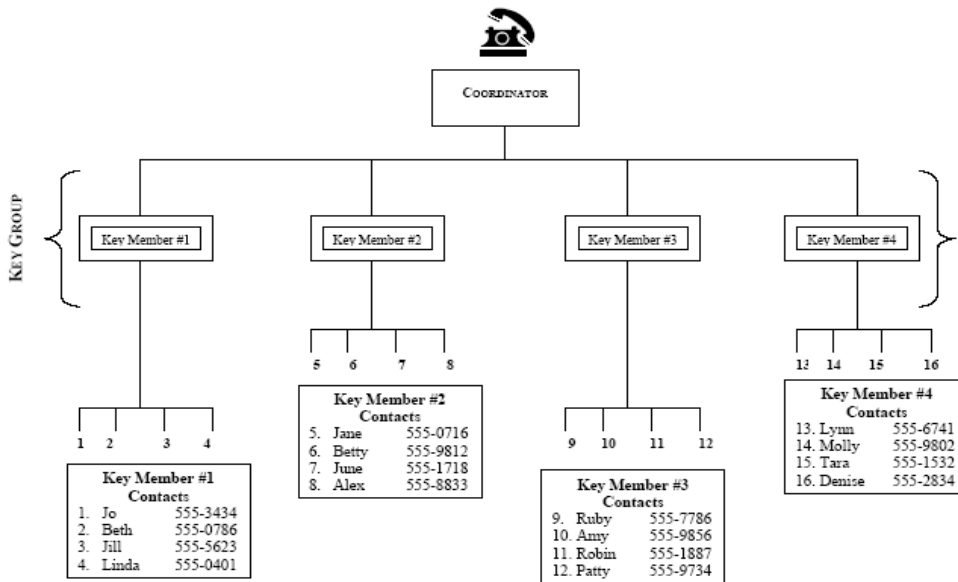
When an Emergency Occurs

Communication is a critical part of emergency management. School staff and students need to know what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. The Executive Office of the Mayor (EOM) must be kept informed and updated by the Executive Support Team or a designee. Information must be transmitted to the EST and to other affected schools. Finally, the Office of Communications must provide media with regular updates. The principal will notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

The Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. A telephone tree is set up by listing the first in the Chain of Command (principal or IC); link him/her to several on the School Emergency Response Team; and link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation (in the event that you cannot reach the next person on the list you would proceed to the next person and so forth). A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before activating this important communication process.

EXAMPLE PHONE TREE LAYOUT



The End-of-Day-One Faculty Meeting

A brief, end-of-day-one meeting provides an opportunity to review day one of an emergency, to update information, and plan for day two. Misinformation or rumors can be addressed before staff members go home or into the community where they are likely to be asked about the situation.

The Morning-After Faculty Meeting

The day following an emergency, an early faculty meeting provides an opportunity to give accurate, updated information about the emergency/ event/situation. The forum provides an opportunity to review the procedures for the day with staff, including the availability of intervention resources.

Connect-ED and Written Notices

Connect-ED is an effective tool that can be used to communicate information and news to students and parents, if it's available.

Written notices are vetted through the Executive Support Team and should be provided to staff and parents. Don't forget to consider those individuals who are absent on the day of the emergency.

Alert DC

The Alert DC system provides rapid text notification and update information during a major crisis or emergency. This system delivers important emergency alerts, notifications and updates on a range of devices including your:

- E-mail account (work, home, other)
- Cell phone
- Pager, BlackBerry
- Wireless PDA

When an incident or emergency occurs, authorized DC Homeland Security & Emergency Management personnel can rapidly notify you using this community alert system. Alert DC is your personal connection to real-time updates, instructions on where to go, what to do or what not to do, who to contact, and other important information.

Alert DC is available to citizens of the District of Columbia as well as individuals traveling to or working in the District. Sign up for an account to receive alerts and emergency notifications today at <https://textalert.ema.dc.gov>.

Emergency and Safety Alliance Website – <http://esa.dc.gov>

The Emergency and Safety Alliance Website serves as the login portal to the web-based application which provides emergency responders and building administrators with a quick and easy way to find emergency response plans, drill logs, reports, news, information, and resources on emergency management. Available at <http://esa.dc.gov>.

Dealing With Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon often present in emergencies: Rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide *facts* as soon as possible. The guidance provided below may help reduce rumors.

- Identify and notify internal groups with the most up-to-date facts (including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc). These are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or speculate about) will be passed on. A faculty/staff meeting should be held before staff members leave so that what is (and is not) known can be clearly communicated.
- Ensure clerical staff answering phones at the school and at the Central Office is aware what information can and cannot be shared with the general public. Some information may be sensitive in nature, or the unintentional release of information may compromise effective response efforts. Clerical personnel must be kept informed of inaccurate information which is circulating so they can help correct it. Designating a few persons to answer calls helps control the circulating of misinformation.
- Use of key communicators in the community will help combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information so that rumors can be dispelled.
- After the immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. Also, a follow-up public meeting may assist in restoring community confidence in the ability of the school and city officials to manage emergencies and provide a safe environment.

Technology

Technology can be a very effective tool for communication during an emergency. Common tools include the following:

Telephone

Schools should have at least one unpublished number. Check with the phone company to see if there are unused lines in the school's control panel which can be activated if needed. Use standard jacks and mark them clearly so emergency personnel can find them.

Intercom Systems

Ideally, systems should include teacher-initiated communications with the office and use a handset rather than a wall-mounted speaker. Instructions for use of the intercom system should be posted near the controls in the office area.

Bullhorns and Megaphones

Battery-powered megaphones can be effective for communication in an emergency. One could be part of the SERT Go-kit. Procedures governing storage and use will help ensure availability.

Two-Way Radio

Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to operate the device.

Computers

Existing computers may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, the Central Office, other schools in an affected area, and possibly for other agencies..

Fax Machines

Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.

Cellular Telephones

These phones may be the only tool working when electric service is out; they are useful to staff who may be en route to or from a site.

Store emergency planning references, media messages, and parental/student correspondence templates, important listings, etc., on computer flash-drives for easy transport and usage during emergencies

Alarm Systems

Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, severe weather, or special alert (with instructions to follow).

Text Alert System

The DC Emergency Text Alert is a text notification system powered by Roam Secure Alert Network that allows citizens to receive emergency text messages on any text-capable device, including computer e-mail, cell phones, and pagers. DC Text alert provides personal connection to real-time updates and instructions on evacuation routes and shelter information, preparedness and protection measures, and appropriate information contacts. It is available to residents, commuters, and tourists. When an incident or emergency occurs, authorized HSEMA personnel issue rapid notifications using this community alert system. School personnel can register for a free account at <https://textalert.ema.dc.gov>. Participation assures dissemination of timely, factual, and accurate information on incidents internal to the school district and external incidents which threaten the school community.

Emergency and Safety Alliance Website – <http://esa.dc.gov>

The Emergency and Safety Alliance Website serves as the login portal to the web-based application which provides emergency responders and building administrators with a quick and easy way to find emergency response plans, drill logs, reports, news, information, and resources on emergency management. Available at <http://esa.dc.gov>.

Strategies With Parents and Community

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun *before* an emergency occurs. Some useful strategies include the following:

- Inform parents about the school emergency plan. Explain the objectives, the purpose and need for the guide; such information can be disseminated through a school newsletter or other informational materials prepared for parents.
 - Schools may consider adopting a partnership with parents to prepare a personal Go-Kit for each child to keep in their school locker. An old backpack can be filled with tissues, a change of clothes, blanket/throw, a toy and/or book that provides comfort, a list of medication and emergency contact information. It is beneficial if the child is involved in putting the kit together with their parent/guardian. Refer the HSEMA Family Preparedness Guide for additional information (<http://hsema.dc.gov/dcema/cwp/view,a,1226,Q,609437,dcemaNav,31810|.asp>).
- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Develop materials that may be needed including:
 - Drafts of letters to parents informing them of what happened;
 - Information regarding possible reactions of their child and ways to talk with them, helping them to cope with the emergency. (examples included in the *School Crisis Response Handbook* available in Section 7);
 - How the school and school district are handling the situation; and
 - Utilize Connect-ED and DC Alerts where applicable.
- Develop a list of community resources which may be helpful to parents or to the school in the event of an emergency.
- Identify and maintain a list of parents who are willing to volunteer in case of an emergency, include them in preparation efforts, exercises and training activities.

Sharing Information With Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know their children are safe; they want details on the emergency situation; they want information on how the school is handling the incident; and they must be assured their children will be safe in the future.

First reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to rush to the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of preplanning. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

- Tell parents exactly what is known to have happened. Do not embellish, speculate, or downplay the seriousness of the event.
- Implement the plan to manage phone calls and establish protocols for receiving and meeting with parents who arrive at school.
 - Schools should designate a parent reunification area where counselors/faculty can present the situation, address parental emotional distress, and provide guidance for parents to assist their children in coping with the incident (parents will leave this initial meeting area to be reunited with the child/children).
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.
- In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its normal state helps everyone move beyond the emergency.

In the event of an emergency, parents have very specific information needs.

Communication With the Media

Most news people are sensitive in reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- Familiarize the media with school policies by establishing a rapport in advance of disasters. Involve the media in practice drills and exercises to help them understand and communicate the policies and procedures schools will use during an emergency.
- Identify a single information source
- Direct media representatives to one area (on or off campus) where briefings can take place. Pre-designate a staging area (on or off site) for media personnel to park their vehicles and/or communications equipment.
- Instruct all employees to refer all information and questions to the Media Liaison or Information Official
- If the emergency is a death, consult with the deceased student/staff member's family before making a statement. Be prepared to explain measures the school has undertaken to address student and faculty grief counseling needs. Also, address actions taken to avoid loss of life in future incidents.
- Insist that reporters respect the privacy rights of students and staff
- Advise students of the media policy
- The Media Liaison or Information Official should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
- Remind employees that only designated spokespersons are authorized to talk with news media
- Take the initiative with news media, and let them know what is or is not known about the situation
- Emphasize the good history of the school/district
- Speak to reporters in plain English—not in *educationese*
- If there is involvement with a criminal case, work in conjunction with the law enforcement spokesperson.
- Don't try to kill a story; don't say "no comment"; don't speculate; don't try to blame anyone for anything
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Contact Executive Support Team to regularly update
- Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read (avoid ad-libbing).
- Assign sufficient staff to handle phones, and keep a log of calls and personal contacts
- Express appreciation to all persons who helped handle the emergency

- For complex incidents, consider utilizing expertise of a multi-disciplinary team of Subject Matter Experts (SMEs) to address specific emergency functions such as law enforcement or health emergency response strategies

Sample Statements to the Media

Sample 1: Bus Accident

Our third-grade students were on a field trip when their school bus was involved in an accident on Interstate-95 (I-95). Emergency medical teams have arrived and are transporting students to (NAME) community hospital. Our Assistant Principal is at the scene, and our Instructional Superintendent is at the hospital. We have established a hotline for parents (or, staff members are calling parents of students involved in the accident). The hotline number is (NUMBER). Our School Emergency Response Team (SERT) is implementing our emergency protocol for bus accidents, including providing support to students and staff.

Note: Important points made are: preparedness of the school; coordination of efforts with District agencies; access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.

Sample 2: Fight/Death of Student (off campus, after hours)

A fight involving two 11th-grade students occurred a block from campus at 7:00 p.m. last night. The incident resulted in the fatal shooting of one of our students. Police are investigating, and no additional information is known at this time, but police are conducting an ongoing investigation.

Our School's Emergency Response Team (SERT) went into action immediately following the incident, and the following actions have been taken: 1) Our School's Emergency Response Team (SERT) met last night and planned a staff meeting before the school day; 2) We notified staff of the meeting using our Telephone Tree; 3) Crisis counseling for students is being provided by the Central Office and the Department of Mental Health; and 4) A review of our school weapons policy is underway, and school security is on alert for potential related violence.

Note: Important points are: Even though the incident occurred off campus after hours, the school still has a responsibility to act; the incident is coupled with a restatement of the District weapons policy; the school demonstrates it is able to handle emergencies by convening a SERT meeting; by drawing on District resources; and by providing (or accessing) crisis counseling to the students.

Sample Letter to Parents

Dear Parents,

I am writing to inform you that the (Name of School or District) has recently experienced (specify event, whether death, fire, etc.), which has deeply affected us. Let me briefly review the facts (give brief description of incident and known facts).

We have implemented our School's Emergency Response Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger, and fear reactions, we believe it is essential to resume a normal routine as much as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (Specify needed information such as memorial services, possible changes in classroom locations, alterations in school operating hours, etc.).

Thank you for your continued support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress, which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child or steps being taken by the school to address this (loss, tragedy, etc.).

Sincerely,

(Principal Name)
(Phone)

Section 2

Executive Support

"Disasters are inevitable. Appropriate preparation is not."

(R. Lazarus)





Unit 1

Executive Support Planning

Introduction

Purpose

The purpose of Executive Support Planning is to provide continuance of operations, emergency preparedness/response information and resources to assist School Emergency Response Teams (SERT) in protecting the safety and well-being of students and staff during an emergency. This Plan addresses Level II and III emergencies, as defined later in this section. Emergencies involving only a specific site are designated as Level I and should be managed according to the site emergency plan. Activation of the Executive Support Team (EST) will not occur for site-specific emergencies; however, the EST staff may provide additional resources, if deemed necessary.

This standardized Plan has been developed for all school sites to promote coordinated preparedness and integrated emergency response procedures. Each site must modify the Plan to meet its own capabilities and special needs. Therefore, where appropriate, throughout the Plan we address variances in the needs and requirements of different school levels. All schools will submit their School Emergency Response Plan on an annual basis, through the DC Emergency and Safety Alliance web-based application. When a Level II or III critical incident occurs, the EST Recorder will take copies of the affected school(s) plans to the EST Operations Center to facilitate coordination and communication. EST assignments will be distributed to all schools, offices, and within a web-based application annually or when changes occur.

Police, fire, and/or criminal investigative processes may supersede any Local Education Agency (LEA) plans.

Planning Objectives

- Protect the safety and welfare of students and staff
- Provide a safe and coordinated response to emergency situations.
- Protect school facilities and property
- Enable the system to restore normal conditions with minimal confusion, in the shortest time possible
- Provide coordination between sites, EST, MPD, FEMS, and the EOC
- Provide for the orderly conversion of predesignated school sites to shelters when necessary (please note—use of school facilities as shelters may or may not be directly related to an incident originating in the school system)

Scope

This plan encompasses all schools and addresses a broad range of potential major emergencies. Such incidents may include: major fire, earthquake, hazardous materials spills, widespread power outage, escapes from the Department of Corrections (DOC) detention centers, and similar events affecting more than one site.

Authority

The School Emergency Response Plan is promulgated by the Executive Office of the Mayor. The Plan should be implemented at the time of a disaster, at the direction of the EST Leader or his/her designated alternate. School Emergency Response Plans are implemented by school principals once an emergency incident arises or when directed by the EST Leader. Each principal becomes the Incident Commander (IC) and is authorized and directed to implement the School Emergency Response Plan or initiate actions necessary to save lives and mitigate the effects of disasters. Any site-based administrator has the authority to directly notify the EST Leader or designee (the EST Manager) when Level II or III emergencies occur. MPD and/or FEMS emergency procedures will supersede any site-based plan.

Notification

In the event of a Level II or III emergency, the IC notifies the EST by calling the EST Manager at _____. If no answer, call _____. State the following:

This is (your name), and I have a level II or III emergency at (location). I can be reached at (phone number ____).

The EST Manager will be responsible for notifying the EST Leader and assembling the EST to convene at the designated EST Operations Center, if necessary. The IC will be the key contact person for the EST Manager. If the IC is unable to notify the EST or police/fire department, first responders will use their radios to notify the Safe Schools Liaison, who will in turn notify the EST.

Planning tools
and resources
are available at
the Emergency
and Safety
Alliance
Website
<http://esa.dc.gov>

Procedures

The following guidelines shall govern emergency preparedness and response within the school system

- Student safety is of the utmost importance. All actions taken will safeguard the well-being of students and employees.
- In the event of a major disaster during school hours, the EST Leader or his/her designee will order school dismissal. Pending issuance of the order, students will remain under the supervision of school authorities until released to parents or preauthorized guardians.
- Students will be released when parents or guardians arrive at the school and properly identify themselves. The school will maintain a list of emergency contacts, including individuals authorized to receive students.
- School employees must prearrange for the care of family members to fulfill emergency responsibilities, including providing post-disaster care of students.
- Each school and office will have a School Emergency Response Plan with a designated IC who will supervise Plan development, execution, and evaluation. An alternate will be named to serve in the absence of the IC.
- MPD will designate an appropriate liaison to the school system, to be based at the designated EST Operations Center.
- The designated EST Operations Center is _____, or as designated by the EST Manager.
- Seek cooperation of the PTA and other parent groups in organizing disaster response activities and assignments.

Critical Incidents and Assumptions

Critical incidents with some degree of probability of occurring include:

- Medical emergencies
- Fire
- Explosion/bomb threat
- Hazardous materials/chemical spill
- Civil disturbance
- School violence (assaults/shootings/stabbings)
- Utility failures
- Hostage situations
- Unauthorized intrusions; and
- Severe weather

Assumptions inherent in a school response to any disaster include:

- All emergencies are reported to the EST Manager.
- School sites may implement their School Emergency Response Plans independent of the EST.

- Depending on the severity and scope of the incident and its impact on individual sites, School Emergency Response Plans will be partially or fully activated, as deemed necessary by the IC.
- Policies and procedures outlined in this Plan are to be implemented as necessary.

Continuity of Operations (COOP)

The Continuity of Operations (COOP) Plan provides for resuming and sustaining of essential functions—and the fulfillment of the LEA’s mission—as soon as possible during and after a localized, District-wide, or catastrophic emergency. As soon as emergency response personnel have minimized injury, loss of life, and property damage the COOP plan should be implemented. The primary objectives of the plan are to:

- Ensure the continuous performance of essential functions and objectives; and
- Protect facilities, systems, equipment, records, and assets.

Emergency Recovery

Emergency Recovery is the process of implementing the policies, procedures, and actions to resume normal operation after a crisis. Part of emergency planning includes preparing for a quick rebound after an unwelcomed event, so that normal operations can be resumed.

The EST Leader will designate a Recovery Coordinator as outlined in Section 5 – Recovery, as needed.

Levels of Emergencies

The scope and magnitude of the emergency and the availability of personnel and other resources will determine a school system's response to emergencies. Based on the emergency, MPD, FEMS, Department of Health (DOH), Department of the Environment (DDOE), or Department of Consumer and Regulatory Affairs (DCRA) procedures will supersede local site protocols. There are three identified levels of emergencies. Only Levels II and III enact the Executive Response Team. The three levels are defined below:

Level I—School Emergency

A Level I emergency is a site-based event affecting only that location and does not require the activation of the EST. However, the IC may use EST personnel or resources (e.g., the Crisis Team [see Section 1])

Level II—System Emergency*

A Level II emergency is a local event having an impact on more than one site *or* having a large-scale community impact, such as a major fire, civil disturbance, hostage situation, or widespread power outage. Also, a Level II emergency may be an event that only affects one location, but the magnitude of the emergency requires the support of the EST, who determines what additional. Depending on the magnitude of the event, the resources and expertise of the EST may be needed to manage the event. School Emergency Response Plans are implemented by the IC, as the EST assembles key staff and section leaders.

Level III—District Emergency*

A Level III emergency is a community or region wide event affecting multiple sites such as an earthquake, chemical/biological-related incidents, or any incident having a collateral impact on the District of Columbia and the National Capital Region (NCR). An example would be a mass evacuation from Maryland or Virginia. In the event of a Level III emergency, site emergency plans are implemented along with EST, and the District of Columbia Response Plan would be fully activated to coordinate system wide response efforts.

Integration With Other Plans

This plan supports and is integrated with all participating school site plans. Also, this Guide complements the District of Columbia Response Plan and activities in the HSEMA Emergency Operations Center (EOC).

* Note: Declaration of a Level II or III emergency may require activation of the EST Emergency Operation Center (EOC) to coordinate internal response, and coordination with the EOC Liaison in the HSEMA EOC, which provides overall emergency management coordination for the District of Columbia.

The EST will activate the Emergency Recovery Team upon resolution of all emergency issues affecting students and staff. The two teams will collaborate to promote systemwide recovery. (See Section 5, Recovery)

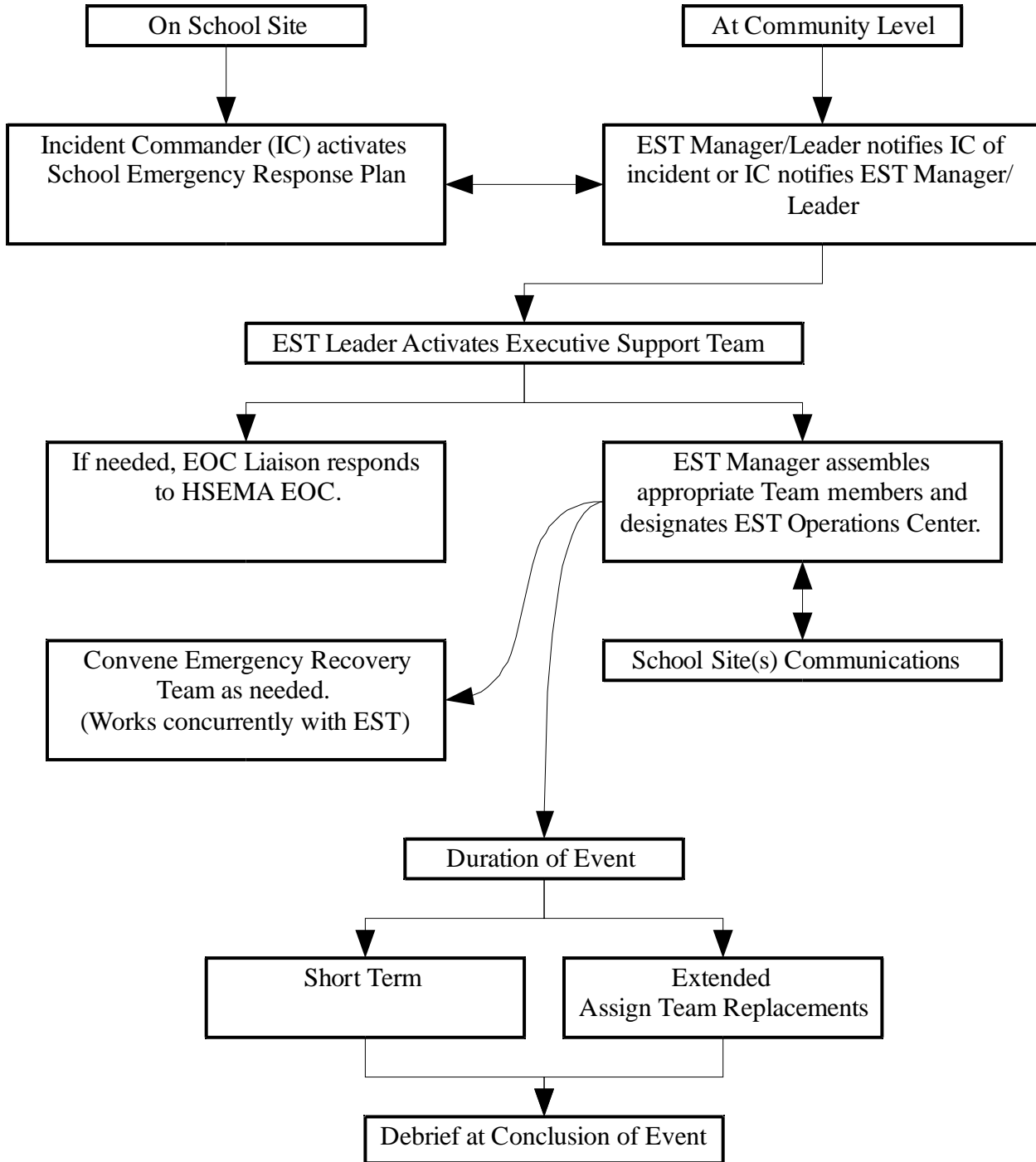
Checklist for Executive Support Planning

Each Local Education Agency (LEA) should form an Executive Support Team comprised of a variety of executive-level school employees, community representatives, and stakeholders.

- Has each team member read or become familiar with this *School Emergency Response Plan and Management Guide*?
- Review **EST Member Action Sheets** to determine staff assignments
- Complete the following:
 - **Executive Support Team Member Assignments**
 - **Executive Support Team Contact Information**
 - **EST Operations Center Locations**
 - **Continuity of Operations Plan (COOP); and**
 - **Pandemic Flu Response (COOP Addendum).**
- Review **Universal Emergency Procedures**.
- Review **Emergency Management Protocols**. Modify for your LEA if necessary.
- Review **School Emergency Procedures Guide** (Flipchart) and ensure school level distribution, training, and use.
- Update and/or modify contact information in **Section 4: Response Protocols**.
- Update and/or modify **Section 6: Prevention Protocols** and **Section 7: Appendices**, with your LEA specific directives.
- EST Manager and/or the Liaison Officer assume active membership on the Interagency Team, the **DC Emergency and Safety Alliance**.
- Ensure development and maintenance of the site-based **Emergency Response Plans** for all schools within your LEA.
- Establish a mechanism for individual schools within your LEA to request assistance in creating school-based plans/mitigating identified hazards.
- Designate a school executive-level contact or liaison to monitor individual school progress.
- Establish a regular meeting or planning schedule for the EST and attend required EST trainings.

Implementation of the Executive Support Team (EST)

Level II or III Critical Incident Occurs



Executive Support Team Roles and Responsibilities

Command and control rests with the EST Leader. As appropriate, the EST Leader activates the EST. The EST Manager activates others needed to fulfill emergency response tasks. The following roles and responsibilities require staff assignments.

| Title | Role and Responsibility |
|---|---|
| EST Leader | Oversees LEA response to emergency. Activates EST. Coordinates with HSEMA EOC and EST. |
| EST Manager | Reports to EST Leader. Coordinates response of EST. Manages EST Operations Center. Makes decisions for LEA response to critical incident. |
| EOC Liaison | Reports to HSEMA EOC. Represents LEA at EOC. Provides EST Leader and EST Manager with current information. |
| Public Information Officer (PIO) | Reports to EST Manager. Coordinates release of information with other agency PIOs. Prepares press releases. Coordinates information with all stakeholders. |
| Liaison Officer | Reports to LEA Manager. Functions as liaison to other agencies. Relays information to all stakeholders. |
| Safe Schools Liaison | Reports to MPD. Facilitates MPD interests to EST. |
| Legal Officer | Reports to EST Manager. Provides professional legal counsel. Advises PIO on legal impact of statements. Collaborates with legal counsel from other agencies. |
| Facilities Section Chief | Reports to EST Manager. Organizes and directs operations regarding the physical environment. |
| Technology Section Chief | Reports to EST Manager. Works with EST Operations Center and affected sites to make sure lines of communication are open. |
| Logistics Section Chief | Reports to EST Manager. Organizes and directs operations associated with maintenance of physical environment. |
| Support Services Section Chief | Reports to EST Manager. Organizes and directs operations associated with student health and well-being, which include accountability and care of students during event. |
| Human Resources Section Chief | Reports to EST Manager. Organizes and directs operations associated with health and well-being of staff which include accountability and care of staff during event. |
| Fiscal Services Section Chief | Reports to EST Manager. Tracks expenses and facilitates purchases to meet needs of school staff and students during the event. |
| EST Recorder | Reports to EST Manager. Documents all meeting results, directives, and decisions. Keeps accurate files. |

E S T L eader

Responsibilities

- Oversees school system response to emergency incidents.
- Participates in media briefings as necessary.
- Coordinates with the District of Columbia HSEMA EOC.
- Designates LEA representative to the HSEMA EOC.
- Informs the Mayor of incidents impacting the LEA.
- Remains at Administrative Offices.
- Activates Continuity of Operations Plan (COOP) when necessary.

Immediate Actions (initiated within first hour of the emergency)

- ___ Initiates the LEA EST by assuming the role of EST Leader.
- ___ Notifies appropriate staff of need to send designated representative to the EOC.
- ___ Notifies EST Manager of the incident.
- ___ Establishes online communication with EOC and the 911-center dispatcher.
- ___ Appoints all EST staff positions. Depending on the situation at hand, the IC may elect not to fill some of the positions.
- ___ Attends the status/action plan meeting
- ___ Monitors status reports from EST manager.
- ___ Determines need for participation of outside resource representatives.
- ___ Communicates status to EOC, Mayor's Office, and other appropriate agencies as necessary.
- ___ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

Intermediate Actions (normally after first hour of the emergency and over next four–six hours)

- ___ Authorizes resources as needed or requested.
- ___ Attends briefings as scheduled by EST Manager.
- ___ Approves media releases submitted by the Public Information Officer.
- ___ Communicates status to the EOC, Mayor's Office, and other appropriate agencies, as necessary.

Extended Actions (if emergency lasts longer than eight hours and/or when emergency ends)

- ___ Reviews plans for recovery and salvage efforts, institutes special security requirements as conditions warrant (i.e., locking down section of physical facility for safe purposes and/or to facilitate recovery and salvage efforts), and updates the action plan for continuance or termination. A meeting should occur at least once every eight hours.
- ___ Declares the end of the emergency and closes down the EST.
- ___ Instructs Section Chiefs and EST staff to submit a written summary of their activities during the emergency, within 72 hours.
- ___ Ensures a detailed review and evaluation of the LEA response to the emergency within two weeks.
- ___ Appoints a team to relieve the initial EST and holds a meeting to debrief the situation, if needed.

EST Manager

Responsibilities

- Reports to EST Leader.
- Coordinates response for all functions assigned to the EST.
- Represents the EST Leader in the absence of the EST Leader or designee.
- Reports to EST Leader.
- Manages the command and control of the EST Operations Center.
- Assures the ability of the EST to function by overseeing the placement and maintenance of equipment and supplies in a preparatory state of readiness.
- Establishes the EST Operations Center from which the EST leaders are to meet.
- Authorizes expenditures of funds to meet crisis.
- Coordinates with EOC and MPD Police Liaison.
- Deploys additional resources to the emergency site, if needed (e.g. clerical, support services).
- Implements Continuity of Operations Plan (COOP) after activation by the EST Leader.
- Joins the Interagency Team, known as the DC Safety and Emergency Alliance.

Immediate Actions (initiated within first hour of the emergency)

- ___ Reports to EST Leader and obtains briefing on the situation.
- ___ Manages EST Operations Center functions.
- ___ Ensures EST is properly set up, assures notifications to appropriate personnel, and coordinates staging of equipment and supplies in the proper locations.
- ___ Oversees EST communication capabilities and restrictions. Establishes operating procedures for use of telephone and radio systems.
- ___ Contacts EOC to establish that EST is operational.
- ___ Tests LEA capability to transmit via the Washington Area Warning Alert System.
- ___ Attempts to determine estimated times of arrival of responding staff to EST Operations Center.
- ___ Distributes section packets, which contain:
 - ___ Job Action Sheets for each position;
 - ___ Identification badges for each position;
 - ___ Forms pertinent to Section and positions; and
 - ___ Event Logs for each position.
- ___ Announces status/action plan meeting of all Section Chiefs and EST staff positions. Meeting occurs after Section Chiefs have established initial contact with their direct reports, as delineated in the Plan. Completes a brief assessment of the situation as it pertains to their area of responsibility. Meeting should be held within 15–30 minutes after confirmation and declaration of an actual emergency.
- ___ Forecasts future EST needs.
- ___ Requests additional personnel for the section to maintain sufficient staff coverage for a two-shift (12-hour) EST operation.
- ___ Updates EST Leader on the status of incident.
- ___ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

Intermediate Actions (normally taken after 1st hour of the emergency and over next four–six hours)

- ___ Ensures maintenance of section EST logs and files.
- ___ Develops contingency plan for all plans and procedures requiring off-site communications.
- ___ Conducts hourly briefings with Section Chiefs and EST staff.
- ___ Ensures notification and coordination of EST emergency expenditures are coordinated through Finance/Administration.
- ___ Updates EST Leader on status of the incident.
- ___ Provides periodic situational briefings to EST Section Chiefs on most current information.
- ___ Facilitates seamless transition of shift changes and briefs relief personnel.
- ___ Ensures completion of all paperwork and closure of logs.

Extended Actions (if emergency lasts longer than eight hours and/or when emergency declared over)

- ___ Deactivates EST and ensures closure of logs upon authorization of EST Leader.
- ___ Accounts for all equipment issues.
- ___ Ensures required forms or reports are completed prior to staff release and departure.
- ___ Conducts detailed review and evaluation of LEA emergency response within two weeks of incident and contributes toward development of the After-Action Report.

Emergency Operations Center Liaison

Responsibilities

- Reports to EST Leader.
- Designated LEA representative that reports to the HSEMA EOC.
- Provides EST Leader and EST Manager with current information.
- Provides HSEMA EOC with information and contacts for LEA.

Immediate Actions (within first hour of emergency)

- ___ Obtains an incident briefing and determines assignment/relocation to the HSEMA EOC.
- ___ Establishes communication with HSEMA EOC representative.
- ___ Reports to designated location.

Intermediate Actions (normally taken after 1st hour of the emergency and over next four–six hours)

- ___ Apprises EST Leader and EST Manager of situational updates from HSEMA EOC.
- ___ Informs HSEMA EOC of LEA response actions.

Extended Actions (if emergency lasts longer than eight hours and/or emergency ends)

- ___ Advises EST Leader when the emergency concludes.
- ___ Collaborates with EST Leader and HSEMA EOC representative when affected sites transition to normal operations.

HSEMA EOC: 2720 Martin Luther King Jr. Avenue, SE
Washington, DC 20032
202-727-6161

Public Information Officer (Communications)

Responsibilities

- Reports to EST Manager.
- Coordinates information release with Executive Office of the Mayor (Office of Communications) and other District agency PIOs.
- Provides press releases.
- Coordinates communications with LEA employees.
- Coordinates communications with DC public, charter, and private school networks.
- Coordinates communications with parents.

Immediate Actions (initiated within the first hour of the emergency)

- ___ Reports upon arrival to EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefings on the current situation.
- ___ Identifies restrictions for news releases from Emergency EST Leader.
- ___ Attends all status/action plan meetings convened by EST Manager.
- ___ Establishes and maintains ongoing communications with Liaison Officer.
- ___ Uses the Public Information Office as the official information center. In the event of an internal disaster, the official information center will be located as close as possible to the EST.
- ___ Coordinates with Mayor's Office of Communications and the Joint Information Center (JIC) during all emergencies and disasters.
- ___ Establishes an offsite press briefing room.
- ___ Establishes a staging area for media.
- ___ Establishes and implements controls limiting access by news media.
- ___ Establishes and maintains constant communication with PIOs from other involved agencies.
- ___ Drafts an initial news release in collaboration with other agencies for EST Leader's review and approval that describes the LEA response to the incident.
- ___ Provides statements for dissemination to the public, emergency support staff in Public Information, and secretaries throughout the Central Office.
- ___ Provides copies of all releases to EST Leader and ensures file copies are maintained with the Critical Incident Recorder.
- ___ Monitors incident news broadcasts and corrects any misinformation.
- ___ Adopts a proactive attitude. Thinks ahead. Anticipates situations, problems before they occur.

Intermediate Actions (normally taken after 1st hour of emergency and over the next four–six hours)

- ___ Attends all briefings called by EOC Manager.
- ___ Ensures all news releases are reviewed and approved by EST Leader.
- ___ Provides onsite media with incident information reports on a routine basis *when* approved by EST Leader (i.e., hourly updates or when significant situation changes occur involving the emergency and LEA response).
- ___ Establishes rumor-control procedures for identifying false or erroneous information; implements measures to abate such information.

- ___ Informs EST Leader of all unusual requests for information; reports critical or unfavorable media comments. Provides estimates of incident impacts and severity; provides recommendations as appropriate.
- ___ Prepares intermittent updates for the EOC, Mayor's Office, and other appropriate agencies, as necessary.
- ___ Furnishes a representative for the JIC capable of providing incident briefing updates.

Extended Actions (if emergency lasts longer than eight hours and/or emergency is declared over)

- ___ Obtains regular updates from Section Chiefs.
- ___ Confers with EST Leader to discuss special reports to the media, especially on resolution of the emergency.
- ___ Conducts shift-change briefings with emergency communications staff.
- ___ Provides written summary of related activities performed within 72 hours after emergency ends.
- ___ Provides assistance to ensure staff and volunteers activated during the emergency receive appropriate compensation and timely recognition for their efforts.
- ___ Prepares final news releases and advises media reps of points-of-contact for followup coverage.

Liaison Officer

Responsibilities

- Reports to EST Manager.
- Functions as primary incident interagency contact person for MPD, FEMS, DOC, and other organizations.
- Relays information to LEA EST staff.
- Relays information to the district PTA president.
- Relays information to the District Advisory Board chairperson.
- Relays information to the EOM.
- Relays information to site leader(s), principal(s) of affected school(s).

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in upon arrival with EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefings on the current situation.
- ___ Reviews LEA emergency organizational charts to determine appropriate contacts and message routing.
- ___ Attends status/action plan meeting convened by EST Manager.
- ___ Establishes and maintains communications with PIO.
- ___ Secures incident information to address agency inquiries, such as the EOC.
- ___ Establishes contact with Liaison Officers of each cooperating agency, such as the EOC.
- ___ Ensures Liaison Officers receive updates on incident development and changes to LEA emergency response.
- ___ Adopts proactive attitude. Thinks ahead. Anticipates situations and problems before they occur.

Intermediate Actions (normally taken after 1st hour of emergency and over next four–six hours)

- ___ Requests assistance, information through other agencies (e.g., MPD, DOH, FEMS) as needed.
- ___ Confers with Section Chiefs as necessary to update other involved agencies (e.g., HSEMA, EOC).
- ___ Apprises EST Leader of changes in emergency response by other agencies (e.g., deactivation of EOC).

Extended Actions (if emergency lasts longer than eight hours and/or emergency is declared over)

- ___ Advises other agencies when the EST Leader concludes LEA emergency response. However, long-term recovery and/or salvage efforts may continue. This information is transmitted to other agencies involved in the recovery process.

Safe Schools Liaison (MPD Personnel)

Responsibilities

- Reports to MPD.
- Functions as police liaison with LEA.
- Serves as a member of Executive Support Team.
- Serves on the DC Safety and Emergency Alliance.

Immediate Actions (initiated within first hour of the emergency)

- ___ Reports to MPD.
- ___ Checks in with EST Manager.
- ___ Receives incident briefing for an update on LEA response and situational awareness.

Intermediate Actions (normally taken after first hour of the emergency and over next four hours)

- ___ Provides continuing support to the EST.
- ___ Provides LEA, MPD, and other agencies with technical assistance in managing the crisis.
- ___ Briefs EST Manager on law enforcement efforts impacting LEA operations and facilities.
- ___ Assists EST Manager with safety decisions for LEA students and staff.

Extended Actions (if emergency lasts longer than eight hours and/or emergency is declared over)

- ___ Assists with briefing the replacement team.
- ___ Debriefs EST after crises.

EST MEMBER ACTION SHEET

Legal
(Attorney)

Responsibilities

- Reports to EST Manager.
- Provides professional advice on legal ramifications of any action having an adverse impact on the school system.
- Provides legal advice on paperwork and tracking forms necessary to confirm actions are initiated in the best interest of the school system and provides adequate solution to the emergency.
- Advises PIO concerning the legal impact of statements and press releases issued to the public.
- Documents emergency actions taken by LEA.

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in upon arrival with EST Manager.
- ___ Reports to EST Leader.
- ___ Wears position identification badge.
- ___ Obtains briefings on the current situation.
- ___ Attends status/action plan meeting convened by EST Manager.
- ___ Adopts proactive attitude. Thinks ahead. Anticipates situations and problems before they occur.

Intermediate Actions (normally taken after 1st hour of the emergency and over next four–six hours)

- ___ Attends all briefings called by EST Manager.

Extended Actions (if emergency lasts longer than eight hours and/or the emergency is declared over)

- ___ Attends all briefings convened by EST Manager.

Facilities Section Chief

Responsibilities

- Reports to EST Manager.
- Direct reports include:
 - _____ (Maintenance Branch Leader);
 - _____ (Construction Branch Leader);
 - _____ (Operations Branch Leader); and
 - _____ (Design Branch Leader).
- Organizes and directs operations associated with maintenance of physical environment.
- Advises EST Manager.
- Oversees all areas identified in operations chain of command.
- Communicates and coordinates information with Section Chiefs from Logistics, Student Services, Finance, and Human Resources.
- Assumes duties of subordinates to provide staff coverage.
- Reports to EOC as incident conditions warrant.

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in on arrival with EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefings on the current situation.
- ___ Appoints Branch Leaders as noted above (Operations Section Chief has discretion to fill some positions depending on developments).
- ___ Briefs Branch Leaders (direct reports) on current situation and instructs them to conduct initial assessments of their responsibilities.
- ___ Provides identification badges for each position.
- ___ Attends status/action meeting convened by EST Manager. Initial assessments by Branch Leaders are reported at this time.
- ___ Meets with Branch Leaders to outline Section action plan; designates schedule for future meetings.
- ___ Provides EST Manager with initial facility damage survey report, if applicable.
- ___ Ensures that directives from EST Manager are carried out in timely and appropriate fashion.
- ___ Adopts a proactive attitude. Thinks ahead. Anticipates situations, problems before they occur.

Intermediate Actions (normally taken after 1st hour of emergency and over the next four–six hours)

- ___ Issues requests to EST Manager to fulfill resource requirements for Branch Leaders.
- ___ Obtains status reports from other Section Chiefs.
- ___ Receives hourly status reports from Branch Leaders
- ___ Attends briefings with EST Manager and provides status reports and recommendations for updating action plans regarding continuance and termination of plans
- ___ Assures that Branch Leaders document actions and decisions on a continuous basis.

Extended Actions (if emergency lasts longer than eight hours and/or the emergency is declared over)

- ___ Obtains status reports on action plans from Branch Leaders at least every two hours.
- ___ Confers with EST Manager to discuss recovery and salvage requirements.
- ___ Meets with EST Manager as necessary to update Section action plan regarding continuance or termination of the Plan. Meetings should occur at least once every eight hours.
- ___ Observes Branch Leaders for signs of stress and fatigue. Provides relief and rest periods as required.
- ___ Ensures actions are taken to return Section to normal operations when EST Leader declares the emergency over.
- ___ Assures that Branch Leaders report to CFO on additional expenses incurred as a result of the emergency. This is provided at the conclusion of the emergency. Documents additional expenses: manpower costs (i.e., overtime); costs of rented equipment; and/or purchase of additional supplies and/or materials. Also, reports financial expenses to HSEMA to substantiate District and Federal emergency or disaster declarations.
- ___ Provides written summary of related activities performed by the section within 72 hours of the conclusion of the emergency.
- ___ Coordinates with HSEMA and FEMA personnel to complete post-disaster preliminary and joint damage assessments of affected LEA facilities. Also, assigns project officer for duration of recovery period to collaborate with HSEMA and FEMA regarding emergency repairs and long-term recovery restoration.

Logistics Section Chief

Responsibilities

- Reports to EST Manager.
- Direct reports include:
 - _____ (Distribution Branch Leader);
 - _____ (Food Service Branch Leader);
 - _____ (Transportation Branch Leader); and
 - _____ (Other Branch Leader).
- Organizes and directs operations associated with maintenance of physical environment and EST Operations Center.
- Advises EST Manager of incident developments.
- Oversees all areas identified in logistics chain of command.
- Communicates and coordinates information with Section Chief from Operations, Student Services, Fiscal Services, and Human Resources.
- Assumes duties of subordinate positions if not available.

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in on arrival with EST Manager.
- ___ Reports to the EST Leader.
- ___ Wears position identification badge.
- ___ Obtains briefing on the situation.
- ___ Appoints Branch Leaders as noted above.
- ___ Issues identification badges for each position.
- ___ Briefs Branch Leaders (direct reports) on current situation and instructs them to conduct an initial assessment of their areas of responsibility.
- ___ Attends status/action meeting convened by EST Manager. Initial assessments completed by Branch Leaders are reported during the meeting.
- ___ Confers with Branch Leaders to outline Section action plan and schedules next meeting.
- ___ Provides EST Manager with initial facility damage survey report, if applicable.
- ___ Ensures directives from EST Manager are carried out in a timely and appropriate fashion.
- ___ Adopts a proactive attitude. Thinks ahead. Anticipates situations, problems before they occur.
- ___ Identifies anticipated gaps in services or resources required to address the emergency.

Intermediate Actions (normally taken after 1st hour of the emergency and over next four–six hours)

- ___ Issues requests to EST Manager for resources needed by Branch Leaders.
- ___ Obtains status reports from other Section Chiefs.
- ___ Receives hourly status reports from Branch Leaders.
- ___ Attends briefings with EST Manager and provides status reports and recommendations for updating action plans regarding continuance and termination of Plans.
- ___ Assures that Branch Leaders document actions and decisions continuously.
- ___ Coordinates continuously with Branch Leaders regarding any gaps in services or resources required to address the emergency.

Extended Actions (if emergency lasts longer than eight hours and/or declared ended)

- ___ Obtains status reports on action plans from the Branch Leaders at least every two hours.
- ___ Meets with EST Manager to discuss recovery and salvage requirements.
- ___ Confers with EST Manager to update the section action plan regarding continuance or termination of the Plan. Meetings will occur at least once every eight hours.
- ___ Observes Branch Leaders for signs of stress and fatigue; provides relief and rest periods as incident conditions warrant.
- ___ Ensures actions are taken to return the section to normal operations pending confirmation of the conclusion of the emergency by the EST Leader.
- ___ Assures Branch Leaders provide the CFO with a report on additional expenses incurred as a result of the emergency. Additional expenses include manpower costs (i.e., overtime) and costs associated with equipment rental or purchase of additional supplies and/or materials.
- ___ Provides a written summary of related activities performed by Section 72 hours after emergency has ended.
- ___ Coordinates continuously with Branch Leaders regarding any gaps in services or resources required to address the emergency.
- ___ Secures detailed inventory from Branch Leaders of depleted resources and confers with HSEMA regarding additional requests for supplemental District/Federal assistance.

Support Services Section Chief

Responsibilities

- Reports to EST Manager.
- Direct reports include:
 - _____ (School Counseling Branch Leader);
 - _____ (Health Services Branch Leader);
 - _____ (Psychological Services Branch Leader);
 - _____ (Pupil Services Branch Leader); and
 - _____ (Other Branch Leader).
- Organizes and directs operations associated with health and well-being of students.
- Accounts for students at affected sites.
- Develops short- and long-term action plans for care of students.
- Ensures critical incident stress management services are available for students.
- Advises EST Manager of incident developments.
- Oversees all areas identified in Student Services chain of command.
- Communicates and coordinates information with Section Chiefs from Operations, Logistics, Fiscal Services, and Human Resources.
- Assembles staff to provide assistance for care of evacuated or displaced students and staff.
- Assumes duties of subordinate functions, if personnel are not available.

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in with EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefings on current situation.
- ___ Appoints Branch Leaders as noted above (depending on situation, Support Services Section Chief uses discretion on filling some positions).
- ___ Distributes Support Services Section packet with identification badges for each position.
- ___ Conducts briefings for Branch Leaders (direct reports) on current situation and provides instructions for conducting initial assessments of their respective areas.
- ___ Attends status/action meeting convened by EST Manager. Initial assessments made by Branch Leaders are reported during the meeting.
- ___ Meets with Branch Leaders to outline Section action plan and designates time for next meeting.
- ___ Informs EST Manager regarding any health concerns of students and staff at affected sites.
- ___ Collaborates with DOH, MPD, F&EMS and other departments in timely response to address immediate health concerns and/or potential health risks.
- ___ Ensures directives from the EST Manager are carried out in a timely and appropriate fashion.
- ___ Adopts a proactive attitude. Thinks ahead. Anticipates situations, problems before they occur.

Intermediate Actions (normally taken after 1st hour of emergency and over next four–six hours)

- ___ Initiates requests to the EST Manager for resources needed by the Branch Leaders.
- ___ Obtains status reports from the other Section Chiefs.
- ___ Receives status reports from Branch Leaders on an hourly basis.

- ___ Attends briefings with EST Manager and provides status reports and recommendations for updating action plans regarding continuance and termination of Plans.
- ___ Assures Branch Leaders document actions and decisions on a continuous basis.
- ___ Collaborates with DOH, MPD, FEMS, and other departments to address developing health concerns and/or potential health risks.

Extended Actions (if emergency lasts longer than eight hours and/or when emergency declared over)

- ___ Obtains status reports on action plans from Branch Leaders a minimum of every two hours.
- ___ Meets with EST Manager to discuss recovery and salvage requirements.
- ___ Confers with EST Manager to update section action plan regarding continuance or termination. Meetings occur at least once every eight hours.
- ___ Observes Branch Leaders for signs of stress and fatigue; provides relief/rest periods as required.
- ___ Ensures actions are taken to return Section to normal operations pending confirmed conclusion of the emergency by EST Leader.
- ___ Assures that Branch Leaders provide CFO with report on additional expenses incurred as a result of the emergency. Additional expenses include manpower costs (i.e., overtime) and costs associated with equipment rental or purchase of additional supplies/materials. *Collection of this information should be recorded for planning purposes. Also, documentation will substantiate any Federal disaster assistance request.*
- ___ Provides a written summary of related activities performed by Section within 72 hours of conclusion of the emergency.

Human Resources Section Chief

Responsibilities

- Reports to EST Manager.
- Direct reports include:
 - _____ (Director);
 - _____ (Health Services Branch Leader);
 - _____ (Benefits Manager);
 - _____ (EECO Officer); and
 - _____ (Position Administrator).
- Organizes and directs operations associated with health and well-being of staff.
- Accounts for staff at affected sites.
- Develops short- and long-term action plans for care of staff.
- Ensures critical incident stress management services are available for staff.
- Advises EST Manager.
- Oversees all areas identified in Human Resources Services chain of command.
- Communicates and coordinates information with Section Chiefs from Operations, Logistics, Student Services, Support Services, and Fiscal Services.
- Establishes contact information on all LEA employees.
- Establishes means of communicating information to the families of LEA employees.
- Assumes duties of subordinate functions, if personnel are not available.

Immediate Actions (initiated within first hour of the emergency)

- ___ Reports to EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefing on situation.
- ___ Appoints Branch Leaders as noted above (depending on the situation, Support Services Section Chief uses discretion to fill some positions).
- ___ Provides identification badges for each position.
- ___ Briefs Branch Leaders (direct reports) on current situation and instructs them to conduct initial assessments of their respective area.
- ___ Attends status/action meeting convened by EST Manager. Initial assessments made by Branch Leaders are reported at this time.
- ___ Meets with Branch Leaders to outline Section action plan and designates time for next meeting.
- ___ Provides EST Manager with information regarding staff health concerns at affected sites.
- ___ Collaborates with DOH, MPD, and FEMS and other departments in timely response to immediate health concerns and/or potential health risks.
- ___ Ensures directives from EST Manager are carried out in timely and appropriate fashion.
- ___ Adopts proactive attitude. Thinks ahead. Anticipates situations, problems before they occur.
- ___ Anticipates shortfalls in the delivery of services and resources.

Intermediate Actions (normally taken after 1st hour of emergency and over next four–six hours)

- ___ Issues requests to the EST Manager to fulfill resource requirements for Branch Leaders.
- ___ Obtains status reports from Section Chiefs.
- ___ Receives hourly status reports from Branch Leaders.
- ___ Attends briefings with EST Manager and provides status reports and recommendations for updating action plans on continuance and termination of Plans.
- ___ Assures Branch Leaders document actions and decisions on a continuous basis.
- ___ Identifies shortfalls in delivery of services and resources. Coordinates with Branch Leaders and Section Chiefs as conditions warrant.

Extended Actions (if emergency lasts longer than eight hours and/or when declared over)

- ___ Obtains status reports on action plans from Branch Leaders minimum every two hours.
- ___ Confers with EST Manager to discuss recovery and salvage requirements.
- ___ Meets with EST Manager to update section action plan regarding continuance or termination of Plan. Meetings will occur at least once every eight hours.
- ___ Observes Branch Leaders for signs of stress and fatigue; provides relief/rest periods as required.
- ___ Ensures actions are taken to return Section to normal operations pending confirmation of the conclusion of the incident by EST Leader.
- ___ Assures Branch Leaders report to CFO on additional expenses incurred as a result of the emergency. Additional expenses include manpower costs (i.e., overtime) and costs associated with equipment rental or purchase of additional supplies/materials. *Collection of this information should be recorded for planning purposes. Also, documentation will substantiate any Federal disaster assistance request.*
- ___ Identifies shortfalls in delivery of services and resources. Coordinates with Branch Leaders and Section Chiefs as conditions warrant.
- ___ Provides a written summary of related activities performed by Section within 72 hours of conclusion of the emergency.

Technology Section Chief (IT)

Responsibilities

- Reports to EST Manager.
- Organizes and directs operations associated with technology.
- Collaborates with EOC designee to ensure open lines of communication among all affected sites and the EST Operations Center. Also coordinates with EOC and liaisons as circumstances warrant.
- Oversees all areas identified in the technology chain of command.
- Communicates and coordinates information with Section Chiefs from Operations, Student Services, Fiscal Services, and Human Resources.

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in on arrival with EST Manager.
- ___ Wears position identification badge.
- ___ Obtains briefing on the situation.
- ___ Briefs direct reports on current situation and provides instruction to conduct initial assessment of their respective areas.
- ___ Attends status/action meeting convened by EST Manager.
- ___ Provides EST Manager with initial impact report on areas of responsibility.
- ___ Identifies potential risks and documents any disruptions of essential technology functions.

Intermediate Actions (normally taken after 1st hour of the emergency and over next four–six hours)

- ___ Issues requests to EST Manager for required resources.
- ___ Attends briefings with EST Manager and provides status reports and recommendations for updating action plans on continuance/termination of plans.
- ___ Ensures direct reports document actions and decisions on a continuous basis.
- ___ Identifies potential risks and documents any disruptions of essential technology functions.
- ___ Identifies shortfalls in delivery of services. Coordinates with Branch Leaders and Section Chiefs as conditions warrant.

Extended Actions (if emergency lasts longer than eight hours and/or emergency is declared over)

- ___ Obtains status reports on action plans from direct reports.
- ___ Meets with EST Manager to discuss recovery requirements.
- ___ Confers with EST Manager to update Section action plan on continuance/termination of Plan.
- ___ Ensures actions are taken to return the section to normal operations pending confirmation of the conclusion of the emergency by EST Leader.
- ___ Assures direct reports provide CFO with report on additional expenses incurred as a result of the emergency. Additional expenses include manpower costs (overtime) and costs associated with equipment rental or purchase of additional supplies and/or materials. Collection of this information should be recorded for planning purposes. Also, the documentation will substantiate any Federal disaster assistance request.
- ___ Provides written summary of related activities performed by the section within 72 hours of the conclusion of the emergency.

Fiscal Services Section Chief (CFO)

Responsibilities

- Reports to EST Manager.
- Tracks ongoing expenses used to manage crisis.
- Facilitates the purchase of equipment and supplies needed to meet crisis demands.

Immediate Actions (initiated within first hour of the emergency)

- _____ Establishes line of communication with EST Manager.
- _____ Establishes means of fast tracking any purchase requests.

Intermediate Actions (normally taken after 1st hour of emergency and over next four–six hours)

- _____ Receives briefing from EST Manager or designee regarding status of the crisis.

Extended Actions (if emergency lasts longer than eight hours and/or declared over)

- _____ Prepares fiscal summary of expenditures during the critical incident.
- _____ Collaborates with HSEMA regarding federal reimbursement for LEA damages associated with a Presidentially declared disaster.
- _____ Prepares summary of expenses and provides supporting documentation to facilitate federal reimbursement through HSEMA.

Executive Support Team Recorder

Responsibilities

- Reports to EST Manager.
- Documents all meeting results, directives, and decisions.
- Retains accurate files on all meetings.
- Maintains files on all press releases.
- Collaborates with EST Manger to ascertain additional support/clerical personnel requirements.
- Documents EST assignments and replacement team members.
- Maintains all copies of site-based emergency plans.
- Completes EST Assignment sheet annually. When changes occur, disseminates copies to all schools, administrative offices, and Office of Security.
- Update Continuity of Operations Plan (COOP).

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in on arrival with EST Manager.
- ___ Retrieves and takes emergency plans for affected school(s) to the EST Operations Center.
- ___ Wears position identification badge.
- ___ Attends first briefing session on the emergency situation.
- ___ Records all discussion and decisions; disseminates summaries to appropriate personnel.
- ___ Clarifies unclear directives with EST Manager.
- ___ Adopts a proactive attitude.

Intermediate Actions (normally taken after 1st hour of emergency and over next 4–6 hours)

- ___ Establishes filing system to maintain notes and files from meetings.
- ___ Ensures all Branch Leaders have copies of their directives.
- ___ Establishes a room for word processing and, if possible, a dedicated FAX line.

Extended Actions (if emergency lasts longer than eight hours and/or on conclusion of emergency)

- ___ Obtains status reports from EST Manager and organizes reports in a binder labeled with date and time.
- ___ Coordinates with EST Manager regarding site-specific reporting requirements (i.e., frequently in the aftermath of event, LEA and other District agencies will be required for provide data for inclusion in an After Action Report [AAR]). Report includes, but is not limited to, the following: description of the incident or background; summary of accomplishments and challenges encountered during the event; and recommendations to improve future emergency preparedness, response, or recovery.



Unit 2

Executive Support Team (COOP) Assignments

Identify the Executive Support Team members and disseminate their names and numbers to all schools and offices annually or when any changes occur. Record their information in the table below.

| Title | Name Location & Numbers | Alternate Name Location & Numbers |
|--------------------------------|----------------------------|--------------------------------------|
| EST Leader | | |
| EST Manager | | |
| EOC Liaison | | |
| Public Information Officer | | |
| Liaison Office | | |
| Safe Schools Liaison | | |
| Legal Officer | | |
| Facilities Section Chief | | |
| Technology Section Chief | | |
| Logistics Section Chief | | |
| Support Services Section Chief | | |
| Human Resources Section Chief | | |
| Fiscal Services Section Chief | | |
| EST Recorder | | |

Executive Support Team Optional Contacts

Identify any additional EST members and their contact information, update annually or as needed. Record their information in the table below.

| Title | Name Location & Numbers | Alternate Name Location & Numbers |
|-------|----------------------------|--------------------------------------|
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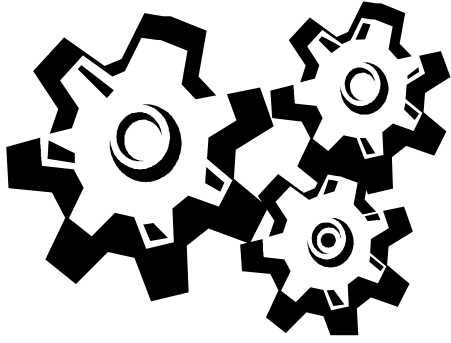
EST Operations Center

The EST will convene in a centralized meeting place, known as an EST Operations Center, under the direction of the EST Manager/Leader. The primary location and at least two alternate locations in different geographical areas of the District must be identified for use during EST activation. EST Operation Centers must have communication and data links available.²

EST Operations Center Locations

| | Location | Communication/Phone No. |
|---------------------|----------|-------------------------|
| Primary Location: | _____ | _____ |
| | _____ | _____ |
| Alternate Location: | _____ | _____ |
| | _____ | _____ |
| Alternate Location: | _____ | _____ |
| | _____ | _____ |

² Note: Declaration of LEA Level II or III emergencies may coincide with activation of the District Emergency Operations Center (EOC) by HSEMA to coordinate the response. In this case, the EOC Liaison must report to the HSEMA EOC located at 2720 Martin Luther King Jr. Ave. SE, Washington, DC 20032.



Unit 3

Continuity of Operations Plan (COOP)

[AGENCY or LEA NAME]

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EXECUTIVE SUMMARY

FULFILLMENT OF MISSION

Under all circumstances, [AGENCY or LEA] must fulfill its mission of _____ to serve the citizens, visitors, and employees of the District of Columbia. To achieve its mission, [AGENCY or LEA] works to _____.

PERFORMANCE OF ESSENTIAL FUNCTIONS

While the impact of a crisis on [AGENCY or LEA] itself cannot be predicted, planning for operations under such conditions can reduce the impact of the emergency on its people, facilities, and mission and help [AGENCY or LEA] perform its essential functions, which include:

- [Essential Function 1]
- [Essential Function 2]
- [Essential Function 3]
- [Essential Function 4]
- [Essential Function 5]
- [etc.]

This Continuity of Operations (COOP) Plan provides for resuming and sustaining essential functions—and the fulfillment of [AGENCY or LEA] mission—as soon as possible during and after a localized, District-wide, or catastrophic emergency. As soon as emergency response personnel have minimized injury, loss of life, and property damage to [AGENCY or LEA], this COOP plan should be implemented. The primary objectives of this plan are to:

- (1) Ensure the continuous performance of the above essential functions and objectives of [AGENCY or LEA]; and
- (2) Protect facilities, systems, equipment, records, and assets of [AGENCY or LEA].

ACTIVATION

This COOP Plan for [AGENCY or LEA], should be activated in response to emergency situations in which [AGENCY or LEA] **Director** or his/her designee determines that the office's **primary facility** – [ADDRESS] – has been compromised and cannot be used to perform essential functions.

RELOCATION

If the primary facility becomes unavailable, a call-down list for [AGENCY or LEA] should be used to notify agency personnel that they must relocate to an Alternate Facility. The division head will also be responsible for notifying everyone in their divisions by phone.

The Alternate Facility for [AGENCY or LEA] is:

[ADDRESS]

If COOP is initiated, staff in the [AGENCY or LEA] should relocate to this Alternate Facility only after being notified by the Director or his/her designee.

ORDER OF SUCCESSION

If any of the following positions become vacant during an emergency, [AGENCY or LEA] will implement the following Order of Succession for its **executive leadership**:

1. Director
2. [AGENCY EXECUTIVE POSITION]
3. [AGENCY EXECUTIVE POSITION]
4. [AGENCY EXECUTIVE POSITION]
5. [AGENCY EXECUTIVE POSITION]

RECONSTITUTION

Once [AGENCY or LEA] primary facilities have been restored to operational capacity, each office will reconstitute. The Director, or his/her designee, will decide, based on the circumstances, the order and schedule of each division's return. If any facility cannot become operational, the relevant divisions should operate from their Alternate Facility, if possible, until a viable permanent alternative location is determined.

TRAINING & EXERCISES

This COOP Plan is a living document; thus, staff must update it regularly and perform training and exercises on the plan and its contents to keep it current and effective. Therefore, personnel are identified who must perform this maintenance quarterly, semi-annually, annually, and as needed. Without exception, the plan must undergo training and exercises before it can be implemented in a real emergency.

This COOP plan last underwent training and exercises on [DATE].

INTRODUCTION

The [AGENCY or LEA] is a cabinet-level agency within the District of Columbia, under the direction of the Mayor of the District of Columbia. [AGENCY or LEA] mission is to _____. To achieve its mission, [AGENCY or LEA] works to _____.

If [AGENCY or LEA] operations are disrupted, they must efficiently and effectively resume. In light of the necessity for continuously performing essential functions, [AGENCY or LEA] has developed this Continuity of Operations (COOP) Plan, which supports the District Response Plan (DRP) and [AGENCY's] internal Emergency Operating Procedures, such as any evacuation plan, Designated Assembly Areas, and Shelter-in-Place plans. The information contained within this COOP plan is relevant to employees and contractors in [AGENCY or LEA], as it provides the guidance they will follow during an event that impacts the office's ability to function. The information contained within the COOP Plan is available only to personnel with a need to know, such as those employees who would respond to a COOP team deployment, and other key [AGENCY or LEA], District, and federal government personnel deemed necessary to know.

A. Purpose

The purpose of establishing a COOP Plan for [AGENCY or LEA] is to ensure the continuity of essential organizational functions after a disaster. The Plan is an "all-hazards" plan, meaning it is a well-designed plan that will allow an organization to continue its essential functions after any type of emergency, large or small. The key purposes of this COOP Plan are to:

1. Ensure the succession of the Director, if required, on a temporary basis, and maintain or re-establish control and direction of [AGENCY or LEA];
2. Ensure continuous performance of and mitigate disruptions to essential functions and operations,
3. Maintain communications capabilities within [AGENCY or LEA] as well as with other District, state, and federal agencies.
4. Protect facilities, equipment, records, and other assets;
5. Establish an Alternate Facility, from which [AGENCY or LEA] operations can be conducted.
6. Achieve a timely and orderly recovery from the emergency and resumption of normal operations.

B. Applicability and Scope

The provisions of this COOP plan are applicable to [AGENCY or LEA] personnel located at [ADDRESS]. This plan applies to all manmade and natural emergencies and threats. The plan provides for resuming operational capability as soon as possible and sustaining essential operations for a period of up to 30 days. In addition, this plan addresses the issues related to recovery after COOP activation and provides detailed plan maintenance procedures. However, the plan does not present a detailed recovery strategy for return to normal operations.

C. How to Use This Plan

The plan is organized into three major sections which are labeled **Phase I: Activation**; **Phase II: Site Operations**; and **Phase III: Recovery**. Following these sections is a section on **Exercise Planning and COOP Plan Distribution**. The Plan concludes with Appendices, which offer references.

AUTHORITIES

[AGENCY or LEA] has drafted this COOP plan pursuant to the following local and federal laws applicable in an emergency:

LOCAL AND FEDERAL LAWS

District of Columbia

1. District of Columbia Public Emergency Act of 1980, D.C. Official Code § 7-2301 *et seq.*, Public Emergencies (2001).
2. D.C. Official Code § 1-1401 *et seq.* (2001).
3. D.C. Official Code § 7-2201 *et seq.*, Civil Defense Declaration of Intent, (1950), *amended* by Homeland Security, Risk Reduction, and Preparedness Amendment Act of 2006.
4. D.C. Official Code § 7-2209, Civil Defense Compacts (1950).
5. District of Columbia Anti-Terrorism Act of 2002, D.C. Official Code § 22-3151 *et seq.* (2002).
6. District of Columbia Home Rule Act, *as amended*. D.C. Official Code § 1-204.21(c)(2) (1973).

Federal

1. Homeland Security Act of 2002, 6 U.S.C. § 101 *et seq.* (2002).
2. Homeland Security Presidential Directive-5, *Management of Domestic Incidents* (2003).
3. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. § 5121 *et seq.* (2000).

SUMMARY OF DISTRICT OF COLUMBIA OFFICIAL CODE PROVISIONS RELATED TO EMERGENCY PLANNING AND OPERATIONS

§ 7-2301. Defines terms, including “Emergency operations plan” and “Public emergency.” Emergency operations plan means the District’s state plan for public emergency preparedness and prevention pursuant to the Disaster Relief Act of 1974 and **§ 7-2302.**

§ 7-2302. Public emergency means any disaster, catastrophe, or emergency situation where the health, safety, or welfare of persons in the District is threatened by reason of the actual or imminent consequences within the District of (1) enemy attack, sabotage, or other hostile action; (2) severe and unanticipated resource shortage; (3) fire; (4) flood, earthquake, or other serious act of nature; (5) serious civil disorder; (6) any serious industrial, nuclear, or transportation accident; (7) explosion, conflagration, or power failure; or (8) injurious environmental contamination which threatens or causes damage to life, health, or property.

§ 7-2302. – 2303. Authorizes the Mayor to establish a program of public emergency preparedness using appropriate District agencies, to include (1) the development of an emergency operations plan that sets forth a program to prepare for and provide assistance necessary for regulations and procedures, and the conduct of exercises; (2) posting of public emergency evaluations; (3) periodic program review; and (4) coordination of federal and public notice requirements and transmittal to the D.C. Council for review and approval or disapproval.

§ 7-2304. – 2308. Governs the issuance of emergency executive orders by the Mayor, their duration and extension, publication requirements, and other authority. The Mayor is authorized under **§ 7-2304** to issue an emergency executive order upon reasonable

apprehension of the existence of a public emergency and a determination that such order is necessary for the immediate preservation of the public peace, health, safety, or welfare, and as a prerequisite to requesting emergency or major disaster assistance under the Disaster Relief Act of 1974. Such order shall define (1) the existence, nature, extent, and severity of the public emergency; (2) the measures necessary to relieve the public emergency; (3) the specific requirements of the order and the persons upon whom the order is binding; and (4) the duration of the order. Upon issuing the order, the Mayor may issue an emergency executive order, which shall state:

(1) Expend appropriated funds to carry out public emergency service missions and responsibilities.

§ 7-2201. Provides a statement of congressional intent that the District shall develop plans and programs to provide necessary protection, relief, and assistance for persons and property in the event that enemy attack, sabotage, or other hostile action shall occur or become imminent.

§ 7-2202.0 – 2208. Establishes in the District government an Office of Emergency Preparedness (designated the Emergency Management Agency by Mayor's Order 98-189, Jan. 8, 1999, hereinafter referred to as EMA). EMA is authorized and directed, subject to the discretion and control of the Mayor, to do the following: (1) prepare a comprehensive plan and program for civil defense, to be integrated into federal civil defense plans and those of nearby states and appropriate political subdivisions; (2) institute training and public information programs, organize, equip, and train civil defense units, and take other preparatory steps in advance of actual disaster; (3) conduct studies and surveys of District civil defense resources and capabilities and plan for the emergency use thereof; (4) develop and enter into mutual aid agreements with states and political subdivisions thereof for reciprocal civil defense aid and mutual assistance, consistent with the national civil defense plan and program; (5) employ personnel and expend funds; (6) cooperate with governmental and nongovernmental agencies, organizations, associations, and other entities to coordinate civil defense activities in the District; (7) accept facilities, supplies, and funds from the federal government; (8) use services, supplies, and facilities of District departments, offices, and agencies and, when authorized by the Mayor, use District funds to match federal funds for the purchase of civil defense equipment and supplies; and (9) perform such other functions as the Mayor may assign.

§ 7-2209. Authorizes the Mayor to enter into and execute to interstate civil defense compacts with the states and sets forth the substance of the language to be used for such compacts.

§ 1-204.11. Subsection (b) provides that the chairman of the D.C. Council acts as the Mayor when the Office of the Mayor is vacant.

§ 1-204.22. Provides for the general powers, duties, and functions of the Mayor to execute laws and administer the affairs of the District, including authority to designate officer(s) who may execute and perform the powers and duties of the Mayor during periods of disability or absence from the District, administer the personnel functions of the District, delegate functions, propose legislation, and issue and enforce administrative orders.

§ 1-204.23. Provides that the Mayor shall be the central planning agency for the District. He shall be responsible for the coordination of planning activities of the municipal government and the preparation and implementation of the District's elements of the comprehensive plan for the National Capital, which may include land use elements, urban renewal and redevelopment elements, a multi-year program of municipal public works for the District, and physical, social, economic, transportation, and population elements.

§ 1-204.50a. Subsection (a) establishes an emergency cash reserve fund that may be used for unanticipated and nonrecurring extraordinary needs of an emergency nature, including a natural

disaster or calamity as defined by the Stafford Act or in the event of a state of emergency declared by the Mayor. **Subsection (b)** establishes a contingency cash reserve fund to be used for nonrecurring needs, including expenses associated with unforeseen weather or other natural disasters, unexpected obligations created by federal law, or new public safety or health needs or requirements.

SUMMARY OF FEDERAL LAWS RELATED TO EMERGENCY PLANNING AND OPERATIONS

6 U.S.C. § 101. Establishes the Department of Homeland Security to a) prevent terrorist attacks within the United States; b) reduce the vulnerability of the United States to terrorism; and c) minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States.

Homeland Security Presidential Directive-5. Establishes a unified, comprehensive nationwide incident management system, the purpose of which is to assist the prevention, preparation, response, and recovery from terrorist attacks, significant disasters, and other emergencies. This system would enable all levels of government throughout the country to work together efficiently and effectively.

42 U.S.C. § 5121. To allow the federal government to provide state and local government the means to alleviate suffering and damage resulting from disasters by 1) revising and broadening the scope of existing disaster relief programs; 2) encouraging the development of comprehensive disaster preparedness and assistance plans, programs, capabilities, and organizations by states and local governments; 3) achieving greater coordination and responsiveness of disaster preparedness and relief programs; 4) encouraging individuals, states, and local governments to protect themselves by obtaining insurance coverage to supplement or replace governmental assistance; 5) encouraging hazard mitigation measures to reduce losses from disasters, including development of land use and construction regulations; and 6) providing federal assistance programs for both public and private losses sustained in disasters.

CONCEPT OF OPERATIONS

The District of Columbia has adopted five operation levels to classify the estimated impact of an emergency event on the operations of the District government. To determine an operational level, the District of Columbia Homeland Security and Emergency Management Agency (HSEMA) makes an initial determination of emergency event impact. As information about an incident is gathered and the situation is better understood, the level may be modified.

OPERATION LEVEL 1: Level one is the nominal posture of District agencies as they carry out daily activities, in the absence of an emergency situation, to ensure readiness. During the course of normal operations, agencies are engaged in preparedness, training, and exercise activities to ensure continual readiness.

Actions:

- Review/update agency emergency plans.
- Check emergency equipment and supplies.
- Train personnel and conduct drills.

OPERATION LEVEL 2: Level two is triggered by a small event or the potential for a small event requiring the response of a few District agencies. A level two event would consist almost entirely of field operations and command without an area command supporting the event at the Emergency Operations Center.

Examples:

- Two-alarm fire.
- Severe weather watch (e.g. tornado, snow, thunderstorm, flash flooding etc.).
- Minor civil unrest with minor incidents.

Actions:

- HSEMA provides regular status alerts on the threats.
- Agencies review their emergency plans.
- Agencies check emergency equipment and supplies.
- Work shifts of emergency crews may need to be extended.

OPERATION LEVEL 3: Level three is typically triggered by an event or threat that requires most or all District agencies to respond or prepare to respond to a localized event that threatens life, property, or the environment. A level three event consists almost entirely of field operations and command without an area command supporting the event at the Emergency Operations Center.

Examples:

- Severe weather.
- Special event or demonstrations.
- HAZMAT response for a small population.

Actions:

- HSEMA provides regular status alerts.

- HSEMA alerts those District agencies and ESFs that would need to take action if the event or threat escalates.

OPERATION LEVEL 4: Level four is triggered by highly probable hazardous conditions and a strong potential for property damage or loss of life. A level four event or threat could have regional implications and might stretch the District's resources.

Examples:

- Significant power outage.
- Major snow event.

Actions:

- All ESF primary agencies are notified.
- The EOC is activated and staffed with HSEMA personnel and the necessary ESF representatives.

OPERATION LEVEL 5: Level five is triggered by highly probable hazardous conditions that are imminent or occurring. A level five event is likely to have regional implications and will likely require a request for regional or federal resources to support the District's response.

Examples:

- Terrorist incident.
- Hurricane force winds and flooding.

Actions:

- The EOC is on full activation with 24-hour staffing by HSEMA personnel and all necessary ESF Liaison Officers.
- All primary and support agencies under the District Response Plan are notified.
- A full activation of the Consequence Management Team is required.

Phase I – Activation

NOTIFICATION

The [AGENCY or LEA] Director has the authority to activate the COOP plan. Once he or she makes the decision to activate the plan, the agency will be notified of the activation through the procedures listed below.

This section provides an overview of how individuals within [AGENCY or LEA] will be notified that the COOP plan has been activated. Please note that COOP implementation occurs only after the response to emergency has been initiated and the situation has been stabilized. For details on emergency response, please refer to relevant [AGENCY or LEA] policies on evacuation, designated assembly areas, and shelter-in-place located in the annex of this COOP plan.

NOTIFICATION PROCEDURE

Primary System: Call Down Roster

The [AGENCY or LEA] Call down Roster will be utilized to notify personnel that COOP has been implemented and that they should report to the alternate facility.

[Describe how the call down roster is implemented here.]

Once the notification process has been completed, the Key Personnel—those agency employees who will perform essential functions during and after the emergency—must implement the COOP Plan, including relocation to an Alternate Facility following evacuation of the Primary Facility.

Secondary System: [List and describe an alternate means of notifying agency personnel of COOP plan activation.]

RELOCATION TO ALTERNATE FACILITY

RELOCATION PROCEDURE

1. The head of each division will use the notification procedure to inform all of his or her division's personnel that the COOP plan has been activated.
2. Key Personnel will relocate to the pre-designated Alternate Facility.
3. Non-Key Personnel will relocate to *[enter location here]*.
4. The head of each division should ensure that all personnel of their division are accounted for and that Key Personnel are prepared to resume the division's Essential Functions.
5. Key Personnel must report to the alternate facility as soon as possible in order to resume essential functions within 12 hours of the emergency occurring.
6. Each division head should notify the [AGENCY or LEA] Director once all division personnel have been accounted for.
7. Each division head should notify the [AGENCY or LEA] Director when their division is capable of resuming essential functions at the alternate facility.
8. All Key Personnel should have pre-assembled go-kits for vital records, vital equipment, and personal needs that they take with them when relocating to an alternate facility

DEPLOYMENT AND DEPARTURE TO ALTERNATE FACILITY

1. When it is determined that relocation is to occur, the division head should notify the designated alternate facility to expect the relocation of that division.
2. Each division head should take appropriate measures to ensure security of the division's essential equipment or records remaining in the primary facility.
3. Only Key Personnel will relocate to the alternate facility.
4. Key Personnel should ensure that they have their Personal Go-Kits, Vital Records Go-Kits, and any other supplies necessary to carry out essential functions.
5. Privately owned vehicles may likely be used for transportation to the designated facility.
6. At the time of notification, any available information regarding routes that should be used to depart the [AGENCY or LEA] primary facility or other appropriate safety precautions will be disseminated.
7. Specific instructions on relocation may be provided at the time of COOP plan activation.

In the rare event of a critical emergency, such as a crisis that disrupts public services or a public health epidemic (e.g., pandemic influenza), employees may be instructed not to report to an [AGENCY or LEA] facility. During such circumstances, personnel may be asked to work at home to fulfill some essential functions.

KEY PERSONNEL

DEFINITION: Key Personnel are those individuals who are responsible for carrying out essential functions.

Only Key Personnel will relocate to their division’s alternate facility. The following persons in each division have been deemed Key Personnel and must report to their designated alternate facility in the event of a COOP activation.

INSTRUCTIONS:

- List the Employee’s name and title.
- Identify which essential function(s) that the employee is responsible for.
- List the employee’s work and personal contact information.
- List the employee’s emergency contact information.

Figure 1 - KEY PERSONNEL

OFFICE OF THE DIRECTOR

| Employee Name, Title | Essential Functions that the Employee is responsible for | Work Contact Information | Home Contact Information | Emergency Contact |
|----------------------|--|---|---|-------------------|
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |

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| Employee Name, Title | Essential Functions that the Employee is responsible for | Work Contact Information | Home Contact Information | Emergency Contact |
|----------------------|--|---|---|-------------------|
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |
| | | Work Phone: Work Cell: Work Email: Work Address: | Home Phone: Home Cell: Home Email: Home Address: | Name: Phone: |

[PLEASE ADD TABLES FOR ALL ADDITIONAL DIVISIONS]

Phase II – Site Operations

ESSENTIAL FUNCTIONS

DEFINITION: Essential functions are those functions that should not be interrupted or deferred by an emergency scenario, and must be resumed as soon as possible and maintained for up to 14 days following the emergency.

During a COOP activation, your division will only perform essential functions. All other functions will be suspended for the duration of the COOP activation.

IS IT AN ESSENTIAL FUNCTION?

In order to determine if it is an essential function, you may wish to look at the following:

- [AGENCY or LEA] mission statement
- Controlling ordinances, statutes or case law
- Internal policies
- [AGENCY or LEA] Essential Employee Policy

INSTRUCTIONS:

1. Use the chart below to determine which [AGENCY or LEA] functions must be resumed during a COOP activation within each division.
2. Essential functions are ranked according to their priority so that Key Personnel know when to activate which functional capabilities and in what order.
 - a. NOTE: More than one function can be assigned the same priority.
 - b. Essential functions may be assigned any of three following priority levels:
 - Priority 1 = Highest priority
 - Priority 2 = Medium priority
 - Priority 3 = Lower priority
3. Critical processes are the tasks that must be performed in order to carry out the essential function.
4. List any special resources that may be required to carry out the essential function.
5. Essential functions of each division should be explained to all personnel.

Figure 2 - ESSENTIAL FUNCTIONS

OFFICE OF THE DIRECTOR

| <u>Essential Function</u> Of the functions listed on the previous page, which ones are essential? List them below. | <u>Priority</u> Give the essential function a priority of 1, 2, or 3. (1 being the highest and 3 being the lowest). Functions may have the same priority level. | <u>Critical Processes</u> List the specific tasks that need to be performed to carry out the essential function. | <u>Resource Requirements</u> List the resources necessary to carry out the essential function. |
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[AGENCY DIVISION 1]

| <u>Essential Function</u> Of the functions listed on the previous page, which ones are essential? List them below. | <u>Priority</u> Give the essential function a priority of 1, 2, or 3. (1 being the highest and 3 being the lowest). Functions may have the same priority level. | <u>Critical Processes</u> List the specific tasks that need to be performed to carry out the essential function. | <u>Resource Requirements</u> List the resources necessary to carry out the essential function. |
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[PLEASE CONTINUE TO ADD ADDITIONAL TABLES FOR ALL OTHER AGENCY DIVISIONS]

ORDER OF SUCCESSION

DEFINITION: The Order of Succession is a course of action that specifies who will automatically fill a key position that performs essential functions if the position is vacated.

Each [AGENCY or LEA] division must determine who would have authority to carry out the duties of a key position in case the position holder is unavailable to fulfill his or her role. The Order of Succession plan is not limited to management personnel, but must include all key positions, which, because of their responsibilities, are critical to carrying out essential functions.

INSTRUCTIONS:

- List a position in a division, then identify the person who is currently holding that position. Then identify his or her primary successor as well as a secondary successor.
- List all circumstances that could cause authority to be delegated to a successor.
- List all limitations that are placed on the successor’s authority, if any.
- Identify how and when a successor’s authority can end and be returned to the current position holder or a replacement.

Figure 3 - ORDER OF SUCCESSION

OFFICE OF THE DIRECTOR

| Position | Current position holder | Successor 1 | Successor 2 | Triggers that activate successor’s authority | Limitations on successor’s authority | How and when is successor’s authority terminated? |
|-----------------|--|--|--|---|---|--|
| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |

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|--|--|--|--|--|--|--|
| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |
| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |

[AGENCY DIVISION 1]

| Position | Current position holder | Successor 1 | Successor 2 | Triggers that activate successor's authority | Limitations on successor's authority | How and when is successor's authority terminated? |
|-----------------|--|--|--|---|---|--|
| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |

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| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |
| | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | Title: Name: Work Phone: Work Cell: Work Email: Work Address: | | | |

[PLEASE CONTINUE TO ADD TABLES FOR ALL OTHER AGENCY DIVISIONS]

COMMUNICATIONS

DEFINITION: Communications is the act of gathering and verifying information, notifying agency personnel and the public of COOP activation, and ensuring that leadership has accurate information on which to base decisions.

COMMUNICATIONS OBJECTIVES:

1. The ability to communicate with agency personnel
2. The ability to communicate with other agencies, organizations, or customers
3. The ability to support COOP operational requirements
4. The ability to communicate from an alternate facility
5. The ability to provide up-to-date information about the effect of the emergency on [AGENCY or LEA]

PUBLIC INFORMATION OFFICER CONTACT INFORMATION

DEFINITION: The Public Information Officer (PIO) is a single point of contact who is designated to disseminate information within the agency, as well as to the media, the public, and external stakeholders.

INSTRUCTIONS:

- Use the chart below to determine the appropriate person to contact when information should be distributed or is needed.
- Identify an alternate Public Information Officer, in case the primary PIO is unavailable.

Figure 4 - PUBLIC INFORMATION OFFICER (PIO) CONTACT INFORMATION

| Position | Name | Contact information |
|----------------------|-------------|----------------------------|
| PIO | | |
| Alternate PIO | | |

EMERGENCY COMMUNICATIONS EQUIPMENT

DEFINITION: Emergency Communications Equipment is equipment that is essential for communicating during an emergency.

During an emergency and the activation of the COOP Plan, communications with all stakeholders will be necessary, but may not be available through regular means. Thus, emergency communications equipment may be used instead. Emergency communications equipment should be interoperable and redundant.

In order for the Emergency Communications Equipment to be operational and effective, the following guidelines should be followed before and during an emergency event:

- PRE-EVENT
 - Program emergency communications equipment with phone numbers of key internal and external contacts, where possible.
 - Train Key Personnel on use of the devices.
 - Keep all equipment charged and change batteries regularly, if necessary.
- DURING EVENT
 - Individuals assigned communications equipment tune to the assigned channel to communicate.
 - Use plain language to describe the situation in order to avoid confusion.
 - If equipment transferred to another position, make note on an Incident Tracking Form.

INSTRUCTIONS:

- List the Emergency Communication Device and its location.
- Determine whether or not the device is portable.
- Determine whether or not the device is compatible with other systems or products without special effort on the part of the user.
- List a backup device, in case the original device is not operating properly.

Figure 5 - EMERGENCY COMMUNICATIONS EQUIPMENT

| DEVICE | LOCATION OF DEVICE | HAND-CARRY TO ALTERNATE FACILITY? | AGENCY COMPATIBILITY | PROPOSED BACKUP |
|--|---------------------------|--|-----------------------------|------------------------------|
| [e.g. Cellular phone with wireless priority service] | [ADDRESS, ROOM] | Yes | [YES/NO/DETAILS] | Landline phones |
| [e.g. Cellular phone with wireless priority service] | [ADDRESS, ROOM] | Yes | [YES/NO/DETAILS] | Landline phones, |
| [e.g. 800 MHz radio] | [ADDRESS, ROOM] | Yes | [YES/NO/DETAILS] | Landline phones, cell phones |
| [e.g. 800 MHz radio] | [ADDRESS, ROOM] | Yes | [YES/NO/DETAILS] | Landline phones, cell phones |

VITAL RECORDS, DATABASES, & EQUIPMENT

DEFINITION: Vital records, databases and systems are records, documents, or systems, regardless of media (paper, microfilm, audio or video tape, computer disks, etc.) that, if damaged or destroyed, would disrupt [AGENCY or LEA] essential functions, cause considerable inconvenience, and require replacement or re-creation at considerable expense.

INSTRUCTIONS:

- Use this chart to list a vital record, database, or system and their locations.
- List all formats of the record.
- Describe the backup strategy for the record.
- Indicate whether the record may be accessed remotely.
- Indicated whether the record can be transported by hand, if necessary.

Figure 6 – VITAL RECORDS, DATABASES, & SYSTEMS

OFFICE OF THE DIRECTOR

| Name of Vital Record | Location of Record | Format(s) (e.g. paper, electronic, etc.) | Backup Method and Frequency of Backup | Is the Vital Record, accessible remotely (if yes, how?) | Can the Vital Record be transported by hand? |
|----------------------|--------------------|---|---------------------------------------|---|--|
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[AGENCY DIVISION 1]

| Name of Vital Record | Location of Record | Format(s) (e.g. paper, electronic, etc.) | Backup Method and Frequency of Backup | Is the Vital Record, accessible remotely (if yes, how?) | Can the Vital Record be transported by hand? |
|-----------------------------|---------------------------|---|--|--|---|
| | | | | | |
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[PLEASE ADD TABLES FOR ALL ADDITIONAL DIVISIONS]

VITAL RECORDS/DATABASES/SYSTEMS RESPONSIBLE PARTY/VENDOR CONTACT INFORMATION

DEFINITION: A vendor is a person or entity that is responsible for restoring access to records, databases, or systems, as well as recovering those vital records, databases, or systems, if required.

In the event that access to a record, database, or system is not functioning properly, or if information within a record, database, or system is lost and must be recovered, contact the vendor identified below, notify them of the problem, and set up a time for them to fix the issue.

INSTRUCTIONS:

- Identify the record, database, or system.
- Identify the appropriate vendor who is responsible for the restoration and recovery of records, databases, or systems.
- List the vendor’s contact information.
- List all the services that the vendor provides with regard to the specified record, database, or system.

Figure 7 – VITAL RECORDS RESPONSIBLE PARTY/VENDOR CONTACT INFORMATION

OFFICE OF THE DIRECTOR

| Name of Vital Record | Vendor Name | Vendor Contact Information | Services Vendor Provides |
|----------------------|-------------|---|--------------------------|
| | | Phone: Email Address: Business Address: | |
| | | Phone: Email Address: Business Address: | |
| | | Phone: Email Address: Business Address: | |

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| Name of Vital Record | Vendor Name | Vendor Contact Information | Services Vendor Provides |
|-----------------------------|--------------------|---|---------------------------------|
| | | Phone: Email Address: Business Address: | |
| | | Phone: Email Address: Business Address: | |
| | | Phone: Email Address: Business Address: | |

[PLEASE ADD TABLES FOR ALL ADDITIONAL DIVISIONS]

VITAL EQUIPMENT

DEFINITION: Vital equipment is equipment that, if damaged or destroyed, would significantly disrupt [AGENCY's] ability to carry out essential functions and require replacement at considerable expense.

INSTRUCTIONS:

- Look at the equipment type listed and find the quantity needed in order for the division to conduct its essential functions.
- Add any additional equipment needed to carry out essential functions.
- Determine whether the required resources are available to support the equipment type.
- If the primary equipment type is unavailable, the proposed alternate equipment should be utilized.

Figure 8 – VITAL EQUIPMENT

OFFICE OF THE DIRECTOR

| Vital Equipment | Quantity Required | Does your division have access to this equipment? | Location | Can the Equipment be hand-carried to an alternate facility? | Proposed Alternate Equipment |
|---------------------------|--------------------------|--|-----------------|--|-------------------------------------|
| Voice Line | | | | | |
| Cell Phones | | | | | |
| Radios/walkie-talkies | | | | | |
| Computer | | | | | |
| Data Line/Internet Access | | | | | |
| Fax Machine | | | | | |
| Scanner | | | | | |
| Copier | | | | | |
| Printer | | | | | |

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| [if applicable, please continue to add any additional equipment below] | | | | | |
|--|--|--|--|--|--|

[AGENCY DIVISION 1]

| Vital Equipment | Quantity Required | Does your division have access to this equipment? | Location | Can the Equipment be hand-carried to an alternate facility? | Proposed Alternate Equipment |
|--|--------------------------|--|-----------------|--|-------------------------------------|
| Voice Line | | | | | |
| Cell Phones | | | | | |
| Radios/walkie-talkies | | | | | |
| Computer | | | | | |
| Data Line/Internet Access | | | | | |
| Fax Machine | | | | | |
| Scanner | | | | | |
| Copier | | | | | |
| Printer | | | | | |
| [if applicable, please continue to add any additional equipment below] | | | | | |

[PLEASE ADD TABLES FOR ALL ADDITIONAL DIVISIONS]

VITAL EQUIPMENT RESPONSIBLE PARTY/VENDOR CONTACT INFORMATION

DEFINITION: A vendor is a person or entity that is responsible for maintaining or repairing vital equipment.

In the event that vital equipment requires maintenance or must be repaired contact the vendor identified below, notify them of the problem, and set up a time for them to fix the issue.

INSTRUCTIONS:

- Use this chart to determine the appropriate vendor to contact when vital equipment is malfunctioning.
- List the vendor’s name to the right of the equipment.
- List the vendor’s contact information.
- List all the services that the vendor provides with regard to the listed equipment.

Figure 9 – VITAL EQUIPMENT RESPONSIBLE PARTY/VENDOR CONTACT INFORMATION

OFFICE OF THE DIRECTOR

| Name of Vital Equipment | Vendor Name | Vendor Contact Information | Services Vendor Provides |
|---------------------------|-------------|---|--------------------------|
| Voice Line | | Phone: Email Address: Business Address: | |
| Cell Phones | | Phone: Email Address: Business Address: | |
| Radio/walkie-talkies | | Phone: Email Address: Business Address: | |
| Computer | | Phone: Email Address: Business Address: | |
| Data Line/Internet Access | | Phone: Email Address: | |

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| | | | |
|--|--|---|--|
| | | Business Address: | |
| Fax Machine | | Phone: Email Address: Business Address: | |
| Scanner | | Phone: Email Address: Business Address: | |
| Copier | | Phone: Email Address: Business Address: | |
| Printer | | Phone: Email Address: Business Address: | |
| [if applicable, please continue to add any additional equipment vendors below] | | | |

[AGENCY DIVISION 1]

| Name of Vital Equipment | Vendor Name | Vendor Contact Information | Services Vendor Provides |
|--------------------------------|--------------------|---|---------------------------------|
| Voice Line | | Phone: Email Address: Business Address: | |
| Cell Phones | | Phone: Email Address: Business Address: | |
| Radio/walkie-talkies | | Phone: Email Address: Business Address: | |
| Computer | | Phone: Email Address: Business Address: | |
| Data Line/Internet Access | | Phone: Email Address: Business Address: | |

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| | | | |
|--|--|---|--|
| Fax Machine | | Phone: Email Address: Business Address: | |
| Scanner | | Phone: Email Address: Business Address: | |
| Copier | | Phone: Email Address: Business Address: | |
| Printer | | Phone: Email Address: Business Address: | |
| [if applicable, please continue to add any additional equipment vendors below] | | | |

[PLEASE ADD TABLES FOR ALL ADDITIONAL DIVISIONS]

ALTERNATE FACILITY

DEFINITION: An Alternate Facility is a pre-designated location, other than the primary facility, that can be used to conduct essential functions in the event that the primary facility is unavailable.

When COOP Plan activation requires relocation to an alternate site, the Director or his or her designee will notify all personnel that [AGENCY or LEA] essential functions will be carried out from the Alternate Facility. Only Key Personnel will relocate to the Alternate Facility, while other personnel will follow other predetermined procedures.

INSTRUCTIONS:

- For each division, list the address of the division’s primary location, and the address of its designated Alternate Facility.
- Personnel must be notified of any deviation.

Figure 10 – FACILITY LOCATIONS

| Division | Primary Facility Address | Alternate Facility Address |
|--|--------------------------|----------------------------|
| Office of the Director | | |
| Division 1 | | |
| Division 2 | | |
| Division 3 | | |
| [if applicable, please continue to add any additional divisions and their alternate facilities] | | |

Phase III - Recovery

RECONSTITUTION

DEFINITION: Reconstitution is the process by which an agency resumes normal operations, including both essential functions and all other activities, at the original primary facility or a replacement facility.

After the threat or disruption subsides, each office will need to transition back to pre-event status. Recovery actions will include:

1. Returning the office to pre-incident work levels; and
2. Assessing the COOP activation response and documenting the lessons learned.

PROCEDURES:

Recovery procedures will commence when the Director ascertains that the emergency situation has ended and is unlikely to recur. Once this determination has been made, one or a combination of the following options may be implemented, depending on the situation.

1. Continue to perform essential functions at the Alternate Facility for up to fourteen (14) days;
2. Begin an orderly return to [AGENCY or LEA] facilities and reconstitute full operations; and/or
3. Begin to establish a reconstituted [AGENCY or LEA] facility elsewhere.

The order to enter or reoccupy a primary or alternate facility will be issued once the Director, or designee, has received a confirmation of safety from the Director of the Office of Property Management, Fire & Emergency Medical Services Department, or the Mayor's Office.

A designated [AGENCY or LEA] employee will oversee the orderly transition of all [AGENCY or LEA] functions, personnel, equipment, and records from the alternate site to the [AGENCY or LEA] headquarters or a new facility. The designated [AGENCY or LEA] employee will oversee the automated call-down program to inform staff of orders to return to work at a new facility or at the restored facility. Information will also be distributed on hours of operations, work assignments and other pertinent information regarding recovery.

Refer to Section 5 – Recovery of the School Emergency Response Plan and Management Guide for additional details in regards to school recovery operations.

RECOVERY CHECKLISTS:

PERSONNEL ISSUES: Recovery may include the following personnel issues:

- On-scene stress management;
- The need to quickly recruit, screen and hire temporary or permanent workers;
- Unforeseen demands on the District of Columbia to fund medical, leave and pension funds; and
- Additional training and supervision.

EQUIPMENT AND SUPPLIES: Restocking and rehabilitating emergency resources after deployment is critical to returning [AGENCY or LEA] to its pre-COOP activation status. This may include:

- Returning the equipment and supplies to pre-incident readiness;
- Replacing lost, stolen or damaged equipment;
- Re-outfitting supply caches and response kits;
- Dealing with sensitive or proprietary items; and
- Investigating and documenting property loss.

REIMBURSEMENT: Processes and procedures must be in place to ensure that resource providers are reimbursed in a timely fashion, including mechanisms for:

- Providing documentation required and fulfilling other requirements for reimbursement;
- Collecting bills;
- Validating costs against the scope of work; and
- Ensuring that the proper authorities are involved.

Exercise Planning and COOP Plan Distribution

EXERCISE AND MAINTENANCE OF PLAN

DEFINITIONS:

Exercise: Exercises are a variety of simulated disasters designed to keep this plan viable. The exercise portion of a plan may call for activation several times throughout a year to evaluate the state of readiness of the District government to respond to differing incidents.

The Homeland Security Exercise and Evaluation Program (HSEEP) defines seven types of exercises, each of which is discussions-based or operations-based.

Discussions-based exercises familiarize participants with current plans, policies, agreements, and procedures, or may be used to develop new plans, policies, agreements, and procedures. Types of discussion-based exercises include:

- **Seminar.** A seminar is an informal discussion, designed to orient participants to new or updated plans, policies, or procedures (e.g., a seminar to review a new Evacuation Standard Operating Procedure).
- **Workshop.** A workshop resembles a seminar, but is employed to build specific products, such as a draft plan or policy (e.g., a Training and Exercise Plan Workshop is used to develop a Multi-year Training and Exercise Plan).
- **Tabletop exercise (TTX).** A tabletop exercise involves key personnel discussing simulated scenarios in an informal setting. TTXs can be used to assess plans, policies, and procedures.
- **Game.** A game is a simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedure designed to depict an actual or assumed real-life situation.

Operations-based exercises validate plans, policies, agreements and procedures, clarify roles and responsibilities, and identify resource gaps in an operational environment. Operations-based exercises include:

- **Drill.** A drill is a coordinated, supervised activity usually employed to test a single, specific operation or function within a single entity (e.g., a fire department conducts a decontamination drill).
- **Functional exercise (FE).** A functional exercise examines and/or validates the coordination, command, and control between various multi-agency coordination centers (e.g., emergency operation center, joint field office, etc.). A functional exercise does not involve any "boots on the ground" (*i.e.*, first responders or emergency officials responding to an incident in real time).

- **Full-Scale Exercise (FSE).** A full-scale exercise is a multi-agency, multi-jurisdictional, multidiscipline exercise involving functional (e.g., joint field office, emergency operation centers, etc.) and "boots on the ground" response (e.g., firefighters decontaminating mock victims).

Training: To maintain a viable Plan, it is vital to train and educate employees about the plan and its activation. In order for employees to understand their responsibilities during an activation, it is necessary to conduct formal trainings on a regular basis. Trainings also should be provided at any new employee orientations.

Multiyear Strategy and Program Management Plan (MYSPMP): A plan that defines long-term goals for improving and managing the COOP plan. The MYSPMP should include:

- A reference to the general COOP planning requirements.
- A description of the elements that ensure a viable COOP capability.
- Identification of the resources required to establish each element.
- Discussion of organization-specific management and policy issues (e.g., resource requirements, internal policies).
- A schedule for establishing COOP capability and plan approval.
- An endorsement sheet signed by the agency leader.
- The budget required to accomplish the strategy.

LIFE CYCLE OF PLAN

The COOP plan follows the life cycle displayed below:



SCHEDULED MAINTENANCE AND PLANNING RESPONSIBILITIES

In order for a COOP plan to remain viable, it must be updated routinely. Regular testing, training, and exercising are crucial for the COOP plan's effectiveness.

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Thus, persons from each [AGENCY or LEA] division must be assigned the task of ensuring the accuracy of each section of the plan and updating any information, as necessary.

Please fill in the name and title of the person from your division who will be responsible for performing each of the actions listed on the left side of the table below, as they pertain to your division.

Please change the frequency with which the actions are performed, if there is a more appropriate frequency for your agency.

Your agency’s executive leadership will collect every division’s updates and revise the COOP plan accordingly.

The COOP plan must be updated regularly in order to remain effective.

INSTRUCTIONS:

- Create Exercise and Training Planning Schedules and a Multiyear Strategy and Program Management Plan:
- Assign an entity to be responsible for each action.
- Insert entity within the chart.
- Responsible entity schedules the maintenance actions in accordance with the assigned frequency and informs the appropriate employees.
- Change Plan information as needed.
- Disseminate an updated Plan.
- Replace and dispose of sensitive materials.

Figure 11 - SCHEDULED MAINTENANCE

| ACTION | TASKS | RESPONSIBLE POSITION | FREQUENCY |
|--|---|--|---------------|
| Update personnel and contact information for your division | 1. Confirm/update personnel contact information | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Quarterly |
| Test and maintain your division’s alternate facilities | 1. Check all systems 2. Verify accessibility 3. Cycle supplies and equipment | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Semi-Annually |
| Test and maintain your division’s communications procedures and | 1. Test the notification procedures 2. Test any communications equipment that would be | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] | Semi-Annually |

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| | | | |
|--|--|--|---------------|
| systems | used during a COOP activation | [Division 3, Title, Name] [continue to add additional divisions] | |
| Monitor and maintain vital records management program for your division | <ol style="list-style-type: none"> 1. Monitor volume of materials 2. Assist staff with updating/removing files 3. Review backup systems | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Semi-Annually |
| Review your division's vital equipment section | <ol style="list-style-type: none"> 1. Review and reevaluate the vital equipment that your division requires to carry out essential functions 2. Add or subtract equipment listed in the COOP plan 3. Test the equipment, if you do not have a dedicated vendor to test it | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Semi-Annually |
| Maintain and update the order of succession for your division | <ol style="list-style-type: none"> 1. Update rosters and contact information | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Annually |
| Reevaluate and Designate personnel as Key Personnel for your division | <ol style="list-style-type: none"> 1. Make evaluations on who is designated as key personnel. 2. Train persons who are newly designated as key personnel on their responsibilities | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Annually |
| Plan and conduct COOP plan exercises for your division | <ol style="list-style-type: none"> 1. Conduct internal COOP exercises of any type 2. Exercises may be conducted for your division only or in conjunction with the rest of your agency. | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | Annually |
| Train new staff on COOP | <ol style="list-style-type: none"> 1. Include information on COOP in new employee orientation | [Office of Director, Title, Name] [Division 1, Title, Name] [Division 2, Title, Name] [Division 3, Title, Name] [continue to add additional divisions] | As needed |

AFTER-ACTION REPORT/IMPROVEMENT PLAN (AAR/IP)

An After Action Report/Improvement Plan (AAR/IP) is the final product of an exercise. The AAR/IP has two components: an **AAR**, which captures observations and recommendations based on the exercise objectives as associated with the capabilities and tasks; and an **IP**, which identifies specific corrective actions, assigns them to responsible parties, and establishes targets for their completion. The lead evaluator and the exercise planning team draft the AAR and submit it to conference participants prior to an After Action Conference. The draft AAR is distributed to conference participants for review no more than 30 days after the exercise. After the conference, an IP will be created and will be disseminated to participants no more than 60 days after the exercise. The IP should contain a matrix such as the one below that lists each capability along with the associated observations, recommendations, corrective actions, capabilities, responsible agency and point of contact (POC), and start and completion dates:

Figure 12 - IMPROVEMENT PLAN MATRIX

| CAPABILITY | OBSERVATION | RECOMMENDATION | CORRECTIVE ACTION DESCRIPTION | CAPABILITY ELEMENT | PRIMARY RESPONSIBLE AGENCY | AGENCY POC | START DATE | END DATE |
|---------------------------------|------------------|-----------------------------|----------------------------------|--------------------|----------------------------|--|------------|----------|
| [Capability 1: Capability Name] | 1. Observation 1 | 1.1 Insert Recommendation 1 | 1.1.1 Insert Corrective Action 1 | Planning | District Agency | Agency Chief of Training and Exercises | | |
| | | | 1.1.2 Insert Corrective Action 2 | Planning | District Agency | Agency Chief of Training and Exercises | | |
| | | 1.2 Insert Recommendation 2 | 1.2.1 Insert Corrective Action 1 | Training | District Agency | Agency Chief of Training and Exercises | | |
| | | | 1.2.2 Insert Corrective Action 2 | Systems/ Equipment | District Agency | Agency Chief of Training and Exercises | | |
| | 2. Observation 2 | 2.1 Insert Recommendation 1 | 2.1.1 Insert Corrective Action 1 | Planning | District Agency | Agency Chief of Training and Exercises | | |

PLAN DISTRIBUTION

The COOP plan should be distributed within [AGENCY or LEA] in the following manner:

Figure 13 – PLAN DISTRIBUTION

| LEVEL OF COOP PLAN DISTRIBUTED | DESIGNATED PERSONNEL |
|---|---|
| Complete COOP Plan for [AGENCY or LEA] with all personnel contact information and attachments included. | Director/Deputy Director/Division Heads |
| COOP Plan for [AGENCY or LEA] without private contact information, and other sensitive information. | All [AGENCY or LEA] personnel |

RECOMMENDED PLAN DISTRIBUTION AND EMPLOYEE TRAINING TIMELINE OVERVIEW

STEP I: Initial introduction of emergency Protocol to All Employees

- Discussed at staff meetings.
- Included in e-mail to all personnel.
- Protocol copy stored on shared drive.
- Basic information included in internal newsletters.

STEP II: Inclusion in Personnel Orientation Materials

- Discussed in orientation.
- Included in handbooks or guides.

PLAN STORAGE

The latest version of the COOP Plan should be stored at the following locations:

- Desks of all [AGENCY or LEA] personnel
- Alternate Facility
- The homes of all personnel staff with ICS, EOC, and Crisis Management Team roles

SECURITY NOTICE REMINDER

The COOP Plan contains confidential and sensitive information. When determining the proper storage location, particularly with regards to off-site storage, remember that the COOP Plan should be accessible, but **secure**.

APPENDIX A: PLANNING CONSIDERATIONS AND ASSUMPTIONS

GENERAL ASSUMPTIONS

This COOP plan is based on the following assumptions:

- Emergencies or threatened emergencies may adversely affect [AGENCY or LEA] ability to continue to support essential internal operations and to provide support to the operations of clients and external agencies.
- Personnel and other resources from [AGENCY or LEA] and other organizations outside of the area affected by the emergency or threat will be made available if required to continue essential operations.
- Emergencies and threatened emergencies differ in order of priority.
- [AGENCY or LEA] personnel will be paid automatically and at the rate of pay to which personnel are entitled in the event it is difficult or impossible to continue using existing time reporting and certification systems, and provide for travel-related services.
- [AGENCY or LEA] is vulnerable to a full range of all hazards (man-made and natural disasters).
- When a COOP event is declared, implementing the COOP plan would ensure the continuity of minimal essential [AGENCY or LEA] operations, and allow the gradual build-up to the performance of critical functions during the crisis. At a minimum level of operations, the Alternate Facility will enable [AGENCY or LEA] leadership to maintain communications with divisions and handle requests made to [AGENCY or LEA];
- Pre-established priorities of the resumptions of essential functions may require alteration once the actual extent of the threat has been identified;
- COOP plan activation will allow [AGENCY or LEA] to continue essential functions for as long as possible;
- [AGENCY or LEA] vital records will be available or recoverable if this COOP plan is implemented.

COOP ACTIVATION

- Activation of the COOP plan may be required at any time—during business hours or non-business hours.
- The Director or his/her designee is responsible for all pre-activation measures.
- The Director or his/her designee will be responsible for COOP plan activation for the agency.
- The head of each [AGENCY or LEA] division will act under the leadership of the Director and will be responsible for coordinating COOP plan activities for his or her respective division.
- The COOP plan is a guide; however, authority for emergency response activities also rests with local public safety and emergency responders.

ALTERNATE FACILITIES

- The COOP plan will be accessible at all times and in all primary and alternate locations, including [AGENCY or LEA] Headquarters and any identified alternate facilities.
- Alternate facilities are compatible with all needed telecommunications, internet systems, mail services, and public access.
- The District of Columbia Office of Property Management (OPM) is responsible for securing and maintaining the operations status of all primary and alternate facilities prior to, during, and following an emergency event.
- Each division head or his/her designee will then be responsible for disseminating administrative and logistical information to all other arriving office personnel.

COMMUNICATIONS

- Interoperable communication service providers for [AGENCY or LEA] and each division are operating.
- The Public Information Officer (“PIO”) will be the primary person communicating with the media and the public.

TRAINING AND EXERCISES

- Appropriate funding and resources will be provided to support COOP planning, training, and exercises.
- Based on planning, training, and exercises, the COOP plan will be maintained and updated.
- Cross-training will be provided within offices to the fullest extent possible.
- It is suggested that each employee is responsible for creating and stocking his/her own Go-Kit, which is designed to last for 72 hours during a shelter-in-place situation.

KEY PERSONNEL

- All personnel contact information will be kept confidential and be used only during an emergency.



Unit 4

Pandemic Flu Response Planning

Introduction

An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world.

—*World Health Organization (WHO)*

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year an average of 200,000 people are hospitalized and 36,000 die in the United States from influenza infection or a secondary complication. During an influenza pandemic, the levels of illness and death from influenza will likely increase dramatically worldwide.

The impact of an influenza pandemic on the local economy and business processes can be devastating. It is likely that 15–35 percent of the population will be affected. There is a potential for high levels of illness and death, as well as significant disruption to society and the economy, making planning for the next influenza pandemic imperative.

The purpose of a school system plan for a pandemic flu is to assist LEAs in managing the impact that the pandemic can have on the schools, based on two main strategies:

- Reducing spread of the virus within school facilities; and
- Sustaining educational functions.

The size of the school system is a deciding factor for the specific content of the Pandemic Flu Plan that the Executive Support Team (EST) develops to supplement COOP. At a minimum, all school continuity plans for a pandemic should include the following components:

- Provide each employee the resources to prepare themselves, students, and their families.
- Prevent/minimize the spread of influenza in the school system.
- Monitor worker/student absentee rates.
- Create a system to notify/share the information with worker/students during pandemic.
- Expand COOP to address essential resources to maintain minimal operations for the duration of a pandemic.

Assumptions

Pandemic flu will spread rapidly and easily from person to person. Some general assumptions can be made in the following areas:

Spread and Severity

- Over the course of several months, DC illness rates reach: 15–35%.
- Spread across the globe in 3 months.
- Vaccine available 6 months after the initial outbreak.
- Antiviral treatment likely to be in short supply and may not be effective.

Potential Effects

- Large percentages of the population may be unable to work for days or weeks during the pandemic due to illness or care.
- Diminished numbers of people and expertise are available.
- Diminished emergency and essential services—fire, police, and medical.
- Potential school closures.

School Effects

- Large numbers of staff absent, difficult to maintain school operations.
- Loss of services from suppliers (e.g., food service, other essential products).
- Large numbers of students are absent.
- Schools, churches, and other public places not being open.

Communications

Communications during a pandemic involve both internal and external media. However, when information is provided by the DC Department of Health, the following notification categories will be used:

- **Alert:** Conveys the highest level of importance; warrants immediate action or attention.
- **Advisory:** Provides key information for a specific incident or situation; might not require immediate action.
- **Update:** Provides updated information regarding an incident or situation; unlikely to require immediate action.

Furthermore, the DC Department of Health has adopted the following Pandemic Levels based on the World Health Organization's (WHO) phases for a pandemic, but may not always relate to events at an individual school.

- **Level 0 (WHO Phase 3):** Virus Alert, no human-to-human transmission;
- **Level 1 (WHO Phase 4):** Confirmed cases of human-to-human transmission of virus;
- **Level 2 (WHO Phase 5):** Suspected/confirmed cases in the DC area; and
- **Level 3 (WHO Phase 6):** Numerous suspected/confirmed cases in the DC area.

The School System should use the same language to communicate status updates:

- **To Schools**
 - The most effective approach to the pandemic influenza threat is to align your policies and procedures with the DC Department of Public Health (DOH) for pandemic influenza recommendations in order to coordinate appropriate responses and avoid causing unnecessary concern. *Key:* Partner closely with the DOH and establish communication mechanisms.
 - Specific information for schools will also be made available through the U.S. DOH Web site and through DOH; local communication plans should be instituted.
 - Before outbreaks occur and to protect everyone now, communicate and educate faculty/staff/students/parents/guardians about effective hygiene habits (promotion of frequent hand washing, coughing/sneezing etiquette).
- **To Employees**
 - Manage communications to employees per your individual School Emergency Response Plan. Advise employees in advance where to find up-to-date and reliable information.
 - Communicate via e-mail, Internet and intranet Web sites, telephone, and postal services.
 - Link to appropriate external health sites.
 - Provide educational communications to encourage employees to acquire and maintain personal, regular healthcare services.
 - Provide educational communications regarding school policies for employees' compensation and sick leave absences that may be unique to a pandemic.
- **Communications to Students/Parents/Guardians**
 - Disseminate information about your school system's pandemic response plan, once developed.
 - Anticipate the potential fear and anxiety of students and families as a result of rumors and misinformation and plan rapid and accurate communications accordingly.
 - Disseminate information for parents about the potential impact of a pandemic on school functioning (e.g., arranging for childcare in the event of school closure, continuity of instruction).
 - The school system should assure that all communications are culturally and linguistically appropriate and meet the needs of all students/families with special needs.

Command and Control

The EST Leader is responsible for activating COOP and therefore the pandemic influenza response addendum.

School Emergency Response Team (SERT), particularly the Triage Coordinator (Nurse) within the school will manage the Pandemic Influenza Response at each individual school and collaborate with the EST.

Upon notification that a pandemic is occurring, the EST and affected facility SERTs should do the following:

- Set up prominent notices at all entry points to facility, advising staff, students, and visitors not to enter if they have symptoms of influenza.

- Educate employees, students, parents, and visitors on how to stop the spread of the virus. Notices may be placed around the school (including entrances, notice boards, meeting rooms, and restrooms). Notices should contain information regarding hand hygiene, covering coughs and sneezes, and student spacing.
- Ensure adequate supplies of tissues, hand sanitizing gels, soap, water, and cleaning supplies are available for employees and students.
- The EST and SERT should ensure that employee, student, and parent education includes a pandemic influenza fact sheet containing information regarding stopping the spread of the virus and performing effective student spacing.
- Shared work areas such as desktops, tables, door knobs, stair rails, etc., should be cleaned with a disinfectant at least daily, more often if possible.
- Consider and prepare for how the school may function with 30 percent of the workforce absent.
- Consider alternatives such as staggered school times, changes in busing, and telecommunications.
- Consider establishing policies and procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Consider developing alternative procedures to assure continuity of instruction, distance learning methods (web-based, telephone trees, mailed lessons and assignments, and instruction via local radio and TV stations) in the event of widespread absenteeism or school closure.
- Depending on the significance of the outbreak, as a last resort and in consultation with public health officials, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly.
- Provide education, communication, and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.

Monitoring and Reporting

Monitoring absenteeism and identifying the number of ill workers/students will provide useful information regarding operational decisions that need to be made during all phases of a pandemic. Reporting these numbers to the local public health department will also provide them with community-wide surveillance to implement necessary public health measures. For this reason, developing a monitoring and reporting system is essential for the continuity of most school operations.

- The Student Accounting Coordinator will be responsible for tracking employees/students who call in sick or get ill at work/school. Weekly or daily reports should be provided to upper management for determining policy issues that may need to be implemented. In addition, these reports should be provided to the local health department for community-wide surveillance.
- Pandemic reporting will be developed during the alert phases to identify community clusters. Self-reporting forms may be made available online, and provided to institutions, long-term care homes, public schools, responder agencies, and large businesses.

Information generated through this type of integrated surveillance program will be used to: determine when a pandemic begins, track its course globally, nationally, regionally, and locally; guide antiviral use, and evaluate management efforts.

Public Health Measures

Key to making public health measures effective is providing information to staff on the threat of a pandemic, limitations on resources to combat the disease, and educational awareness of measures needed to implement planning before a pandemic begins. These efforts are intended to modify behavior so that utilizing these measures will be effective.

Examples of public health measures include:

- Practice good hygiene by following recommended protection and infection control measures.
- Minimize exposure by avoiding public gatherings, public places, and areas at high risk.
- Update vaccinations, including seasonal flu and pneumonia.
- Keep physically healthy: eat right, drink plenty of fluids, exercise, and get plenty of sleep.
- Maintain a positive mental attitude.
- Stay home and seek medical care when sick.

Influenza Vaccine

Public health officials will make the best use of available vaccine and will inform schools and the public on how any available vaccine will be used. It may take six months or more to manufacture the vaccine after the pandemic begins.

- Meanwhile, encourage employees and students to obtain annual seasonal influenza vaccines.
- DOH and the Centers for Disease Control and Prevention (CDC) will provide advice on priority groups for pandemic influenza immunization.

Anti-Viral Medication

Antiviral medications may play an integral role in the treatment and prevention of pandemic influenza; however, their efficacy against a pandemic strain of influenza is currently unknown. Unlike the influenza vaccine, limited amounts of certain antiviral medications are already available, though there may be barriers in attempting to use them as a treatment and prevention tool in the event of pandemic influenza.

- DOH will provide recommendations for the use of antiviral medication.
- The pandemic coordinator should check the Department of Health's Website for the latest information on the use of antiviral medications and recommendations: <http://doh.dc.gov>

Infection Control Measures

Guidelines for infection control are important to clarify routes of transmission and ways to interrupt transmission through hygiene. Infection control is an essential component of pandemic management and a component of public health measures. Utilize training sessions and signage to make staff/students/parents aware of essential control measures.

Examples of infection control measures include:

- Stay at home when you are sick. If possible, stay away from work, school, and from running errands. You will help others from catching your illness.
- Cover your coughs, and sneeze into tissue, or cough into your shirt sleeve.
- Wash your hands often to avoid spreading and getting germs.
- Enhance existing housekeeping service by wiping down and disinfecting work areas (i.e., keyboards, telephones, desks, doorknobs, etc.) frequently.
- Enhance housekeeping services in general public use several times throughout the work period.
- Use personal protective equipment where appropriate to minimize exposure (i.e., gloves when handling money, masks for ill employees)

Student Spacing (social distancing)

Student spacing refers to distancing individuals and strategies to reduce the spread of the virus between people.

- Distribute education on student spacing to all staff, students, and parents.
- Student spacing strategies may include:
 - Spacing students' desks three feet apart in small pods or clusters.
 - Discouraging prolonged congregation in hallways, lunch rooms, etc.
 - Staggering school times.
 - Staggering bus routes so there are fewer people on each route.
 - Limiting group activities and interaction between classes.
 - Canceling gym class, choir, or other school activities that place individuals in close proximity.

School Cleaning

- Disinfecting of shared work areas, counters, railings, door knobs, and stair wells should be performed more frequently during the influenza pandemic.
- Filters of the air conditioning systems should be cleaned and changed frequently.
- Telephones should not be shared.
- Specialized cleaning solutions are not essential. Standard cleaning products are adequate (including soap and water) and can disinfect surfaces. Frequency of cleaning is most important.
- Where operationally possible during the school day, increase ventilation to the facility to decrease the spread of disease. Following each school day, the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up air conditioning/heating systems).

Educating Students/Staff/Parents To Eliminate Concern

Increased anxiety is likely regarding a pandemic influenza, and this may contribute to increased absenteeism and/or increased distress to staff. Suggested methods to address this include:

- Educate those involved in your preparedness efforts.
- As more information becomes available, provide timely updates.
- During the pandemic, continue to educate staff, students, and parents on the progress of the pandemic and its effects.
- As needed, work with local resources and local public health agencies to assure support mechanisms are readily available, for example: mental health, social services, and faith-based resources.

Managing Illness in Staff, Students, or Visitors

- Schools should post information on what to do if people get sick while at school.
- Educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes another person exhibiting the symptoms of influenza at work/school, make sure the ill person leaves the school as soon as possible.
- Consider establishing policies for transporting ill students.
- The ill person should be encouraged to seek medical care and report back to the pandemic coordinator if influenza is likely.
- Educate staff and parents/students regarding standard baselines for staying home and when they may return to school.

Maintaining Essential Services

Continuity of Operations Plans

Continuity of Operational Plans (COOP) are implemented to ensure that Essential Functions can survive a natural disaster, technological failure, human error, or other disruption. COOP Plans include disruptions such as fires, earthquakes, and floods. These events are restricted to certain geographic areas, and timeframes are usually well defined and limited. However, pandemic flu planning places different demands on COOP because viruses spread across geographic regions and may arrive in waves that last several months at a time.

This requires the EST to review and update the COOP for Essential Functions, Delegation of Authority, Vital Equipment, and Personnel Policies to ensure that strategies are in place to manage these functions for extended periods (4–6 weeks) prior to a pandemic outbreak.

EST should develop a method to cross-train or back-fill essential employees if widespread absenteeism minimizes worker availability. In developing a robust plan, look for creative solutions to operational needs, such as creating partnerships with vendors, suppliers, personnel management agencies, and neighboring school districts.

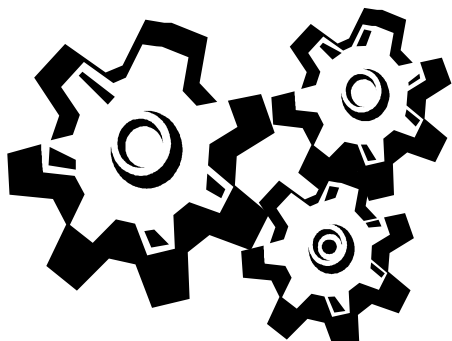
Key to maintaining essential services is identifying critical components that may be scarce during a pandemic. By identifying these early, you can begin looking for ways to create backup systems, supplies, and other resources.

Implementation, Testing, and Revisions

Implement policy measures necessary to minimize the spread of influenza before flu seasons arrive. Training sessions and signs can encourage better hygienic practices and policies like staying at home while ill. Tracking employee/student absenteeism during a seasonal flu period should be good considered.

The plan should be tested, from low-stress exercises to full scale drills, and the overall feasibility of pandemic flu planning should be tested to ensure maximum efficiency in an actual outbreak.

Each of these methods of testing requires extensive planning and post-exercise evaluation. Post-exercise evaluations are critical for objectively revising emergency plans and capturing actual responses. Once this data is captured, an after-action report with recommendations will be used to revise COOP, if necessary.



Unit 5

Pandemic Influenza COOP Annex

[AGENCY or LEA NAME]

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Section 2, Unit 5.

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INTRODUCTION

The District of Columbia (*AGENCY or LEA*) performs essential functions and services that may be adversely impacted or disrupted in the event of a disease pandemic. Maintaining essential functions and services is a vital element to (*AGENCY or LEA*)’s ability to continue operations. Therefore, it is important for the agency to ensure execution of its essential missions in the event of a threat to its normal continuity of operations. COOP planning is intended to ensure the performance of Department and Agency essential functions across a wide range of all-hazards emergencies.

PURPOSE

This Annex provides guidance to (*AGENCY or LEA*) employees, partners, and stakeholders and serves as the plan for maintaining essential functions and services during an influenza pandemic. This annex neither replaces nor supersedes the current approved (*AGENCY or LEA*) COOP Plan; rather it supplements it, bridging the gap between the traditional, all-hazards COOP planning and the specialized COOP planning required for a pandemic by addressing those considerations, challenges, and elements specific to the dynamic nature of a pandemic.

This Annex emphasizes that maintaining essential functions in a pandemic environment may not entail an official “COOP” declaration, that maintaining essential functions may be accomplished through contact intervention (social distancing) strategies, and may not require the relocation of all employees of (*AGENCY or LEA*). The annex recognizes that relocation may be necessary due to a separate or concurrent event. Since these requirements apply across all levels of the organization, the term “(*AGENCY or LEA ABBREVIATION*)” for the purposes of this Annex, refers to the entire (*AGENCY or LEA*) organization, including personnel and operating elements.

CONCEPT OF OPERATIONS

This Annex is built upon the assumption that the Pandemic Influenza District Response Stages will serve as the Pandemic COOP Plan activation criteria or “triggers” for (Agency or LEA)’s actions.

District Operational Triggers

The District Pandemic Influenza CONOPS is built upon a set of simple triggers for District agencies and partners at various points in a pandemic. The first aim of using triggers is to simplify planning for each agency and partner – i.e., reducing the amount of interpretation that they must make in developing appropriate courses of action. The second aim is to facilitate analysis of the interdependencies and interaction effects of the different component operating plans across the District.

The three simple triggers are tied to categories or phases of agency operations: i.e., *Preparedness*, *Alert*, and *Crisis Management*.

Preparedness

The Pre-pandemic Steady State: The responsible agency should maintain the pandemic readiness of its plans and capabilities. Appropriate measures include, for example:

- Update agency continuity and preparedness plans
- Train and exercise plans
- Performed testing, training, and exercises that include social distancing techniques, tele-work capabilities and impacts of a reduced staff on facilities and essential functions and services.
- Cross-train employees to ensure staff are available to perform functions and services.
- Maintain updated rosters of mission essential personnel
- Ensure that mission essential personnel are trained in appropriate use of PPE.

Alert

Imminent Arrival of Effects on Agency from Pandemic: The responsible agency should initiate crisis measures in anticipation of imminent arrival of pandemic challenges. Appropriate measures include, for example:

- Notify all employees of their status in the event of a crisis management phase
- Ensure vaccination – if pre-pandemic vaccine is available – of all mission essential personnel
- Ensure that adequate stocks of PPE are available for mission essential personnel
- Ensure that mission essential personnel possess family preparedness plans
- Distribute appropriate hardware/software to personnel designated for tele-work.

Crisis Management

Pandemic Stress on Agency: The responsible agency is experiencing the full effects of a pandemic. In response, the agency should adopt and maintain sustainable crisis measures in order to keep the Agency functioning under periods of high demand and high operational stress. Appropriate *Crisis Management* measures include:

- Activate mission essential personnel plan
- Mission essential personnel perform essential functions according to plan
- Non-essential personnel proceed to their duty locations as prescribed by plan, e.g.
 - Tele-work
 - Pandemic shift scheduling
 - Snow-day or other leave

While each of these triggers provides concrete guidance to specific agencies for particular groups of activities, the specific alert or operational level for each agency will vary based upon the unique conditions of the pandemic at any point in time.

The differences in trigger or alert levels will be driven by three factors:

- The particular strategic goal that a component plan, agency, or partner is supporting
- The severity of the pandemic
- The pandemic interval for the District.

PANDEMIC PLANNING ASSUMPTIONS

GENERAL ASSUMPTIONS

- The spring 2009 experience demonstrated that existing pandemic plans were inflexible, not providing concrete options for pandemic with severity levels less than that experienced in 1918. Thus, new plans must account for pandemic severity and intervals. Specifically, these plans must differentiate between “worst cases” (i.e., pandemic severity index 4-5) and “moderate cases” (i.e., pandemic severity index 1-3).
- The speed of geographic transmission will likely exceed previous planning projections. Efforts to contain or slow geographic spread are not likely to be effective. However, it may still be possible to reduce the number of ill persons in the District at any one time, thereby reducing the strain of the pandemic.
- Given the speed of transmission of H1N1 and the relative delays in surveillance of the virus’s transmission, there is probably little value in distinguishing between the “initiation” and “acceleration” intervals. Thus, this CONOPS treats initiation and acceleration as a single interval.
- The CDC recommendation to vaccinate children as a first priority will be difficult to implement in the District.
- Pandemic influenza preparedness will require coordination among federal and local government at all levels; the community, neighboring states, faith and community based organizations, the business community and the private sector.
- A community that has been educated and engaged in pandemic influenza planning and preparedness is more likely to demonstrate increased resilience.
- Sustained human-to-human transmission anywhere in the world will be a triggering event for a public health response in the District of Columbia.
- Protective public health interventions such as social distancing, vaccination, and distribution of antiviral medications will be used in an attempt to reduce disease transmission and delay outbreaks.
- Susceptibility to pandemic influenza virus will be universal.
- The clinical disease attack rate will be 30 percent in the overall population during a pandemic.
- Absenteeism will fluctuate between 30-40% during the peaks of the pandemic waves.
- On average, each infected person will transmit the virus to two other people.
- Epidemics in the District will last six to eight weeks.
- Multiple waves are expected across the country, lasting two to three months each.

(AGENCY or LEA) ASSUMPTIONS

- *(INSERT AGENCY OR LEA PANDEMIC FLU-SPECIFIC ASSUMPTIONS HERE)*

ELEMENTS OF A VIABLE COOP CAPABILITY

PLANS AND PROCEDURES

(AGENCY or LEA)'s pandemic influenza COOP planning and response actions shall be appropriately linked to the CDC's Pandemic Influenza Intervals and District's 5 Operational Levels.

1. Pandemic Coordinators and Pandemic Response Teams

The Director of *(AGENCY or LEA)* has designated *(NAME OF INDIVIDUAL)* as the *(AGENCY or LEA)* Pandemic Coordinator. *(NAME OF INDIVIDUAL)* will serve as the Alternate Pandemic Coordinator. Additionally, a Pandemic Response Team (PRT) is established to anticipate the impacts of pandemic on *(AGENCY or LEA)*'s and to assist with developing strategies to manage the effects of a pandemic outbreak. The Pandemic Coordinator and Alternate Pandemic Coordinator will work closely with *(AGENCY or LEA)* COOP Program Manager.

(DESCRIBE ANY EXPLICIT RESPONSIBILITIES OF THE PANDEMIC COORDINATOR)

The *(AGENCY or LEA)* PRT is composed of the following members:

(NAMES OF INDIVIDUALS)

2. Sustaining Operations

Sustaining operations will be performed until normal business activity can be reconstituted; this may take longer than 30 days. The principal focus in making this determination will be the minimization of the effects of a pandemic on staff and operations. *(AGENCY or LEA)* will emphasize and implement procedures such as social distancing techniques, infection control and personal hygiene, cross-training, and tele-work to sustain operations.

ESSENTIAL FUNCTIONS

According to the Implementation Plan for the National Strategy for Pandemic Influenza, during a pandemic or any other emergency, essential functions must be continued to facilitate emergency management and overall national recovery. Given the expected duration and potential multiple waves of a pandemic, *(AGENCY or LEA)* must review their essential functions and services to take into account the need to perform essential functions beyond the traditional 30-day COOP requirement.

1. Essential Functions

(AGENCY or LEA)'s COOP plan outlines the agency's essential functions and provides supporting information for key personnel, vital records and databases, and mission critical systems and equipment required to perform each of the essential functions.

In order to minimize the effects of a pandemic on staff and operations and continue essential functions and services, *(AGENCY or LEA)* will emphasize and implement procedures such as social distancing techniques, infection control and personal hygiene, cross-training, and tele-work.

(WHAT ARE THE MISSION-ESSENTIAL FUNCTIONS OF YOUR AGENCY or LEA?)

(WHAT ARE THE MINIMAL REQUIREMENTS TO SUSTAIN BASELINE OPERATIONS?)

(WHAT WOULD CONSTITUTE TOLERABLE DEGRADED PERFORMANCE?)

| PRIORITY | ESSENTIAL FUNCTION | CRITICAL PROCESS | TITLE/ PERSON | ALTERNATE TITLE/ PERSON | PRIMARY LOCATION | ALTERNATE LOCATION | ALTERNATE LOCATION |
|-----------------|---------------------------|-------------------------|----------------------|--------------------------------|-------------------------|---------------------------|---------------------------|
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2. Identification of Essential Positions and Skills

In *(AGENCY or LEA)*'s COOP plan, *(AGENCY or LEA)* has identified positions, skills, and personnel needed to continue essential functions and services. *(AGENCY or LEA)* has also identified back-up personnel, in different geographic locations, by position, to ensure that all personnel needed to perform those essential functions shall also receive COOP and specific pandemic influenza training.

(DESCRIBE OR LIST YOUR AGENCY or LEA'S "ESSENTIAL SKILLS")

(FILL IN TABLE BELOW WITH AGENCY or LEA'S "ESSENTIAL" PERSONNEL ROSTER)

School Emergency Response Plan and Management Guide

EXECUTIVE OFFICE

| <u>Last Name</u> | <u>First Name</u> | <u>Title</u> | <u>Office Phone</u> | <u>Cell Phone</u> | <u>Email</u> |
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3. Alternative Work Arrangements

(AGENCY or LEA) shall assess, on a case-by-case basis, which essential and non-essential functions and services can be conducted through the use of alternative work arrangements (e.g., home, tele-work, staggered work hours, flex time, etc.).

(DESCRIBE AGENCY or LEA’S ALTERNATIVE WORK ARRANGEMENTS FOR ESSENTIAL FUNCTIONS)

4. Essential Contract and Support Services and Other Interdependencies

(AGENCY or LEA) shall initiate pre-solicited, signed and standing agreements with contractors and other third parties to ensure fulfillment of mission requirements. (AGENCY or LEA) shall also identify the contractors, suppliers, shippers, resources and other businesses that it interacts with on a daily basis. (AGENCY or LEA) shall develop relationships with more than one supplier should a primary contractor be unable to provide the required service.

(INSERT TABLE OR CHART TO DEPICT THE CONTRACTURAL STAFF AND CONTRACTS TO HAVE IN PLACE IN ORDER TO PROCURE ESSENTIAL SERVICES OR FUNCTIONS.)

DELEGATION OF AUTHORITY AND ORDERS OF SUCCESSION

At the height of a pandemic wave, absenteeism may reach a peak of 40 percent. As such, delegations of authority and orders of succession are critical.

1. Two Deep per Position

(AGENCY or LEA)’s delegation of authority and orders of successions are at least two deep per position to take into account the expected rate of absenteeism.

The Delegation of Authority and Orders of Succession for (AGENCY or LEA) critical positions can be found in the chart directly below.

(IDENTIFY CRITICAL POSITIONS IN YOUR AGENCY or LEA AND FILL IN TABLE BELOW WITH NAME AND FULL PHONE AND EMAIL CONTACT INFORMATION.)

| LEADERSHIP POSITION | CURRENT POSITION HOLDER | SUCCESSOR 1 | SUCCESSOR 2 |
|---------------------|-------------------------|-------------|-------------|
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ALTERNATIVE OPERATING FACILITY/EMERGENCY RELOCATION SITE (ERS)

The traditional use of alternative operating facilities or emergency relocation sites to maintain essential functions and services may or may not be a viable option during a pandemic. Safe work practices, which include contact interventions and transmission interventions, reduce the likelihood of contacts with other people that could lead to disease transmission and the need for deploying to alternative sites. Strategies for maintaining essential functions and services will largely rely on social distancing and dispersion of the workforce including tele-work, preventative health practices, and other efforts to reduce the chance of infection.

Nonetheless, (*AGENCY or LEA*) may choose to make its ERS, along with other locations, available to be used as a means of implementing social distancing. A separate incident concurrent to a pandemic outbreak could also necessitate the use of an ERS for (*AGENCY or LEA*) employees. All planning efforts listed in the (*AGENCY or LEA*) COOP plan for ERS or existing field infrastructures should be understood to be viable only in the event of an incident concurrent with a pandemic in which their use is vital.

(DESCRIBE YOUR AGENCY or LEA'S POLICY AND PROCEDURES REGARDING ALTERNATIVE WORK LOCATIONS)

(WHERE APPLICABLE, FILL IN THE TABLE BELOW WITH THE LOCATION INFORMATION)

| OFFICE | LOCATION |
|---------------------------|----------|
| PRIMARY FACILITY | |
| EMERGENCY RELOCATION SITE | |

If the key personnel must be brought together in one location, safeguards will be implemented to protect employees from exposure to the influenza virus in accordance with directives from DOH. Safeguard will include, but are not limited to:

- Social distancing and infection control measures;
- Distribute educational materials on infection control, sanitation, respiratory hygiene, and social distancing techniques;
- Personal Protective Equipment (PPE) will be issued and used as deemed necessary. Adequate supplies of hand sanitizer, tissues, PPE (if required) and surface disinfectants will be made available to as many employees as possible; and
- If deemed necessary by public officials in light of the actual pandemic scenario, restrictions on travel will be imposed in order to limit exposure and reduce the risk of further deterioration of the District workforce.

1. Essential Function by Remote Location

All employees designated as essential will be required to report for duty at their usual worksites, unless (*AGENCY or LEA*) leadership determines that:

- (*AGENCY or LEA*) functions can be adequately performed at an alternate site; and

- It is beneficial to the agency's mission or the overall public health for the employee to be located elsewhere than at the usual worksite.

2. Facilities Support

(AGENCY or LEA) has considered the need for reliable logistical support, services, and infrastructure systems at facilities that remain open (for greater than 30 days), to include ERS in the event of an incident concurrent with a pandemic influenza outbreak. This support includes:

- Prioritization/determination of accessible facilities/buildings (as alternative to relocating to remote facility)
- Necessary support staff
- Social distancing techniques
- Medical screening of employees
- Health/medical units
- Sanitation
- Essential Services
- Food and water

(DESCRIBE AGENCY or LEA'S PROCEDURES FOR ANY OF THE ABOVE APPLICABLE ISSUES)

COMMUNICATIONS

Workplace risk can be minimized through implementation of systems and technologies that facilitate communication without person-to-person contact.

1. Tele-work- (AGENCY or LEA) shall analyze its current tele-work capability and identify its personnel performing essential functions who anticipate a need to tele-work, and the IT requirements, tools, and resources necessary to support tele-work during a pandemic. The use of laptops, high-speed telecommunications links, Virtual Private Networks (VPN), Personal Digital Assistants (PDAs), flash drives, and other systems that enable employees performing mission essential functions and services to communicate and maintain connectivity with internal organizations, external partners, critical customers, and other key stakeholders shall be considered when performing analysis.

(DESCRIBE AGENCY or LEA'S TELE-WORK TECHNICAL Plan HERE: I.E. WHAT SPECIFIC TECHNOLOGIES OR METHODS WILL BE UTILIZED)

2. Tele-work- Test, Training and Exercises

(AGENCY or LEA) will evaluate tele-work plans, procedures, and capabilities through reviews, testing, post-incident reports, lessons learned, performance evaluations, and exercises. Procedures shall be established to ensure that corrective action is taken on any deficiency identified in the evaluation process.

(DESCRIBE AGENCY'S TELE-WORK TESTING AND TRAINING PROCEDURES)

3. Communications to Stakeholders

In the event of pandemic wave, (AGENCY or LEA) will need to provide relevant information to internal and external stakeholders, including but not limited to instructions for determining the status of agency operations and possible changes in working conditions and operational hours.

(DESCRIBE AGENCY or LEA’S STAKEHOLDER COMMUNICATION PROCEDURES)

VITAL RECORDS AND DATABASES

1. Identification, Protection and Availability

(AGENCY or LEA) has identified, protected, and ensured the ready availability of electronic and hardcopy documents, references, records, and information systems needed to support essential functions for up to several months.

(IF YOUR AGENCY or LEA HAS VITAL RECORDS AND DATABASES THAT WARRANT SPECIAL ATTENTION DURING A PANDEMIC WAVE, DESCRIBE THE APPLICABLE PROCEDURES TO MAINTAIN THEM AND/OR FILL OUT THE TABLE BELOW. IF NOT, DELETE THIS SECTION.)

(AGENCY or LEA) has identified vital records and databases needed by the agency to sustain essential functions and services in the chart below.

| VITAL FILE, RECORD OR DATABASE | LOCATION | FORM(S) | FREQUENCY OF BACKUP | ACCESSIBLE REMOTELY | PRE-POSITIONED AT ALTERNATE FACILITY | HAND CARRY TO ALTERNATE LOCATION | NECESSARY EQUIPMENT |
|---------------------------------------|-----------------|----------------|----------------------------|----------------------------|---|---|----------------------------|
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HUMAN CAPITAL

Although a pandemic influenza will not directly affect the physical infrastructure of an organization, a pandemic will ultimately threaten all operations by its impact on an organization’s human resources. The health threat to personnel is the primary threat to maintaining essential missions and services during a pandemic. To assist agencies in making sure they are able to fulfill their missions, while at the same time, preparing and protecting the workforce should a pandemic influenza outbreak occur, the District of Columbia Department of Human Resources (DCHR) has updated and developed general policies on leave, pay, hiring, alternative work arrangements, and other critical human capital issues in relation to pandemic influenza. These policies are amendable at each AGENCY or LEA’s discretion to fit the needs of that agency.

1. Tele-work Policy

Tele-work is an integral part of plans and procedures to maintain essential functions and services in an influenza pandemic.

(DESCRIBE AGENCY or LEA'S TELE-WORK POLICY AND PROCEDURES)

POINTS OF INTEREST TO CONSIDER IN TELE-WORK POLICY

- Which essential and non-essential function will be able to be done via tele-work if social distancing is implemented
- Development of agreements prior to emergency for individuals to tele-work, or procedure and authority for expediting tele-work agreements in an emergency.
- Who will receive a computer
- Who will have access to the VPN
- Those without VPN will have access to web portal and necessary P and O:/drive documents will be placed on the web portal
- How web portal will be set up
- How employees will be able to access web portal and how they will receive their log-in information
- Essential employees eligible for tele-work must have an agreement in place with *(AGENCY or LEA)* prior to engaging in tele-work.

*Non-essential employees with telecommuting agreements in place will be encouraged to work at their alternative worksites. If an employee is deemed eligible for telecommuting but does not have a telecommute agreement in place, a signed agreement will be created and executed as quickly as possible so that the employee may work at an alternative worksite.

TRAINING AND EXERCISES

Testing, training, and exercising are essential to assessing, demonstrating, and improving the ability of organizations to maintain their essential functions and services.

1. Social Distancing

(AGENCY or LEA) shall conduct annual tests, training, and exercises to ensure sustainable social distancing techniques, including tele-work capabilities, and to assess the impacts of reduced staff on the performance of essential functions.

(DESCRIBE AGENCY'S SOCIAL DISTANCING PROCEDURES OR GUIDELINES)

2. Tabletop, Functional, and Full-Scale Exercises

(AGENCY or LEA) shall conduct annual pandemic exercises (tabletop, functional, or full scale) to examine the impacts of pandemic influenza on agency essential functions, to familiarize agency personnel with their responsibilities, and to validate the effectiveness of pandemic influenza COOP planning by senior leadership.

(DOCUMENT AGENCY or LEA'S EXERCISE SCHEDULE OR EXERCISE PLAN)

3. Annual Awareness Training

(AGENCY or LEA) shall conduct annual awareness briefings specific to pandemic influenza.

(DOCUMENT OR DESCRIBE AGENCY or LEA'S TRAINING PLAN)

4. Cross-Training Successors and Back-up Personnel

(*AGENCY or LEA*) shall identify and train personnel, by position, needed to perform essential functions, including backups in different geographic locations (see Essential Functions).

The (*AGENCY or LEA*) personnel roster listed in this plan identifies the personnel required to support continuity of operations.

RECONSTITUTION

Reconstitution embodies the ability of an organization to recover from a catastrophic event and consolidate the necessary resources that allow it to return to a fully functional entity of the District government. The objective during the recovery and reconstitution phase during a pandemic is to expedite the return of normal services to the District.

1. Replacement of Employees

(*DESCRIBE AGENCY or LEA'S PROCEDURES FOR REPLACING EMPLOYEES UNABLE TO RETURN TO WORK AND PRIORITIZE HIRING EFFORTS*)

If an emergency declaration is signed by the Mayor of the District of Columbia, (*AGENCY or LEA*) will be authorized to expedite the hiring of new employees to support the agency's essential functions.

2. Facility/Building Habitability

The Director of (*AGENCY or LEA*) shall consult with the public health authorities to ensure the facilities/buildings are safe for employees to return to normal operations.

CONCLUSION

Maintaining essential functions and services in the event of pandemic influenza requires additional considerations beyond traditional COOP planning. Unlike other hazards that necessitate the relocation of staff performing essential functions to an organization's ERS, an influenza pandemic will not directly affect the physical infrastructure of an organization. As such, a traditional "COOP activation" may not be required under a pandemic influenza scenario. However, a pandemic threatens an organization's human resources by removing essential personnel from the workplace for extended periods of time. Accordingly, COOP plans should be modified or supplemented to achieve a pandemic influenza capability. Plans for maintaining essential functions and services in a pandemic influenza must emphasize and implement procedures such as social distancing techniques, infection control and personal hygiene, cross-training, and tele-work. Protecting the health and safety of employees must be the focus of planning in order to ensure the continuity of essential functions and continuity of operations.

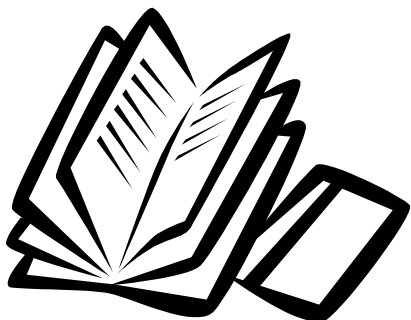
Section 3

Emergency Response Plan

"Making your school safe is based on the premise that school administrators, in concert with their students and staff, need to take back control and define for themselves the local issues that are causing fear and anxiety on the parts of students and staff."

(Blauvelt, 1996)





Unit 1

Creating the School Emergency Response Plan

Introduction

Purpose

The purpose of the *School Emergency Response Plan and Management Guide* is to provide emergency preparedness and response instructions, information, and guidelines to protect the safety and well-being of students and staff at the time of an emergency. This Guide is designed to address Level I, II, and III emergencies. Emergencies involving only a specific site are designated as Level I and should be managed according to that site's emergency plan. The Executive Support Team (EST) will not be activated for site-specific emergencies. However, Level I emergencies may necessitate the use of EST staff for additional resources.

We have developed this standardized Plan for all school sites to promote coordinated preparedness measures and integrated emergency response procedures. The Plan must be adapted to the capabilities and special needs of each site so that it addresses differences in school building needs and requirements. All schools will submit their School Emergency Response Plan via the web-based application, on the Emergency and Safety Alliance Website (<http://esa.dc.gov>), which will grant access to the plans by emergency responders.

Please retain copies of all school plans in hardcopy and electronic form in the ERT Go-Kit and the School Office. On approval of revisions, the EST Recorder will ensure the Executive Support team retains the updated plans. When critical incidents occur, officials can immediately refer to the affected school emergency plans to facilitate coordination and communication. The EST Assignments will be distributed annually or when any changes occur to all schools and administrative offices.

Police, fire and/or criminal investigative processes may supersede the School Emergency Response Plan.

Objectives

- Provide guidance on how the Executive Support Team, the Police, Fire, Health, and Homeland Security and Emergency Management departments, and the District Emergency Operations Center (EOC) work together during emergency situations; and
- Provide guidance on how predesignated schools can be converted to shelters when necessary

Scope

This plan encompasses all schools and addresses a broad range of potential major emergencies. Such incidents may include fire, threats, student disturbances, earthquakes, hazardous material spills, power outages, heightened safety concerns due to detention center absconders, and similar events affecting any one site.

Authority

School principals implement site emergency plans when an emergency occurs or when directed by the EST. Each principal is authorized and directed to implement his or her school site emergency plan, or initiate actions determined as necessary to save lives and mitigate the effects of disasters. Any site-based administrator has the authority to notify EST directly when Level II or III emergencies occur. *MPD and FEMS emergency procedures supersede any site-based plan.*

Notification

In the event of a Level I, II, or III Incident, the site-based administrator notifies the School Emergency Response Team. If the principal—now the Incident Commander (IC)—determines the emergency is a Level II or III critical incident, the IC must notify the EST Manager by phone. State the following:

This is (your name), and I have a Level (II or III) at (identify the exact location). I can be reached at (give complete 10-digit phone number).

The EST Manager will notify the EST Leader and the appropriate team members. The IC is the key contact person for the EST Manager. If the IC is unable to notify the EST Manager, MPD first responders will use their radios to notify the Safe Schools Liaison, who in turn notifies the EST Leader and the Security Office (if applicable). Also, HSEMA EOC disseminates emergency notifications.

Procedures

This Section of the Guide provides a practical step-by-step approach to developing and implementing a School Emergency Response Plan. It addresses issues from team formation through submission of the plan. The first step in creating the School Emergency Response Plan is

selecting and assigning the School Emergency Response Team (SERT). This team should reflect the diverse training and expertise of the school community.

After the SERT team is formed, the next step is for each team member to review this Guide in its entirety. Then, using the forms provided in the Guide, the team creates a School Emergency Response Plan. Next, the SERT gives a presentation during a faculty/staff meeting to update the entire staff on systemwide emergency procedures, use of EST, emergency response protocols, SERT assignments, and specific roles, etc. This meeting provides an opportunity to build consensus, enlist feedback, and incorporate staff recommendations into the plan. Finally, the team submits a copy of its Plan for review, approval, and dissemination through the web-based application, on the Emergency and Safety Alliance Website – <http://esa.dc.gov>.

Using this approach as a starting point, each school and administrative support building establishes a SERT and develops or updates its School Emergency Response Plan to include:

- Clearly defined staff roles/responsibilities (SERT, Incident Command System [ICS], etc.);
- Procedures and maps giving locations for emergency evacuation, administering first aid, etc.;
- Setting up Command Post(s);
- Student and staff accounting and release procedures;
- Assembly areas;
- Guidelines for communication with the media;
- Establishing primary and backup communication methods (within school, with EST, and with parents and community); and
- Establishing process for securing crime scenes and isolating witnesses.

The School Emergency Response Plan will be updated yearly and submitted via the web-based application, on the Emergency and Safety Alliance Website (<http://esa.dc.gov>) for review and approval.

Each school principal is responsible for supervising, monitoring, and organizing the development of the School Emergency Response Plan. Further, the principal arranges a faculty/staff meeting in the first month of each school year to review the school plan and update staff regarding new procedures.

Preparing the School Emergency Response Plan

Forming the School Emergency Response Team

The school principal or his/her designee oversees formation and convenes meetings of the SERT. Certain positions in the school lend themselves to team membership. These include counselor, nurse, secretary, custodian, social worker, teachers in various specialty areas, cafeteria manager, school psychologist, staff with relevant knowledge or training, and staff in strategic locations in the building. Each has unique expertise ranging from mental and physical health to students with special needs, access to building plans, and knowledge of community resources.

Depending on the size and needs of the school staff, its SERT may typically have 5–11 members. Although these staff members make up the formal SERT, all personnel have a role in implementing effective emergency management protocols, and each individual is responsible for addressing the immediate safety needs of students in their care. We recommend that all personnel be cross-trained to function in more than one position to build redundant capacity within the emergency planning process.

Steps for SERT Formation

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

School Emergency Response Team: *Roles and Responsibilities*

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

| Title and Suggested Staff | Role, Responsibility |
|--|--|
| *Incident Commander: Principal or Designee <i>(IC)</i> | Responsible for the development of the school plan and overall management of emergency situations; establish/manage Command Post; activates SERT; determine strategies to implement protocols and adopt as needed |
| *Public Safety Liaison: SRO or Teacher | Develop working knowledge of local/regional agencies; serve as primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when need arises; document activities |
| *Occupant Accounting Coordinator: AP or Guidance Counselor <i>(Operations)</i> | Analyze school staffing to develop a Occupant Accounting and Release Plan (accounting from individual teachers to Occupant Accounting and Release to Command Post); implement plan in an emergency; develop and maintain Occupant Accounting Worksheet to document activities |
| *Facility Access Coordinator: Chief Custodian <i>(Operations)</i> | Monitor site utilities (electric, gas, water, HVAC); shut off only if danger exists or directed by IC ; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc.); establish secondary toilet facilities in event of water or plumbing failure; request needed supplies from Logistics; document activities |
| *Triage Coordinator: Nurse <i>CPR/First-aid trained designee, if the nurse is not available (Operations)</i> | Establish medical triage with staff trained in first aid; provide CPR and conduct CPR training; provide/oversee care given to the injured; distribute supplies (gloves, bandages, etc.); request additional supplies from Executive Support Team; establish and maintain first-aid supply box; develop plan to address management of student medications/treatments; document activities |
| Media Liaison: Language Arts or English Teacher <i>(PIO)</i> | Develop relationship with local media representatives; prepare media releases; establish media center near Command Post; coordinate information with IC and EST; document activities |
| Community Liaison School Secretary | Communicate with parent groups and parents on the Release Plan; collaborate with the Occupant Accounting Coordinator to properly identify parents and adults identified as emergency release personnel; document activities |
| Counseling Coordinator: Guidance Counselor <i>(Operations)</i> | Provide and access psychological first aid services for those in need (working with Operations: Medical); access Crisis Teams, coordinate local/regional providers for ongoing crisis counseling for students, staff and parents; document activities |
| Supplies Coordinator: Teacher/Cafeteria Manager <i>(Logistics)</i> | Establish and maintain “School Emergency Response Team Toolbox” (batteries, etc); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; coordinate the rationed distribution of food and water (prolonged emergencies); document activities |
| Transportation Coordinator: AP or Teacher <i>(Logistics)</i> | Establish emergency transportation of students and staff through established procedures; coordinate pickup locations; document activities |
| Floor Wardens: If applicable – Not a Teacher <i>(Operations)</i> | Upon activation of an alarm or universal emergency response floor wardens should quickly tour their assigned floor and alert all occupants of the appropriate response. Particular attention should be paid to isolated offices and individuals needing special assistance. Report status and use of Areas of Refuge to the IC. |

*Required Members at all levels—elementary, middle, and High School.

Universal Emergency Warning and Notification Procedures

School Office

First, office personnel must assess life and safety issues. Call 911 if necessary. Inform the principal or designee of the office or room number where you are located. The principal/designee, now the IC, notifies the Executive Support Team Manager if the situation is a Level II or III emergency.

Notifying Staff and Students

If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the public address (PA) system, sounding of bell (evacuation), and/or by word of mouth from the SERT members or Floor Wardens, if applicable.

Use exact terms when directing an emergency response using the appropriate Universal Emergency Response Procedure classifications as follows:

- “Evacuation”;
- “Alert Status”;
- “Lockdown”;
- ”Shelter in Place”;
- “Severe Weather Safe Area”;
- “Drop, Cover, and Hold”;
- "All Clear–Return to Normal Activity”

If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class unless an assembly or announcement over the PA system is preferred.

The principal and/or Crisis Team notifies parents of victims, if necessary. The Executive Support Staff notifies other schools in the district.

Universal Emergency Response Procedures

There are four primary emergency response procedures. These are detailed in the chart on the following page. Note that there are two variations—C. Lockdown, C1. Shelter-in-Place; and D. Severe Weather Safe Area, D1. Drop, Cover & Hold—for procedures that address these special circumstances. Use the Emergency Attendance Sheet for student/adult accounting.

Universal Emergency Response Chart

| | |
|---|---|
| <p>A. Evacuation (For use when conditions outside are safer than inside)</p> <p>When the announcement is made or alarm is sounded:</p> <ul style="list-style-type: none"> • Close windows and doors; do not lock • Be alert to and assist any student with a disability if needed • Bring Emergency Procedures Guide and student roster • Evacuate students quietly and in an orderly fashion (Follow posted directions.) • Report to your designated area and take attendance • Check for Injuries • Hold up Emergency Procedures Guide to indicate: <ul style="list-style-type: none"> ➢ Red Side Out – Need assistance/student missing ➢ Yellow Side Out – Have additional students ➢ Green Side Out – All students accounted for • Report any missing students to the principal • Be alert for further instructions • Return to building only after the building principal or fire department gives the “all clear” signal • Avoid emergency vehicles | |
| <p>B. Alert Status (For use in securing access to the building, usually in a community emergency event)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Secure the facility by locking all doors from the inside. <i>(Do not chain any doors.)</i> • Inform staff of “Alert Status”. • Inform students of “Alert Status” in an age-appropriate way. • Post staff near the front entrance of the building to allow individuals to enter and exit with identification • Conduct classes and activities within the building in a normal manner. | |
| <p>C. Lockdown (For use to protect building occupants from potential dangers in the building or outside.)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and report to nearest available classroom. • Assist those needing special assistance. • All windows and doors should be closed and locked, and no one should leave for any reason. Display Emergency Procedures Guide cover in door window to indicate the following: <ul style="list-style-type: none"> ➢ Red Side Out – Need Assistance/Help ➢ Green Side Out – No Assistance Needed/All Clear • Cover all room and door windows if possible. • Stay away from all doors and windows; move students to interior walls and sit on floor. • Shut off lights. • BE QUIET! • Wait for further instructions. • Document attendance. | <p>C1. Shelter-in-Place (For use in external gas or chemical release)</p> <p>When the announcement is made follow the Lockdown Procedure with the additions below:</p> <ul style="list-style-type: none"> • Close and tape all windows and doors, and seal the gap between the bottom of the door and floor using coats, blankets, or rugs. • Turn off heating, ventilation, and air conditioning systems. |
| <p>D. Severe Weather Safe Area (For use in severe weather emergencies)</p> <p>When the announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous). • Occupants of portable classrooms shall move to the main building to designated safe areas. • Take student roster for student accounting. • Assist those needing special assistance. • Do not stop for student/staff belongings. • Close all doors. • Take attendance. • Remain in safe area until the “all clear” is given. • Wait for further instructions. | <p>D1. Drop, Cover & Hold (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command DROP is given:</p> <ul style="list-style-type: none"> • DROP – to the floor, take cover under a nearby desk or table and face away from the windows. • COVER – your eyes by leaning your face against your arms. • HOLD – on to the table or desk legs, and maintain present location/position. • Assist those needing special assistance. • Wait for further instructions. |

Planning Guidance for Unique Circumstances

Buildings and/or occupancies may have different and unique circumstances which have to be addressed during preparation for emergencies. These conditions could include the building design, special populations, or the manner in which a building is used. The following is not meant to be all inclusive but will serve as guidance during your planning efforts. If you require additional assistance please go to the Emergency and Alliance Website at <http://esa.dc.gov>.

Co-located Entities

Several of the District’s school sites house more than one program. In some cases, this means multiple programs and one LEA; in others, this means multiple programs belonging to multiple LEAs. To avoid confusion during an emergency situation, co-located programs should collaboratively develop School Emergency Response Plans (SERP). Likewise, School Emergency Response Team (SERT) assignments should be made collaboratively and members from all programs located in the building should be included.

One of the challenges specific to co-located programs is establishing an Incident Commander (IC) and clarifying his or her role. Each building, regardless of the number of programs, can only have one IC. However, alternate IC assignments may be made and include administrators from other programs.

The following chart is provided to assist in determining the Incident Commander for these unique situations:

| Co-location | Incident Commander Source |
|---|--|
| DPCS & Public Charter School | Building Owner |
| Two or more DCPS schools | First/original program to occupy the building* |
| Two or more Public Charter Schools | First/original lease to occupy the building* |
| School, Administrative offices and/or other DC Agencies | School always takes precedence over offices |

* NOTE: In the event that it is difficult to determine the original leaser or program, the entity with the largest enrollment will assume the lead role.

Floor Wardens

Floor wardens can be used to address administrative and multi-level buildings where close supervision of the occupancy is not possible, creating difficult accounting of the building occupants.

If utilized, floor wardens are assigned to each floor within a building to ensure that all people are aware of an emergency situation. They direct the evacuation of their assigned floor to the nearest emergency exit; checking to ensure that all people have left the area as they themselves exit the floor. Floor Wardens prevent people from using elevators and

help ensure an orderly and safe evacuation; enlist help to assist any disabled person, and direct people to the building's assigned evacuation assembly area.

Individuals With Disabilities

Individuals with disabilities who are self-sufficient under normal circumstances may have to rely on the help of others in an emergency. The quick, safe, and efficient evacuation of an entire school during an emergency can only be accomplished through careful planning and preparation. When planning and implementing your building's Emergency Response Plan, incorporate the following suggested procedures to address any special needs of disabled individuals.

Definition of Terms

Disabled—refers to a temporary or permanent disability that would delay or impede the ability of an individual to evacuate the building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

Areas of Rescue Assistance—an area which has direct access to an exit, where people who are unable to use stairs may remain temporarily in safety to await further instruction or assistance during emergency evacuation.

Actions to Take Prior to Emergency Situations

Organize Evacuation Committee for the Disabled—Identify your in-school team charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities. This team must include at least one building administrator. Other suggested team members include:

- Employees with disabilities;
- Students with disabilities and/or their parents; and
- Staff members trained and/or experienced in working with individuals with disabilities such as:
 - School nurse;
 - Physical therapist;
 - Special education teacher; and
 - Guidance counselor.
- Teachers;
- Clerical staff members;
- Students (secondary schools);
- Building service workers; and
- Any staff members trained as an EMT or firefighter.

Consult with experts for assistance—Consult with the experts from the following agencies for assistance with developing your school's emergency evacuation plan for the disabled:

Public service agencies—

- Fire and EMS department officials;
- Emergency medical personnel (fire & EMS departments); and
- Police department officials.

Other suggested contacts—

- Safety unit;
- Maintenance; and
- Local hospitals (trauma centers).

Identify All Accessible Exits

- Contact the Safety Unit to assist in inspecting your facility to determine which building exits are accessible.
- If all exits are not accessible, update your posted floor plan diagrams that identify emergency exit routes to include accessible routes to the nearest accessible exits.

Identify Areas of Rescue Assistance

Identify *Areas of Rescue Assistance* on each level of the building above or below the level of accessible exit discharge. Areas of Rescue Assistance may include a portion of a stairway landing within a smoke-proof enclosure, rooms protected by smoke- and flame-resistant doors, and any other fire-safe areas approved by the appropriate fire department officials.

- Contact Fire & EMS Department officials and the Safety Unit to inspect your facility and determine the most appropriate locations for Areas of Rescue Assistance.
- Designate backup or secondary Areas of Rescue Assistance in the event that the emergency renders the first area unavailable.
 - Post signs to identify each Area of Rescue Assistance within your building. Post additional signs visible from the outside of your building to enable emergency responders to quickly locate Areas of Rescue Assistance.
 - Update your posted floor plan diagram that identifies emergency exit routes to include routes to the nearest areas of rescue assistance. Identify students and employees with disabilities assigned to your faculty. Note the type of impairment and the level of assistance required to safely evacuate them from the facility.
 - Compile a list of all students and employees with disabilities that might affect their ability to evacuate safely.

At the beginning of each school year, each school administration should compile a list of those disabled individuals who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Prepare schedules and classroom assignments that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.

- Develop a master schedule showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. We suggest that the locations of each affected student and employee be marked on a floor plan diagram. Update this schedule to reflect any changes that occur during the course of the year. This schedule should be maintained in the main office or at any other assigned locations for emergency preparedness records.

Determine Special Needs

Determine what if any assistance each disabled individual may require to safely evacuate your building. When determining the most effective methods of evacuation, consideration should be given to the size and weight of the individual, distance required to reach the assembly area, and obstacles such as steps, curbs, streets, intersections, traffic, etc. Listed below are some general examples of ways to assist the disabled:

Assisting the visually impaired—

- Offer to assist the visually impaired person to a safe location.
- Never grab a visually impaired person's arm. Ask him or her to hold your arm or elbow as you make your way to the nearest exit.
- Give verbal instruction or information as you travel.

Assisting the hearing impaired—

- Get the attention of the person with a hearing impairment by touch and eye contact and alert them that an emergency exists.
- Have written notes ready, if appropriate, which explain the existence and nature of the emergency.
- Offer gestures to provide information and instruction.

*Assisting the mobility impaired—*Most mobility impaired persons, if on the ground floor of a building, will be able to exit safely without assistance. When mobility-impaired persons are located in portions or levels of a building without accessible exit, assist the person as directed to the nearest Area of Rescue Assistance.

- Accompany the mobility-impaired person to the nearest Area of Rescue Assistance. It may be necessary to clear the exit route of debris so that the person with the mobility impairment can move.
- Once within the area of rescue assistance, wait for the fire department to evacuate the mobility impaired person.
- Key points to address before transporting mobility impaired:
 - Determine how many people are needed to move the person up or down the stairs.
 - Determine the ability of the person to extend or move his or her extremities when lifting due to pain, catheters, leg bags, spasticity, braces, respirators, etc.
- For wheelchair users:

- Determine the ability of the person to be physically removed from the wheelchair.
- When lifting a manual wheelchair, determine which points on the wheelchair the rescue persons should hold on to for lifting.
- Never take an electric wheelchair up or down stairs. Abandon the chair and move the person to safety.
- Untrained persons should never attempt to move persons with mobility impairments up or down stairs.
- Determine the number of people you will need to provide the necessary assistance for every disabled individual.
- Determine any special medical needs that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.
- Inform staff members of their responsibilities.
- Inform staff members of their responsibilities for assisting with the evacuation of disabled individuals. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For example, other students receiving instruction from the teacher assigned to assist the disabled student will be escorted from the building by a teacher from an adjoining classroom. That teacher will develop a list from the other class to be used for roll call to ensure that all persons have evacuated the building. If more than one student requiring assistance is assigned to the same location at the same time, more than one person will most likely need to be assigned to assisting the students.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any Emergency Responders (fire fighters, police, etc.) of the number, identity, and locations of any disabled individuals who could not be evacuated from the building and/or those who

require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.

- Assign backup staff members for each of these responsibilities.

Providing Training

- Those individuals who will carry out special duties for assisting in the evacuation of others must be trained in the assistance they will need to offer.
- When staff members are required to lift and carry others, they must be trained in proper lifting and carrying techniques. Untrained persons should never attempt to move persons with mobility impairments up or down stairs.
- With fast response times of the DC fire department and their specialized training, they will evacuate all disabled persons from the Area of Rescue Assistance.

Executing Emergency Evacuation Procedures

- Never use elevators, chair lifts, or any other system requiring electrical power in an emergency.
- In most cases, delay exiting persons with disabilities until the exit route is clear of traffic. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.
- Ensure that appropriate staff members account for all individuals with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members assist individuals with disabilities in moving to their predetermined Areas of Rescue Assistance, and assist them in exiting the building.
- Ensure that appropriate staff members assisting individuals with disabilities remain with them until the emergency is over.
- Upon arrival of Emergency Responders ensure that a SERT staff member, preferably the IC or Occupant Accounting Coordinator, meets with them at the Command Post with information on number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a copy of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

Practicing Emergency Evacuation Procedures

When conducting your monthly evacuation drills, incorporate all aspects of your evacuation plan for the disabled in at least during two drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential risk of injury may outweigh the benefits of conducting the drill. Discuss these health or safety concerns with your local fire department representatives. Under these special circumstances, during drills you only may be able to evacuate those individuals to the appropriate designated Areas of Rescue Assistance.

- Evaluate the effectiveness of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss and review this evacuation procedure frequently with all staff members.
- Review and update your building's evacuation plan.
- Keep your plan current to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must review and update their building's evacuation plan on an annual basis.

Open Space Buildings

The open space school concept has been used in the design of several District school buildings. The lack of physical walls and lockable interior doors can create special concerns during emergencies which need to be taken into consideration during plan development. Consideration must be given to the use of any walled and lockable space that exists in the building, as designed or through renovations.

Planning tools
and resources
are available at
the Emergency
and Safety
Alliance
Website
<http://esa.dc.gov>

Visitor Screening Policy

Schools as public institutions are open to parents of students and other concerned citizens to the extent that their participation or visit does not impair school programs and activities. Additionally, visitors will not compromise student and staff safety or building security

The principal, or administrator of a facility, has overall responsibility and authority to regulate the admission of visitors and oversee their conduct while inside the school or on school property. The principal also has the authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with both the needs of the school, its safety, and the right of the public to visit the school.

Visitors who violate established procedures by jeopardizing the safety of students or staff, or who endanger school property or interfere with school programs and activities are subject to immediate removal from the school property by order of the principal. Noncompliant visitors are subject to arrest and prosecution for violation of the Code of the District of Columbia—Section 22-3102.

Principals/administrators must submit a request to the appropriate Instructional Superintendent requesting a Barring Notice for visitors/staff who violate established procedures regarding their visit to school/administration buildings.

To establish uniform procedures for school visitors, all students, faculty, and staff must be informed that:

- Normal entrance and exit from the school building will occur via the main entrance only
- Except in cases of fire or other emergencies, exiting or entering the school by perimeter doors violates school regulations
- Anyone observed using perimeter doors improperly shall be reported to the principal or his/her security personnel

Signs which read as follows will be posted at all main entrances:

ALL VISITORS

Upon entering this building, you must report immediately to the administrative office to receive authorization to be on the premises. Only individuals having school-related business to conduct will receive authorization to remain in the facility. Any unauthorized entrant is in violation of Section 22-3102 of the DC Code and will be criminally prosecuted for noncompliance.

In schools where administrative offices are not adjacent to the main entrance, post directions and maps to the administrative office near the visitor signs.

- Where possible, place a security station at a strategic spot near the school's main entrance. All visitors must stop at this station and produce photo identification. Once validated, security will provide a visitor badge for admission to any area beyond the checkpoint. All DC Government-credentialed employees must also present their badges prior to admission, which may serve in lieu of a visitor's badge. The security station will be staffed all times with regular security personnel, staff, or school volunteers.
- If adequate personnel are not available to cover the station on a continuous basis, staff and volunteers should be assigned to regularly monitor the entrance throughout the school day.

Procedures for Security at Administrative Offices

- Verify visitor identities by documentary evidence (ID card, driver's license, etc.).
- Ensure that the visitor signs the Visitors Log. This Log should contain spaces for name, date, time of entry, telephone number, purpose of visit and person or room visited, and time of departure.
- After clearance, give a visitor badge to the visitor. This identification should be visible while the visitor remains in the building. The visitor should be informed that he/she must return the badge to the office when he/she leaves the building.
- Make a periodic check of the Log to ensure that no one remains in the building for an unauthorized period of time. In such cases, security should verify whether visitors are still in the building. The principal (or designee) must receive notification of *any* unauthorized or unaccounted visitors remaining in the building. Security personnel must account for all visitor badges and sign the Log, indicating return of the complete badge inventory. The principal must receive immediate notification of missing credentials.
- Place all visitor badges in a secure area during the school day and in a locked area after normal working hours.
- Use common sense, tact, and discretion when checking visitors entering a school. Make every effort to avoid controversy. However, if a problem or question of the visitor's right to enter arises, notify the principal or security personnel immediately. Be on constant alert for strangers or suspicious persons in the school building and on school grounds. If you cannot establish proper identification, take immediate action. Provide notifications to the principal (or designee) and school security to determine the appropriate course of action.
- In the event of an emergency, provide the Visitors Log to the Occupant Accounting Coordinator for inclusion in student, staff, and visitor accountability.

Regular Dismissal Procedures

The points below apply to regular dismissal (or routine early dismissal), *not* release procedures during an emergency. Emergency release procedures need to be determined at each school depending on geographic area, roadways, alternate sites available, etc.

Points to Consider

- Custodial parents/guardians provide specific written instructions for student release.
- Instructions shall be requested at the time the student registers/enrolls for the school year and shall include:

- Student's regular mode of transportation at the end of the day
- A list of persons, in addition to the custodial parent/guardian, who are authorized to pick up the child from school.
- The principal/designee must approve any deviation from the authorized release process prior to the student departing school.
- The custodial parent/guardian notifies the school in writing when changes are made to release instructions. If written instructions are not provided to the school, the student will only be released to ride home on the assigned bus or with the custodial parent/guardian.
- If the student is to be picked up early, the parent/guardian or designee must report to the principal's office and sign for the student's release.
- Each school must maintain a daily entry/exit log of students signing in late or signing out early and must require proof of identification from individuals (visual identification by an employee, driver's license, picture identification, etc.) to ensure that they are authorized to pick up the student.
- Those students who are not on record as being under the care or control of a parent/guardian may sign for their own dismissal.
- *Exceptions:* A student may be released to a person with lawful authority to take custody of the student (e.g., a police officer with a warrant). In such cases, the student's parent must be notified *at the earliest opportunity*.

Emergency Attendance Sheet

Teachers and staff: In the event a Universal Emergency Response is ordered, please complete the following Emergency Attendance sheet. It will be collected or requested; wait for directions on the collection process.

Teacher Name: _____

Evacuation

Once completed, hold for collection.

Lockdown

Once completed, hold until requested by IC or designee.

Severe Weather

Once completed, hold until requested by IC or designee.

Number of individuals in room or with teacher: _____

Classroom No.: _____

Students only

Students/others

Names of individuals, including adults in classroom or with reporting teacher NOT scheduled to be there:

Individuals missing from room or assigned teacher:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Injuries (if any) or medical situations requiring attention:

No Yes: _____

Signature: _____

Time: _____

Lockdown Only:

Physical damage to classroom?

No Yes: _____

On the back of this sheet, please write the names of all individuals in the room or with teacher reporting.

Checklist for Plan Development

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

- Has each School Emergency Response Team member become familiar with this *School Emergency Response Plan and Management Guide* and the procedures outlined in this Guide?
- Complete the following:

| | <u>FORM</u> |
|--|-------------|
| • SERT Assignments | A |
| • Command Post Locations | B |
| • Staff Skills Inventory: <i>Response Planning</i> | C |
| • Teacher Survey: <i>Students Needing Special Assistance</i> | D |
| • Classroom and Building: <i>Hazard Hunt</i> | E |
| • Assembly Area: <i>Outdoors</i> | F |
| • Alternate Building Location: <i>Walking Distance</i> | G |
| • Alternate Building Location: <i>Requiring Transport</i> | H |
| • Occupant Accounting and Release Procedures | I |
- Create a School Emergency Response Team *Go-Kit* using the checklist provided.
- Adopt *Visitor Screening Policy* consistent with local policy.
- Adopt *General Dismissal Procedures* consistent with local policy.
- Review *Emergency Protocols—Section 4* and the *Safety and Security Protocols—Section 5*; make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.).
- Review and update Evacuation Sites—Fire evacuation location as well as secondary locations at 500 feet.
- Review Lockdown plan for each room of building.
- Review and update *Severe Weather Safe Area* for each room of building.
- Review the *School Emergency Procedures Guide* and the *School Emergency Response Plan*.
- Distribute a copy of the *School Emergency Procedures Guide* to all staff members; tell them to keep the Guide visible in their classrooms and offices at all times.
- Establish a schedule and procedures for orientation, training, and practicing each of the Universal Responses (Accountability, Section 3; Unit 2).
- Submit a copy of the School Emergency Response Plan on the web-based application, through the DC Emergency and Safety Alliance Website (<http://esa.dc.gov>), for system use by September 1 of each year.
- Place a copy of the Plan in SERT Go-Kit.
- Conduct drills and exercise the Plan as required.

FORM A. SERT Assignments

Instructions

In general, School Emergency Response Team (or ICS) roles should be logical, reasonable parallels to day-to-day work assignments. Complete the form below to reflect your team assignments; remember that no individual can be assigned to more than one role within the plan. The Incident Commander, Public Safety Liaison, Occupant Accounting Coordinator, Facility Access Coordinator, and the Triage Coordinator are required position in every plan. The remaining positions should be filled if determined necessary by the SERT team during plan development.

| Title | Name Position 1. Primary 2. First Alternate 3. Second Alternate | Location Person Is Found: Room #—Phone #/Ext.—Intercom # |
|---|---|--|
| <u>*Incident Commander:</u> | 1. 2. 3. | |
| <u>*Public Safety Liaison:</u> | 1. 2. 3. | |
| <u>*Occupant Accounting Coordinator:</u> | 1. 2. 3. | |
| <u>*Facility Access Coordinator:</u> | 1. 2. 3. | |
| <u>*Triage Coordinator:</u> | 1. 2. 3. | |
| <u>Media Liaison:</u> | 1. 2. 3. | |
| <u>Community Liaison:</u> | 1. 2. 3. | |
| <u>Counseling Coordinator:</u> | 1. 2. 3. | |
| <u>Supplies Coordinator:</u> | 1. 2. 3. | |
| <u>Transportation Coordinator:</u> | 1. 2. 3. | |
| <u>Floor Wardens:</u> | 1. 2. 3. | |

*Required Members at all levels.

FORM B. Command Post Locations

Instructions

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

Naming Four Designated CP Sites

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

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

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

Location

Communication/Phone #

| | | |
|----|-------|-------|
| 1. | _____ | _____ |
| | _____ | _____ |
| 2. | _____ | _____ |
| | _____ | _____ |
| 3. | _____ | _____ |
| | _____ | _____ |
| 4. | _____ | _____ |
| | _____ | _____ |

FORM C. Staff Skills Inventory: *For School Emergency Response Planning*

Instructions

Staff: As part of the development of our School Emergency Response Plan and in accordance with district policy, please complete the following survey and return to the administration office. This information will be used to help design and update your School Emergency Response Plan in order to be fully prepared for an emergency when one arises.

NAME: _____ ROOM _____

I. Emergency Response:

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Search & rescue | <input type="checkbox"/> Counseling/mental health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed _____

II. Special Considerations: Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual—list language(s) _____
- Experience with disabilities _____
- Ham radio or CB radio experience _____
- Other skills _____
- Knowledge of community resources _____
- Other knowledge _____
- Check if you have a cell phone that could be used in an emergency.
- Check if you have a 2-way radio that could be used in an emergency.

III. School Emergency Response Team (SERT)

Each school is to form a SERT to provide leadership and direction in response and recovery activities related to emergency management.

Please check here if you are interested in becoming a member of our SERT.

FORM D. Staff Survey: *Students/Adults Needing Special Assistance (Including Visitors)*

Instructions

Teachers: Fill in the name of any student in your class who will require special assistance in an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.). The standard protocol for evacuating disabled personnel is to evacuate with the regular population. If this is impossible, disabled personnel are to be moved to stairwells to meet arriving emergency personnel (fire, police, and rescue) who will evacuate the disabled persons.

Teacher Name: _____ **Room #:** _____

| <u>Student Name</u> | <u>Time With Teacher</u> | <u>Assistance Needed</u> |
|---------------------|--------------------------|--------------------------|
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |
| _____ | _____ | Assistance needed: _____ |

FORM E. Classroom and Building: *Hazard Hunt*

Instructions

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

Teacher Name: _____

Room #: _____

Potential Hazard

Action Requested To Mitigate the Hazard, If Possible

Contact: _____

Contact: _____

Contact: _____

Contact: _____

Contact: _____

FORM F. Assembly Area: *Outdoors–Standard Evacuation*

Instructions

Use this worksheet to plan for evacuation from the building to an onsite or near-site Assembly Area (e.g., onsite football field). This area should minimize exposure of students to dangers or hazards around the school.

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

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

Command Post–Location of Incident Commander _____

Access for emergency vehicles _____

Triage Area _____

Media Area _____

Parent Reunification Area _____

Student assembly areas (by grade level, team, etc.) _____

- Assembly Area 2: 500 feet from the building:

Command Post–Location of Incident Commander _____

Access for emergency vehicles _____

Triage Area _____

Media Area _____

Parent Reunification Area _____

Student assembly areas (by grade level, team, etc.) _____

- Place copies of floor plans and evacuation routes, highlighted as appropriate, in the actual plan section of the Guide and post throughout the building.
- In the event your primary access point for emergency vehicles is blocked, identify alternative access and egress points for emergency vehicles/personnel.
- Identify several potential emergency resource staging areas for commodities and emergency vehicles. Also, identify potential staging areas for positioning media, triage, and reunification.
- Communicate Accounting and Release procedures to parents for all assembly areas.
- If crossing a street is necessary during an evacuation the IC must designate traffic control personnel during crossings.

FORM G. Alternate Building Location: *Walking Distance*

In inclement weather, or if your building and surrounding area requires evacuation, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Areas. Use the following worksheet to plan for evacuation from the building to an offsite building location within *walking distance* from the school. Coordinate your planning with other schools, etc.

- Examine maps and site plans for possible Alternate Building Locations in the immediate vicinity of the school property.
- Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- Coordinate planning with nearby schools, community centers, recreation centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
- Evacuation sites must be reconfirmed with the sponsor(s) annually. Often-times when using private sites the willingness or ability to accommodate a school changes and the sponsor may be unable to recommit.

Designate each of the following:

Alternate Building Location

Lead Contact/Phone

Name: _____

Address: _____

Phone # to be used _____

Secondary Location

Lead Contact/Phone

Name: _____

Address: _____

Phone # to be used _____

Use space below for any special planning needs, routes, alternate routes, resource, Media, Triage and Parent Reunification areas or for coordinating your plan with other schools or buildings.

FORM H. Alternate Building Location: *Requiring Transport*

Instructions

Planning is coordinated with the EST and the HSEMA–EOC for Level II or III emergencies requiring transportation.

- Contact the EST to coordinate and plan for transporting students and staff to an Alternate Building Location.
- Consider factors such as roadways (for potential traffic gridlock), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- EST in cooperation with the HSEMA–EOC will direct your school to one of the shelters identified in the District Response Plan.
- Actual location will be determined and instructions will be provided to the IC by EST.
- Identify special transport areas (potential fleet staging areas include: helispot, bus, and emergency vehicles).

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

No contact of these facilities is necessary since the EST and the HSEMA–EOC will direct these actions.

FORM I. Occupant Accounting and Release Procedures

Instructions

Each school needs to establish a specific plan for occupant accounting and release. Refer to *Section 5: Recovery* for information on Parent Reunification planning. Use the following worksheet to describe how your school will account for students and staff during emergencies. Teachers must carry a student roster and School Emergency Procedures Guide, with student attendance sheets/cards, when exiting the building during an evacuation. A staff roster and visitor sign-in sheet should also be taken during evacuations.

Remember to incorporate the School Emergency Procedures Guide accountability tool into your student accounting procedures:

- **Red Side Out**—Need assistance/student missing
- **Yellow Side Out**—Have additional students
- **Green Side Out**—All students accounted for

All students and staff need to have emergency information on file, through the Student Emergency Information Form. Only parents, relatives, or friends listed on the aforementioned form will be allowed to pick up a student during an emergency. These adults are to show identification and sign out the student using the *Student Release Form* (Section 3; Unit 1).

The Occupant Accounting Coordinator is responsible for developing and maintaining an Occupant Accounting Worksheet. This spreadsheet is comprised of all enrolled students with emergency contact information and should contain a comment section to note any disposition to a medical facility, injuries, release to parents, etc.

- List steps or procedures staff will take to ensure student or staff accounting (i.e., teachers report to team leader, who reports to Occupant Accounting Coordinator of the School Emergency Response Team, who reports to the Incident Commander):

- What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency in your Reunification Area?

Student Emergency Information

School Name _____ School Year _____
 Teacher Name _____ Student ID# _____

| Student Information (Print all information) | | | |
|---|--|---------------------------------------|--|
| Student's Full Legal Name (Last, First, Middle) | | Date of Birth (Month, Day, Year) | |
| Address Apt. No. | | Telephone Number (Home/parent's Cell) | |
| City State Zip | | Sex (Circle) Male Female | |
| Ethnic Designation <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> *Black <input type="checkbox"/> *White <input type="checkbox"/> Hispanic *Not of Hispanic origin | | | |
| List any Special needs | | | |
| Student's Siblings (Use additional page if more than 3 siblings) | | | |
| Name | | School | |
| Name | | School | |
| Name | | School | |

| Parent/Guardian Information (One must be the parent or legal guardian with whom student lives) | | | |
|---|--|--|--|
| Mother or Legal Guardian (Relationship) (Last, First, Middle) | | Father or Legal Guardian (Relationship) (Last, First, Middle) | |
| City State Zip | | City State Zip | |
| Home Number | | Home Number | |
| Employer | | Employer | |
| Employer's Address | | Employer's Address | |
| Work Number | | Work Number | |

| Names of People I Will Allow My Child To Go With in Case of Emergency | | | |
|---|--|--------------|--|
| Name | | Phone Number | |
| Name | | Phone Number | |
| Name | | Phone Number | |

 Signature of Parent/Legal Guardian with Whom Student Lives or Adult Student Date

It is important for you to send the completed form back as soon as possible. Your child's teacher will keep this with his or her emergency kit, and it will only be used in emergencies.

Emergency Student Release Form¹

Requester: Only parents, relatives, or friends listed on the Student Emergency Information form will be allowed to pick up a student during an emergency or critical incident. You are required to show identification and sign out the student using this form.

Student name: _____

Teacher name: _____ Grade level: _____

Student release requested by: _____

Proof of identification: _____

If the person requesting release is not listed on the Student Emergency Information Form, release of the student will be denied until direct parental contact has been made.

STUDENT DISPOSITION:

- | | |
|----------------------------------|---|
| <input type="checkbox"/> Present | <input type="checkbox"/> Receiving first aid |
| <input type="checkbox"/> Absent | <input type="checkbox"/> Evacuated to hospital/medical center |
| <input type="checkbox"/> Missing | List hospital, if known _____ |

Requester's Signature: _____

Destination: _____ Phone: _____

Date: _____

Time: _____

Staff member approving release (Please Initial): _____

¹ Source: Michael D. King and Linda Harrison, 1996. *Developing School Programs and Policies: A Principal's Manual*. Aspen Publishers, Inc.

Emergency Response Team Go-Kits

Each School Emergency Response Team is to develop a *Go-Kit* to have available for use during an emergency situation. Items in the ERT Go-Kit should not be used for anything other than emergency preparedness training activities. A member of the School Emergency Response Team should be assigned to keep the kit updated (change batteries, update phone numbers, etc.). The kit should be portable and readily accessible for use in an emergency. A member of the School Emergency Response Team, identified during planning, is responsible for getting the kit to the appropriate Command Post.

An emergency go-kit is a portable collection of emergency supplies and information. Schools should consider the specific characteristics of the school such as population, climate, facilities and resources when preparing an emergency go-kit. Go-kits often come in the form of backpacks, buckets or a large duffel bag on wheels that can be easily carried out of a school in case of an emergency. Go-kits should be stored in secure, readily accessible locations.

Administrators, teachers, and members of the schools' emergency response teams (e.g., nurses, building engineers) may have emergency go-kits with supplies needed to carry out their assigned responsibilities. While go-kits for these groups are similar, there are some distinctions. For example, classroom go-kits could be a "go-bucket," which is a five-gallon bucket intended for both storage and if necessary, lavatory use. Go-buckets can be assembled and supported by community stakeholders such as parents or other community groups or businesses. Embracing these stakeholders in the process binds the community together in a collective effort for addressing increased safety in schools and the community at large. *Note:* Identifies a required item.

ERT Go-Kit Contents

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Suitable container(s) (i.e. large duffel bag on wheels, wheeled garbage can) |
| <input checked="" type="checkbox"/> | Laptop computer, PDA or USB flash drive with necessary student and administrative data (Electronic backup of Occupant Accounting Worksheet in Excel format) |
| <input checked="" type="checkbox"/> | Map of building(s) with location of exits, phones, first aid kits, assembly areas could include maps of surrounding streets and evacuation routes |
| <input checked="" type="checkbox"/> | Blueprints of school building(s), including utilities |
| <input checked="" type="checkbox"/> | Rosters and current attendance lists (Occupant Accounting Worksheet) |
| <input checked="" type="checkbox"/> | Emergency contact information for students and staff |
| <input checked="" type="checkbox"/> | Copy of Flipchart and Management Guide |
| <input type="checkbox"/> | Flashlights, fresh batteries |
| <input type="checkbox"/> | Tissue |
| <input checked="" type="checkbox"/> | Bright safety vests for visibility and ERT identification |
| <input checked="" type="checkbox"/> | Directional/Informational placards (Command post, Triage, Media, Parents, etc.) |
| <input type="checkbox"/> | Blanket |
| <input type="checkbox"/> | Whistle |
| <input type="checkbox"/> | Duct tape |
| <input type="checkbox"/> | Glow sticks |
| <input type="checkbox"/> | Two-way radios, cell phones, fresh batteries |
| <input type="checkbox"/> | Weather Radio with fresh batteries |
| <input type="checkbox"/> | Stickers, dry erase markers, small whiteboard, notepads, permanent markers, pens, etc. |
| <input type="checkbox"/> | Local phone directory, district phone directory |

- Map of local streets with evacuation routes
- Disposable gloves, sanitizer, sanitary wipes, etc.
- Water, cups
- Other _____
- Other _____

Health Services Emergency Go-Kit

- Any of the above, plus:
- First Aid/Triage Kits
- Suitable container (i.e. large plastic bins, drawer roll-carts)
- Medications (inhalers, epi-pens, other needed stock medications)
- Diabetic test kits and snacks
- Zip lock bags
- Medical reference
- Container for sharps
- Dust masks
- Wheelchair
- Student and staff emergency medical/special needs information
- Other _____
- Other _____

Classroom Emergency Go-Kit Contents

- Suitable container (i.e., five gallon bucket with lid or a backpack)
- First aid supplies
- Emergency procedures flipchart
- Current class roster, student attendance list, emergency contact information
- Flashlight and extra fresh batteries
- Portable radio, fresh batteries or other communication device
- Plastic sheeting for privacy
- Space blankets
- Toilet paper, tall kitchen garbage bags and ties
- Age-appropriate student activities (cards, crayons, games etc.)
- Paper, pens, permanent markers
- Whistle
- Bottle water, cups
- Tarp or ground cover
- Leather work gloves, latex gloves, safety goggles
- Duct tape
- Scissors
- Other _____
- Other _____



Unit 2

School Emergency Response Plan Template

Using the information that the School Emergency Response Team gathered during the planning stage, create the plan and replace these blank template sheets with your school plan. The plan must also be uploaded to the intranet site. Complete the following:

- Cover Page (instructions for completion attached to page)
- School Emergency Response Team Assignments
- Command Posts
- Students Special Assistance: Master List
- Classroom and Building “Hazard Hunt” Master List
- Assembly Area (outdoors)
- Alternate Building Location (walking distance)
- Alternate Building Location (requiring transport)
- Occupant Accounting and Release
- Maps of Evacuation Routes and Utilities

Cover Page: *Emergency Response Plan*

Each building administrator is responsible for creating and updating its Emergency Response Plan on a yearly basis. This cover page should accompany the completed plan. The building administrator needs to sign this cover page prior to including a copy of the plan within the Guide.


Emergency Response Plan for:

(Building Name)

(Address Line 1)

(Address Line 2)

(Phone #)



Signature

Date

WARNING: This document is CONFIDENTIAL and FOR INTERNAL USE ONLY. This operational plan is protected from disclosure under the District of Columbia Public Information Act, D.C. Code § 2-534 and is NOT FOR PUBLIC INSPECTION by any person or governmental entity. This is not a federal document; therefore it is not subject to requests under the Freedom of Information Act. Release of this document to unauthorized individuals is strictly prohibited.

Emergency Response Team: *Assignments*

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

| Title | Name Position 1. Primary 2. First Alternate 3. Second Alternate | Location Person Is Found: Room #—Phone #/Ext.—Intercom # |
|---|--|---|
| <u>*Incident Commander:</u> | 1. 2. 3. | |
| <u>*Public Safety Liaison:</u> | 1. 2. 3. | |
| <u>*Occupant Accounting Coordinator:</u> | 1. 2. 3. | |
| <u>*Facility Access Coordinator:</u> | 1. 2. 3. | |
| <u>*Triage Coordinator:</u> | 1. 2. 3. | |
| <u>Media Liaison:</u> | 1. 2. 3. | |
| <u>Community Liaison:</u> | 1. 2. 3. | |
| <u>Counseling Coordinator:</u> | 1. 2. 3. | |
| <u>Supplies Coordinator:</u> | 1. 2. 3. | |
| <u>Transportation Coordinator:</u> | 1. 2. 3. | |
| <u>Floor Wardens:</u> | 1. 2. 3. | |

*Required Members at all levels.

Command Post Locations

Building Primary: _____
_____ Phone # _____

Building Alternate 1: _____ Phone # _____

Building Alternate 2: _____ Phone # _____

Evacuation (Fire Drill): _____

Evacuation (500 feet): _____

Walking Distance (Facility): Location 1: _____
Address: _____ Phone # _____

Walking Distance (Facility): Location 2: _____
Address: _____ Phone # _____

Alternate Transport Location Command Post!

HSEMA will provide recommendations for shelter sites, appropriate for an incident requiring the transportation of students and staff to an Alternate Location. Command Posts will be established at that time.

Occupants Needing Special Assistance: *Master List*

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

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

| <u>Name</u> | <u>Location</u> | <u>Time</u> | <u>Assistance Needed and Individual To Provide</u> |
|-------------|-----------------|-------------|--|
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |
| _____ | _____ | _____ | Assistance needed: _____ Assistant _____ Alternate _____ |

Building “Hazard Hunt”: *Master List and Mitigation Plans*

Each Emergency Response Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another entity, hazard-prone areas (i.e., persistent flooding), etc.

Using information from Building “Hazard Hunt” forms, as well as insights from Emergency Response Team members, list below any specific risks or potential hazards needing special consideration and plans to address and mitigate them.

| <u>Potential Hazard</u> | <u>Locations</u> | <u>Action Taken (or Planned) To Mitigate the Hazard, If Possible</u> |
|-------------------------|------------------|--|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | Contact: _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | Contact: _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | Contact: _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | Contact: _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | Contact: _____ |

Assembly Area: *Outdoors, for Standard Evacuation*

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

- Examine floor plans and maps for your grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material; water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.
- Designate each of the following in Assembly Area 1: Normal Evacuation (Fire Drill):
Command Post–Location of Incident Commander _____
Access for emergency vehicles _____
Triage Area _____
Media Area _____
Reunification Area _____
Assembly areas (by grade level, team, etc.) _____

- Assembly Area 2: 500 feet from the building:
Command Post–Location of Incident Commander _____
Access for emergency vehicles _____
Triage Area _____
Media Area _____
Reunification Area _____
Assembly areas (by grade level, team, etc.) _____

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

Alternate Building Location: *Walking Distance*

In inclement weather, or if your building and surrounding area needs to be evacuated, it may be necessary to move to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an offsite building location within *walking distance* from the building. Coordinate your planning with Central Office, other buildings, etc.

- Examine maps and site plans for a possible Alternate Building Location in the immediate vicinity of the property.
- Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- Coordinate planning with nearby schools, community centers, businesses, churches, etc., to establish relationships for an Alternate Building Location.
- Evacuation sites must be reconfirmed with the sponsor(s) annually. Sometimes when using private sites, the willingness or ability to accommodate changes, and the sponsor may be unable to recommit.

Designate each of the following:

Alternate Building Location

Lead Contact / Phone

Name _____

Address _____

Phone # _____

Secondary Location

Lead Contact / Phone

Name _____

Address _____

Phone # _____

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

Alternate Building Location: *Requiring Transport*

Planning for evacuation from the building to an offsite location *requiring transportation* will be coordinated with the EST and the HSEMA–EOC for Level II or III emergencies requiring such transportation.

- Contact the EST to coordinate and plan for transporting occupants to an Alternate Building Location.
- Consider factors such as roadways (for potential traffic gridlock), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- EST in cooperation with HSEMA will direct your building to one of the shelters identified in the District Response Plan.
 - Actual location will be determined and instructions will be provided to the IC by EST.

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

No contacts for these facilities are necessary because the EST and HSEMA will direct these actions.

Occupant Accounting and Release Procedures

Each building needs to establish a specific plan for occupant accounting and release. Refer to Section 5, Recovery, for information on Reunification planning. Use the following worksheet to describe how your team will account for occupants in the building in the event of an emergency. Rosters and visitor sign-in sheets should also be taken during an evacuation.

Remember to incorporate the Emergency Procedures Guide accountability tool in your accounting procedures, if applicable:

- **Red Side Out**—Need assistance/person(s) missing
- **Yellow Side Out**—Have additional person(s)
- **Green Side Out**—All person(s) accounted for

All occupants need to have emergency information on file.

- List steps or procedures staff will take to ensure occupant accounting:

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

Emergency Response Plan: *Accountability*

Complete the following:

- **Orientation and Training Schedule**
- **Drill Schedule and Log**

Practice the Plan as scheduled and complete the accountability chart in the Emergency and Safety Alliance Website (<http://esa.dc.gov>) for review.

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

Orientation and Training Schedule

Building: _____

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

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

Drill Schedule and Log

Building: _____

Use the following worksheet to plan drills for your building. Submit a copy of the schedule with your plan and update your plan to address issues or challenges encountered during drills. Complete the After Action Report, found in Section 4, as needed.

Fire Drills: Two fire drills in the first month of school, and one per month each following month, if applicable

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

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

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

Severe Weather Safe Area: At least one in March

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

Lockdown Drill: Twice a year

| Date Scheduled | Date Conducted | Type of Event Practiced | Comments, Notes |
|-----------------|----------------|-------------------------|-----------------|
| 1 st | | | |
| 2 nd | | | |

Inspections

| Inspection Type | Date of Inspection | Date of Re-Inspection | Violations Cited | Violations Cleared |
|-----------------|--------------------|-----------------------|--|--|
| | | | <input type="checkbox"/> YES <input type="checkbox"/> NO | <input type="checkbox"/> YES <input type="checkbox"/> NO |



Unit 3

Floor Plans

Introduction

Site Plan

This section must include a site plan that indicates the location of your building's Command Post, Reunification Area, Media Area, Triage Area and the Assembly Areas. It should also describe the routes people will use when evacuating to those areas. The site plan must also show emergency equipment access, fire hydrant locations, the locations of any fuel storage tanks (above or below ground), and electrical transformers located in close proximity.

Also, include locations of adjacent structures on the building property, including temporary structures and dumpsters.

Floor Plans

Complete this section with copies of your buildings specific floor plans detailing evacuation routes, locations of hazardous materials, including classrooms, storage areas, and laboratories containing toxic substances, etc.

Floors plans should also note the locations of facility infrastructures, including HVAC Systems, fire alarm annunciators, pull stations, generators, utility control valves for water, gas and electricity, computer system servers, fire extinguishers, etc.

Finally, the floor plans are to indicate the location(s) of the Severe Weather Safe Area(s) and any Areas of Rescue Assistance.

Section 4

Response Protocols

"As you are aware, the actions taken during any type of emergency situation depend a great deal on the specifics of the incident. For example, one or more schools may evacuate, lockdown, or initiate a shelter in place response, according to the nature of the threat."

(Mayor Adrian M. Fenty, 2008)





Unit 1

Universal Emergency Response Procedures

Introduction

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

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

- Evacuation Procedures for Buildings
- Alert Status
- Lockdown Procedures
 - Shelter-in-Place
- Severe Weather Safe Area Procedures
 - Drop, Cover, and Hold

These emergency response procedures are listed in the chart on the following page. Note that there are two variations of procedures—Section C, Lockdown and Shelter-in-Place; and Section D, Severe Weather Safe Area and Drop, Cover & Hold—to address special circumstances. For student/adult accounting, use the Emergency Attendance Sheet on Section 3 of this Guide.

* Adapted from FEMA, 1999, and Henniker Community School, 2000.

Emergency Management Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident as the principal or designee acting as the Incident Commander.

- ✓ Take a deep breath. Don't panic. Verify information.
- ✓ Activate School Emergency Response Team (ICS) and activate and assign duties as needed:
 - Public Safety Liaison (overall safety conditions of campus);
 - Occupant Accounting Coordinator (student accounting and release);
 - Facility Access Coordinator (monitors site utilities);
 - Triage Coordinator (first aid, CPR, and medical);
 - Media Liaison (coordinates media access); and
- ✓ Determine whether to call 911 and which Universal Emergency Response Procedures and Protocols to implement.
- ✓ Notify and request assistance from the EST to:
 - Assist with planning for a response and implementing protocols; and
 - Provide recovery support to students.
- ✓ Set up a Command Post for communication and emergency management.
- ✓ Bring Emergency Response Team Go-Kit to CP (inside or outside).
- ✓ Hold emergency all-staff meeting (before and/or after school day) to:
 - Advise staff of the known facts and provide written statement;
 - Support their concerns and emotions;
 - Provide classroom assistance if needed;
 - Outline schedule for the day and modify day's schedule if needed; and
 - Identify resources available to teachers and students.
- ✓ Establish contact with parents/family members of affected students to offer support, determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements.
- ✓ Inform closest friends of the affected student and provide support.
- ✓ Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- ✓ Expand span of ICS as needed and deactivate ICS upon the completion of activities.
- ✓ Review and implement Recovery activities.
- ✓ Document actions taken, secure records as legal documents
- ✓ Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>).

Emergency Telephone Numbers

| Agency or Program | Phone Number |
|---|-----------------------|
| Police, Fire, and EMS Emergency | 911 |
| Mayor’s Citywide Call Center | 311 |
| Agency or LEA Director— | |
| Security— | |
| Safety Unit— | |
| Maintenance— | |
| Crisis Team— | |
| Transportation— | |
| Communications— | |
| Instructional Superintendent— | |
| Poison Control Center | 1-800-222-1222 |
| Washington Gas (Emergency) | 703-750-1400 |
| Potomac Electric Power Company (PEPCO) | |
| Power Outages | 1-877-737-2662 |
| Life Threatening Emergencies | 202-872-3432 |
| WASA—Water Emergencies | 202-612-3400 |
| DC Homeland Security and Emergency Management Agency | 202-727-6161 |
| DC Department of Health | 202-671-4222 |
| DC Department of Mental Health 24-Hour Access Helpline | 1-888-793-4357 |
| Telephone Threats (tracing) [†] | *57 |

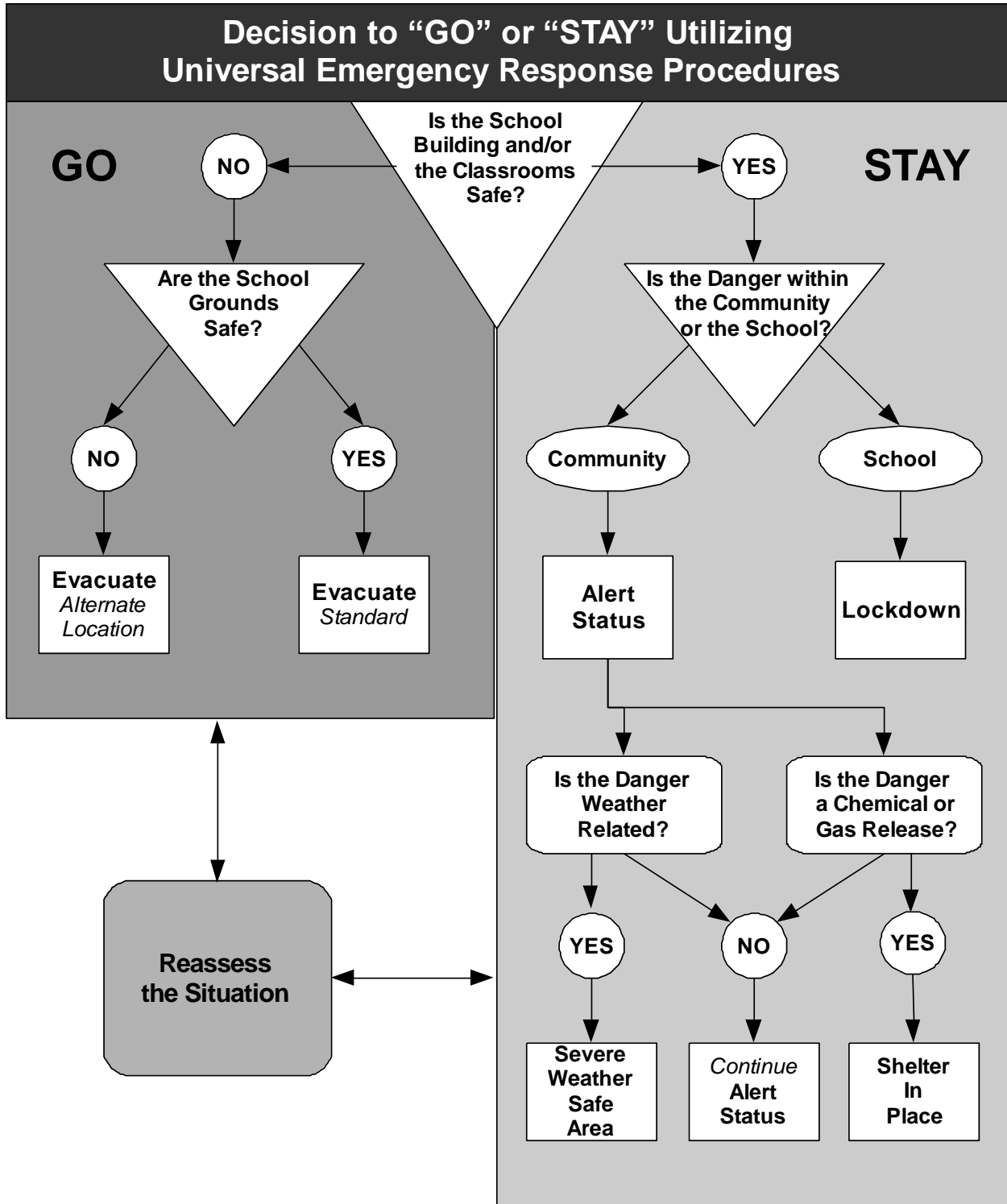
Bold type indicates 24-hour, 7 days a week telephone operator.

The principal should add other emergency/nonemergency numbers at his/her discretion. In addition, an emergency telephone number and address for each student should be on file in the administrative office in the event a parent or guardian cannot be reached.

[†] Immediately after you hang up and get a dial tone, (but before another call comes in on that number), dial *57 if you are using a touchtone telephone, or 157 if you are using a rotary dial telephone, so that the appropriate authorities may trace the call.

Additional Telephone Numbers

| Agency or Program | Phone Number |
|---|----------------|
| Metropolitan Police Department | |
| Youth & Family Services Division | 202-576-6762 |
| Intervention/Prevention/Counseling Services | |
| DC Rape Crisis Center | 202-333-7273 |
| Suicide Prevention Center | 1-800-422-0009 |
| Domestic Violence Hotline | 202-347-2777 |
| Department of Human Services—Child & Family Services | 202-727-0995 |
| American Campaign for Prevention of Child Abuse and Family Violence | 202-429-6695 |
| National Youth Crisis Hotline | 1-800-442-4673 |
| National Center for Missing & Exploited Children | 1-800-843-5678 |
| DC Superior Court—Probation Office | 202-508-1900 |
| Other Services | |
| Department of Parks & Recreation | 202-673-7660 |
| Office of Latino Affairs | 202-939-8765 |
| American Red Cross—National Capital Chapter | 202-728-6401 |
| Department of Public Works | |
| Abandoned Vehicles | 202-645-4227 |
| Traffic Signals. | 202-939-8087 |
| Transportation | |
| Metro Transit Information | 202-673-7000 |
| Metro Bus/Metro Rail (Lost & Found) | 202-962-1195 |



This flowchart is designed to serve as a reference tool only and is not intended to replace your best judgment and/or assessment of any given emergency situation. Circumstances may require different actions, and not all scenarios are addressed in this chart.

| Universal Emergency Response Chart | |
|--|--|
| <p>A. Evacuation (For use when conditions outside are safer than inside)</p> <p>When the announcement is made or alarm is sounded:</p> <ul style="list-style-type: none"> • Close windows and doors; do not lock. • Be alert to and assist any student with a disability if needed. • Bring Emergency Procedures Guide and student roster. • Evacuate students quietly and in an orderly fashion. (Follow posted directions.) • Report to your designated area and take attendance. • Check for Injuries. • Hold up Emergency Procedures Guide to indicate: <ul style="list-style-type: none"> ➤ Red Side Out–Need assistance/student missing. ➤ Yellow Side Out–Have additional students ➤ Green Side Out–All students accounted for • Report any missing students to the principal. • Be alert for further instructions. • Return to building only after the building principal or fire department gives the “all clear” signal. • Avoid emergency vehicles. | |
| <p>B. Alert Status (For use in securing access to the building, usually in a community emergency event)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Secure the facility by locking all doors from the inside. (<i>Do not chain any doors.</i>) • Inform staff of “Alert Status”. • Inform students of “Alert Status” in an age-appropriate way. • Post staff near the front entrance of the building to allow individuals to enter and exit with identification • Conduct classes and activities within the building in a normal manner. | |
| <p>C. Lockdown (For use to protect building occupants from potential dangers in the building or outside.)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and report to nearest available classroom. • Assist those needing special assistance. • All windows and doors should be closed and locked, and no one should leave for any reason. Display Emergency Procedures Guide cover in door window to indicate the following: <ul style="list-style-type: none"> ➤ Red Side Out – Need Assistance/Help ➤ Green Side Out – No Assistance Needed/All Clear • Cover all room and door windows if possible. • Stay away from all doors and windows; move students to interior walls and sit on floor. • Shut off lights. • BE QUIET! • Wait for further instructions. • Document attendance. | <p>C1. Shelter-in-Place (For use in external gas or chemical release)</p> <p>When the announcement is made follow the Lockdown Procedure with the additions below:</p> <ul style="list-style-type: none"> • Close and tape all windows and doors, and seal the gap between the bottom of the door and floor using coats, blankets, or rugs. • Turn off heating, ventilation, and air conditioning systems. |
| <p>D. Severe Weather Safe Area (For use in severe weather emergencies)</p> <p>When the announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous). • Occupants of portable classrooms shall move to the main building to designated safe areas. • Take student roster for student accounting. • Assist those needing special assistance. • Do not stop for student/staff belongs. • Close all doors. • Take attendance. • Remain in safe area until the “all clear” is given. • Wait for further instructions. | <p>D1. Drop, Cover & Hold (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command DROP is given:</p> <ul style="list-style-type: none"> • DROP – to the floor, take cover under a nearby desk or table and face away from the windows. • COVER – your eyes by leaning your face against your arms. • HOLD – on to the table or desk legs, and maintain present location/position. • Assist those needing special assistance. • Wait for further instructions. |

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Evacuation Procedures for Buildings

| For Assistance in Developing Site-Specific Information, Call: | |
|---|-----|
| Police, Fire, and EMS Emergency | 911 |
| Safety Unit | |
| Security | |
| EST Manager | |
| Other | |

Situation Description

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

Procedures

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

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

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

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

Immediate response—

- Activate the building’s fire alarm system at nearest fire alarm pull station (or initiate the Secondary Evacuation Warning protocol if alarm is not functional).
- Students, under the supervision of teachers, should evacuate the building immediately using the designated evacuation routes, areas of refuge, and exits (use secondary route if primary route is blocked or hazardous). Teachers should close (but not lock) classroom doors after the last student has left the room.
- Assist those individuals needing special assistance in exiting the building using the prearranged plans for evacuating individuals with disabilities.
- Students and staff should go to their designated evacuation locations. Do not stop for student/staff belongings.
- Activate the School Emergency Response Team (SERT).
- Secondary evacuation locations of at least 500 feet are to be predetermined for all students and staff. When instructed by the IC or Emergency Responders, students and staff will move to the 500-foot location.
- Assigned staff members should check restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is evacuating the building. Provide assistance to those individuals needing special assistance in exiting the building.
- Call 911 to alert Emergency Responders that the building’s alarm system is sounding, the building is being evacuated, and that followup calls will be made once the nature of the emergency is known. Do not remain in the building to make followup phone calls. DC Emergency Responders will be dispatched to the building. Note: School alarms do not have a direct connection to DC Fire, so you must dial 911.
- The IC will contact the Executive Support Team (EST) for additional assistance if needed, or if it is a Level II or III emergency, as required.
- Administrative staff members and custodians shall report to the designated Command Post (CP) area outside the building. CPs should be located in a lobby, near the main vehicular entrance to the building, or another predetermined location arranged with local fire officials.
- Do not operate any light switches or electrical outlets.

Items to remove from building upon evacuation—

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

Followup response—Once safely outside, execute the following procedures:

- Administer first aid, if necessary.
- Teachers must take roll once their class has reached the outside assembly area and report to the designated Student/Staff Coordinator the names of any missing persons.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to the designated Student/Staff Accounting.

Remember to use the **School Emergency Procedures Guide** accountability tool according to your accounting procedures:

- **Red Side Out**—Need assistance/student missing.
- **Yellow Side Out**—Have additional students.
- **Green Side Out**—All students accounted for.

- Custodians shall report to the CP to assist Emergency Responders with gaining access to the building and any other building-related information.
- Those individuals with knowledge of the nature of emergency shall report to the CP to provide information to the IC so followup calls can be made to 911.
- No one should re-enter the building until cleared by the District of Columbia Emergency Response Agency in command.
- Individuals may not reenter the building until notified by the principal.
- Followup notifications should be made using the specific Emergency Incident Protocols once the nature of the emergency has been determined.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Alert Status Procedures

| For Assistance in Developing Site-Specific Information, Call: | |
|---|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

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

Procedures

Required Alert Status procedures—

- The principal or the principal’s designee declares *Alert Status* by acting as IC. In most cases, this will result from information received from the EST as a result of a community emergency. However, this can also be ordered by the IC during a Level I emergency.
- Activate the SERT for possible deployment.
- Secure the facility by locking all doors from the inside. (Do not chain any doors.)
- Inform staff of the Alert Status. Inform students, in an age-appropriate manner, of the heightened Alert Status. Secondary students may be informed by use of the intercom. Elementary students may need to have teachers explain the situation to each class.
- Post security officers and MPD school resource officers near the front entrance of the building to permit people with proper identification to enter the building to conduct their business as well as to exit and secure the entrance.
- Conduct classes and activities within the building in a normal manner.
- Check e-mail continuously (at least once each half-hour) during Alert Status for new bulletins from the Office of the Chancellor.
- Bulletins will address areas such as athletic events or practices, field trips, band activities, and evening activities.
Follow all directions communicated through the bulletins.

- If a situation arises that requires evacuation of the facility, no one should leave the building (unless the danger is imminent) until Emergency Responders (fire and police) arrive at the site for security purposes during the Alert Status.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Lockdown Procedures

| For Site-Specific Information, Call: | |
|---|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats—the principal or the principal’s designee, acting as the IC, is the only person authorized to order a lockdown.

Procedures

Required lockdown procedures—If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the Public Address (PA) system, or word of mouth by the Communication Coordinator or other School Emergency Response Team members.

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

Remember to display the School Emergency Procedures Guide cover in a door window (or under the door) to indicate the following:

- **Red Side Out**—Need Assistance/Help.
- **Green Side Out**—No Assistance Needed/All Clear.

- Students are to sit on the floor away from any windows and doors.
- Shut off light and do not leave room for any reason.
- Stay quiet and await further instructions.
- Security will be responsible for locking front lobby doors and office doors. Building services workers will check and verify that all exterior doors are securely closed and locked.
- An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency.

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

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

Followup notifications—Followup notifications should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Severe Weather Safe Area Procedures

| For Assistance in Developing Safe Areas, Call: | |
|--|--------------|
| Fire and EMS Department | 202-727-1600 |
| Safety Unit | |
| EST Manager | |
| Other | |

Situation Description

In cases of severe weather such as severe thunder storms and tornadoes, it may become necessary to relocate all building occupants to Severe Weather Safe Areas within the building to protect them from flying glass or other projectiles. The principal, or the principal’s designee, acting as the IC, will be the only person authorized to order the relocation of all building occupants to the severe weather safe areas.

Determine in advance the best shelter areas in your building. Use first floor interior hallways, restrooms, and other enclosed hall areas that are located away from large glass areas or open rooms. If hallways are not suitable, use the inside wall of a room, or rooms on the opposite side of the corridor from which the storm is approaching. Do not use end rooms. The auditorium, gymnasium, cafeteria, or other large rooms are least suitable as shelters. Free-span roofs can be blown away from this type of room, and the walls may collapse. Diagram the building to determine which areas to use and the quickest way to get there.

Procedures

Required Severe Weather Safe Area relocation procedures—

- Using the intercom, issue a general announcement informing all students and staff members that due to existing weather conditions, everyone must relocate to their predetermined Severe Weather Safe Areas until further notice.
- Activate the SERT.
- Assigned staff should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is relocated to the closest Severe Weather Safe Area.
- Students and staff participating in outside activities or in temporary manufactured shelters (mobile homes) used as temporary classrooms must immediately move inside the main facility to a designated Severe Weather Safe Area.
- Assist individuals needing special help relocating to safe areas.

- Do not stop for student/staff belongings. Take personal belongings only if they are at desks and will provide extra protection (e.g., large books, notebooks, or coats may be held over head and shoulders).
- Close all doors.
- Take position by crouching on knees, head down, with hands locked at the back of the neck. Stay quiet and wait for further instructions.

Required post-relocation procedures—

- Administer first aid if necessary.
- Teachers must take roll once their class has reached the outside assembly area and must report to the designated Student/Staff Coordinator the names of any missing persons.
- Assigned administrative staff will account for all personnel and visitors. All findings must be reported to the designated Student/Staff Accounting Coordinator.

Followup notifications—should be made using the specific Emergency Incident Protocols based on the nature of the emergency.

- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

After Action Report

School: _____
Person Completing Report: _____
Title: _____
Report Preparation Date: _____
Event / Incident Date: _____ Event / Incident Time: _____
Time at which accountability for students, staff, and visitors was completed: _____

Mark One

- Incident
- Drill

Incident Type

- | | |
|---|---|
| <input type="checkbox"/> Active Shooter | <input type="checkbox"/> Severe Weather & Natural Disasters |
| <input type="checkbox"/> Aircraft Emergency | <input type="checkbox"/> School Disturbances |
| <input type="checkbox"/> Bomb Threat | <input type="checkbox"/> Terrorism |
| <input type="checkbox"/> Child Missing / Kidnapped / Left at School | <input type="checkbox"/> Threat Management Process |
| <input type="checkbox"/> Fire Emergency | <input type="checkbox"/> Utility Failures |
| <input type="checkbox"/> Hazardous Material Spills or Release | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Hostage situation | <input type="checkbox"/> Workplace Violence |
| <input type="checkbox"/> Medical Emergencies | <input type="checkbox"/> Other _____ |

Response Information

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Evacuation | <input type="checkbox"/> Severe Weather Safe Area |
| <input type="checkbox"/> Alert Status | <input type="checkbox"/> Shelter in Place |
| <input type="checkbox"/> Lockdown | <input type="checkbox"/> Drop, Cover and Hold |

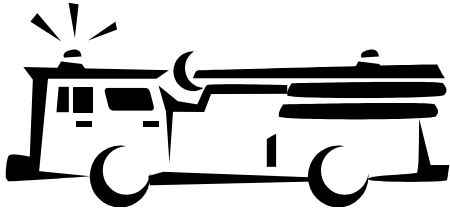
Resources Utilized

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> DMH (DC Department of Mental Health) |
| <input type="checkbox"/> EMS (Emergency Medical Services) | <input type="checkbox"/> EST (Executive Support Team) |
| <input type="checkbox"/> MPD (Metropolitan Police Department) | <input type="checkbox"/> HSEMA (Homeland Security and Emergency Management Agency) |
| <input type="checkbox"/> DOH (DC Department of Health) | <input type="checkbox"/> Other _____ |

Narrative

Signature: _____ Date: _____

Unit 2



Emergency Response Protocols

Introduction

The Protocols in this Section are procedures to be implemented when specific site-based emergencies and/or serious disruptions arise. The administrative staff and the School Emergency Response Team will need to make early judgments regarding the seriousness of a developing situation and the steps to take until assistance arrives. In reaching decisions about possible steps to take, the following factors should be considered:

- The safety of students and faculty;
- The extent of injury to persons;
- The amount of property damage;
- The short- and long-term effect of the incident on the school/site and its activities; and
- The circumstances of the event.

These Protocols are based on planning that has already occurred and the utilization of your School Emergency Response Plan.

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EMERGENCY RESPONSE PROTOCOL

Aircraft Emergency

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

The probability of an aircraft falling on or near a school building is extremely remote. But in case of an emergency involving an aircraft, the following should be accomplished to maintain safety and isolate the hazards.

Procedures

Immediate response—

- Aircraft crash into building:
 - Notify principal.
 - Move students away from the immediate vicinity of the crash.
 - Call 911.
 - Implement the Building Evacuation Procedure.
 - Students and staff should assemble in areas far from the crash scene in locations uphill and upwind of the crash.
 - Wait for instructions. You will be advised when it is safe to reenter the building.
- Aircraft crash near building (no damage to building):
 - Notify principal.
 - Move students away from the immediate vicinity of the crash.
 - Call 911.
 - All students and staff should remain in the building.
 - Any students or staff outside the building should move into the building.
 - No evacuation should occur unless subsequent explosions or fire endanger the building.

Followup response—

- Notify the EST.
- Notify maintenance.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Armed Subject

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

All school and office personnel must be prepared to carry out plans in the event of gunfire or what is called an *active shooter* in the school or on school grounds.

In the unfortunate event that gunfire erupts within a school or on school property, the term *Active Shooter* should be used when notifying the Metropolitan Police Department (911). This allows for appropriate allocation of police resources.

Procedures

Immediate response—

- Call 911. Use the term *Active Shooter*.
- Follow Lockdown procedures and Drop and Cover. Implement the School Emergency Response Plan.
- Compartmentalize (contain) the situation to an area if possible; try not to allow situation to go mobile. Do not be a hero.
- Preservation of life is the goal.
- Remain in place and follow police direction.
- Notify security.
- Call EST Manager.
- Contact the Central Crisis Team.

Detailed response—

- Take immediate action to protect students and staff by announcing “Lockdown,” following Lockdown procedures over the school’s PA system. If there is no PA system, procedures must be in place that immediately alerts the school population to the danger (alternative communication methods identified in your school plan).
- Notify the MPD (911). Indicate clearly to the police dispatcher that there is an “Active Shooter.” Give the name, location, and telephone number of the school. If the principal has a cell phone, provide the number to the police. The principal must keep the cell phone on and in his/her possession.

- Activate the plan for a Hostage Situation that instructs students and staff (if feasible) to Lockdown and Drop and Cover. When classrooms or offices are used to lockdown, all persons must stay away from windows and doors and remain as quiet as possible. All classroom and office doors should be locked from the inside, if possible, with the appropriate color displayed in the door window or under the door using the *School Emergency Procedures Guide* (flipchart).
- All persons are to remain in place until they receive instructions from the police.
- Notify security.
- Notify EST Manager.
- When police arrive, they will assume jurisdiction over the event.

Followup response—

- Follow Metropolitan Police instructions.
- Be prepared to report as much specific information regarding the event (i.e., number of gunmen, location, number of injured persons, etc).
- Contact the Central Crisis Team.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Bomb Threat

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

In all bomb threat or explosive device situations, to minimize the danger of life and property, all personnel must be prepared to carry out plans for bomb threat incidents when instructed to take immediate action. All school-based administrators (principals, managers, and supervisors) will, on receipt of a bomb threat to their specific building or discovery of a suspected explosive or incendiary device, immediately initiate Evacuation procedures.

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

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

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

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

Procedures

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

Immediate response—

- On receiving a bomb threat by telephone:
 - Use Bomb Threat Checklist to obtain as much information as possible from and about the caller.
 - Listen carefully—do not interrupt!

- Try to write the entire message.
 - Try to keep the caller talking as long as possible.
 - After completing the call, hang up and immediately lift the receiver.
 - Press *57 (call trace). Please note: *57 will only trace the last call received on that line immediately prior to dialing *57.
 - Contact MPD (911).
 - Notify security.
 - Activate School Emergency Response Team.
- On receiving a bomb threat by e-mail, fax, or other forms of communication:
 - Preserve evidence.
 - Make a hard copy immediately.
 - Notify an administrator immediately.
 - Notify MPD (911).
 - Notify Security.

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

- Building administrator's action:
 - Dial 911.
 - Evacuate the building immediately by calmly announcing over the intercom:

“There is a need to immediately evacuate the building.
Please follow building evacuation procedures and leave the building in a quiet and orderly manner.”
 - If a suspicious object is found, do not touch or move it.
 - Warn others to stay away from the suspicious object and maintain at least a 500-foot clearance area.
 - Contact the EST Manager and advise of the situation.
 - When police arrive, they are in command, and their orders are to be followed.
 - Decisions on school closings will be made by the EST in consultation with police.
 - Institute Student and Occupant Accountability Procedures.
 - Restrict personnel from the building until police approve access.
 - If necessary, security personnel can assist police with building inspection.
 - Assist police in the investigation of all leads.
 - Check absentee list, class cuts, suspensions, student problems, and significant school activities (e.g., exams, pending athletic events).
 - If necessary, assemble and supervise students who are to be transported home at the parent reunification area or designated transportation pick-up zone.
 - Report incident to security and complete any necessary reports.
 - Reoccupy areas of the building only after they have been searched and determined safe by police and the principal *has been given an “all clear.”*
 - If students are to be dismissed or moved to another location, follow predetermined plans from the school emergency plan.
 - Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

- If a bomb threat is called into Central Administration or MPD and is directed at schools in general, the EST, after consulting with MPD and security, will issue orders to the schools characterizing the threat as:
 - BTR Level 1—Low Risk Profile;
 - BTR Level 2—Medium Risk Profile; or
 - BTR Level 3—High Risk Profile.

The Executive Support Team shall notify school-based administrators of general bomb threats and characterize the risk, which will initiate the actions shown in the table below:

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

- Handling a suspicious package: The probability of receiving a bomb in the mail is remote. However, a small number of explosive devices and biological agents have materialized in the mail system. The following are characteristics from the U.S. Postal Inspection Service to help identify a suspect piece of mail:
 - Package may have restricted markings like “Personal” or “Private” to one who doesn’t receive personal mail at the office or to someone no longer working as an employee.
 - Package is sealed with excessive amounts of tape or has an excessive amount of postage on it.
 - Postmark city different from Return Address city.
 - Misspelled words, written badly or using letters cut from newspaper or magazine and glue on the package.
 - Package has wires or aluminum foil sticking out, oil stains, smells weird, or sounds peculiar (sloshing noise).
 - Package may feel strange, look uneven or lopsided.

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

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

Bomb Threat Checklist

Listen Carefully and Keep the Caller Talking

1. Time Call Received _____
2. Time Call Terminated _____
3. Caller's Name & Address (if known)

4. Caller's Sex: Male Female
5. Caller's Age: Adult Child

6. Bomb Facts (Questions to Ask)
 - a. When will it explode?
 - b. Where is the bomb right now?
 - c. What kind of bomb is it?
 - d. What does it look like?
 - e. Why did you place the bomb?

7. Voice Characteristics

- | Tone | Speech | Language |
|-------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Loud | <input type="checkbox"/> Fast | <input type="checkbox"/> Excellent |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Slow | <input type="checkbox"/> Good |
| <input type="checkbox"/> High Pitch | <input type="checkbox"/> Distorted | <input type="checkbox"/> Fair |
| <input type="checkbox"/> Low Pitch | <input type="checkbox"/> Cursing | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Stutter | <input type="checkbox"/> Slurred | <input type="checkbox"/> Nasal |
| | | <input type="checkbox"/> Lisp |
| | | <input type="checkbox"/> Disguised |
| | | <input type="checkbox"/> Accent |

8. Background Noise

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Music | <input type="checkbox"/> Traffic |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Machines |
| <input type="checkbox"/> Cellular Phone | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Children | <input type="checkbox"/> Typing |
| <input type="checkbox"/> Other _____ | |

9. Person Receiving Call: _____
Work Station: _____
Date: _____

EMERGENCY RESPONSE PROTOCOL

Fire Emergency

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| Maintenance | |
| EST Manager | |
| Other | |

Situation Description

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

Procedures

Immediate response—

- Follow the Evacuation procedures for buildings.

Followup response—

- Notify the Executive Support Team (EST).
- Contact Security and notify Maintenance
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Hazardous Materials Spills or Releases

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and, EMS Emergency | 911 |
| Safety Unit | |
| EST Manager | |
| Other | |

Situation Description

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

Hazardous Materials Incident Occurring Inside the School Building

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

Procedures

Immediate response—

- Do not attempt to clean up a spill unless you have been properly trained to do so.
- Isolate the immediate area of the spill or release.
- Activate School Emergency Response Team as needed.
- Seek information from product label and/or material safety data sheets (MSDS) on recommended cleanup procedures.
- In the absence of information concerning the nature of the hazards associated with the spilled or released material, or proper cleanup procedures, always contact 911 for assistance for trained Hazardous Material Responders. Even with information on the hazard's nature, 911 should be notified.
- Based on the nature of the spill or release incident (the hazard posed by the material or lack of information concerning the hazardous material), it may be necessary to *Evacuate* the building to protect safety and health of students and staff.

Followup response—Notify the Office of the EST of the situation and actions taken.

Hazardous Materials Incident Occurring Outside the School Building

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

Procedures

Immediate response—Follow the direction of the fire/police department officials to either execute the Evacuation procedure or the Shelter-in-Place procedure.

- Shelter-in-Place:
 - Close windows and vents.
 - Turn off air conditioning, heat and fans to reduce air drawn in from the outside.
 - Remain alert for further instructions regarding protective measures to take, including have access to a portable battery powered radio for any updates.
 - Seal openings under doorways and windows with wet towels or plastic and duct tape.
- Outside Evacuation
 - Remain upwind from the incident site because wind can carry toxic materials.
- Try to evacuate as far from the incident site as possible.

Followup response—Notify the EST.

- Notify Safety.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Hostage Situation

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.

All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Call EST Manager.
- Follow police direction.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.
- Compartmentalize (contain) situation to one area if possible; try not to allow situation to go mobile. Utilizing active listening skills is crucial to de-escalating hostage situations.

What to do—outside of the stage area—

- If a hostage situation develops, call MPD (911) and security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress that (if applicable) involves school children.
- Immediately cordon off the area where the hostage situation is located. Attempt to evacuate everyone (except the hostages) from the immediate area. Do not attempt to

evacuate everyone if it would create an even more dangerous situation or enhance the chance of injury. For example, if a hostage is being held in a classroom and the hostage taker threatens anyone who comes near him or her; do not attempt to evacuate other classrooms (if occupied) in the immediate vicinity of where the hostage situation is located. Classroom doors should be locked from the inside, and the occupants should remain there and be as quiet as possible.

- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information. Advise the hostage taker that you will pass on the demands to the superintendent. This is a stall tactic: accordingly, you must be calm and convincing.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts. Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- After notifying the police, advise the Executive Support Team.

What to do—if you become a hostage—

- Above all else try to maintain your composure. The object is to survive; therefore, do exactly as you are told. If you become emotional, it may cause the hostage taker to become angry and even more irrational.
- Look for and mentally plan an escape route. No attempts should be made to escape, however, unless the situation seriously deteriorates or you receive such instructions from the police.
- If more than one adult is taken hostage, one person should try to serve as spokesperson for the group. Obviously, this can't be discussed among the hostages. The rule of thumb to follow is that the oldest person present or the person with the most composure should respond to questions from the hostage taker.
- If children are included as hostages, make every effort to keep them calm. Exercise firm authority.
- Take no further action. Wait to be rescued or released.

Followup response—

- Follow Metropolitan Police instructions.
- Notify the Crisis Team as needed.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website - <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Kidnapped

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| Crisis Team | |
| EST Manager | |
| Other | |

Situation Description

Kidnapping refers to a child who is missing under suspicious circumstances. There can be several explanations for why a child has been noted as missing in school:

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

Procedures

Immediate response—

- Principal will notify:
 - Parents, guardians;
 - Police;
 - Executive Support Team; and
 - Communications as directed by the EST; and
 - Security.
- Principal assures that the following steps are taken if an abductor is suspected:
 - Initiate building Lockdown procedures.
 - Send a confidential notice to all teachers informing them of the situation.
 - All teachers must take attendance and report any missing students to the main office.
 - Sequester witnesses for police interview.
 - Security/Custodian cordons off area in which the alleged kidnapping occurred to preserve any evidence.
- The principal consults with responding police officials to review the incident.

- The principal identifies custodian to accompany police and provide access to locked areas such as boiler room.
- Office staff gathers the following information for police use: student school picture, description of clothing worn, personal data such as age, weight, height, and identifying marks, significant data from student record such as disciplinary actions. Also, share data from family/emergency cards with police, including medical data, i.e., immediate need for access to chronic illness medications (insulin, inhalers...).
- Where possible, an aerial photo of the school and surrounding grounds.
- List of staff members who are not in attendance.

Followup response—

- Principal assures that the following steps are taken:
 - Develop plan for working with parents who are concerned about the welfare of their children.
 - Contact the Crisis Team for assistance as needed.
 - Follow existing procedures for dismissal.
 - Develop a letter to be sent home to parents with students at the end of the school day informing them of the incident and the measures taken to assure the safety of all students. This letter should be developed with the EST and Communications.
 - Contact appropriate parties as needed when child is located.
 - Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

EMERGENCY RESPONSE PROTOCOL

Medical Emergencies

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

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

Procedures

- School nurses and/or the designated first aid backup are responsible for rendering emergency care to all students, school employees, and visitors who need first aid and/or emergency care for health problems during the school day. The school nurse is responsible for reporting to the building administrator any medical emergency and for ensuring completion of the correct documentation and notifications to the appropriate offices.
- Medical emergencies occurring after school hours need to be reported to the building administrator or supervisor.
- Medical emergencies involving injury of personnel should be reported to the Safety Unit.
- Complete appropriate reporting forms.

EMERGENCY RESPONSE PROTOCOL

Severe Weather and Natural Disasters

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| Fire and EMS Department | 202-727-1600 |
| Security | |
| Maintenance | |
| EST Manager | |
| Other | |

Situation Description

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

Earthquakes

Few areas of the world, including the District of Columbia, are free from the danger of earthquakes. Earthquakes occur quickly, without warning. Falling or flying debris causes most injuries and/or deaths.

Procedures

Immediate response during the quake—

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

Followup response after the quake—

- Evacuate the building following the “EVACUATION” procedures.
- Notify Maintenance and Security.
- Notify the EST.

- Do not re-enter the building until authorities have checked for possible structural damage, leaking gas lines, and other utility disruptions.
- Complete appropriate reporting forms.

Floods

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

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

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

Procedures

- ***Immediate response***—If conditions dictate, contact the EST to determine whether students should be relocated to the predetermined flood relocation site.
- ***Followup response***—Contact Maintenance. Complete appropriate reporting forms.

Thunderstorms (Electrical Storms)

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

- ***Severe Thunderstorm Watch***—When conditions are favorable for severe thunderstorms to develop in your area, a severe thunderstorm watch is issued.
- ***Severe Thunderstorm Warning***—When severe thunderstorms are occurring in your area, a severe thunder warning is issued.

Procedures

Immediate response—

- If conditions dictate, follow the *Severe Weather Safe Area* procedures.
- If you are outside and lightning is seen or thunder heard, move inside at once. Do not seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations.

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

Followup response—For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify maintenance. Complete appropriate reporting forms.

Tornadoes

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

- ***Tornado Watch***—when conditions are favorable for tornadoes to develop in your area.
- ***Tornado Warning***—means that a tornado has been sighted and protective measures should be taken at once.

Procedures

Immediate response—

- Follow thunderstorm procedures above.
- If conditions dictate, follow the *Severe Weather Safe Areas* procedures.
- When participating in outside activities, watch and listen for signs of danger. Signals for an approaching tornado include dark-greenish sky, clouds moving to form a funnel, large hail, or loud roar (like a freight train).
- If time permits, immediately evacuate students and personnel from temporary structures like manufactured trailers to a stronger shelter
- Go to designated shelter areas or interior halls on the lowest floor. Stay away from open areas.
- If there is not sufficient time to take shelter, go to an inside wall of the room, away from the windows. Squat on floor next to a wall, or get under desks/furniture by

squatting or lying prone on the floor, face down. If a book can be picked up easily, hold it over your head.

- **If outdoors**—try to take shelter in a basement or sturdy building. Or, lie in a dry ditch with hands covering your head, but watch and listen for flooding and be aware you're a bigger target for lightning. And if you hear or see water, move since it can carry lightning's electrical charge!
- **If in a vehicle**—*Get out.* Take shelter in a building or lie flat in a ditch with hands covering head (but be aware you're a bigger target for lightning when lying flat and listen for flooding!).

Followup response—For cleanup of debris, fallen trees, fallen wires, or other facility damage, notify Maintenance.

Winter Storms

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

There are several important winter weather terms you should know:

- **Winter Weather Advisory**—indicates cold, ice, and snow are expected in the area.
- **Winter Storm Watch**—indicates the potential for severe winter weather such as heavy snow or ice is possible within a day or two (24–48 hours).
- **Winter Storm Warning**—indicates severe winter conditions have begun or are about to begin.
- **Blizzard Warning**—refers to heavy snow and strong winds producing blinding snow (near-zero visibility) and life threatening wind chills for three hours or longer.
- **Freezing Rain**—refers to rain that freezes when it hits the ground, creating a coating of ice on roads and walkways.
- **Hail**—is rain that turns to ice while suspended and tossed in the air from violent updrafts in a thunderstorm.
- **Sleet**— is rain that turns to ice pellets before reaching ground.
- **Frost/Freeze Warning**—indicates below freezing temperatures are expected in the area.

Procedures

Follow the cancellation, early dismissal, and delayed opening announcements relative to snow and/or ice conditions.

Preparations—

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

- ***Frostbite***—occurs when an individual experiences loss of feeling in fingers, toes, nose or earlobes, or they turn very pale.
- ***Hypothermia***—occurs when an individual starts shivering a lot, speech slows, stumbling, or feels very tired.

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

EMERGENCY RESPONSE PROTOCOL

School Disturbances

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Violence, Riots, Sit-Ins, Large-Scale Fights

Situation Description

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

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

To maximize student safety and staff efficiency as well as minimize disruption to the normal school program, emergency procedures need to be developed and tailored to the specific needs of the school facility. Procedures need to be updated and reviewed with faculty and staff as necessary.

Faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration and faculty should utilize every opportunity to collaborate with parents and other stakeholders, establishing distinct lines of communication, trust, and partnership, supporting a secure school environment. Also, the administration must be acutely aware of local situations within the school and the community at-large. Circumstances may generate civil disturbances within the school through outsiders moving into student groups and inciting student participation.

Immediate response—

- Institute your School Emergency Response Plan and activate SERT. Contact MPD and other law enforcement stakeholders for assistance.
- Document events chronologically as thoroughly as possible. Factual information such as witnesses' names, times of incidents, etc., may be important.

- Notify Communications as quickly as possible for advice, since publicity or notoriety is often an objective of organized demonstrations.
- Avoid verbal and physical confrontation with demonstrators.
- Try to keep all communication channels open with demonstrators or disruptive groups.
- Inform assembled persons of applicable laws and policies which provide that any activity not authorized and/or interfering with normal operation of a public school will not be permitted and may result in suspension.
- Direct disruptive students to return to class and provide them a reasonable amount of time to do so. If students do not go to class, warn them that they may be suspended and will be considered trespassers.
- Call parents if the situation requires removal of the students. Inform parents of arrested students immediately.
- Minimize student exposure to disruption.

Criminal Incidents

Principals, administrators, managers, and supervisors are responsible for reporting all serious and/or criminal incidents that occur in or within close proximity of their schools or facilities. The incident should be reported via telephone immediately to the MPD (911) and Security.

For purpose of this discussion, serious and/or criminal incidents include but are not limited to:

- Weapon offenses;
- Assaults or threats on anyone;
- Destruction or theft of school property;
- Bomb threats;
- Use and/or possession of narcotics;
- Death;
- Missing persons;
- Gang activity;
- Robbery; and
- Sex offenses, etc.

Disruptive or potentially disruptive actions such as, but not limited to, student boycotts, sit-ins, walkouts, strikes, and/or actions that are not felonious in nature must be immediately reported by telephone to MPD and Security.

Parents of affected students must be notified immediately by the principal or administrator in charge of all serious and/or criminal incidents. After consultation, any decision to inform the community-at-large of the alleged incident must be made jointly by MPD and the Communications Office. This is not a decision to be made solely by the principal acting in concert with the responding police officer.

Gang and Cult-Related Violence

The District of Columbia, like other urban cities, is experiencing acts of crime and violence committed by groups of juveniles and young adults. These groups readily identify themselves as *mobs* or *crews*.

School administrators must immediately report any type of group-related violence or a threat of unrest to MPD and Security. Additional support will be provided by MPD and/or Security (Youth Gang Unit—Operation SAVE, officers, etc.) to gather intelligence, evaluate the level of the threat, and provide a “high visibility” security presence to deter criminal activity. If group-related violence erupts in a school, on the school campus, or in close proximity to a school, the school administrator or designee will immediately:

- Notify the Metropolitan Police at 911.
- Notify Security.
- Initiate immediate action to protect students and staff utilizing the appropriate Universal Emergency Response (i.e., Evacuate or Lockdown).
- Complete appropriate reporting forms.

If there is a need to develop a Gang Prevention and Intervention Plan, contact and work with Security and MPD.

EMERGENCY RESPONSE PROTOCOL

Terrorism

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| Crisis Team | |
| EST Manager | |
| Other | |

General Terrorism Incidents

Situation Description

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

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

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

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

If there is a general warning of a possible terrorist act occurring in the District of Columbia, having a direct or indirect impact on schools, the EST and security will heighten security policies throughout the school system, to include but not limited to:

- Report suspicious personnel, vehicles, or packages;
- Secure unused buildings or portions thereof;
- Ensure positive identification and accountability for visitors;
- Increase liaison with MPD;

- Advise and update staff and students;
- Increase security patrols;
- Control and limit access to buildings;
- Cancel or suspend extra-curricular activities; and
- Inspect all buses used to transport students.

Procedures

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

- Notify police, fire and EMS at 911.
- Activate the School Emergency Response Plan and SERT.
- Notify EST.
- Notify security.
- Direct immediate emergency action to protect students and staff following the appropriate Universal Emergency Response Procedure (i.e., Evacuate or Lockdown) and related protocols within this Guide.
- Wait for arrival of police personnel, who will assume command and make additional support notifications.
- The EST will coordinate efforts with the Office of the Assistant Chief of Police—Special Service Command and the onsite MPD Field Commander.
- Complete appropriate reporting forms.

Chemical, Biological, and/or Radiological Incidents

Situation Description

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

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

Procedures

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

- Determine which Universal Emergency Response to activate and follow your school's Emergency Response Plan.
- Call 911.
- Contact the EST.

- Take steps to shut down the HVAC system.
- Bring any students/staff outside of building immediately into the building if sheltering-in-place. They are to be kept in an isolated part of the building to avoid further contamination of building occupants.
- Direct students/staff who are in relocatables (i.e., temporary portable trailer-type classrooms) to remain there. Take steps to shut down outside air ventilation.
- Follow directions from EST and Emergency Responders.
- Keep accurate documentation through the school nurse regarding any students/staff with medical complaints.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website, <http://esa.dc.gov>) and submit to the Interagency Team.

Homeland Security Advisory System

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

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

Alerts and threat conditions can be declared for the entire Nation or for a specific geographic area or industry. The public should stay current with news and alerts issued by officials—and be aware, be prepared, and have a plan at all threat levels.

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

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

EMERGENCY RESPONSE PROTOCOL

Threat Management

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| Office of Student Services | 202-442-5101 |
| Security | |
| Crisis Team | |
| EST Manager | |
| Other | |

Process for Students

Situation Description

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

Procedures

Immediate response—

- Administrator learns of verbal or written threat of harm to self, others, or property made by student.
- Call security.
- Administrator immediately determines Level of threat with input from the school counselor, psychologist, social worker, and SRO, where appropriate. The administrator will consult with Student Services and School Social Work Services as needed.

*Low Level threat determination—*Threat is:

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

- Administrator consults with school counselor, school psychologist, and/or school social worker regarding:
 - Needs of the student;
 - Involvement of the student’s parents; and
 - Identification of appropriate referral resources.
- Pupil personnel worker and school nurse are involved as needed.
- Consultation is provided to school staff regarding strategies for managing low level threats.
- Refer student to the Crisis Team as needed.

Medium Level threat determination—Threat is:

- Clearly stated, often a function of anger or frustration;
- Uncertain about specific targets of threat;
- Lacking in capacity or resources to act on threat;
- Lacking in concrete steps taken to carry out threat ;
- Suggestive of attention-seeking behavior; and
- Could continue or escalate if not addressed.
- Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:
 - Administrator identifies employee to contact student’s parents;
 - Identify and offer appropriate referral resources to parents; and
 - Notify parents of intended victims, as appropriate.
- Pupil personnel worker and school nurse are involved as needed.
- Disciplinary actions are determined by the principal.
- Student is referred to the Crisis Team as needed.
- Administrator may consult with Police at 911. Patrol officer may investigate and refer.

High Level threat determination—Threat is:

- Clearly stated;
- Targeted to specific individuals or property;
- Identifies behaviors that can realistically be carried out; and
- Implies that concrete steps have been taken to carry out threat.
- Call Police at 911.
- Call security.
- Administrator initiates the following:
 - Student remains under administrative supervision.
 - Administrator contacts EST Manager.
 - Consult police regarding timeframe for notifying parents.
 - Notify parents of student making threat and request their immediate response to the school.
 - Notify parents of the threatened student.
- Administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.

- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Involve the school psychologist in emergency assessment.
- Offer appropriate referral resources to parents.
- Offer followup support to intended victim(s).
- Involve school nurse, as needed.
- Principal determines disciplinary actions.
Refer student to the Crisis Team, as appropriate.

EMERGENCY RESPONSE PROTOCOL

Threat Management

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Process for Employees/Visitors

Situation Description

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

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

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

The following categories are defined as violations:

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

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

The *Trespass Statute* also empowers school principals and other designated school officials to deny certain individuals access to school property.

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

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

Procedures

Emergency response procedures—A situation is an emergency when:

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

Initial response—

- Call 911.
- Initiate School Emergency Response Plan and determine Appropriate Universal Emergency Response.
- Contact the EST Manager.
- Contact security.
- Follow police direction.

Followup response—

- Preserve and maintain evidence and collect appropriate documentation on the incident.
- Provide for communication plan to staff and appropriate others if necessary.
- Provide debriefing, or support services through Employee Assistance Program or Traumatic Loss Team, if necessary.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

Nonemergency response procedures—

- A situation is a nonemergency when an employee is fearful of suffering harm in the workplace, but there is no immediate danger.
- Inform employees that they need to report threats or threatening, abusive, or intimidating behavior.
- Administrator/supervisor will contact the EST Manager.
- After hours, contact security.

- Cooperate with the investigation and provide appropriate documentation.
- Encourage employees who have obtained a restraining or protective order listing school locations to notify their administrator/supervisor.

EMERGENCY RESPONSE PROTOCOL

Threat Management

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Trespasser/Intruder

Situation Description

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

Procedures

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

Sample Trespassing Letter

[Your School Letterhead]

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT: **Barring Notice**

As provided in Superintendent's of Schools Directive number 260.1–Procedure for School Visitors and any applicable provision in the District of Columbia code, your privilege to enter the premises of the _____ is revoked.

Specifically, your actions on _____ were the grounds for this administrative decision.

This memorandum constitutes your official notice. Any failure on your part to adhere to this order may be grounds for your arrest and prosecution for unlawful entry on property.

If there is need for you to correspond with personnel at _____, request for same should be directed through the appropriate Instructional Superintendent or the Director of Human Resources.

If you have any questions or concerns regarding this barring notice, contact the Office of School Security _____ for assistance.

Cc: Instructional Superintendent
Office of General Counsel
Office of Human Resources
Office of School Security

EMERGENCY RESPONSE PROTOCOL

Utility Failures

| Depending on Assistance Needed, Call: | |
|---|----------------|
| Police, Fire and EMS Emergency | 911 |
| Washington Gas (Emergency) | 703-750-1400 |
| Potomac Electric Power Company (PEPCO) | 1-877-737-2662 |
| WASA Department of Public Works (Water Emergencies) | 202-612-3400 |
| Maintenance | |
| Security | |
| Safety | |
| EST Manager | |
| Other | |

Situation Description

Utility failures or incidents are common occurrences and may happen at any time. Preplanning for utility failures is necessary to protect students and staff as well as building contents. Facility engineers and administrative personnel should be knowledgeable of utility power source locations.

Electric Power Failure

Situation Description

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

Procedures

Immediate response—

- Check that students are calm and safe.
- Building services personnel should following prearranged shutdown procedures to ensure that all three-phase electrical equipment is shut down and turned off.

- Notify PEPCO at 202–833–7500 or 1–877–PEPCO62.
- Notify maintenance during regular school hours, or after hours contact security.
- Notify the EST Manager if power is expected to be off for an extended period of time or if the length of time of the power outage is unknown.
- Distribute flashlights, if available and necessary.
- Evacuate the building using Evacuation procedures if there is any threat to the safety of students or staff.
- Relocate students from rooms without windows and/or direct outside ventilation.
- Keep refrigerated food storage units closed.

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

Heating Oil Spills

Situation Description

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

Procedures

Immediate response—

- Notify maintenance and the safety unit during regular school hours, or after hours contact Security to have trained environmental personnel respond to the incident.
- Absorbent material should be immediately placed on the floor to block the oil spill from moving into floor drains, storm drains, or sanitary sewer lines. Use whatever material is at hand (e.g., sawdust, rags, sand, dirt, or special oil absorbent materials, if available). Department of Public Works (DPW) may be able to provide sand if needed.

Followup response—Residue and/or contaminated absorbent materials should be placed in plastic bags for proper disposal by trained Environmental personnel.

Major Pipe Burst

Situation Description

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

Procedures

- Building services personnel should isolate pipe break by shutting off the appropriate water supply valve. If the pipe break cannot be isolated quickly, the main water valve to the building should be closed.

- Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- Shut off electricity to the affected area, if necessary.
- Relocate articles that may be damaged by water, if necessary.
- Complete appropriate Property Loss Reporting form.

If flooding occurs, evacuate the building following the Building Evacuation procedure.

Natural Gas Leaks

Situation Description

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

Procedures

Immediate response—Follow Evacuation procedures.

Followup response—

- Notify Washington Gas at 703-750-1400.
- Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- Notify the EST Manager.

Water Main Break

Situation Description

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

Procedures

Immediate response—

- Notify the Department of Public Works (DPW) WASA of water emergencies at 202-612-3400.
- Notify the EST Manager if water service is expected to be interrupted for an extended period of time or if the length of time of the interruption is unknown.
- Notify maintenance during regular school hours, or after hours contact security.

EMERGENCY RESPONSE PROTOCOL

Weapons

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| EST Manager | |
| Other | |

Situation Description

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

Procedures

Immediate response—

- If immediate danger exists or for firearms, call 911.
 - Notify administrator.
 - Notify security.
 - Initiate School Emergency Response Plan and Team and determine appropriate Universal Emergency Response.
 - Remove students and staff away from the area around student with weapon or area where weapon is thought to be stored.
- If individual has the weapon visible or displayed:
- Remain calm; avoid sudden moves or gestures.
 - Try to remove all other staff/students from the area.
 - Do not attempt to take the weapon from the individual.
 - Using a calm and clear voice, instruct the individual that he or she needs to place the weapon on the ground.
 - Use the individual's name while talking to him or her.
 - Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity.
- If information is received that a weapon is on an individual:
 - Do not approach or confront person suspected of having a weapon in a classroom or crowded area.

- Call 911 when assistance is needed (required for all firearms).
- Make every effort to keep your eyes on person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon.
- If possible, remove individual from vicinity of other persons.
- If weapon is in a locker or in a backpack:
 - Prevent access.
 - Call 911 when assistance is needed by administration (required for all firearms).
 - Administrators and police together will determine on whom and how the search will be conducted.
 - Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis.

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

Firearms Found on School Property

Situation Description

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

Procedures

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

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

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

EMERGENCY RESPONSE PROTOCOL

Workplace Violence

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police, Fire, and EMS Emergency | 911 |
| Security | |
| Crisis Team | |
| EST Manager | |
| Other | |

Telephone and Physical Threats

Situation Description

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

Telephone Threats

Procedures

- If a threat is made over the telephone, dial *57 to record the call with the telephone company’s nuisance office.
- The police need to be called for any threat of physical harm to self or others. Call 911.
- Implement appropriate site-based Universal Emergency Response Procedures as appropriate.
- Notify the Executive Support Team, Manager.
- Cooperate with police investigation and provide any information that may assist in resolving the problem.

Physical Threats

Procedures

Immediate response—

- Call 911.

- Activate School Emergency Response Plan and SERT.
- Implement appropriate Universal Emergency Response procedures.
- Once police arrive, work cooperatively with police department team.
- If needed (Level II or III), activate EST.
- Continue School Emergency Response Plan procedures until situation is resolved.

Followup response—

- Assist with police investigation and protect crime scene evidence.
- Working with appropriate offices or EST, provide notification to parents and guardians.
- Debrief staff and provide access to support.
- Arrange for site security, if necessary.
- Plan for resumption of school activities and recovery procedures.
- Contact the Crisis Team.
- Complete the After Action Report on the Web-Based Application (DC Emergency and Safety Alliance Website – <http://esa.dc.gov>) and submit to the Interagency Team.

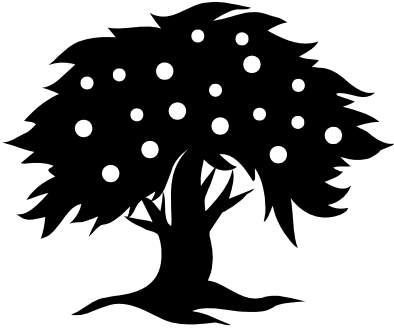
Section 5

Recovery

"Crisis intervention has been defined as a helping process aimed at assisting school staffs, students, and families survive an unsettling event so that the probability of debilitating effects is minimized, and the probability of growth is maximized."

(Slaikau, 1998)





Unit 1

Recovery

Introduction

Schools and the community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual children and adults is not simple to predict.

Recovery during an emergency can address immediate short-term needs, while *long-term* recovery can last for months or years. The scope of recovery operations will be determined by the size and nature of the events, at times relying on a chain-reaction of school, LEA and Government responses.

Immediate Vs. Ongoing Recovery

It is essential to understand recovery at two distinct levels: immediate and ongoing. Immediate support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter, and clothing are often a primary focus. Long-term recovery needs may not be readily apparent, and many will require ongoing support. Ongoing recovery assistance provides for individuals weeks, months, or years following a tragic event. Schools should recognize that people recover at different rates and should take this variance into consideration when conducting all recovery operations.

The goal after an emergency is to return to the business of learning and to restore the infrastructure of the school as quickly as possible. There are four key components of recovery that need to be addressed in order to achieve a relative state of normalcy.

- Physical/Structural Recovery
- Business/Fiscal Recovery
- Academic Recovery
- Emotional Recovery

Physical/Structural Recovery

In the aftermath of an emergency, buildings and grounds may need repairing, repainting and/or relandscaping. Restoring facilities to enable the educational operations is an essential part of the planning process. Relocation of educational services and administrative operations may be necessary. Communication will be key with all stakeholders; students, staff, parents and community.

Considerations for Physical Recovery:

- Assess building/structural component (e.g., Recovery Team)
- Ensure human safety at educational sites and staff availability to teach
- Resume transportation and food services
- Determine availability of equipment and supplies (books)

Large-Scale Physical Facilities Recovery

Large-Scale Physical Facilities Recovery is the process of implementing the policies, procedures, and actions to resume normal operation after a building/structure sustains significant damages or a lengthy school closure/relocation. While an LEA will in some way mitigate all school-based emergencies, there may be some emergencies which require a system wide response. Part of planning for such an emergency is preparing to rebound quickly from the unwelcome event and resuming normal operations. Advance planning will make recovery less difficult by making school facilities and essential functions more resilient to hazards. A coordinated effort can translate into fewer losses and less downtime.

Business/Fiscal Recovery

Critical business functions within the school/LEA have to be restored as soon as possible after the occurrence of an emergency or crisis. It is imperative that the staffs are supported. Administrative functions such as payroll systems, accounting departments, and personnel records will be necessary for full operation of the school system, making it necessary for the Agency of LEA to develop a Continuity of Operations Plan (COOP), presented in *Section 2, Unit 3* of this Guide. Unexpected expenses can tax the budget or large dedicated donations and gifts can require time and resources to manage, and should be incorporated into the planning process.

Considerations for Business Recovery:

- Functional responsibilities
- Identify, in advance, who has responsibility for closing schools, or sending students/staff to alternate locations
- Identify who is responsible for restoring which business functions for schools/districts
- Identify succession plans
- Ensure systems are in place for rapid contract execution in the event of an emergency
- Institute a system for registering out of district students, and for registering students into other schools

Academic Recovery

The following collection of recovery measures is designed to assist teachers and other professionals as they help students as well as adults begin the recovery and healing process. It is essential for school administrators to recognize that recovery is a long-term process of supporting normal people who have experienced abnormal stressors. Initially, individuals may be in shock and may require support to meet basic physical and social support needs. Restoring structure and routine is the key purpose of Academic Recovery and a quick return to "a normal school day" will enhance the healing process.

Short Term Academic Considerations:

- Quick decision making regarding school/academic routines
- Brief administrators and staff regularly
- In general, maintaining the school routine is helpful
- Communicate with parents/guardians on events and the plan
- Can the school remain open?
- Can the school routine be maintained? Modified?
- Are academic materials needed?

In the months and years that follow a critical incident, individuals may require additional assistance and continued academic support.

Long Term Academic Considerations:

- Arrange for home tutoring services for students unable to attend school
- Encourage and support students in the hospital
- Rearrange tests or assignments as needed
- Determine curriculum "triggers"
- Allow for periodic visits to school counselors (around anniversaries, similar events, etc.)

Emotional Recovery

The purpose of emotional recovery is to promote coping and resiliency for students, staff, and their families following an emergency or crisis. An assessment of their emotional needs is important to determine those who will need intervention by a school counselor, school psychologist, or other mental health professional. Community-based resources need to be identified prior to an emergency and available for families, who may seek treatment. Planning for emotional recovery involves establishing key community partnerships, developing policies, providing training, and developing appropriate Memorandum of Understandings (MOA).

For some trauma victims, adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Suggestions for Schools

- Restoring a learning environment as quickly as possible
- Modeling how to recover from the event
- Maintaining basic educational goals

Suggestions for administrative staff, counselors and teachers

- Creating working partnerships among groups inside and outside of the school
- Following familiar school routines
- Acknowledging the trauma through shared activities and observances
- Having trained crisis intervention personnel be highly visible in the schools following a crisis
- Remembering that children and their communities are resilient when supported adequately

Assessment, Crisis Intervention, and Support

Children and their parents, faculty, staff and administrators, public safety personnel, and the larger community are all impacted by tragic events and will benefit from immediate and ongoing mental health support. For some traumatic events, in-school student services personnel may be adequate to provide immediate and ongoing recovery services. Emergencies that affect a small number of people may be well served by crisis counseling and recovery from the School Crisis Team (SCT), local community mental health providers, employee assistance programs, and similar services.

For large-scale emergencies, services such as triage, assessment, outreach, and crisis intervention are best delivered through a trained rapid response network. For large-scale disasters, site-based personnel normally assigned to these functions are now victims/survivors themselves. SCT professionals provide a structured, immediate first response system. Site-based personnel will be activated to provide the ongoing support services once the immediate crisis has passed. Their effectiveness will be strengthened if needed support is provided during the early days of recovery. Recognizing the impact of critical incident stress on all school and district staff members while supporting outreach efforts will ensure that quality care of the school's most valuable resource—its personnel—is a priority.

Understanding Emotional Trauma

Trauma knows no bounds. Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or manmade disasters, and violence. The aftermath of tragedies on individual children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive, and emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, regressed behavior, anxiety, guilt, depression, anger, and a host of other responses.

For some trauma victims, these adverse affects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reactions to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Schools can help children by:

- Restoring the learning environment;
- Modeling how to recover from the event; and
- Maintaining basic educational goals.

Administrative staff, counselors, and teachers can help their school community by:

- Reducing conflict among groups;
- Creating working partnerships among groups inside and outside of the school;
- Following familiar school routines;
- Acknowledging the trauma through shared activities and observances;
- Representing safety and security;
- Supporting children and their families;
- Creating opportunities to support caregivers;
- Having trained crisis intervention personnel maintain high visibility in the schools following a crisis; and
- Remembering that children and their communities are resilient when supported adequately.

As outlined in the Introduction to this Guide, school administrators need to recognize that recovery is a long-term process of supporting normal people who have experienced abnormal stressors. During the acute phase, Critical Incident Stress Management Principals (CISM) is one way to provide a comprehensive structure of response. Initially, individuals may be in shock and may require support to meet basic physical and social support needs. In the months and years that follow a critical incident, individuals may enter a grief phase and need continued support.

Symptoms of Distress in Children

As a result of traumatic experiences, some children will show a variety of symptoms of distress. The teacher must first know a child's baseline (*usual*) behavior and cultural/ethnic responses before he/she can identify *unusual* or problem behavior in a child. These behaviors may include:

- Any unusual complaints of illness.
- Keeping isolated from the rest of the group.
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise “needy.”
- Changed behavior/appearance.
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier).
- No eye contact (note: In some cultures, making eye contact with adults is “defiant behavior”).
- Difficulty concentrating, can't focus.
- Feisty or hyperactive/silly, giddy.
- Any emotional display; crying, “regressed” behavior (less than age-appropriate).
- Lack of emotional expression.
- Poor performance.
- Can't tolerate change; can't move to next task.
- Lethargic, apathetic.

Teachers and Staff Helping Children After a Critical Incident

Emergencies hit children hard. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we adults can't fix a disaster, can't solve it, and can't keep it from happening again.

This resource is designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Ways Teachers Can Assist Students—

- Cope with your own natural feelings of helplessness, fear, and anger; until you do this, you won't be able to effectively help the children.
- Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.
- Put the emergency or critical incident in context; provide a perspective.
- Communicate a positive “*I'm not helpless*” attitude.
- Start the healing process; help children to feel relieved and soothed.
- Identify children who may need crisis intervention and referral to mental health professionals or other helpers.

Understanding “Critical Incidents”

Critical incidents overwhelm an individual’s capacity to cope; they can cause psychological and emotional turmoil, cognitive problems, and behavioral changes. “Critical Incident Stress Management” (CISM, Everly & Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM provides a framework for the application of education and crisis intervention during the acute stage following a critical incident or crisis. These services enhance and complement delivery of traditional mental health services and are provided by SCTs.

Critical Incident Stress Management (CISM)* : A Model for Schools

CISM is designed to promote emotional and psychological resilience following a critical incident. Whether an event is an act of violence, a sudden death, or a large-scale disaster, those involved often experience stress reactions. These reactions can affect employees, students, parents, emergency responders, police, witnesses, and the families of these individuals.

Impact

Stress reactions experienced following a critical incident can include insomnia, depression, anger, headaches, ulcers, and a host of other manifestations. These conditions often translate into higher rates of absenteeism and turnover, as well as lower school and job performance.

Much of this suffering and loss can be reduced if the affected individuals receive CISM from experienced counselors in the hours, days, and weeks following a traumatic incident. CISM uses both crisis intervention and educational processes targeted at mitigating or resolving the psychological distress associated with a critical incident. CISM services include precrisis consultation, briefings, individual consultation, group debriefings and defusing, organizational consultations, referrals, etc.

CISM gives students, school employees, and others affected by an event the opportunity to express their thoughts and feelings about what happened and how it was handled.

Depending on their developmental level, children have different coping skills for dealing with traumatic events and memories of those events. Adolescents are often able to verbalize their thoughts, while younger children may require involvement and use of nonverbal means of communication. Whether using verbal or nonverbal communications, the intent of CISM is to help activate and enhance individual problem-solving and crisis-coping skills.

“Critical Incident Stress Management” (CISM, Everly and Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services

* Adapted with permission from *Guide for Preventing and Responding to School Violence*, International Association of Chiefs of Police, 1999.

enhance and complement the delivery of traditional mental health services and include:

- ***Pre-crisis preparation***—Working with schools to help set expectations for what to do when a critical incident occurs;
- ***Individual consultation***—A structured one-to-one technique used by a trained peer counselor or professional after a critical incident;
- ***Briefing***—A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans;
- ***Defusing***— A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12–24 hours after a critical incident;

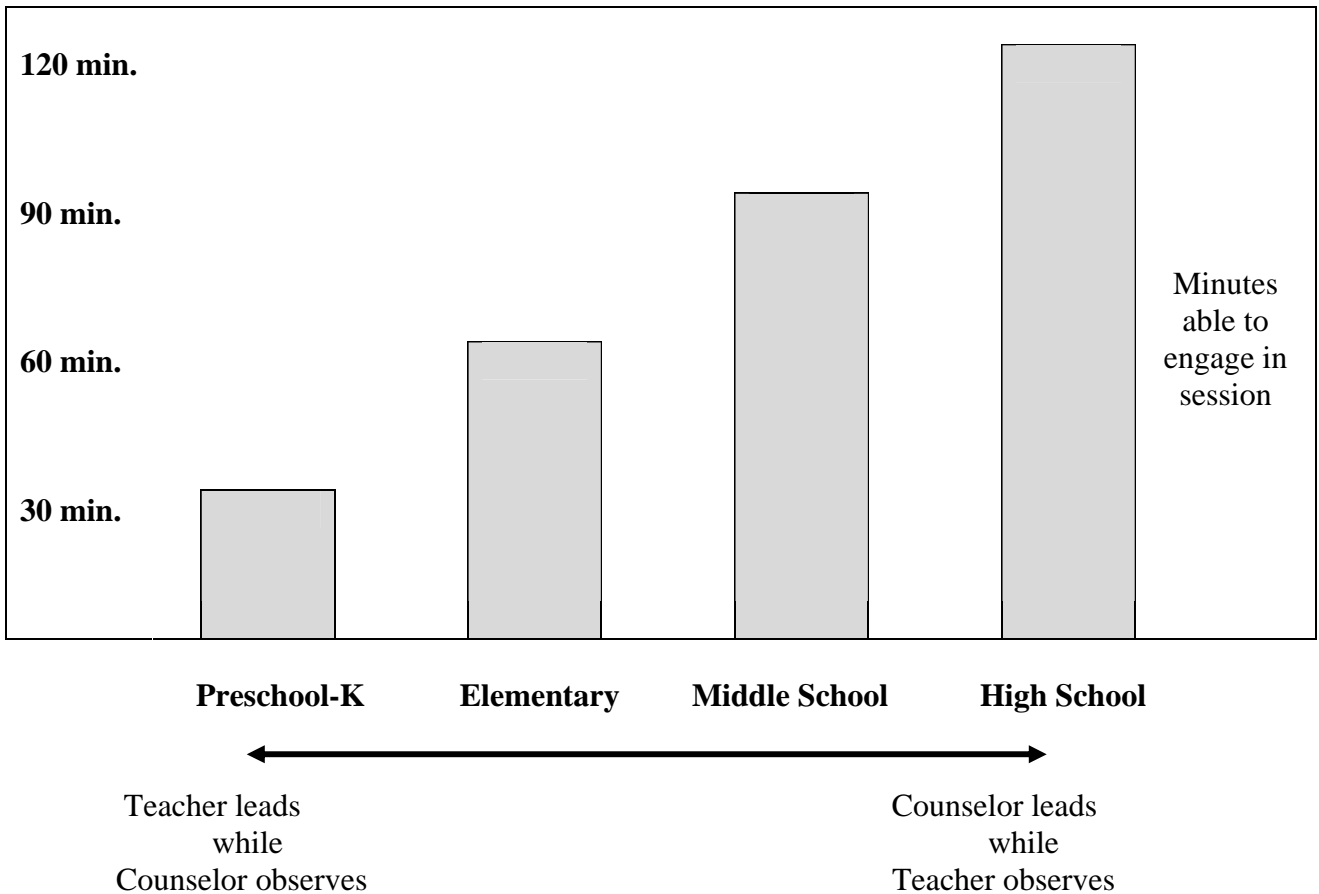
- ***Debriefing***—(A.k.a., Critical Incident Stress Debriefing or CISD.) A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event;
- ***Parent/family/organization consultation***—A group process conducted to provide ongoing educational and support to families, parent groups or organizations following a critical incident; and
- ***Referral/followup***—A process to assure that individuals experiencing intense symptoms and who need ongoing support will be referred for appropriate mental health services.

A common way to organize the above interventions is to set up a “Drop in Room.” A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

In the event of a large scale event that affects large portions of an LEA or the city, a large scale recovery may become necessary. (See system-wide recovery later in this section).

Age-Appropriate CISM Interventions

When providing CISM interventions, it is essential to tailor your approach to the developmental level of the students involved. The chart below[†] demonstrates how long students should be engaged by teacher or counselor-led intervention sessions after the emergency event. Furthermore, younger students need more teacher-led interventions using activities (as opposed to discussions), while older students benefit from counselor-led, verbal discussions.



[†] Adapted from Johnson, 1998.

Talking Method and Drawing Method

In using the General to Specific approach, many methods or activities may be effective. Two suggested methods/techniques to use in a school after a critical incident are: The Talking Method and The Drawing Method. The following pages provide suggested questions or themes, and specific techniques to help students cope with their feelings after an emergency has occurred.

Suggested Questions To Ask/Themes To Represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Did you know anyone who was killed or injured?
- What can you do now to help others feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child if a child has low English skills (e.g., consider asking for a translator or a peer to help the child express in words)
- Create a chance for verbal expression in any language.

Note: As the teacher, you might think of more questions to ask the children. Be sure your questions are “open-ended,” which means they cannot be answered by simply a “Yes” or “No.” Open-ended questions serve to facilitate verbal discussion.

Talking Method

- Child tells a story (allow metaphors).
- Puppets “tell” or “live” a story.
- Have an open discussion: Using previous questions, ask for volunteers to begin with...talk general to specific.
- Use photos, drawings, etc., to facilitate discussions.
- Use video prior to discussion to get it going.
- Create a skit, play or do role-playing, related to the critical incident (provide “dress-up” clothes if available, including uniforms if possible to represent emergency workers seen during the disaster, etc.).
- Do “show-and-tell” related to the event.
- Inform/educate the children about the event to make it less threatening to talk/act about.
- When the children begin to understand their feelings and things have returned to normal, they begin to regain control.

Note: Remember to keep yourself in a facilitative/guiding role, not in a role of “control” of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and “normalizing” their experiences.

For some children, the talking method is not helpful—

- In some cultures, talking openly is not comfortable, appropriate (or even “polite”)
- Some children have been raised in families where “talking-out one’s feelings” was not possible or supported
- Some children have been raised in situations where talking openly was not practiced or encouraged
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process
- All these reasons should be respected as valid

Drawing Method

The drawing method is a playful experience to express feelings.

First Introduce Drawing as:

- Another way of “talking,” but with pictures instead of words.
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing, some by drawing).
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a “pretty picture” but rather, a picture of expression.
- Drawing should be presented to the child as an option for expression, not as a required activity.

REMEMBER: Use previous questions to help lead these activities: A question can become a theme for a drawing.

Drawing Method Activities

- Draw/write a book together or make journals with pictures.
- Do a collective drawing such as a mural (murals tell a collective story, develop/support teamwork, and feel safer for some children, as opposed to individual art).
- Give the mural a “place of honor” in the classroom.
- Make the mural accessible for everyday viewing.
- Celebrate the mural: Use it to demonstrate getting through something tough, or to facilitate discussions.
- Take photos/slides of the mural when completed.
- Draw aspects of the event (people, places, activities, etc.).
- Suggest lots of options, not specifics (e.g., rather than saying “draw a fireman, helping someone,” say, “draw a person you saw doing something helpful...”
- Create a collage (a variety of materials) using a leading question such as, “Where were you when the disaster happened?”
- The teacher may draw/paste on the central image, then the children add photos, magazine pictures, articles, fabric pieces, etc., around a theme, or may draw directly onto it.
- Collages are the “safest” form of drawing because child is using others’ symbols. The child may feel he/she is “losing” less of himself/herself.
- Collages provide boundaries for the child; this can act as an emotional safety net.
- You may also want to look at other pictures (drawings, paintings) and talk about what they communicate.
- Avoid use of use paint in this method as it is too “loose” a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom.
- Allow a full range of expression: some kids draw recognizable things, others draw abstracts; respect all varieties.
- Allow children to discard their artwork.
- Emphasize to the children that their work will not be judged, graded, or necessarily shown to others.
- Only exhibit the artwork if a child desires to share with others.
- Reassure them that there is no right way to draw.
- Allow the use of various mediums (pastels, crayons, pencils, markers, etc.).
- It’s preferable to do the drawing method with more than one adult present.
- Exercise as little control as possible over the artwork.

Concluding Drawing Activities

- A key element of the Drawing Method is the followup discussion. This can help bring closure to the experience, an important step in the process of expressing feelings.
- Allow those who want to, to talk about their drawings.
- Others will “close” by listening to others.
- Use open-ended questions in this process.
- Sometimes a child’s artwork may be especially expressive of his/her feelings; a drawing can give clues to some deeper problems or feelings within the child.
- Try to read the picture in the same way you might read words; what might it be telling you?

- Look at it as a piece of communication, not just fantasy.

Keep in Mind

- Colors, forms, etc., have different meanings to children of various cultural backgrounds and to different children within each culture.
- Regard the artwork as just a part of what's going on with a child; look at the child with a holistic view.
- The best source for what's going on behind the drawing is the child...ask him/her.

If You Have Concerns

In both methods (Talking and Drawing), you may notice a child exhibiting more serious problems. If you have concerns, refer those children to your school counselor.

One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms:

- Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm).
- Child is not able to let go of a memory.
- The degree of emotions and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping).
- Note other physical manifestations of stress (as a result of the impact of the event).
- Be aware of different forms of adjustment in each child.
- The teacher must know the child's baseline behavior and cultural/ethnic responses before identifying a child as having *serious* problems.
- The teacher is not meant to be in the role of diagnostician; refer those children you are concerned about.
- Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.).
- An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface

Refer the Student If You Are Unsure

- Alert parent/guardians of your concerns
- Contact your school counselor/social worker/school psychologist
- Refer the student to the Student Assistance Team (if applicable)
- Consider a referral to mental health professionals in the community

Through using the methods and techniques in this Guide and adding your own unique perspective, expertise, and energy, you may help children, and perhaps yourself, recover from a traumatic experience.

Assisting Children When Someone Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following outline describes the CISM interactive process to facilitate student's expression of these feelings. The school's Emergency Management Team or the District Support Team can assist students individually and in groups to process their feelings and reactions following a death that affects the school community. This process is most effective when you focus on the events in this sequence:

- Introductory Phase;
- Fact Phase;
- Feeling Phase;
- Reaction/Teaching; and
- Closure Phase.

Introductory Phase

- Introduce team members or helpers to discuss why we are here and what we hope to accomplish.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

Fact Phase

- Give all known relevant facts about the death/incident.
- Is this your understanding of what happened?
- Does anyone have any other information?
- Is there any other information you want to have about his/her death?
- How did you find out?
- Where were you when you first heard?
- What were your first thoughts?
- Is there anyone not here that perhaps needs to be? Who are you worried/concerned about?

Feeling Phase (Make an effort to include everyone in the discussion)

- How did you feel when you first heard? Explore feelings (shock, denial, anger, fear etc.).
- How are you feeling now? (All feelings are okay.)
- We did not know (name), could anyone tell us about him/her? What was he/she like?
- When do you think it will hit you that he/she is really gone, or when do you think you'll miss him/her?
- Does anyone have a photo of him/her? (Pass around.)
- What are some of your memories of (name)?
- How do you think he/she would like to be remembered?

Reaction/Teaching Phase

- Explore the physical, emotional, and cognitive stress reactions of the group members.
- What are some things you usually do when you are really upset or down?

- Has anyone lost anyone close recently? What were some of your reactions to his/her death?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if students have someone they can talk to.

Closure Phase

- Give information about wake/funeral if available.
- Students will often make comments about wanting to take a collection, plant a tree, dedicate a page in the yearbook, let them talk, then refer them to school staff without either encouraging or discouraging them.
- Encourage students to support one another.
- Remind them that it may take a long time before they will feel settled and that's normal.
- Encourage them to talk with someone in their family about their sadness.

NOTE: This process needs to conclude with quiet, reflective time.

Preparing the Class

The following is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

Death of a friend or family member—

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

First Words for Students When a Grieving Classmate Returns

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, "Hello," "Welcome back," "I'm glad to see you," or something similar.
- The brave might even say: "I missed you," "I'm so sorry to hear about your _____'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your _____ die."
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is okay; you did not cause the grief; offer comfort and a tissue

Helping the classmate adjust to the class—

- Offer to provide notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and concentration; grieving students frequently do not feel like doing school work.

Some don'ts—

- Don't shun the student, speak to them.
- No cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased).
- Don't expect the person to snap back into the "old self."
- Don't be surprised if classmate seems unaffected by the loss. Everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____ enjoy together?" (People often like to talk about the people they grieve.)
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

Suicide

A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

The following DOs and DON'Ts will help school staff limit glamorization of suicide:

- Do acknowledge the suicide as a tragic loss of life.
- Do allow students to attend funeral services.
- Do provide support for students profoundly affected by the death.
- Don't organize school assemblies to honor the deceased student.
- Don't dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- Don't pay tribute to a suicidal act by planting trees, hanging engraved plaques or holding other memorial activities.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school-wide, response.

Students Attending a Visitation or Funeral

Keep in mind

- Expect to feel nervous when going to a funeral home or a funeral.
- Go with a friend or ask a parent to accompany you.
- If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about _____'s death." (This may open a conversation.)
- Point out something special to you about the deceased.
- If the visitation or funeral is open casket, view the body if you want; you do not have to.

Later Involvement

- After the funeral, you may choose to continue to visit the parents; they may continue to want to see the friends of their deceased child.
- Continue to talk about their deceased child from time-to-time.

When Students Visit Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests, as well as the student's own comfort level.

First Steps

- In the vast majority of cases, the parents find it comforting to see friends of their deceased child.
- If you were a close friend of the deceased and you know the parents, then go visit them at their home.
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- Other friends might wait until the visitation or funeral.
- Send the parents a note or card.

Communication

- When you visit, do not worry about what to say; your presence is all that is needed. If you wish to take a flower or anything meaningful, that's all right too.
- Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
- Just sitting with the parents will most likely fill the silence.
- Listen, no matter what the topic.
- If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so).
- You might ask what you can do for them; ask other relatives what you might do to help.
- Do not try to take away the grieving parent's pain.
- Talk about the deceased person. (Grieving people often like telling stories about the deceased, for example, "Do you remember the time....")

- Offer suggestions only when advice is asked.
- Do not tell the parents to feel better since there are other children and loved ones still alive.

Caring for the Caregiver

First Reactions May Include

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring.
- Physical and mental reactions may be very slow or confused.
- Difficulty in decision-making; uncertainty about things; difficulty choosing a course of action or to making even small judgment calls.

Ongoing Reactions May Include

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities.
- Desire to get away from everyone, even family/friends.
- Emotional liability; becoming irritable or upset more quickly than usual.
- Feelings of fatigue, hopelessness, helplessness.
- Digestive problems; headaches, or backaches.
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community.

Things That Can Be Helpful

- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful.
- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change.
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax.
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects.
- Tap sources of assistance with your workload; have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks.
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help.

School-Based Emergency Recovery Operations

In the immediate aftermath of a critical incident, SERT and School Crisis Teams should be prepared to work together to create a structure for short-term recovery operations. Because there will be overlap between these two teams, those members moving from SERT to SCT (e.g., principal, school nurse) must accurately communicate the nature and scope of the critical incident during the transition. The SCT uses information about the event to implement an appropriate short-term response.

Each SCT is comprised of, if available: the principal, assistant principal(s), school counselor(s), health assistant and/or nurse, school psychologist, and social worker. The principal or designee should be identified as the SCT chairperson. SCTs provide prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event. They are also responsible for deciding if additional support is needed from the Central Crisis Team (CCT).

The SCT, in consultation with the SERT, will create an effective short-term response plan that addresses the following issues:

- Parent Reunification Centers;
- Identification of the primary, secondary, and tertiary levels of people impacted by the event;
- Appropriate counseling services for all who need assistance;
- Enlisting, if necessary, the CCT;
- Effective communication regarding available counseling services;
- Maintenance of appropriate staffing levels;
- Parent Relations (Including families of possible victims and perpetrators);
- Media relations;
- In case of death, providing funeral/visitation information to the entire school community;
- Convening all staff to promote expression of feelings and reactions;
- Restoring a learning environment;
- Maintaining basic educational goals; and
- Building/facility repairs.

School Emergency Response Teams (SERT)

The School Emergency Response Team (SERT) has responsibilities that *extend past the mitigation of a critical incident and extend into recovery operations*. They must be prepared to coordinate with School Crisis and Recovery Teams in order to transition from mitigation to short-term and long-term recovery. Some members of the SERT also may have roles to fulfill on the Crisis Team or Recovery Team. Their ability to communicate the details of the critical incident to all of those affected by recovery operations is essential.

School Crisis Teams

Each school will develop a School Crisis Team (SCT) which will include but is not limited to the principal, school nurse or other medically trained personnel, counselors/social workers, and faculty to deal with the immediate impact of a traumatic loss or event. The SCT provides prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event. The SCT is also responsible for determining if additional support is needed from the Central Crisis Team (CCT), if applicable to the Local Education Agency (LEA). The CCT is comprised of social workers and psychologists from the Department of Mental Health (DMH) and in some cases the LEAs themselves.

Suggested Roles and Responsibilities

The information below describes the roles and responsibilities of an SCT and includes the activation of the CCT if warranted. In LEAs that consist of one school, the SCT will serve a dual role as the SCT and the CCT. All LEAs can request assistance from DMH as appropriate.

Principal/Designee Only

- Identify all school-based team members responsible for coordinating the school's crisis response and post names around the school.
- Verify facts of the crisis incident.
- Assess impact of crisis on the school community that may affect students, staff, parents, and local community members.
- The Principal/Designee contacts the following offices (as applicable) to inform of crisis event and give assessment information:
 - DCPS Office of the Chancellor, DC Public Charter School Board, or LEA Administrative Office;
 - Security; and
 - Supervisor of Social Workers/Central Crisis Team Coordinator or DC DMH 24-hour Access Helpline, 1-888-793-4357.
- Authorize intervention efforts.
- Consult with school security to assure the safety of the students, staff, and community.
- Notify appropriate central office personnel and other affected schools of crisis incident.
- Notify school-based administrators and school-based student services personnel of crisis incident.
- Initiate phone tree for school-based personnel.
- Be highly visible, show presence, support, and control of crisis.
- Facilitate before-school faculty information meeting.
- Keep all teachers, students, and other school-based personnel updated on facts, events, circumstances, funeral arrangements, etc.
- Inform parents of facts, events, circumstances, funeral arrangements, etc.
- Provide direction about rescheduling activities.

- Reschedule activities, appointments, and meetings not of an emergency nature.
- Consult with public information officer regarding release of information to media and public.
- Meet to assess the degree of impact and extent of support needed.
- Assemble the SCT, and, if necessary, the CCT.
- Establish preplanning meeting time for crisis team members as appropriate.
- Develop statement to share with teachers and other school-based personnel.
- Develop statement to share with students.
- Identify at-risk staff.
- Provide followup as needed for staff and students and monitor behavior.

Central Crisis Team Leader, If Applicable

- Assist in planning, coordinating, and provisioning for school-based crisis response.
- Complete all paperwork in timely fashion.
- Send paperwork to Social Work Program Manager and Program Director of School-Based Mental Health of DMH.

Central Crisis Team, If Applicable

- Be available during school hours to school-based and central office-based administrators and student services personnel for consultation in the event of a school crisis.
- Share responsibility outside of school hours for consulting with school-based and central office-based administrators and student services personnel in the event of a school crisis.
- Assist in the coordination, planning, and provision of school crisis responses.

School-Based Counselor and/or School Social Worker

- Support intervention efforts.
- Reschedule activities, appointments, and meetings not of an emergency nature.
- Provide individual and group counseling.
- Maintain a list of students seen by support staff. Make followup calls to families of students in distress and make recommendations for the family to provide support and/or followup.
- Monitor and provide followup services to affected students.
- Be available to staff and provide support, as needed.

Faculty

- Provide accurate, factual information to students.
- Identify students who need support and refer them to school-based support personnel.
- Facilitate classroom discussions that focus on helping students cope with the crisis; if appropriate, provide activities such as artwork or writing to help students cope.
- Dispel rumors.
- Answer questions without providing unnecessary details.
- Model an appropriate grief response and give permission for a range of emotions.
- Structure classroom activities, postpone and reschedule tests, quizzes, and assignments, as appropriate.

Nurse/Physical Education Leader, in Absence of Nurse

- Administer first aid.
- Request that paramedics and an ambulance be called, as necessary.
- Appoint one person to meet paramedics at a designated spot and give directions to location of the injured.
- Arrange for one person to travel with students to the hospital, as appropriate.
- Call for additional school nursing assistance, as needed
- Ask for coverage by a principal's designee if the nurse is needed elsewhere.
- Refer distressed students and faculty to school-based support personnel.

Secretary/Designated Communicator

- Provide accurate, factual information via written statements to inquiring parents and community members.
- Supervise visitor sign-in procedures.
- Direct central office and CCT members to appropriate locations.
- Refer distressed students and faculty to school-based support personnel.
- Provide secretarial support such as copying services to school-based and CCT members, as needed.

Note: See Section 7, Appendices, of this Guide for the complete DCPS *Crisis Response Handbook*. All forms contained in the Handbook can be modified and used by individual LEAs.

Parent Reunification

In the aftermath of a school crisis, an effective Parent Re-unification plan will help parents and families of school personnel locate missing loved ones. Each School Emergency Response Plan shall include potential locations suitable for establishing a Parent Reunification Area. Activities in this facility/area will include parental and family reunification, and transfer of students and personnel to medical facilities. In order to prevent confusion in the aftermath of a crisis, all stakeholders should be made aware of the Parent Reunification site(s). While an outdoor staging area is acceptable, schools should also identify an alternate indoor site in case of inclement weather or other situations which make outdoor reunification impossible. To provide the services necessary for incident recovery, LEAs will utilize physical and virtual options. Execution of this plan involves the participation of various stakeholders, including crisis intervention, mental health, and social services; law enforcement; health and medical personnel.

Reunification Planning

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

Background

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

Objectives

- Provide a mechanism for locating students and personnel immediately following an emergency;
- Provide a system for tracking the disposition of students and personnel (use the Occupant Accounting Worksheet on in Section 3, Unit 1);
- Provide a comprehensive approach to deliver crisis intervention, mental health, and social services;
- Provide a system for disseminating essential information to students and personnel regarding the incident and/or available services; and
- Establish a Parent Reunification Area; include school-specific procedures in the appropriate section the School Emergency Response Plan (Section 3).

Services To Consider

The Parental Reunification Plan should provide a full range of human services depending upon the nature of the emergency or incident. The plan provides

services and/or referrals for students, parents, employees, and their families.

Services may include:

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

Human Services

- ***Behavioral health care services***—Provide disaster mental health and substance abuse services designed to prevent or ameliorate significant long-term psychological or emotional consequences (resulting from a significant incident), assess future needs, and provide referrals for long-term care. Specific services include but are not limited to:
 - Crisis intervention counseling;
 - Grief counseling;
 - Mental health assessment and referral; and
 - Case management.
- ***Information/referral services***—Direct students, personnel, and families to an external source for assistance or information beyond the scope of the Parent Reunification plan. Referrals include but are not limited to:
 - Spiritual care (long-term);
 - Behavioral healthcare (emergency, intermediate, or long-term);
 - Identification services (permanent, student, and faculty credentials);
 - Social services (funeral homes, funeral/burial assistance programs, victim assistance programs, etc.); and
 - Transportation (replacement of student travel media, including cards and tokens).
- ***Medical/healthcare services***—Administer basic first-aid care or treatment to the injured while awaiting medical transport to a medical facility, including:
 - Basic first aid services;
 - Health screenings (blood pressure and glucose checks);
 - Process fatality information, including the collection of ante-mortem data from family interviews and agencies (i.e., fire and emergency medical services, Department of the Medical Examiner).
- ***Reunification and disposition services***—Provide service to assist individuals in attempting to track, locate, and reunify students and personnel with their families in the aftermath of an emergency. Services include but are not limited to:

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

Technical Services

- ***Communications services***—Provide communication assistance enabling students, employees, and their families to connect with family members and services, as necessary:
 - Telephone access: telephone and facsimile services;
 - Internet access: access online services;
 - Translation services and sign language interpreter services: language access line;
 - Special needs services: TTY/TTD or other needs communication devices; and
 - Provide publications, audio, and/or Braille in various languages.
- ***Temporary childcare services***—Provide temporary childcare services and/or recreation for children, including those with special needs, in a safe/secure environment while students, employees and their families receive services, including as necessary:
 - Child day-care rooms;
 - Licensed day-care providers; and
 - Therapeutic and routine recreation.
- ***Information Management Services***—Collect and communicate incident-related information to students, employees and their families receiving services
 - Coordination of onsite briefings;
 - Dissemination and/or access to web-based information; and
 - Media management.

- ***Safety and security services***—Provide a safe and secure environment for all participants, including:
 - Protection from criminal offenses/offenders;
 - Protection from domestic violence/abuse;
 - Protection from child/adult abuse/exploitation;
 - Protection of all facilities, the perimeter and equipment used for recovery/reunification operations; and
 - Protection from unauthorized media access, including:
 - Provide planned, controlled media access; and
 - Provide protection from abusive, inappropriate, or undesired media exposure.

- ***Transportation services***—Provide appropriate public or private ground services for students, personnel, and service providers as warranted:
 - Onsite transportation coordination for students, employees, and service providers;
 - Transportation tokens, vouchers, or other free-service mechanisms; and
 - Coordination of shuttles to designated sites, utilized to support emergency or incident operations.

Information To Share With Parents

Helping Your Child After a Disaster

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

- Excessive fear of darkness, separation, or being alone;
- Clinging to parents, fear of strangers;
- Worry;
- Increase in immature behaviors;
- Not wanting to go to school;
- Changes in eating/sleeping behaviors;
- Increase in either aggressive behavior or shyness;
- Bedwetting or thumb sucking;
- Persistent nightmares; and
- Headaches or other physical complaints.

Activities That Will Help Your Child

- Talk with your child about his/her feelings about the disaster; share your feelings, too.
- Talk about what happened; give your child information he/she can understand.
- Reassure your child that you are safe and together; you may need to repeat this reassurance often.
- Hold and comfort your child often.
- Spend extra time with your child at bedtime.
- Allow your child to mourn or grieve over lost belongings (e.g., a toy, a lost blanket).
- If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her.

Ongoing Recovery

Please reread this sheet from time-to-time in the coming months. Usually, a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Professionals skilled in talking with people experiencing disaster-related problems typically staff your community mental health center.

General Strategies for Followup to Emergencies or Critical Incidents

The following information may be useful in the days and weeks following an emergency. Longer-term follow-up procedures are also listed.

The Day After: Workday Two of Emergency Management

- Convene School Emergency Response Team and faculty/staff members to update them on any additional information/procedures.
- In case of death, provide funeral/visitation information.
- Identify students and staff in need of followup support and assign staff members to monitor vulnerable students:
 - Coordinate counseling opportunities for students.
 - Announce ongoing support for students with place, time, and staff facilitator.
 - Provide parents with a list of community resources available to students and their families.
- Contact Executive Support Team to assist with debriefing.
 - Assess system-wide support needs, and develop planned intervention strategies.
 - Schedule and provide student, family and staff CISM services.
 - Discuss successes and problems.
 - Discuss things to do differently next time.
- Allow staff the opportunity to discuss feelings and reactions and provide a list of suggested readings to teachers, parents and students.

Long-Term Followup and Evaluation

- Amend Emergency Management Protocols, if needed.
- Write thank-you notes to people who provided support during the emergency.

Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

Memorials

When deaths occur, people will often want to find ways to memorialize students or staff members. When considering memorials for those who died, each LEA should maintain consistent standards for how long the memorial remains in place and who memorials are appropriate for. LEAs should also consider the potential hazards associated with memorials subject to decay, such as flowers, potted plants, stuffed animals, etc. Often, there are painful debates about standards for establishing memorials—consultation with mental health experts is encouraged. By establishing consistent policies, LEAs can avoid accusations of favoritism or prejudice.

Memorials on School Property

Memorials that are erected off of school grounds fall under the jurisdiction of the city agencies (MPD, DDOT etc.) and are outside of LEA control. LEAs are encouraged to work with the city agencies to manage offsite memorials, particularly if they are visible from the school or occupy an area that is used by students, parents, and staff during movement to and from school (i.e., bus stops, Metro stops, sidewalks, roads, etc.). LEAs should make an effort to be aware of all memorials that impact the school population.

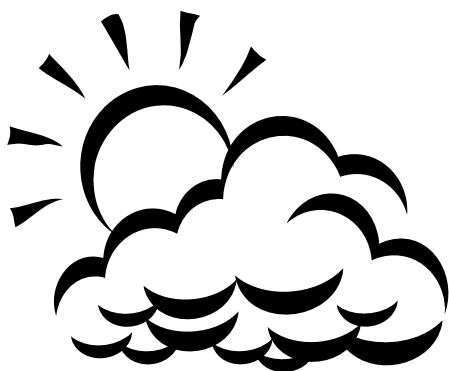
While often promoting positive remembrance, memorials can also cause friction in a school environment. Schools and LEAs should take into account any hostility between members of the school population, such as gang/crew activity, when deciding if a memorial is appropriate.

If a memorial will inflame tensions or incite more violence they should not be erected. Each school/LEA should assess the memorials appropriateness and act accordingly.

Memorial Suggestions and Examples

- In general, memorials should focus on the life lived, rather than on the method of death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as, “We’ll miss you.”
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.
- A school that planted a tree for a student who died, realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as *The Graveyard* by students.
- Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.
- There are many wonderful ways to support students’ and loved ones’ need to remember. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.

- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people are assisting the grieving friends.
- Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.



Unit 2

Recovery Protocols

Introduction

The administrative staff and School Emergency Response Team should be prepared to address immediate short-term needs, as well as long-term recovery efforts. The Protocols in this Unit are procedures to be implemented during the Recovery phase of an emergency response or when a crisis is identified.

These Protocols are based on planning that has already occurred and the utilization of your School Emergency Response Plan to assist in the recovery of the building, community, and/or occupants.

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Central Crisis Team

| Depending on Assistance Needed, Call: | |
|--|--------------|
| DC Department of Mental Health Crisis Coordinator | 202-295-7037 |
| DC Department of Mental Health 24-Hour Access Helpline | 888-793-4357 |
| LEA Contact | |
| CCT Coordinator (<i>DCPS Only</i>) | |
| Security | |
| Other | |

Situation Description

A crisis is defined as a death or other traumatic event involving a student or staff member due to an accident, community violence, suicide, homicide, illness, natural disaster, or terrorism that interrupts the normal day-to-day functioning of the school. The Central Crisis Team (CCT) is comprised of social workers and psychologists from schools and DMH who have advanced training and expertise in crisis management.

Each school has a School Crisis Team (SCT) comprised of the principal, assistant principal(s), school counselor(s), health assistant and/or nurse, school psychologist, and social worker, as applicable. One of these team members should be identified as the SCT chairperson. School-based teams provide prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event. This team is also responsible for deciding if additional support is needed from the CCT.

- The SCT should take into consideration the extent of the impact on the school:
- Is a school wide intervention needed?
- Does the school have enough trained staff to provide an appropriate intervention?

How impacted are the members of the SCT, will they be able to effectively intervene with grieving/traumatized students and staff.

Typically, there are three levels of crisis. Level 1 crisis is usually handled by the SCT. An example of this level of crisis is when a former student dies or a teacher dies after a long illness. A Level 2 crisis is when a current teacher or student dies suddenly. In a Level 2 crisis the CCT team can be called to help with the crisis response. A Level 3 crisis is when a major disaster occurs or when an incident involves more than one school. CCT is called to assist in a Level 3 crisis.

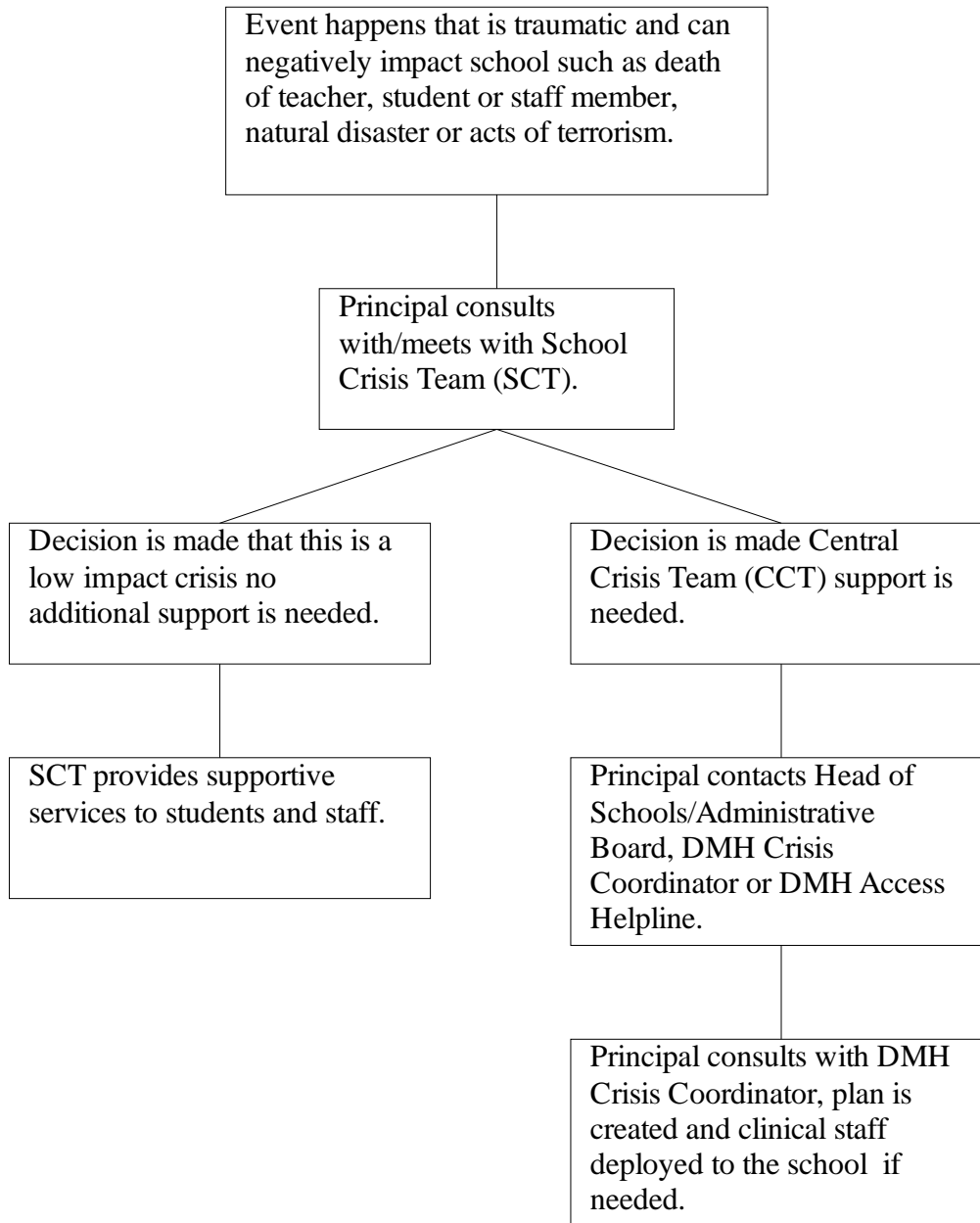
The principal makes the decision to contact the CCT in consultation with the coordinator of the SCT and the Supervisor of Social Workers. If it is determined that additional support is necessary, the Supervisor of Social Workers (DCPS) or for Charter Schools the DMH Crisis Coordinator contacts the appropriate team members. The role of the CCT is to provide consultation, support to the SCT and intervention to the school.

Note: The DCPS School Crisis Response Handbook included in Section 7, Appendices, of this Guide assists school staff and administration in managing school crises in a universal, consistent, and appropriate manner. The Handbook includes suggested procedures and resources to guide the SCT. All responses to crisis situations promote the school system's goal of a safe and orderly learning environment by reducing the impact of grief and loss that interferes with the normal school functioning and the learning process.

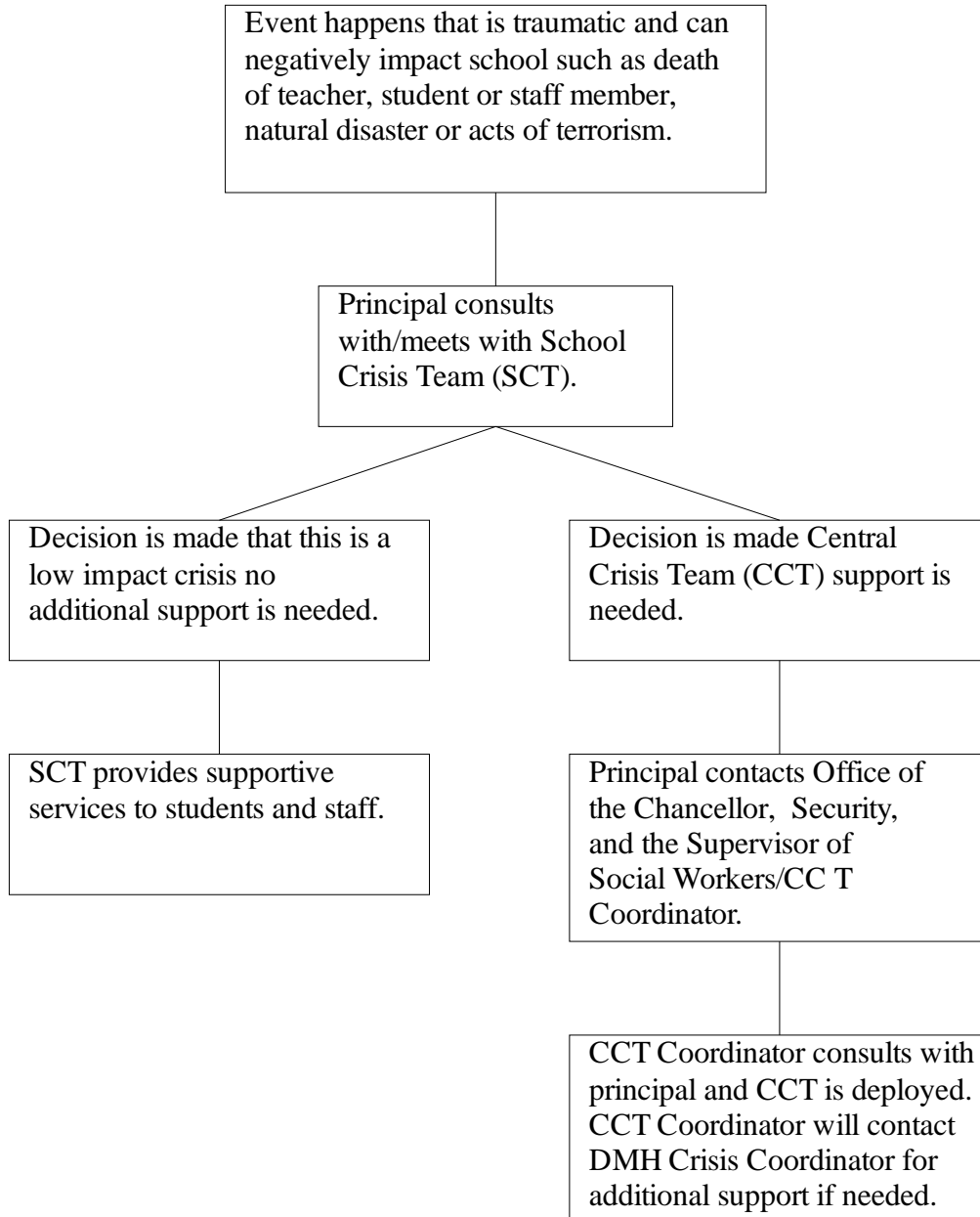
Procedures

- The school principal will identify all school-based team members who will be responsible for coordinating the school's crisis response and post names around the school. The principal will either serve as chair of this SCT or designate a team member to serve as the chairperson.
- The principal/designee along with the SCT will assess impact of crisis on the school community that may affect students, staff, parents, and local community members.
- The principal/designee contacts the following to inform of crisis event and give assessment information:
 - LEA Administrative Offices, or Office of the Chancellor (DCPS);
 - Security; and
 - Schools should contact the DMH Crisis Coordinator at 202-295-7037 or DC DMH 24-hour Access Helpline, 1-888-793-4357. DCPS Schools should contact their Supervisor of Social Workers/CCT Coordinator.
- The Supervisor of Social Workers/CCT Coordinator will assess the Crisis Response Level of Need and deploy CCT members to the school.
- The Supervisor of Social Workers/CCT Coordinator will also assign one CCT member as Team Leader.
- Input from the principal/designee will be relayed to CCT members who will coordinate onsite interventions with SCT members.
- Principal, SCT, and CCT members will provide up-to-date information to staff regarding the crisis, the plan of action, and any other relevant information.
- Intervention will be provided to staff and students according to the plan of action.
- Appropriate correspondence will be sent to parents and community.
- Followup services for students will be planned and scheduled.
- Crisis team is debriefed.
- Documentation of incident will be completed.

DMH Central Crisis Team Deployment



DCPS Central Crisis Team Deployment



Large Scale Physical Facilities Recovery

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--|
| LEA Contact | |
| EST Manager | |
| Maintenance | |
| Security | |
| Other | |

Large Scale Physical Facilities Recovery is the process of implementing the policies, procedures, and actions to resume normal operation after the building/structure sustains significant damages or a lengthy school closure/relocation.

Refer to your LEA-specific COOP Plan in Section 2 of this Guide.

Criteria

This plan goes into effect based on the following criteria.

- EST has completed the short-term emergency intervention.
- The initial estimate of gross loss exceeds \$250,000.
- Crisis intervention and Parent Reunification are necessary.
- Loss results in school closure for more than three days.
- Construction work required to accommodate relocation of students.
- Upon special request by the Mayor, the EST Leader, or his/her designee.

Components

- EST Manager initiates recovery efforts and convenes the Recovery Team.
- EST Leader designates the Recovery Coordinator.
- Recovery Coordinator reports to EST Manager on progress of recovery efforts.
- EST Manager reconvenes the EST for re-occupancy and return to normal operation-based schedule developed by Recovery Coordinator.

Members of the Physical Facilities Recovery Team

- Recovery Coordinator;
- (EST Leader designates Recovery Coordinator)
- Auxiliary Services:
 - Transportation representative; and

- Distribution Services representative.
- Fiscal Services:
 - Purchasing representative; and
 - Accounting representative.
- Facilities:
 - Construction representative;
 - Maintenance representative; and
 - Safety representative.
- Security:
 - Legal Counsel (as needed).
- Information Technology Representative;
- Building Administrator; and
- Team Recorder.

Scope of Work

- Review of loss and restoration of operations.
- Evaluation of decisions to repair or replace damaged areas or sites if replacement is chosen; determination whether substitutions will occur on the same or another site.
- Evaluation/estimation of time needed for repair/replacement;
- Review of salvage issues.
- Review of bidding/procurement procedures.
- Subrogation potential and preservation of evidence;
- Resolution of worker's compensation and occupational safety issues;
- Inventory of facility property and assets. Pre-event, the facility manager should maintain an inventory of photographs, floor plans, improvements, maintenance, and repairs due to previous damages for each facility.
- Identification of additional personnel/services, including the need for temporary contractual hires.
- Identification of alternate facilities and procurement of temporary structures in the event permanent structures sustain damage.

The Recovery Team will work concurrently with the EST to meet ongoing emergency recovery demands.

Restoration of Normal Operations and Re-Occupancy

The Recovery Coordinator works with the EST Manager to designate a timeframe to restore normal operations and re-occupancy. They will collaborate with officials from FEMS, DCRA, DOH, DDOE, and other permitting agencies on the status of structural integrity for re-occupancy. The EST Manager convenes the EST to manage transition of students and staff to original or permanent new location.

Youth in Psychiatric Crisis at Home

| Depending on Assistance Needed, Call: | |
|--|--------------|
| Children and Adolescent Mobile Crisis Services (ChAMPS) | 202-481-1450 |
| DC Department of Mental Health 24-Hour Access Helpline (AHL) | 888-793-4357 |
| LEA Contact | |
| CCT Coordinator | |
| Other | |

Situation Description

The purpose of this children crisis protocol is to establish the procedures for collaboration between Children and Adolescent Mobile Psychiatric Services (ChAMPS), District of Columbia Public Schools (DCPS), DC Public Charter Schools and to clarify the roles and responsibilities of all entities.

This protocol is intended to create and foster a proactive approach to potential crises. It prepares school in a coordinated way to manage all possible impact of destabilizing occurrences. What makes this protocol especially valuable is that it can be applied and adapted to the particular culture and organizational structure of on any school in the District of Columbia.

This protocol includes procedures and resources which serve as a guide to schools as they address multiple crisis situations.

Procedures

The referral source or person first made aware of the crisis shall:

- Call ChAMPS at (202) 481-1450 or DMH Access Helpline at (888)793-4357

AHL or ChAMPS deploy a crisis team which shall:

- Respond to the scene of the crisis within 1 hour
- Provide on scene Assessment
- Provide crisis intervention, de-escalate, and develop crisis/safety plan
- Crisis resolved and crisis/safety plan communicated with all involved parties

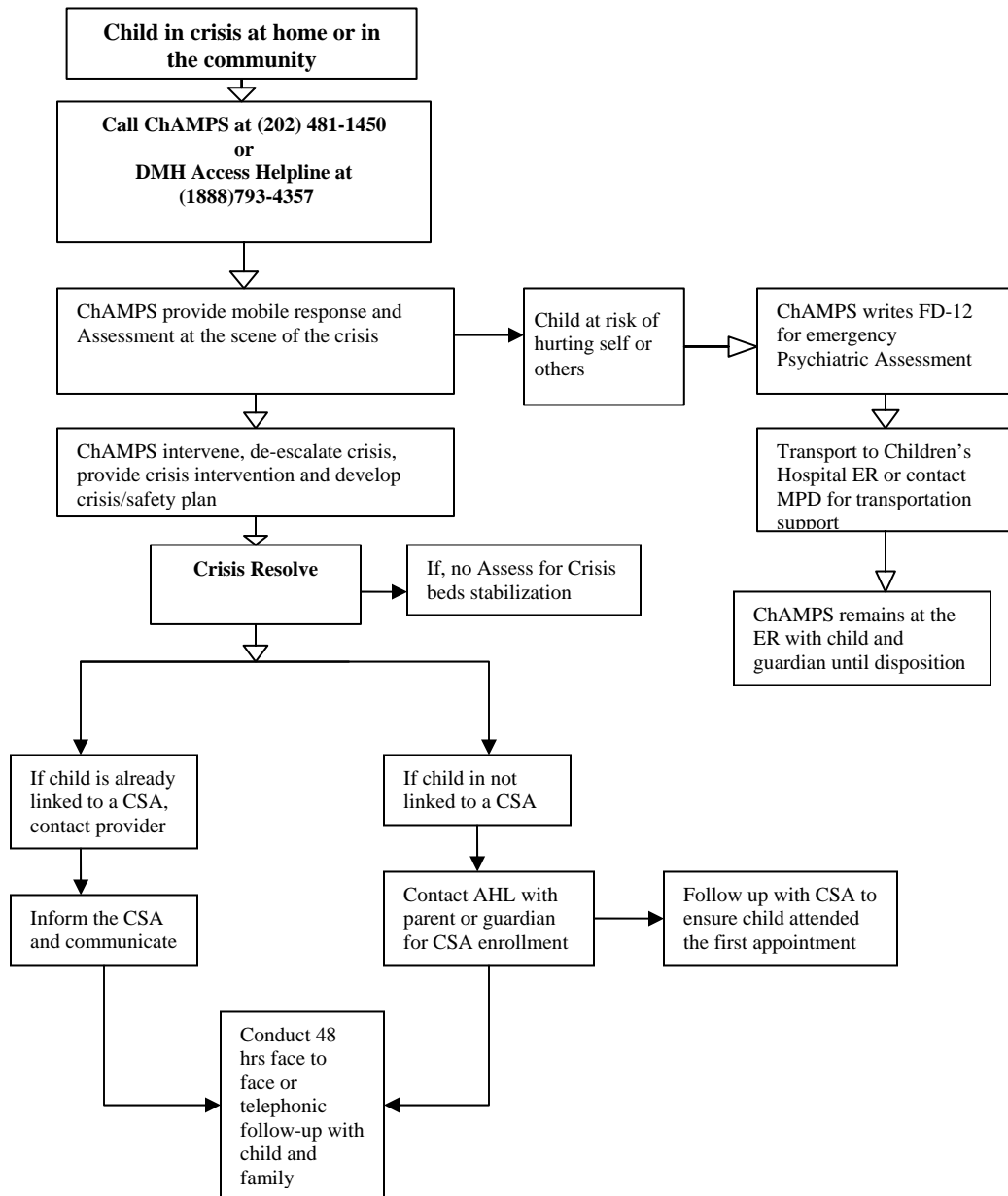
If a child is deemed at-risk to harm self or others ChAMPS shall:

- Write a FD-12 for emergency psychiatric evaluation (as deemed necessary)
- Accompany child/parent to Children National Medical Center (CNMC) for evaluation

- Contact MPD for transportation support
- 48 hour Follow up with parent, school and all involved parties
- Notify the existing DMH Core Service Agency or other mental provider

If the crisis is not resolved ChAMPS shall:

- ChAMPS assess the child for crisis/respice bed stabilization
- Facilitate CSA enrollment with parent/guardian for unlinked child
- Follow up with parent one day before the mental health follow up appointment
- Inform existing CSA/mental health provider of the crisis intervention/plan
- Conduct 48 hours face to face or telephonic follow up with child and family



Youth in Psychiatric Crisis at School

| Depending on Assistance Needed, Call: | |
|--|--------------|
| Children and Adolescent Mobile Crisis Services (ChAMPS) | 202-481-1450 |
| DC Department of Mental Health 24-Hour Access Helpline (AHL) | 888-793-4357 |
| LEA Contact | |
| CCT Coordinator | |
| Other | |

Situation Description

The purpose of this children crisis protocol is to establish the procedures for collaboration between Children and Adolescent Mobile Psychiatric Services (ChAMPS), District of Columbia Public Schools (DCPS), DC Public Charter Schools and to clarify the roles and responsibilities of all entities.

This protocol is intended to create and foster a proactive approach to potential crises. It prepares school in a coordinated way to manage all possible impact of destabilizing occurrences. What makes this protocol especially valuable is that it can be applied and adapted to the particular culture and organizational structure of on any school in the District of Columbia.

This protocol includes procedures and resources which serve as a guide to schools as they address multiple crisis situations.

Procedures

The referral source or person first made aware of the crisis shall:

- Notify the Mental Health Professional in the school (i.e. school Social worker, DMH SMHP clinician, School counselor etc.)
- The referral source shall notify the School Principal, School Security or MPD School Security Division
- MPD School Security Division make a report and School security document the crisis
- Principal or designee notify the child's parent

The Mental Health Staff in the school shall:

- Conducts an Assessment
- De-escalate the crisis and provide crisis intervention/treatment and develop crisis plan
- If the crisis is resolved, the child shall return to class

- The crisis plan is communicated with the teacher, school office and other involved parties.

If the crisis requires further support not within the school's mental professional's scope or remains unresolved:

The mental health professional shall:

- Call ChAMPS at (202) 481-1450 or DMH Access Helpline at (888)793-4357

If there are no Mental Health professionals in the School:

- Notify the Principal and School Security or MPD School Security Division
- The Principal shall notify the child's parent
- Call ChAMPS at (202) 481-1450 or DMH Access Helpline at (888)793-4357

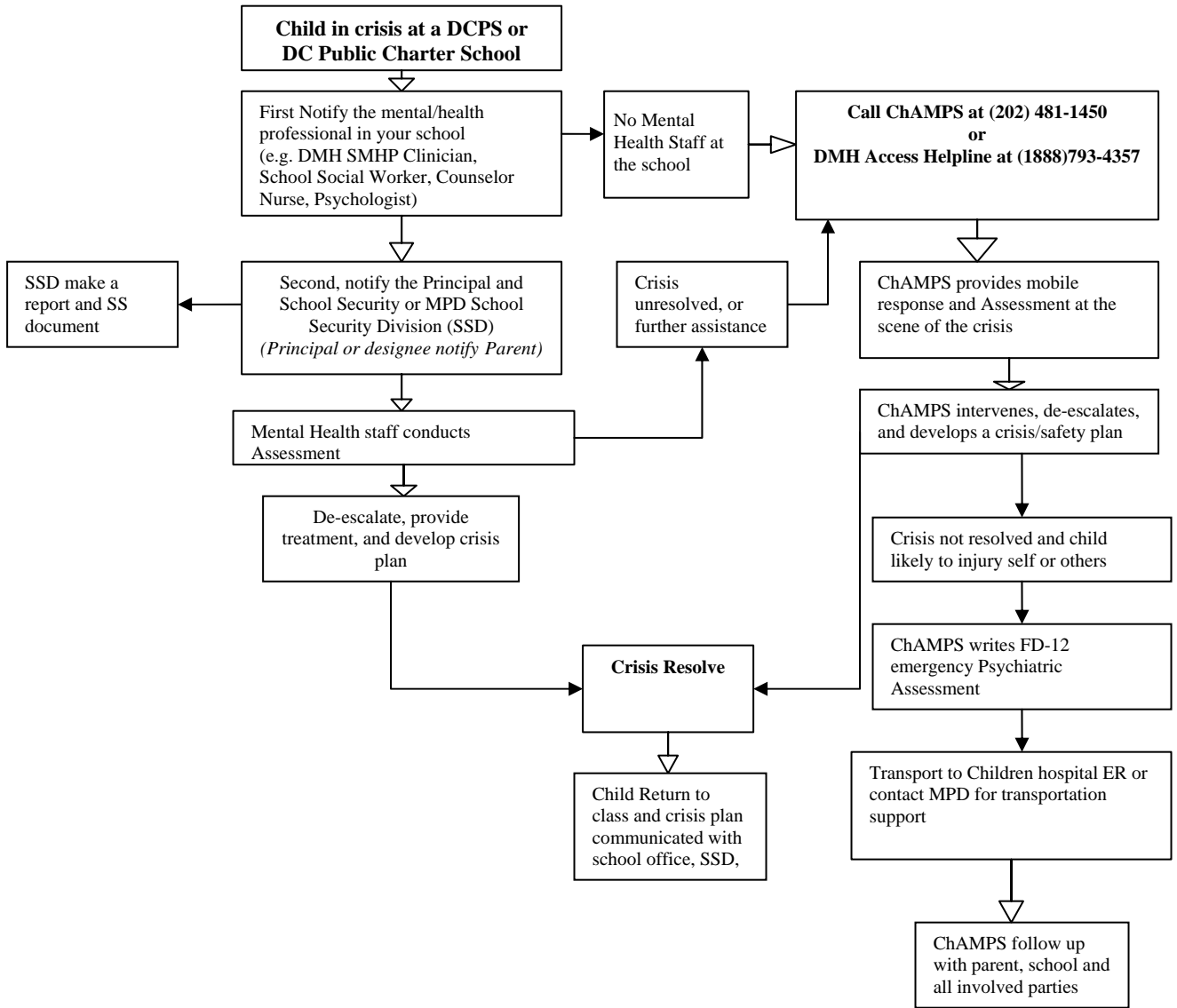
When ChAMPS responds to a crisis, ChAMPS shall:

- Respond to the scene of the crisis within 1 hour
- Provide on scene Assessment
- Provide crisis intervention, de-escalate, and develop crisis/safety plan
- Resolve crisis and crisis/safety plan communicated with all involved parties

If a child is deemed at-risk to harm self or others ChAMPS shall:

- Write a FD-12 for emergency psychiatric evaluation (as deemed necessary)
- Accompany child/parent to Children National Medical Center (CNMC) for evaluation
- Contact MPD for transportation support
- 48 hour Follow up with parent, school and all involved parties
- Notify the existing DMH Core Service Agency or other mental provider

Emergency Response Plan and Management Guide



Section 6

Prevention Protocols

"Act well at the moment, and you will have performed a good action for all eternity."

(John Casper Lavater)





Prevention Protocols

Introduction

Section 6 of the *School Emergency Response Plan and Management Guide* includes Protocols on safety, health, and security-type issues and encompasses many Federal and District laws, regulations, and policies.

A safe and healthy environment is essential for District of Columbia schools to promote student achievement within a productive learning and work environment. All employees are required to comply with all applicable District and Federal health and safety laws and to follow procedures, rules, and guidelines established by each Local Education Agency (LEA) concerning safe and health school environments.

This Section contains Protocols developed and implemented by District of Columbia Public Schools and can be used as a guideline for other District LEAs. Each LEA should review and edit each Protocol to conform to their procedures and contact information.

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PREVENTION PROTOCOL

Asbestos Management*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| OPEFM Regulatory Environmental Compliance | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

In order to protect children from hazards associated with asbestos-containing building materials, the United States Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos hazards in elementary and secondary schools. These regulations require schools to conduct inspections for asbestos, develop written plans for addressing any potential asbestos hazards discovered, and implement any needed remedial response actions in a timely manner. Our program for fulfilling these responsibilities is outlined in your building’s Asbestos Management Plan (AMP). AMP contains information on inspections, reinspections, response actions, and post-response action activities that are planned or are in progress.

- Consult the AMP before all maintenance and/or construction activities.
- Outside contractors, as well as school personnel, must review the AMP before conducting any activity that may disturb an asbestos-containing building material.
- Never assume; check the AMP.
- If asbestos-containing materials are involved, or if you are unable to determine from the plan whether or not a building material contains asbestos, contact the OPEFM, Regulatory Environmental Compliance Office at 202-576-8962 for assistance.

Each school must maintain a copy of the AMP in the main office of each building, and an identical AMP must be maintained at the OPEFM Regulatory Environmental Compliance Office. The AMP will be consistently updated as new information and records become available. The AMP must be available for inspection by parents, employees, outside vendors, and other interested parties upon request.

Procedures

Each facility must annually notify parents, legal guardians, and employees of the availability of their building’s AMP.

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- OPEFM Safety, Regulatory and Environmental Compliance sends Annual Notification Letters to each school annually and home to parents and guardians each school year.
- Post the notification letter at the location customarily used for posting of notices to employees. This letter must remain posted throughout the year.
- Maintain a copy of your Annual Notification Letter in your AMP.
- Six-Month Surveillance Reports
 - Building Services Managers are required to carry out a visual inspection of all asbestos-containing materials listed in the AMP every six months. The Regulatory Environmental Compliance Office will send every school a reminder letter and the proper form required.
 - Maintain a copy of this completed inspection form with your AMP and send a copy to the Regulatory Environmental Compliance.
- New Occupancies
 - Before students or employees can occupy any new building or portion of a building, it must be inspected for asbestos-containing materials. Contact the Regulatory Environmental Compliance so this inspection can be conducted prior to occupancy.

All questions or concerns regarding asbestos should be directed to the OPEFM Regulatory Environmental Compliance Office.

PREVENTION PROTOCOL

Bloodborne Pathogens*

| Depending on Assistance Needed, Call: | |
|---|----------------|
| OPEFM Regulatory Environmental Compliance | 202-576-8962 |
| Office of School Health Policy | (202) 442-5042 |
| LEA Contact | |
| Other | |

Situation Description

Bloodborne pathogens are pathogenic micro-organisms in human blood that can cause disease. They include the Hepatitis B virus (HBV), which attacks the liver, and the human immunodeficiency virus (HIV), which causes AIDS (Acquired Immunodeficiency Syndrome).

Occupational transmission of HIV is relatively rare, but the lethal nature of HIV requires that every possible measure be taken to prevent exposure. This Protocol recommends guidelines to limit occupational exposure to blood and other potentially infectious materials because any exposure could result in transmission of a bloodborne pathogen that could lead to a serious disease or death.

Procedures

The primary routes of HBV and HIV infection are through inoculation, injection, and sexual intercourse. Potentially infectious materials include any human body fluid that is visibly contaminated with blood, and all body fluids, which are difficult or impossible to differentiate.

The Exposure Control Plan includes a combination of engineering and work practice controls, as well as personal protective equipment and will identify and list the jobs, tasks, and procedures in which occupational exposure may occur while at work. (See Section 6–Appendices, Exposure Control Plan, for details.)

Job classifications in which school employees have potential occupational exposure to blood, body fluids, or potentially infectious materials are:

- Nurses, medical professionals/paraprofessionals, health assistants, physical/occupational therapists and assistants, health aides;
- Principals/assistant principals—if involved in school discipline;
- Special education and teachers, teacher aides, attendants if dealing with students who cannot control body fluids or cannot control their behaviors;

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- Physical education teachers, athletic coaches/trainers, locker room attendants—if required to handle blood, body fluids, or other potentially infectious material (e.g., general first aid).
- Early childhood teachers, teacher aides (prekindergarten and kindergarten only) if required to handle/clean up body fluids or provide general first aid;
- School security personnel; and
- All designated First Responders at each school or support facility.

Workers must wear gloves and other protective equipment to lower risk of exposure to blood and body fluids. Specific precautions must be taken with dirty linen, trash, and used sharp objects. Any potentially infectious material must be placed only in designated containers that prevent leakage during collection, handling, processing, storage, transport, and shipping. Such containers must be properly closed, sealed, and labeled. Containers for storage, transport, or shipping of any potentially infectious materials must be:

- Appropriately labeled or color-coded; and
- Closed prior to being stored, transported, or shipped.

If outside contamination of the primary container occurs, it must be placed within a second regulation leak-proof container, appropriately labeled, and properly closed. Materials that require precautions include:

- Human blood and any products that include human blood or parts made from human blood;
- Semen, vaginal secretions;
- Cerebrospinal, synovial, pleural, pericardial, peritoneal, or amniotic fluids;
- Saliva in dental procedures;
- Any body fluid that is visibly contaminated with blood; and
- Any unidentifiable body fluid.

Cleaning and Disinfecting—Staff trained and equipped to work with potentially infectious materials must immediately contain and clean all spills and contamination.

- All surfaces exposed to blood, body fluids, or other potentially infectious materials must be wiped clean and appropriately disinfected using a 1:10 bleach solution or other EPA-registered disinfectant.
- Cleanup kits must be used to clean items, equipment, and surfaces that are exposed to blood, body fluids, or other potentially infectious materials.
- Surfaces exposed to blood, body fluids, or other potentially infectious materials should be cleaned and disinfected by employees appropriately trained to use cleanup kits and disinfectants.

Housekeeping—

- Worksites must be maintained in a clean and sanitary condition.
- All equipment, environmental areas, and working surfaces must be cleaned and decontaminated by trained staff after contact with blood, body fluids, or other potentially infectious materials. All contaminated surfaces must be decontaminated with an appropriate disinfectant.

PREVENTION PROTOCOL

Child Abuse and Neglect*

| Depending on Assistance Needed, Call: | |
|--|--------------|
| Child and Family Services Agency (CFSA) | 202-671-7233 |
| Office of School Security | 202-576-6962 |
| Metropolitan Police Department (if needed) | 911 |
| LEA Contact | |
| Other | |

Situation Description

DC Codes 4-1321.01 through 4-1321.07 mandate immediate reporting of any suspected child abuse or neglect case. Waiting for proof may involve grave risk to the child. Reporting suspected child abuse and neglect indicates that a child may be abused or neglected, not that parents are necessarily the cause. School personnel should not try to resolve or investigate a suspected case of child abuse or neglect. *School personnel are legally obligated to report the incident.*

Immunity is provided from any civil liability or criminal penalty to all employees and volunteers who, in good faith, participate in making a report, the investigation of child abuse or neglect, or in any judicial proceedings.

Procedures

In conjunction with the above factors, school personnel must report cases of suspected child abuse and neglect following the steps below:

- Call the Child and Family Services Agency (CFSA) hotline at 202-671-7233 and report the information.
- If a crime is in progress, contact MPD at 911.
- Contact the Office of School Security at 202-576-6962.

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PREVENTION PROTOCOL

Computer Crimes

| Depending on Assistance Needed, Call: | |
|---------------------------------------|-----|
| Police | 911 |
| Security | |
| LEA Contact | |
| Other | |

Situation Description

As the Internet’s potential to provide unparalleled benefits to society continues to expand, there is an increasing recognition that the internet can also serve as a powerful new medium for those who wish to commit serious crimes - including extortion, computer hackings, and fraud.

Obtaining electronic evidence and tracing back to the electronic wrongdoer present unique challenges to law enforcement.

K-12 educational communities shall work with law enforcement to support the identification, termination, and prosecution of crimes committed by-students and staff using the technology resources in schools and offices. Critical factors are:

- Preservation of evidence for effective investigation and prosecution;
- Knowledge of the scope of unlawful conduct that violates federal and district laws;
- Knowledge of School policy and rules that set forth acceptable and safe use of technology by students and staff
- Prevention from the risks of unlawful conduct by teaching students ethical uses of technology;
- Prevention from the risks of unlawful conduct by informing staff in the ethical uses of technology.

Procedures

Immediate Response—How to Preserve Potential Computer Crime Evidence for Federal Violations: Perpetrator’s Computer employees

- To ensure the integrity of digital information, transactions, and time footprints, should do the following:
 - Do not attempt to access computer files, documents, and/or programs. If the computer is ON, do not turn it OFF. If the computer is OFF, do not turn it ON.

- Notify immediate supervisor, administrator, and the School Resource Officer (SRO) when applicable. If the SRO is not available, contact 911 for an officer to respond.
- If the computer is on, the SRO or responding officer will first photograph the screen and then unplug the computer’s electrical source from the rear of the computer ONLY. Note the date and time the computer was unplugged.
- Do not move the computer; disconnect any peripherals, wires, or network connections. Isolate and secure the computer in its present location until seized by the investigating officer.

**How To Preserve Potential Computer Crime Evidence for Federal Violation:
Victim/Receiver’s Computer**

To ensure the integrity of digital information, transactions, and time footprints, employees should do the following:

- Make a hardcopy of the evidence including header information.
- Save a digital copy of disk and hard drive.
- Notify immediate supervisor, administrator, and/or School Resource Officer (SRO) where applicable. If the SRO is not available, contact 911 for an officer to respond.
- Office heads/principals will notify appropriate executive director.

How to Report Potential Violations of Policy

- Make a hardcopy of the evidence including header information.
- Save a digital copy of disk and hard drive.
- Notify immediate supervisor administrator.

| Types of Unlawful Conduct | Examples of Potentially Applicable Federal Laws |
|---|--|
| Internet Fraud | 15 U.S.C. §§ 45, 52 (unfair or deceptive acts or practices; false advertisements) 15 U.S.C. § 1644 (credit card fraud) 18 U.S.C. §§ 1028,1029,1030 (fraud in connection with identification documents and information; fraud in connection with access devices; and fraud in connection with computers) 18 U.S.C. § 1341 et seq. (mail, wire, and bank fraud) 18 U.S.C. § 1345 (injunctions against fraud) 18 U.S.C. § 1956, 1957 (money laundering) |
| Online Child Pornography, Child Luring, and Related Activities | 18 U.S.C. § 2251 et seq. (sexual exploitation and other abuse of children) 18 U.S.C. § 2421 et seq. (transportation for illegal sexual activity) |
| Internet Sale of Firearms | 18 U.S.C. § 921 et seq. (firearms) |
| Internet Gambling | 15 U.S.C. § 3001 et seq. (Interstate Horseracing Act) 18 U.S.C. § 1084 (transmission of wagering information) 18 U.S.C. §§ 1301 et seq. (lotteries) 18 U.S.C. § 1952 (interstate and foreign travel or transportation in aid of racketeering enterprises) 18 U.S.C. § 1953 (interstate transportation of wagering paraphernalia) 18 U.S.C. § 1955 (prohibition of illegal gambling businesses) 28 U.S.C. §§ 3701-3704 (professional and amateur sports protection) |

| Types of Unlawful Conduct | Examples of Potentially Applicable Federal Laws |
|--|--|
| Internet Sale of Alcohol | 18 U.S.C. § 1261 et seq. (liquor traffic) 27 U.S.C. §§ 122, 204 (shipments into states for possession or sale in violation of state law) |
| Online Securities Fraud | 15 U.S.C. § 77e, 77j, 77q, 77x, 78i, 78j, 78l, 78o, 78ff (securities fraud) |
| Software Piracy and Intellectual Property Theft | 17 U.S.C. § 506 (criminal copyright infringement) 17 U.S.C. § 1201 et seq. (copyright protection and management systems) 18 U.S.C. § 545 (smuggling goods into the United States) 18 U.S.C. §§ 1341, 1343 (frauds and swindles) 18 U.S.C. § 1831 et seq. (protection of trade secrets) 18 U.S.C. §§ 2318-2320 (trafficking in counterfeit labels for phonorecords, copies of computer programs or computer program documentation or packaging, and copies of motion pictures or other audio visual works) |

PREVENTION PROTOCOL

Corporal Punishment*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| Office of School Security | 202-576-6950 |
| Fire & EMS Department | 202-727-1600 |
| LEA Contact | |
| Other | |

Situation Description

District of Columbia Municipal Regulations, Chapter 24—Corporal Punishment, Section 2403, state:

- 2403.1** For the purpose of this section, *corporal punishment* is defined as the use, or attempted use, of physical force upon, or against, a student, either intentionally or with reckless disregard for the student’s safety, as a punishment, or discipline.
- 2403.2** The use of corporal punishment in any form is strictly prohibited in and during all aspects of the school environment or school activities. No student shall be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.
- 2403.3** No teacher, administrator, student, or other person shall subject a student to corporal punishment or condone the use of corporal punishment by any person under his or her supervision or control.
- 2403.4** Permission to administer corporal punishment shall not be sought or accepted from any parent, guardian, or school official.
- 2403.5** Conduct prohibited by this section includes actual or attempted use of physical force against a student in accordance with 2403.1, provided that the conduct is not prompted by reasonable efforts at self defense or the defense of others; is necessary to maintain or regain order; or is necessary for the safety of the educational environment. Examples of prohibited contact include, but are not limited to, the following:
- Shoving;
 - Striking;
 - Grabbing;
 - Shaking;

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- Hitting;
- Throwing of objects;
- Unreasonable restraint; and
- Directing others to inflict any of the above on a student.

2403.6 The nature and amount of physical contact reasonable necessary for self defense, defense of others, protection of the educational environment, or to regain or maintain order shall be dependent upon the factual circumstances of each case. When reviewing those circumstances, the following shall be considered:

1. If the action was taken in self defense or the defense of others, whether the action taken against the student was (1) proportionate to the student's conduct, and (2) the least intrusive means of controlling the situation.
2. If the action was taken against a student for the protection of the educational environment or to regain or maintain order, whether the action taken against the student was (1) taken as a last resort after all other reasonable means had been exhausted, and (2) the least intrusive means of controlling the situation.

2403.7 All allegations of the use of corporal punishment shall be promptly reported and investigated. Discipline shall be administered against any employee who violates this section. Students shall be permitted, but not required, to testify at any proceeding relating to the allegation of corporal punishment.

2403.8 Employees found to have violated this provision will be subject to discipline in accordance with Section 1401 of these Board Rules, 5 DCMR 1401, and the appropriate collective bargaining agreement, if applicable.

To enhance this section, the Metropolitan Police Department (MPD) has issued a Standard Operating Procedure (SOP) entitled Handling Cases of Suspected Corporal Punishment in DC schools. The SOP is in conjunction with this Section and is included as part of this Guide.

PREVENTION PROTOCOL

CPR/First Aid Designated Backup*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| Office of Student Services (Youth Engagement) | 202-442-5099 |
| LEA Contact | |
| Other | |

Situation Description

At least one adult in each school, other than the designated school health services professional and any school health services aide, must be certified in both the First Aid Program of the American Red Cross or its equivalent and in Adult and/or Pediatric Cardio-Pulmonary Resuscitation (CPR). One certified person must be available onsite during the regular school day and at all school-sponsored athletic events.

Procedures

- Designate one employee other than school nurse and/or health assistant to serve as CPR/First Aid Backup.
- Submit name of employee to Office of School Health Policy.
- Required recertification:
 - CPR—Bi-annually; and
 - First Aid—Every three years.

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PREVENTION PROTOCOL

DC-OSHA Inspections*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

Code of Federal Regulations, 29 CFR 1903.1, states that “each employer shall furnish to each of his employees employment and a place of employment, which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees.” The District of Columbia Occupational Safety and Health Agency (DC-OSHA) can inspect your site for several reasons including general schedule inspections, a fatality or catastrophe, an imminent danger complaint, or an employee or ex-employee complaint.

By law, DC-OSHA inspectors may enter any establishment without delay at any reasonable time to inspect the premises. Trained inspectors and industrial hygienists conduct unannounced onsite inspections to identify hazardous conditions and secure their timely correction. At the beginning of an inspection, the inspector will present credentials and inform the person in charge of the reason for the visit and generally discuss the scope of the inspection, records to be reviewed, and the possibility of employee interviews. A walk-around occurs and may take several hours or several days depending on the size of the site. The inspector may ask employees questions or ask them to demonstrate procedures taught in applicable training programs. The inspector will request areas he/she wants to view, and the inspection should be limited to these areas.

Following the walk-around, the inspector will have a closing conference with the building administrator of the school. Any conditions or practices that constitute a violation will be discussed with steps necessary to correct the violation.

Procedures

- Develop procedures and inform personnel in front office or reception area of procedures to be followed if DC-OSHA inspectors visit your site.
- Identify employer and employee representatives who will accompany inspector on inspection.
- Know location of program and applicable training records required to be kept by DCOSHA:

Hazard Communications Program;
MSDS sheets and Chemical Information List;

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Bloodborne Pathogens Program; and
Personal Protective Equipment Program (if applicable).

- Participate in closing conference and note violations discussed.
- Contact the OPEFM Safety Unit for assistance with corrections of violations, through the Violation Abatement Management Protocol (VAMP) (see Appendices).
- Begin process to correct noncontested violations as soon as possible.
- If a hearing is required for a contested violation, work cooperatively with OPEFM Safety Unit personnel.

PREVENTION PROTOCOL

Fire Alarm Evaluations*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| OPEFM Customer Service Desk | 202-576-7676 |
| LEA Contact: | |
| Other | |

Situation Description

The single most important factor in the evacuation of a school is the early warning and notification provided by fire alarm systems. The Automatic Fire Alarm Association estimates that 50 percent of all fire alarm systems in schools (national average) are currently experiencing some mechanical difficulty or are outside the code-required period for maintenance and testing.

With this in mind, the following procedures have been implemented and incorporated into the monthly fire drill requirement to allow school personnel to proactively evaluate and report any fire alarm deficiencies for repair.

This is not meant to be a self test program and it does not eliminate the need for inspection and service by industry professionals. It does, however, provide guidance to school administrators concerning the need to maintain and check fire alarm systems.

Procedures

The fire alarm system should be checked daily to ensure that it is online and fully operational (e.g., reset from previous use, not silenced, etc.).

During the required monthly fire drill, an inspection of building fire alarm systems must be conducted as follows:

- Activate the fire alarm system:
 - Pull a fire alarm “pull station.”
 - Be sure to initiate the alarm from a different pull station each month.
- Look and listen:
 - Walk the building with custodial/building service staff.
 - Ensure that all areas of the building have working occupant notification devices. The fire alarm system may be equipped with sound and/or visual notification devices. Note:

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If you see one visual device, there will be others, and synchronization is required. Not all buildings have visual notification devices.

- Identify any damaged or missing devices (e.g., pull stations, bells, exposed electrical wiring, etc.).
- Inspect the fire alarm panel:
 - Look at the fire alarm panel for any physical damage and abnormal signals.
 - Note any yellow LEDs and/or *trouble* indicators and the affected *zone*, if indicated. Some systems have digital text displays that indicate system status.
 - Make certain to reset the fire alarm system at the conclusion of the drill.
- Document:
 - Document the results of the Fire Alarm Evaluation on the Fire Drill and Alarm Status Report.
 - Notify the appropriate Instructional Superintendent

Immediately report any problems discovered during the evaluation by calling in an *Emergency Work Request* to the OPEFM Customer Service Desk at 202-576-7676.

In the event of total system failure, immediately contact the OPEFM Customer Service Desk as described above, and then call the OPEFM Safety Unit at 202-576-8962 for assistance with the implementation of a fire watch, if necessary

Please note that your fire alarm system must be fully reset after every alarm. This includes emergencies, fire drills, and nuisance/false alarms. The system must be operational 24/7.

PREVENTION PROTOCOL

Fire Safety*

| Depending on Assistance Needed, Call: | |
|--|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| Fire & EMS Department | 202-727-1600 |
| OPEFM Maintenance Customer Service | 202-576-7676 |
| LEA Contact | |
| Other | |

Situation Description

Prevention is the key to eliminating the conditions that may contribute to the cause of any fire or loss of life. Apart from arson, major causes of school fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive cumulative combustible materials.

The following compilation will assist you, your school administrators, and personnel responsible for the daily maintenance of physical facilities in your school. It includes building features, maintenance, and operational requirements from the International Fire Code (2006 Edition) and applicable National Fire Protection Association (NFPA) standards.

Procedures

Maintenance of means of egress—

- Principals and teachers must inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition. Exit discharge areas and outside steps must be kept clear of snow, ice, or debris accumulations that could impede egresses.
- Exit doors must be easily opened from the side of egresses. Only one locking or latching device is permitted on any exit door. Locking devices that require the use of a key, tool, or special knowledge to open from the egress side of the door are strictly prohibited.
- Exit doors must never be chained, locked, slide-bolted or barred against an egress when a building is occupied. (A building is considered to be occupied when 10 or more adults or one student is present in a facility.)
- Means of egress must be marked with illuminated signs except where locations of exits are otherwise obvious.
- Storage of any type is prohibited in a stairway. Clothing and personal effects must not be stored in hallways unless the building is protected by an automatic sprinkler system, the

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hallway is protected by a smoke detection system, or storage is in metal lockers. Combustible or flammable materials must not be placed, stored, or kept in any portion of an exit.

- Any fire door (e.g., stairwell door) that is designated to normally be kept closed (equipped with a self-closing mechanism) must not be blocked open. These doors may be equipped with a magnetic hold-open device if it releases the door automatically upon activation of smoke detectors, which are supervised by the building's fire alarm system.
- Mirrors must not be placed in or adjacent to an exit in a way that would confuse the direction of egress. Draperies and similar hangings must not obscure an exit.
- Vending machines, display boards, signs, coat racks, and any other movable equipment that obstructs the path of egress travel is prohibited. Exit access corridors shall be not less than six feet clear width.
- Any penetrations through fire separation walls, ceilings, or floors must be sealed with an appropriate sealing compound or device. Ordinary caulking or duct seal are not acceptable for this purpose.

Decorations and art work—

- Student-prepared artwork and teaching materials may be attached directly to the walls and must not exceed 20 percent of wall areas.
- Draperies, curtains, and similar furnishings and decorations must be flame resistant and certified as passing the flame resistance testing of NFPA 701 and must not exceed 10 percent of wall and ceiling area.
- Display of live or fresh-cut trees, even during the holiday season, is prohibited in all educational buildings. Noncombustible artificial trees may be displayed in locations that will not interfere with egress.

General housekeeping—

- Only items associated with operations of the boiler room and/or mechanical rooms should be stored in these areas. No combustible materials are to be stored in these areas.
- Storage areas and supply rooms must be kept neat and orderly. Empty cartons, old decorations, and other items should not be allowed to accumulate. Storage of these materials must be separated from heat sources. Pallets are *not* required for storage of combustible materials/boxes or for keeping them “off of the floor.”
- Maintain storage height to 24 inches or more below the ceiling in nonsprinklered buildings, or a minimum of 18 inches below sprinkler head deflectors in sprinklered areas of the building.
- All materials subject to slow oxidation (e.g., paint rags, wax rags, oil mops, etc.) should be stored in approved, closed metal containers until they can be either laundered or disposed of properly.

Storage of flammable materials—

- Volatile and flammable liquids (duplicating fluids, paints, paint thinners, oils, wax, gasoline, etc.) must be stored in approved containers. Use of these materials is prohibited in areas where there are open flames, electrical sparks, and running motors. Bulk storage of such materials must be in specified flammable-liquid storage rooms only. In the absence of such a special room, they must be stored in outside areas such as tractor storage rooms.
- Power lawn mowers must be stored in tractor rooms or in flammable-liquid storage rooms.
- Refer to the Classroom HAZMAT Storage Checklist to be utilized in schools, as provided by the DC Fire Department (see Section 6, Appendices).

Fire extinguishers—

- All portable fire extinguishers must be checked monthly for obvious damage, broken seals, and to ensure that the gauge is in the operable range or, if not equipped with a gauge, for the proper weight. School-based personnel are responsible for monthly inspection of fire extinguishers.
- Pressurized water extinguishers (or any other extinguisher that carries a 2-A rating) in hallways must be placed so that the travel distance to reach extinguisher is no more than 75 feet (distance between extinguishers cannot exceed 150 feet). All laboratories, shops, mechanical and boiler rooms, and other areas containing special hazards must have an extinguisher(s) rated for use with A, B, and C-type hazards. Portable fire extinguishers must be installed in all kitchens and must be compatible with the automatic suppression system agent used in the hood suppression system.
- A thorough inspection by trained personnel, following maintenance procedures in NFPA 10, the Standard for Portable Fire Extinguishers, is required annually. The Office of Facilities Management will conduct annual fire extinguisher inspections.

Location of classrooms—

- Rooms normally occupied by preschool, kindergarten, or first-grade pupils must not be located above or below the story of exit discharge. The story of exit discharge is that floor or stories of the building from which exits are primarily doors discharging directly outside, essentially at grade level. Where no such floor exists, the story of exit discharge must be that with the smallest elevation change needed to reach the level of exit discharge.
- Rooms normally occupied by second-grade pupils must not be more than one floor above the story of exit discharge.

Emergency lights—

- All emergency lighting systems must be tested for proper operation for a minimum of 30 seconds every month. School-based personnel are responsible for the monthly inspection of emergency lights.
- On an annual basis, a test must be conducted for 1 ½ -hour duration. Equipment must function properly during the test.
- Written records of all tests must be maintained for review by the fire marshal.

Areas of assembly (auditoriums, gymnasiums, multipurpose rooms)—

- All assembly rooms must post a sign displaying the maximum capacity as determined by the Department of Regulatory Affairs.
- When utilizing areas of assembly during school hours or for any other purpose, the maximum capacity may not be exceeded.
- When arranging folding seats or chairs for programs, exit aisles must be maintained. Aisles must not be less than 36 inches wide where serving seats on one side only, and not less than 42 inches wide where serving seats on both sides. The space between parallel rows of seats must not constitute an aisle. Not more than six seats shall intervene between any seat and an aisle (12 seats per parallel row). All aisle spaces must remain unobstructed.

Electrical equipment and wiring—

- Cords and plugs on electrical equipment as well as extension cords must be visually inspected before each use. This required inspection should include an examination for external damage and defects (such as missing or deformed prongs, loose parts, or damaged

outer jacket or insulation) as well as evidence of possible internal damage (such as a pinched or crushed outer jacket).

- Never overload an electrical outlet. Never interconnect or *daisy-chain* power strips. Use surge protectors only with electronic computer equipment and equipment that requires such protection.
- Use only UL-approved grounded, three-prong plug heavy duty *extension cords*. Extension cords should never be used in lieu of permanent wiring and can only be used for portable equipment.
- Keep wiring away from doorways and windows. Never run wiring or extension cords under carpeting, above ceilings, or through walls.

Fire drills—

- At least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter, for a total of 10 per year. When weather is severe during the winter months, at least six drills must be held at the beginning of the school year, and four drills after the winter months to complete the 10 required drills.
- Conduct a Fire Alarm Evaluation following the Prevention Protocol outlined above in Section 6 of this Guide.
- Announce the first fire drill of the school year in advance so that instructions can be given and procedures established. Procedures, not time, should be most important for the first drill.
- At least one fire drill in the fall and one in the spring should be conducted for adult education programs.
- At least one fire drill during the first week of any summer school program, or any special programmed activity (e.g. summer recreation program) must be conducted.
- Fire drills should be conducted under a variety of conditions: different times of school day, during lunch periods, during class changes, during assemblies, etc., to avoid distinction between drills and actual fires.
- Drills should be conducted with a primary exit route blocked to test use of secondary exit routes.
- Each time a fire drill is conducted, the Office of School Security must be contacted to alert personnel monitoring all school fire alarm systems that a building evacuation drill is being conducted (not an actual emergency situation). Once the drill has been completed, a follow-up call should be placed to the Office of School Security to verify that the building's alarm signal was received by monitoring personnel.
- A record of each fire drill must be maintained at each school and office for review by the fire marshal. Also, a copy must be transmitted electronically to safety.department@dc.gov. These reports must include the following:
 - Time and date the drill was conducted;
 - Weather conditions at the time of evacuation;
 - Number of occupants evacuated;
 - Total time of evacuation; and
 - Other information relevant to the drill.
- DCPS specific requirements:
 - Number of mobility impaired persons present during drill;
 - Number of mobility impaired persons assisted out of the building;
 - Areas of refuge or staging areas used for the mobility impaired; and
 - Fire alarm system operational.

- Refer to your school's specific Emergency Evacuation Plan for specific information.
- Note any fire alarm deficiencies discovered during the drill and call in an emergency work order to the OPEFM Customer Service Desk at 202-576-7676.
- Fire alarms do not notify Emergency Responders. This must be done with a call to 9-911 either directly or through an alarm monitoring service.

Fire watch—

- If the fire alarm system is inoperable, the authority having jurisdiction (AHJ) requires that a fire watch be implemented until service is restored. Please contact the OPEFM Safety Unit at 202-576-8962 for instructions.
- Fire watch forms are available on the web-based application (DC Emergency and Safety Alliance Web site).

Fire emergency—

- If a fire is discovered, the fire alarm must immediately be activated and the building evacuated without delay. After evacuation has been initiated, personnel trained in fire extinguisher operation may attempt to suppress the fire if, in their judgment, this can be accomplished without risk of injury. Evacuation should never be delayed to attempt fire suppression.
- Once the building has been evacuated, no one must be allowed to reenter the school until fire fighting units have arrived and they completely search the building. All students and personnel must remain at the evacuation staging area until the fire incident commander declares the building safe to enter.
- If school personnel suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911. All fires, regardless of magnitude, must be reported to the fire department. This is strictly enforced by the fire marshal.
- Refer to your school's Emergency Evacuation Plan for specific information.

For situations that are not fully addressed, or if further clarification is required, the principal/designee should refer to the OPEFM Safety, Regulatory and Environmental Compliance Section at 202-576-8962.

During inspections by the FEMS Fire Inspector, the principal/designee must accompany the fire official during the entire facility assessment. Other officials having a role during the inspection process include building maintenance staff, facility manager, safety officer, etc. At the conclusion of the inspection, obtain a copy of the field report prepared by the Fire Inspector and retain this for school records. Fax a copy of the report to the OPEFM Safety, Regulatory and Environmental Compliance Section at 202-576-6709.

Contact the OPEFM Safety, Regularity and Environmental Compliance section either by phone at 202-576-8962 or via electronic mail at safety.department@dc.gov, with any questions, to schedule a consultation, or for assistance with the abatement of fire code violations through VAMP (see Appendices).

PREVENTION PROTOCOL

Food Safety*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| Office of Food Services | 202-576-7400 |
| LEA Contact | |
| Other | |

Situation Description

DC Department of Health (DOH) regulation (DCMR 4300.1) prohibits preparation of food for consumption by any persons in schools or school-sponsored events in nonlicensed food production facilities. Any potentially hazardous foods, such as food requiring hot or cold temperature control, cannot be brought to or served in the school at school-sponsored functions by unlicensed individuals or groups. This direction is to prevent the possibility of a food-borne illness.

Procedures

- Schools should use licensed food service facilities.
- Food purchased from a licensed food production facility that requires temperature control in transporting may be brought to school when:
 - School administrators ensure that the food was transported and handled in a safe and sanitary manner from an approved source.
 - The package is unopened.
 - Food not cooked immediately is transferred to a refrigerator maintained at 41 degrees Fahrenheit or below, or a freezer at zero degrees Celsius (32 degrees Fahrenheit) or below.
- Field trips to unregulated facilities serving food or beverages—for example, farms—should be reviewed in advance by the Office of Food Services.
- Parents/volunteers who prepare food for school-sponsored events, such as grilling hamburgers or hot dogs, must do so under supervision of the Office of Food and Nutrition Services or the DOH. The employee in charge must be trained in safe food handling and sanitation. Also, the employee must be a Certified Food Manager.
- Home-prepared food for a single student does not fall under this regulation.

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PREVENTION PROTOCOL

Hazard Communication and Toxic Substances*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| OPEFM Regulatory Environmental Compliance | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

Occupational Safety and Health Agency (OSHA 1910.1200) general industry standards provide employees information about hazardous substances found in their workplaces. A hazardous substance is any chemical which exhibits either a physical hazard or a health hazard. Almost every chemical product found in our facilities poses some potential hazard. The goal of this Protocol is to make employees knowledgeable of these hazards and provide the necessary tools to protect themselves and others.

Key to this requirement is the Material Safety Data Sheet (MSDS). Each chemical product has an MSDS with information on proper handling of the product, proper storage of the product, personal protective equipment needed when using the product, hazardous ingredients in the product, and proper disposal of the product. MSDSs must be onsite for any chemical product brought into the building. MSDS sheets are kept in a binder in the Health Suite.

Procedures (building administrator/designees)

Conduct a chemical inventory—

- Survey your facility for all chemical products, regardless of quantities.
- As you conduct your inventory, record the name of each product, information about the manufacturer, and the general work area where the product is found within the building.
- Refer to Prohibited Chemical List & Safety Checklist in Section 6, Appendices.

Collect Material Safety Data Sheets —

- If the MSDS is not available, request a copy of the document from the manufacturer or distributor for each substance noted during your survey.
- Check with the person(s) who purchase your supplies to see if they have already obtained MSDS sheets for products delivered to your facility.
- The MSDS binder should be kept in the health suite. Additional MSDS sheets may be kept with the instructional program.

Prepare a chemical information list—

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- Arrange your MSDSs in alphabetical order by common name or trade name.
- Prepare a chemical information list for your facility (using the MSDSs and your inventory to prepare your list). The list must:
 - Be arranged in alphabetical order according to the common name or trade name of each product.
 - Include the chemical name.
 - Identify the work area(s) where the hazardous chemicals are found within your facility.
 - Include the date the chemical was added to your list.
 - Include the name and address of your facility, the date of preparation, and the name and telephone number of a contact person.
- Mail a copy of your facility's chemical information list to:

OPEFM Regulatory Environmental Compliance Office
1709 3rd Street NE
Washington, DC 20002
- Keep documentation that you submitted your list to OPEFM.

Develop a system for updating the chemical information list—

- When new chemical products are obtained, add them to your chemical information list within 30 days. As new chemical products arrive at your facility, make sure you receive MSDS sheets. Be sure to include the date the chemical is added to your list.
- At a minimum, your chemical information list must be realphabetized every two years and submitted to the OPEFM Regulatory Environmental Compliance at the above address.

Check To See That All Containers Are Labeled

- Inspect all containers of chemical substances to ensure they are labeled, tagged, or marked to identify the product and any appropriate hazard warnings.
- Do not remove or deface existing labels on containers.

Ensure That Training of All Employees Has Occurred

- Provide training that covers all of the following items:
 - Explain the purpose of this law and employee rights under this law;
 - Explain how the chemicals found in your facility can be hazardous;
 - Discuss how to control exposure to hazardous chemicals by using appropriate work practices and control measures;
 - Explain how employees can obtain information on what hazardous substances are used in their facility;
 - Explain how to use the information found on MSDS and product labels; and
 - Discuss the importance of properly labeling portable receptacles used to store chemical substances.
- Document that training was given. Be sure to keep records that include:
 - Names of persons trained;
 - Dates and lengths of training sessions;
 - Name of individual(s) who conducted the training; and
 - Type of training provided, including an outline or lesson plan.

- Train new employees prior to their initial assignment.
- Provide additional training when new hazardous substances are introduced to your facility, when exposure to an existing hazardous chemical increases, or when additional information is available on a product.
- Additional training guidelines may be obtained by contacting the Regulatory Environmental Compliance Office at 202-576-8962.

Write and Make Available a Site-Specific Hazard Communication Program

- Have available in writing how your facility's Right-to-Know Program meets all the requirements of this law. Your written program must include:
 - Directions for gaining access to your chemical information list and MSDSs Safety.
 - A description of your employee training and education program.
 - An explanation of how containers are labeled.
 - A description of the hazards associated with chemicals in unlabeled pipes.
- Update written program when changes occur.

By law, each school facility must, on request, provide access to and copies of the Chemical Information List, the written Hazard Communication Program, and MSDS sheets to employees, employee-designated representatives, DCOSHA inspectors, fire officials, and other entities sharing the facility.

PREVENTION PROTOCOL

Hazardous Waste Disposal*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| OPEFM Regulatory Environmental Compliance | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

At times, it is necessary to dispose of hazardous waste. Below are suggested procedures for the proper disposal of various materials that may produce health hazards.

Procedures

Waste oil—

- Put down absorbent material (i.e., sawdust) to block oil from drains or sewer lines.
- Call Regulatory Environmental Compliance. DCPS has a contract in place for pickup and disposal of waste oil, waste oil with water, and antifreeze.

PCB leakage from fluorescent light ballast—

- Use gloves, eye protection, cloth, and Varsol.
- Spray enough Varsol to completely cover the contaminated surface. Complete the wash/rinse a second time with Varsol to sufficiently cleanse contaminated surface.
- Take precautions to contain any runoff resulting from the cleaning. Contaminated cleaning materials (e.g., gloves, rags, etc.) must be placed in a plastic bag and disposed of in a container marked *hazardous material*.

Paint—

- If paint can has one inch or less of liquid, take off lid, let paint dry out, then dispose of can and dry material in dumpster.
- If paint can has more than one inch of liquid, consolidate cans, if necessary, into five-gallon containers with lids (e.g., old paint can), then generate a work order form to request removal of paint waste from your building.

Solvents—

- Leave materials in original containers. Do not mix any solvents.
- Store in safe area until pick-up of material.

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- Call Regulatory Environmental Compliance 202–576–8962.

Laboratory chemicals (spill control procedures for flammable acids and bases)—

- Each laboratory should have access to a spill kit that includes acid and base neutralizers and spill control procedures that should be followed.
- Combustible organic materials (sawdust, excelsior, wood scraps and shavings, paper, rags, or burlap bags) should never be used to absorb or clean up spillage.
- Attend to anyone who may need medical attention. If medical attention is needed contact 9-911 and the OPEFM Regulatory Environmental Compliance Unit.
- Notify occupants in the immediate area about the spill.
- Keep students and staff stay away from the spill area.
- If the spill material is flammable, turn off all ignition and heat sources to include magnetic stirrers.
- Avoid breathing vapors of the spilled material.
- Turn on fume hood and open windows, where possible, to increase ventilation.
- Verify that protective apparel is resistant to spill material.
- Review MSDS (chemical data sheet) for cleanup information.
- Confine or contain spill to original spill area.
- Proceed with cleanup measures as instructed in the chemical data sheets.
- Call Regulatory Environmental Compliance at 202–576–8962.
- Refer to Prohibited Chemical List, Section 6, Appendices.

Unknown substances—

- Leave material alone. Do not disturb.
- Secure area so that school personnel are not exposed to toxic substances.
- Do not wet material or mix anything with it.
- Call OPEFM Regulatory Environmental Compliance at 202–576–8962.

PREVENTION PROTOCOL

Indoor Air Quality*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| OPEFM Regulatory Environmental Compliance | 202-576-5585 |
| LEA Contact: | |
| Other | |

Situation Description

Factors which include energy conservation measures, new building materials, maintenance practices, and changes in building use can contribute to potential problems with air quality. It is important to take measures to provide for good air quality and adequate ventilation, and that issues potentially related to indoor air quality be investigated and handled appropriately.

Procedures

The Quality Building Environment Program (QBE) was established to ensure a safe and healthy building environment. This program is structured to provide an atmosphere that is conducive to learning. The quality of the indoor environment is directly related to the cleanliness of the building and proper maintenance of its various systems. OPEFM has developed procedures, schedules, and standards to use in all areas of building operations and maintenance affecting the building environment.

To achieve improved mechanical maintenance and proper housekeeping, individual tasks within these areas and required schedules for performing the necessary tasks were created. OPEFM has restructured and reassigned responsibilities to address these tasks that play an important role in maintaining a quality building environment. A comprehensive building assessment system-wide is in place as needed to establish a base line and identify maintenance, safety, environmental, and housekeeping activities required to ensure that the building environment is maintained at the preferred level. If these procedures are performed correctly, in a timely manner, and with adequate oversight, many of our environmental situations will be prevented.

QBE is an evolving program that will be evaluated yearly to determine its effectiveness any needed changes.

We are confident that the increased effort, an enhanced OPEFM, the additional building assessments, and staffing accountability will result in cleaner buildings and more functional mechanical systems.

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The components of QBE address and control the major factors affecting the building environment of education facilities in the District of Columbia. QBE components include:

Preventive maintenance schedules and checklist—Preventive maintenance (PM) schedules and checklists identify maintenance items critical to good indoor environment for mechanical and electrical systems that are general building maintenance. Schedules identify the maintenance sections responsible for each maintenance task.

Housekeeping schedules and checklists—A list of the housekeeping items that relate to a good indoor environment. Building custodial staff will follow procedures that have been developed. A written set of criteria and checklists have been developed to perform the building evaluation.

Integrated pest management—All pest control work will follow the Integrated Pest Management (IPM) procedures included in this program. The techniques, materials, and schedules are an integral part of the QBE and include logs of pest sightings, site inspections, and interviews with administrators, pest exclusion work, and, as a last resort, pesticide application. The IPM program also includes notification of staff and parents prior to pesticide application as required. All pest control work will be fully documented.

School-based building walk-through inspections—A checklist with instructions for use in performing a walk-through inspection of the school has been developed to guide school-based personnel.

Good Practices Checklist for school staff—A checklist to provide guidance to school staff in assessing their work environment. It is used as a resource tool to help identify those things that could impact on the building environment.

Program verification—Monthly, 16 building assessments inspectors will be performed by inspectors from the Environmental Health and Safety Section. The assessment will consist of examining various completed checklists and other documentation on file for the building. The actual condition of the building, cleanliness, mechanical maintenance, and pest control will be evaluated to determine if they are consistent with the information provided. All building assessments will be completed annually to allow for evaluation and modification of the program, if needed.

Building environment complaint response—Requirements for a QBE team support our complaint investigations. The team will be comprised of professionals with expertise in areas that are pertinent to the indoor environment. Environmental health issues should be directed to the Environmental Health and Safety Section. The complaint will be quickly investigated and as needed by all or selected members of the team.

Program Protocol

The health and safety of students and staff is our first priority. OPEFM has established an environmental health-issue Protocol to ensure that all complaints/concerns are thoroughly investigated. This Protocol will be followed any time a community group, student, parent, or staff member alleges one of the following:

- Building or air quality is causing illness or ongoing symptoms to an individual.
- Building or air quality is causing loss of work/school time.
- A member of the medical profession states that the building is causing illness to building occupants.
- A doctor's letter states an illness is caused by the building environment.

Environmental Health Issue Team—Environmental Health Issues Team (EHIT) members will be responsible for investigating all complaints/concerns that involves DCPS buildings. The team will be comprised of the following Offices:

- OPEFM Environmental Health and Safety Office;
- DCPS Office of School Health Programs;
- DC Risk Management Office;
- DC Department of Health; and
- District Department of the Environment.

Comprehensive services—are provided under the following activities:

- Initial investigation and consultation with building occupants who have reported existing health problems or discomfort, which they attribute to the building environment.
- Investigation and inspection of the building envelope, exterior building systems, and mechanical system.
- Air sampling, testing, and monitoring as necessary by a Certified Industrial Hygienist due to results of the initial assessment.
- Employee-authorized consultation with a Contracted Occupational Healthcare Provider as necessary to review and discuss environment with the building user and building user's primary healthcare provider.
- Remediation of housekeeping, mechanical, and building deficiency as necessary to abate identified health hazard.
- Closeout reporting noting assessments conducted, testing performed, remediation efforts initiated.
- Report all issues related to indoor air quality concerns from students or staff to Environmental Services immediately.
- Cooperate with investigation and provide information that is relevant to investigation process. It may be necessary for other departments and offices such as Health Services and Risk Management to be involved, based upon the situation.

For additional information, contact the OPEFM Safety, Regulatory and Environmental Compliance Office at 202-576-8962.

PREVENTION PROTOCOL

Injury Reporting*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|----------------|
| OPEFM Safety Unit | 202-576-8962 |
| Office of School Security | 202-481-3096 |
| DC Disability Compensation Program | 1-888-832-2524 |
| LEA Contact: | |
| Other | |

Situation Description

Every injury, including those which do not result in serious injury or property damage, should be reported. Proper reporting is the first step in the process of proper injury investigations and documentation. The information gathered by this process will be analyzed to:

- Identify the principal causes (materials, machines, tools, methods);
- Assess the degree of damage and the value of losses;
- Reveal the size of the accident problem relative to various departments and among various trade/personnel categories;
- Indicate the possible need for engineering revision by identifying unsafe equipment and materials;
- Disclose inefficiencies in operating processes and procedures;
- Reveal unsafe practices, which call for employee training;
- Reveal improper placement of personnel;
- Provide supervisors with essential and timely information about accidents; and
- Permit an objective evaluation of the progress of a particular safety program adopted by OPEFM and DCPS.

Prompt reporting will ensure appropriate injury investigation and recommended action that must be taken to correct deficiencies or provide necessary training. Accident investigations will be *fact finding* rather than *fault finding*. Fairness and impartiality are essential.

Procedures

- In cases where an injury has resulted in hospitalization or death, significant property damage, or extended interruption of operations, you must report it immediately to the OPEFM Safety Unit 202-576-8962 and DCPS School Security 202-576-6962.

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- If the injured subject is an employee, contact the Office of Risk Management in regards to the Disability Compensation Program to submit a claim at 1-888-832-2524. If a non-work related injury occurs and a claim is to be submitted, refer to the Property Damage/General Liability Claim Report Form under Risk Management Forms in Section 7, Appendices.
- When an injury is investigated, it will be done with full concentration on the facts surrounding the events leading up to the accident. To get these facts, it is important not to allow the scene of the accident to be disturbed before the investigation is complete.
- All injuries will be investigated regardless of severity of injury or amount of property damage. Near misses should also be reported for investigation.
- It is important to obtain full statements from all witnesses soon after the accident. It may be most helpful to get witnesses to write down their observations in addition to interviewing them and recording the essence of their comments. This information will be included in the Report Form.
- The Injury Report Form is to be completed and submitted to the OPEFM Safety Unit within 24 hours of the incident. The form is to be submitted through the web-based application at <http://esa.dc.gov>.

Injury Report Form

Name: _____ Student Employee Third Party

Address: _____

School: _____ Age: _____ Grade: _____ Sex: _____

Date: _____ Time: _____ Who Reported Accident: _____

Place Accident occurred: (gym, classroom, hall, cafeteria, etc.) _____

Describe Accident: _____

Part of body Injured: _____

Type of Injury: (bruise, sprain, scrape, etc.) _____

Was first aid given? _____ By Whom? _____

Describe First Aid Care Administered: _____

Injured Disposition To:

Class Home Hospital Doctor's Office Other _____

By Whom: _____

Name and Address of Physician Handling Case: _____

Parent or guardian notified? _____ How? _____

Witness to accident or illness:

Name and address: _____

Name and address: _____

Signature of Person Filing Report

Date

Signature of Principal

Date

Submit copy of the Report within 24 hours via the web-based application at <http://esa.dc.gov>

OPEFM Safety Unit, Penn Center: Phone: 202-576-8962 E-mail: Safety.department@dc.gov

PREVENTION PROTOCOL

Mail Handling of Suspicious Packages*

| Depending on Assistance Needed, Call: | |
|--|--------------|
| Office of School Security | 202-481-3096 |
| Office of Instructional Superintendents | 202-442-5055 |
| LEA Contact | |
| Other | |

Situation Description

U.S. mail and interdepartmental mail may be used as a way to threaten schools and offices. To protect the health and safety of staff and students, the following procedures should be followed.

Procedures

- Mail received in schools or offices should be sorted in a separate room or isolated area, if possible.
- If a separate room is selected to open mail, choose an area where limited ventilation and no wind drafts are present.
- Staff who sort and open mail should be aware that vinyl gloves are available for them to wear. Vinyl gloves can be purchased when ordering supplies.
- All staff members should be made aware of the procedure for Handling of Suspicious Letters or Packages (see OSHA procedures, below).
- *Under no circumstances* should students, unless enrolled in a work study program, be allowed to handle, sort, or open mail in schools.

The U.S. Department of Labor, Occupational Safety and Health Administration, recommends the following protective measures:

General mail handling—

- Be on the lookout for suspicious envelopes or packages.
- Do *not* open suspicious mail.
- Open all nonsuspicious mail with a letter opener or another method that minimizes skin contact with the mail and is least likely to disturb contents.
- Open mail with a minimum amount of movement.
- Do not blow into envelopes.
- Keep hands away from nose and mouth while opening mail.

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- Turn off fans, portable heaters, and other equipment that may create air currents.
- Wash hands after handling mail.

Characteristics of suspicious packages and letters—

- Discoloration, oily stains, or an unusual odor;
- Crystals, powder, or powder-like residue on the surface;
- Suspicious or threatening language on the outside of package or letter;
- Postmark that does not match return address, or no return address;
- Restrictive endorsements such as "Personal" or "Confidential";
- Distorted handwriting, block-printed or poorly typed addresses;
- Excessive tape or string;
- Rigid, uneven, irregular, or lopsided package;
- Package with soft spots, bulges, or excessive weight;
- Handwritten, block-printed or poorly typed addresses;
- Excessive postage;
- Title but no name or incorrect title;
- Misspelled addressee's name, title, or location;
- Misspelled common words;
- Addressee unknown or no longer with organization;
- Protruding wires or aluminum foil;
- Ticking sound; and
- Unexpected mail from a foreign country.

If you receive or discover a suspicious package or letter—

- Do *not* open the package or letter.
- Do not shake, empty, or otherwise disturb its contents.
- Put the package down and do not handle it further.
- Do not touch or try to clean up the substance.
- Alert others nearby.
- Do not remove *any* items from area.
- Leave the area and gently close the door.

After leaving the area—

- Wash hands well with soap and water.
- Contact your supervisor, designated responder, or other appropriate authority.
- Limit movements within the building to prevent spread of substance.

Designated responders or another appropriate authority will determine the need for further actions, which may include:

- Directing further evacuation;
- Reporting the incident to building security and notifying appropriate authorities such as local police or Federal authorities;
- Perform additional decontamination activities as directed by the proper authorities;
- Reporting the incident to facility managers so they can cut off electrical power and shut down ventilation systems serving the potentially contaminated areas; and
- Compiling a list of names of all potentially affected individuals, including those who were in area when the suspicious mail was encountered.

PREVENTION PROTOCOL

Person Protective Equipment*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

Title 29, *Code of Federal Regulations* (CFR) Part 1910.132, requires employers to assess the workplace to determine if hazards are present or likely to be present, which would necessitate the use of personal protective equipment. If such hazards are present, or likely to be present, personal protective equipment must be selected and issued to all affected employees. Training is also required for all affected personnel on the need and proper use of all personal protective equipment. Examples of personal protective equipment which may be required include hard hats, goggles, face shields, ear plugs, steel-toed shoes, respirators, and gloves.

To determine personal protective equipment needs, a workplace hazard assessment must be completed and kept on file at the site. Refer to *Workplace Hazard Assessments, Instructions and Form* in Section 6, Appendices for specific information.

Procedures

- Ensure that a workplace hazard assessment has been conducted for appropriate employee groups. Provide written certification that assessment has occurred using the form found in Guidelines packet. Certification needs to be readily available and may be requested by DCOSHA during an inspection.
- Purchase and ensure that appropriate personal protective equipment is distributed and utilized.
- Ensure that required training has taken place. Provide written certification of training using form found in Guidelines packet in Section 6, Appendices. Certification needs to be readily available and may be requested by DCOSHA during an inspection.
- Keep appropriate records.

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PREVENTION PROTOCOL

Playground Safety*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| OPEFM Grounds | 202-576-7676 |
| LEA Contact | |
| Other | |

Situation Description

Accidents occurring on playground equipment are a major source of injuries. Children can be expected to use equipment in unintended and unanticipated ways, adult supervision is crucial to playground safety. Nationally, the most common playground accident reported involves falls. Nearly half of reported injuries that result from falls are to the head and range from minor bruises to skull fractures, concussions, brain damage, and even death. Other potential playground hazards include impacts by swings or moving equipment, collisions with stationary equipment, and contact with such hazards as protrusions, pinch points, sharp edges, hot surfaces, and debris found in the playground area.

Procedures

- Ensure that all teachers and building staff are knowledgeable on the basics of playground safety and appropriate use of apparatus areas.
- Ensure that all students are informed of proper playground and playground equipment use at the start of each school year. These procedures should be included in the student handbook.
- Document and report all injuries in accordance with procedures as outlined in the Injury Reporting Section (see Injury Report Form,).
- Ensure that all playground areas are inspected daily by building maintenance staff for broken glass and other dangerous debris.
- When repairs to playground equipment become necessary, ensure that repairs are made by authorized Grounds Services personnel or the manufacturer’s authorized representative only.
- Playgrounds are designed and constructed for age-specific users. Ensure that students only use playground equipment appropriate for their age (ages 2–5 and ages 5–12).

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PREVENTION PROTOCOL

Property Loss/Damage Reporting*

| Depending on Assistance Needed, Call: | |
|--|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| LEA Contact | |
| Security | |
| Other | |

Situation Description

Property loss and damage need to be reported to ensure proper recovery and expedite a loss investigation. Follow these guidelines and utilize the Property Loss/Damage Report Form on the web-based application.

Note: If any damages or injuries involve a motor vehicle, utilize the DCORM Motor Vehicle Accident Report Form in Section 7.

| Report Property Loss If: | Examples |
|--|---|
| It involves DCPS property | Playground equipment, computers, musical instruments, windows |
| It involves personal property of employees | Instructional materials, tools, items damaged during an assault |
| It involves personal property of students in our care and control | Instruments, medication |
| It involves property of a third party (e.g., member of the public) | Vehicle damage |

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Procedures

| Step 1 | |
|--|---------------------------------------|
| For fire, theft, or vandalism | Immediately call 911 |
| For loss/damage from other causes | Go to Step 3 |
| Step 2 | |
| Call Security | _____ |
| Step 3 | |
| Call Instructional Superintendent | _____ |
| Step 4 | |
| Administrator to complete the Property Loss/Damage Report Form | Submit via the web-based application. |
| Step 5 | |
| OPEFM Safety Unit and/or DCORM will log and/or investigate. | Cooperate with any loss investigation |

Property Loss/Damage Report Form

Name of Person Reporting Loss: _____
School/Site Reporting Loss: _____
Phone #: _____ Date Reported: _____ Date of Loss: _____
Time: _____ Location Loss Occurred: _____

Loss/Damage result of:
 Fire Water Damage Vandalism Theft
 Act of Nature Other: _____

Loss/damage involves:
 DCPS Property Grounds Building
 Tools Playground Computer Equipment
 Musical Instruments Instructional Materials
 Other: _____

Personal Property (excluding vehicles)
 Employee Student Third Party Other

Name of Property Owner: _____
Address: _____

Phone Numbers: Home: _____ Work: _____
*(*If more than one owner, list information on additional sheet.)*

Details of Damage/Loss: (include make, model, serial #, color, location, etc.)

Estimated amount of damage/loss: _____

Documentation of loss/value: Attached To follow

Report filed: Police Fire Security Other
Report # (s): _____

Submit copy of the Report within 24 hours via the web-based application at <http://esa.dc.gov>
OPEFM Safety Unit, Penn Center: Phone: 202-576-8962 E-mail: Safety.department@dc.gov

PREVENTION PROTOCOL

Safe Drinking Water*

| Depending on Assistance Needed, Call: | |
|---|--------------|
| OPEFM Regulatory Environmental Compliance | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

The Safe Drinking Water Act, passed by Congress in 1974 and amended in 1986 and 1996, was implemented to protect the public health, regulate the Nation’s public drinking water and its valuable water sources (i.e., rivers, lakes, reservoirs, ground water, and springs). This framework for legally protecting drinking water is enforceable by the U.S. Environmental Protection Agency (EPA). The EPA regulates the National Primary Drinking Water Regulations such as total coliform, lead, and nitrates. Secondary Drinking Water Regulations are nonenforceable guidelines adopted by the individual States, such as pH, color, and iron. Maximum contaminant levels and goals are established for each naturally occurring and manmade pollutant.

The Lead in Water Management Program is responsible for testing and remediation of elevated lead levels discovered in drinking water in education facilities throughout the District of Columbia. This program ensures a healthy environment for students, staff, and community members using DCPS facilities.

EPA regulates water delivered to our buildings to be less than 15 parts per billion for lead. The main sources of lead in our drinking water usually are from plumbing materials made from copper, lead services lines connecting the buildings to public water mains, and lead solder. Lead solder was commonly used before 1990 to join lengths of copper pipes together. Lead also comes from faucets, taps, and fountain bubbler heads containing brass or bronze internal parts. These components can contain lead impurities.

Under the 1996 amendments to the Safe Drinking Water Act (SDWA), “lead free” brass can contain as much as eight percent lead by weight, which is enough to contribute significant amounts of lead to our water. If the water supplied by DCWASA is highly or even moderately corrosive, some of the lead and/or copper in plumbing materials may be released into drinking water.

Lead and copper in drinking water present a potential health risk to building users. Children are especially susceptible to lead and copper exposure because their bodies absorb these elements at higher rates than the average adult. Children younger than six are most at risk due to their rapid rate

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of growth. Exposure to high levels of lead and copper can present a health risk to children and adversely impact classroom performance. Education facilities are also occupied or used by parents, teaching staff, and maintenance personnel. Studies have found that pregnant women who have accumulated exposure to lead through time may also be at risk during pregnancy. For these critical and important reasons, safe drinking water must be provide at education facilities.

Under the Lead in Water Management Program, samples for lead and/or copper will be taken periodically. In order to reduce lead exposure to students and staff, remedial action will be initiated where levels of lead exceed the EPA Action Level.

Procedures

If any concern with drinking water is suspected, contact the OPEFM Safety, Regulatory and Environmental Compliance Office at 202-576-8962.

PREVENTION PROTOCOL

Safety Inspections*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| OPEFM Safety Unit | 202-576-8962 |
| LEA Contact | |
| Other | |

Situation Description

Inspections are essential to maintaining acceptable standards of safety for physical facilities, work environments, and instructional practices. Outside agencies may require and carry out these inspections, or if not, required internal inspections and documentation of results need to be maintained on file. Forms are provided for regularly performed external and internal inspections.

Additional Inspections—Other areas or materials that should be inspected on an ongoing basis by appropriate school personnel include:

- All electrical cords and plugs;
- Chemical storage rooms;
- Physical education equipment and apparatus;
- Tools and related equipment;
- Personal protective equipment; and
- Walkways and roadways.

Procedures

- Assist inspectors when necessary.
- Maintain required documentation in appropriate locations.
- Complete work order requests for any areas that need repairs.

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| External Inspections | | |
|---|-----------------------|---|
| Type of Inspection | Performed by | Time Period |
| Fire protection & prevention | DCFEMS | Annually |
| -Compliance with health & safety regulations -Response to a received complaint -Re-inspection | DC-OSHA | Unannounced at any time; followup visits may be scheduled |
| Kitchen inspections | DCDOH | Twice a school year |
| Fire extinguishers | Outside contractors | Annually |
| Pressure vessels (e.g., boilers, hot water storage tanks, etc.) | DCRA | Every two years |
| Emergency generators | Outside contractors | Annually |
| Asbestos-containing materials | Accredited inspectors | Every three years |
| Automatic sprinkler systems | Outside contractor | Annually |
| Elevators, chair lifts, dumbwaiters | DCRA | Annually |

| Internal Inspections | | |
|-----------------------------------|---|---------------------------------|
| Type of Inspections | Performed by | Time Period |
| Property and safety inspections | OPEFM Safety Unit | Annually and as needed |
| Playground equipment | Appropriate school personnel OPEFM Safety Unit | Weekly Annually |
| Fire extinguishers | Appropriate school personnel | Monthly |
| Asbestos-containing Materials | OPEFM Regulatory Environmental Compliance | As needed |
| Fire alarms | Designated maintenance personnel | Annually and as needed |
| Bleachers | Appropriate school personnel | Monthly |
| Emergency lights | Designated maintenance personnel | Monthly Annual one-hour test |
| Eyewash stations & drench showers | Appropriate instructional staff member | Monthly |

PREVENTION PROTOCOL

Search Procedures*

| Depending on Assistance Needed, Call: | |
|--|--------------|
| Office of Instructional Superintendents | 202-442-5055 |
| Office of School Security | 202-481-3096 |
| Metropolitan Police Department | 911 |
| LEA Contact | |
| Other | |

Situation Description

Individualized searches must be undertaken if reasonable suspicion exists, or that student discipline rules, criminal laws of the District of Columbia or the Federal Government have been violated or, if a search is part of an overall effort to maintain security and safety of DC schools, it is in accordance with provisions (see DCMR Title 5, Chapter 25).

Reasonable suspicion presumes any one or more of the following circumstances exist:

- School officials observe contraband or other prohibited property, or conduct suggests the presence of contraband or other prohibited property.
- General, suspicious conduct, such as a student being in a restricted area without approval.
- A tip from an informant, either known to the school official to be reliable or, if anonymous, possessing some attribute, knowledge, or relationship to the school, student, or community that gives credence to the information.
- Observation of furtive or evasive behavior to suggest concealment of a weapon, contraband, or stolen property or perpetration of an offense in violation of school regulations or laws.

In deciding whether to undertake a search, the student’s age, history, and school record must be considered in the context of the nature of the infraction,.

Random searches of students and lockers will be undertaken in a manner consistent with overall need to maintain safety and security of DC schools. Searches must occur under the auspices of the DCPS Office of School Security and, where appropriate, the MPD and the DCPS Office of the General Counsel unless circumstances compel immediate action to avoid imminent danger to self or others.

Except where otherwise necessary to avoid immediate harm or immediate disposal or contraband, all student searches must occur in the privacy of an office or unoccupied room, and all searches must be

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made in the presence of a third party. Under no circumstances are strip searches to be conducted by school system personnel. In the event that there is reason to believe that such a search would uncover evidence of criminal conduct, notify the MPD.

Subsequent to any search, whether based on individualized suspicion or at random, the principal must prepare a written report detailing the scope of the search and circumstances giving rise to the search. Copies of this report must be filed with the appropriate Instructional Superintendent, the Office of School Security, and the Office of the Attorney General (OAG).

Magnetometers and other metal-detecting devices are utilized by school officials at entrances to schools when deemed appropriate by the Chancellor of Schools to deter weapons being brought on to school grounds. These devices should be regularly checked and calibrated.

All lockers, desks, and other property provided by DC schools to students for storage of personal belongings and school supplies are the property of and shall remain under the jurisdiction of DC the schools. The use of these items by student is a privilege. School officials retain the right to open and search lockers, desks, and other school property and their contents, with or without the presence of the student(s) at any time to enforce school policies, rules, or regulations or for any other reason.

Students must assume full responsibility for the contents of lockers and must lock all lockers and locks after use. No student will place, keep, or store, or allow to be placed, kept, or stored, in his/her locker, desk, or other school property, any firearm, knife, explosive, other dangerous object or illegal contraband; the use or possession of these items is prohibited.

Principals must provide information on DCPS policies regarding searches to students and their parents on a regular basis, including at the beginning of each school year.*

*Source: Final Rulemaking published at 35 DCR (December 30, 1988): as amended by Final Rulemaking Publish at 41 DCR 4934 (July 22, 1994). Title 5 District of Columbia Municipal Regulations.

PREVENTION PROTOCOL

Security Surveys*

| Depending on Assistance Needed, Call: | |
|---------------------------------------|--------------|
| Office of School Security | 202-481-3096 |
| LEA Contact | |
| Other | |

Situation Description

Ensuring the security of students, staff, property, and facilities is critical to providing a safe and productive learning and working environment. Incidents may occur when an administrator is faced with circumstances related to security that may be beyond his or her ability to effectively manage without assistance. Some areas of concern may include access control, environmental, Internet security, intrusion detection, lighting, maintenance, physical security, surveillance, theft, and vandalism. The following procedures were developed to help in these instances.

Security assessments—District of Columbia Public Schools offers safety and security assessments under the direction of the Office of School Security. To initiate the process, an administrator/designee must contact the Office of School Security at 202-576-6962 to request a Security Survey. These assessments are conducted by the Physical Security Section of the Office of School Security.

If a situation warrants the need for an assessment by a consultant, the circumstances will be reviewed by the Office of School Security first, which will generate strict guidelines governing the area(s) the assessor investigates. Only after this, and with the approval of both the Chief of Security and the Chancellor, will an outside agency be requested to perform a security assessment.

Currently, MPD offers free security assessments to the school system and is considered the consultant. Guidelines will be set by a joint venture with the Office of School Security and MPD in regard to how these assessments will be completed, on a case-by-case basis.

Procedures

- Contact the Office of School Security at 202-576-5240 to request an assessment.

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Section 7

Appendices

"The District of Columbia government is continuously working to protect our city from the range of hazards that threaten our residents, visitors, businesses and the environment."

(Mayor Adrian M. Fenty, 2008)





Appendices

Introduction

This Section is a compilation of expanded information as referenced under various other Sections throughout this Guide. Here you will find programs and other handbooks to aid you with various emergency, response, and safety, security, and health issues.

The following Appendices are based on planning that has already occurred and can be used in conjunction with the *School Emergency Response Plan and Management Guide*.

Please add any additional resources to this Section that may apply to your individual school.

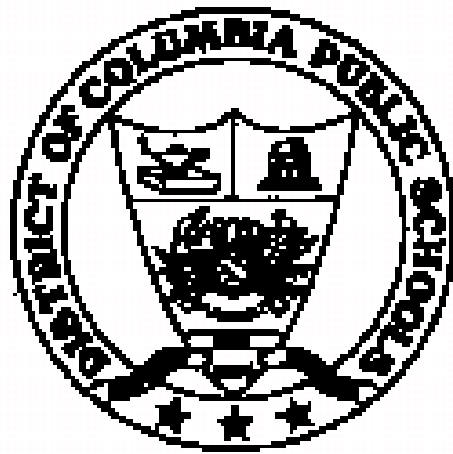
This Section contains information developed and implemented by District of Columbia Public Schools and can be used as a guideline for other District LEAs. Each LEA should review and edit the contents to conform to their procedures.

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Exposure Control Plan



EXPOSURE CONTROL PLAN

Introduction

The primary purpose of the DCPS Exposure Control Plan is to provide protection to all human health within the school system, pursuant to, the U.S. Department of Labor, Occupational Safety and Health Administration (OSHA) Occupational Exposure to Bloodborne Pathogens (BBP) standards and DC government solid waste management rules.¹ Additionally, the plan is designed to ensure that schools comply with the DC Department of Health (DOH) Universal Precautions Standards and public health practices.²

The Exposure Control Plan includes a model that was established by the State of North Carolina's Franklin County School System.³ The District decided to use the Franklin County exposure control model because it meets the requirements of OSHA BBP and hazard communication standards.⁴

The OSHA BBP standard protects employees who work in occupations where they are at risk of exposure to blood or other potentially infectious materials. The OSHA hazard communication standard protects employees who may be exposed to hazardous chemicals.⁵ The primary purpose of the BBP standards is to eliminate or minimize on-the-job exposure to blood and other potentially infectious materials, which could result in the transmission of BBPs and lead to disease or death. The major pathogens are the Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and the Human Immunodeficiency Virus (HIV).⁶ The DC government waste management rules determine proper disposal methods of items that are contaminated with blood and other potentially infectious materials.⁷

Policy

The District is committed to providing a safe and healthy work environment for all staff and students. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to BBPs in accordance with OSHA standard 29 CFR 1910.1030, Occupational Exposure to Bloodborne Pathogens.

The policy applies to all school employees and students. For the purpose of this plan, *occupational exposure* means any reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's assigned work duties.⁸

¹ U.S. Department of Labor Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens (BBP) Standards; 29 CFR 1910.1030: Sec. 301 DC Law 1-134, May 1977.

² DC Department of Health Guidelines for Handling Body Fluids in Schools, December 1984.

³ See Franklin County School Exposure Control Plan.

⁴ The full text of OSHA BBP and hazard communication standards can be found in 29 CFR 1910.1030 and 29 CFR 1910.1200.

⁵ Model Plans and Programs for the OSHA BBP and Hazard Communications: www.osha.gov/publications/osha3186.html

⁶ Excerpt, Franklin County School Exposure Plan: OSHA Bloodborne Pathogens.

⁷ DC Law 1-134, Solid Waste Management Regulations, and all other related Infectious Disease and regulated waste management laws—as detailed DC Code and DCMR Title 22.

⁸ CFR 1910.1030 and 29 CFR 1910.1200: Franklin County School's Exposure Control Plan.

Authorities

- Department of Labor, OSHA Occupational Exposure to Bloodborne Pathogens Standard (29 CFR 1910.1030) provides provisions to employers to eliminate or minimize occupational exposure to BBPs in the work environment.
- DC Law 17-009, Public Education Reform Amendment Act of 2007. Sections 105, 106 grants the Chancellor authority to direct and supervise the administration of DC Public Schools.
- Preventive Health Services Administration Act of 1985 (D.C. Official Code 7-131 et seq.) authorizes the Mayor, in consultation with the DOH Director, to control the spread of a communicable disease, including the authority to order examination, treatment isolation, or quarantine of a person or persons.
- DC Law 3-20, Immunization Of School Students Act of 1979, describes immunization and medical exemption requirements.
- Title 22 DCMR Public Health and Medicine provides direction for human health best practices concerning management of infectious and communicable diseases. Title 22 also provides policy direction concerning management of infectious and hazardous waste.
- Title 5 DCMR Section 1023 sets forth provisions for the protection of employees' health information.
- Provisions for the protection of student health information are included in Chapter 24, Title 5 DCMR and the Family Educational Rights and Privacy Act (FERPA) (20 U.S. 123g; 34 CFR 99).
- DC Law 12-263, Human Right Genetic Information Amendment Act of 2004, includes provisions that allow an employer to obtain genetic information about an employee to potentially toxic substances in the workplace, provided that the employee provides, in writing, his or her informed consent, and the genetic information is provided to the employee in writing as soon as it is available, and the genetic information is not disclosed to any other person.
- DC Law 1-134, District of Columbia Solid Waste Regulations of 1997, provides for the safe management and disposal of infectious and hazardous waste.

Program Administration

The Chancellor will appoint the Chief Business Officer as the lead school official to ensure that:

- All elements of the Exposure Control Plan (ECP) are met.
- Contents of the ECP are conveyed to employees.
- Policies and procedures are in place for employees not complying with the ECP.
- The BBP Standards Committee is appointed.
- BBP Program Coordinator is assigned to monitor implementation of the DCPS Exposure Control Plan.

The BBP Program Coordinator will ensure that:

- Appropriate housekeeping standards are developed and met for the cleaning and decontamination of work areas where there is potential for exposure to BBP.
- Appropriate personal protective equipment (PPE) is readily accessible at auxiliary sites.
- Contaminated waste disposal standards are met.
- Blood spill cleanup kits and antiseptic towelettes are available in school vehicles and buses.
- Incident and BBP Surveillance and Monitoring Forms are developed and placed in all schools.
- Mandatory BBP training is conducted and that all employees attend.
- Employees are identified as being at-risk for occupational exposure and at-risk employees attend

the Required BBP training sessions.

- Appropriate PPE is available in accessible locations.
- Outdated BBP supplies are replaced (e.g., in cleanup/hygiene stations, in the main office).
- Employees comply with the ECP and address noncompliance issues.
- A copy of the Exposure Control Plan is readily accessible in the main office at each school and reception desk.
- Updates of the ECP occur when information is received from the BBP Program Coordinator and revisions are communicated to employees.
- The annual Bloodborne Pathogens Surveillance and Monitoring Form for the workplace is completed in accordance with program guidelines.
- The DCPS Incident Report and Bloodborne Pathogens Exposure Report forms are completed when indicated and assistance is provided to employees.
- BBP Program Coordinator is immediately notified when an occupational exposure incident occurs.
- Circumstances surrounding exposure incidents are evaluated and administrators initiate corrective actions to prevent future incidents.
- All work sites are maintained in a clean and sanitary condition.
- The ECP is developed, implemented, reviewed, and updated in conformity with applicable District and Federal OSHA regulations and waste management laws.
- An updated copy of the ECP is given to each principal. Plan recipients should place the document in accessible areas located in the main office and in the reception area of each auxiliary site.
- The work environment is evaluated, identifying actual and potential hazards for exposure to BBPs, jobs having collateral risk, and at-risk job categories.
- Employee Exposure Determination Questionnaires are reviewed to identify at-risk employees.
- Appropriate measures to protect employees from occupational exposure are developed and specified in the ECP and the information is conveyed to employees during BBP training sessions.
- These measures must include use of hand washing techniques, universal precautions, labels with the biohazard warning symbol, work practice controls, personal protective equipment, housekeeping standards, methods for handling contaminated laundry, and methods for disposing of contaminated waste and contaminated sharps.
- The BBP Program Coordinator will assess and at least annually document in the master copy of the ECP the availability of safer personal protective devices.
- The Hepatitis B vaccination series is offered to at-risk employees.
- The BBP Program Coordinator will coordinate with the DOH concerning the administration of the Hepatitis B vaccine for employees accepting the series.
- The BBP Program Coordinator will maintain Hepatitis B vaccination records of at-risk employees.
- Review the DCPS Incident Report, DCPS Bloodborne Pathogens Exposure Report, and DCPS Bloodborne Pathogens Source Incident Report forms in accordance with program guidelines.
- Develop Corrective Action Plans (CAP) and complete followup and documentation for occupational exposure incidents.
- Post-exposure medical evaluations and followup procedures are followed.
- Establish and confidentially maintain medical records systems. Ensure the completion of BBP training classes and maintain records at a central office for a three-year period. Current and archived records shall be maintained in a secured area at all times.
- Document data from nonmanagerial employees potentially exposed to injuries from

contaminated sharps in the master copy of the Exposure Control Plan. Also, note recommendations and best management practices (BMP) for more effective engineering and work-practice controls.

- Complete the Sharps Injury Log and maintain confidentiality. Records shall be retained at a central office for five years. Current and archived records will be maintained in a secured area at all times.
- Complete the Annual Bloodborne Pathogens Surveillance and Monitoring Form for each school and auxiliary site.
- Review, file, and institute corrective actions, as required.
- Convene Bloodborne Pathogens Standards Committee meetings as required.

The BBP Program Coordinator will chair the BBP Standards Committee to ensure that:

- Mandatory annual BBP training takes place.
- BBP supplies are available at each school.
- Coordination occurs with school nurse, ensuring that letters are sent to parents/legal guardians who are providing needle devices for school personnel to use in the care of students.

Plan Exposure Control

The ECP is the key document to assist DCPS in implementing and ensuring compliance with the BBP and hazard communications standards. A copy must be kept in the main office at each school and reception area at each auxiliary location. The plan shall be reviewed with all employees during mandatory BBP training.

The ECP will be reviewed and updated whenever necessary to reflect changes in at-risk job categories, tasks, and procedures. The review and update must reflect changes in technology that eliminate or reduce exposure to BBPs and annually document consideration and implementation of appropriate medical innovations commercially available to provide more effective protection to eliminate or minimize occupational exposure.

The DCPS BBP Program Coordinator will solicit input from nonmanagerial employees responsible for direct student care who are potentially exposed to injuries from contaminated sharps in the identification, evaluation, and selection of effective engineering and work practice controls.

The solicitation will be obtained during BBP training. Also, employees are encouraged to provide such information to their supervisor, principal, and/or BBP Program Coordinator at any time during the course of employment.

DCPS will request parents/legal guardians who purchase needle devices for school personnel to use in caring for students provide the safest and most effective syringes feasibly available for purchase. The BBP Standards Committee will review changes annually in technology that eliminates or reduce exposure to BBPs and make recommendations for changes such as purchasing new devices, if such devices are commercially available and improve safety. The review must be documented in the master copy of the Exposure Control Plan and shared with employees upon request. Also, the committee shall review all DCPS Exposure Report forms and make necessary recommendations to minimize or eliminate future exposures.

Exposure Determination

The OSHA BBP standard covers any employee who is at risk for occupational exposure. *Occupational exposure* is defined as any reasonably anticipated skin, eye, mucous membrane, or potential contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. However, *Good Samaritan* acts, or employees rendering assistance to accident victims, and other exposures that cannot be anticipated, do not constitute occupational exposure.⁹

To help determine employees and students risk of exposure in the school environment, each Local Education Agency (LEA) must evaluate the work environment to determine the actual and potential hazards for exposure to BBPs. An exposure determination list identifying job classifications that have actual and collateral risk for occupational exposure will be made. Additionally, tasks will be identified and examined with recommendations made on how to reduce the potential of exposure to blood or other infectious materials through workplace controls, PPE, or other methods. Exposure determination will be made without regard to the use of PPE.

The Exposure Determination Questionnaire must also be used to identify at-risk employees. This questionnaire will be completed by every new employee during orientation in the Pre-exposure Introduction BBP training and by employees having employment changes placing them in at-risk job categories, during Refresher BBP training. Additionally, any employee who thinks his or her occupational exposure status has changed may request and complete this questionnaire at any time during the course of employment and submit the completed questionnaire to the BBP Program Coordinator. This tool is especially beneficial if exposure determination is questionable.

Employees listed in at-risk job categories are those who because of their usual duties might be exposed to blood or other potentially infectious fluids as an integral part of performing occupational tasks. Therefore, it is reasonable to anticipate that exposure may occur. The list may not be all-inclusive for at-risk exposure determination.

Employee positions that are not included on the list, who believe they are at risk for occupational exposure to blood and other potentially infectious materials, may request an Exposure Determination Questionnaire from their principal or the BBP Program Coordinator. The completed questionnaire must be submitted to the BBP Program Coordinator and reviewed by the BBP Standards Committee.

Employees Having Occupational Exposure Must:

- Identify job tasks placing them at risk for potential occupational exposure and perform all duties in compliance with the Exposure Control Plan.
- Attend mandatory BBP training annually and participate in subsequent seminars to updates to the OSHA BBP final standard and revisions to the ECP.
- Immediately (not later than 24 hours after incident) report occupational exposure to blood and other potentially infectious materials to their supervisor and complete a Bloodborne Pathogens Exposure Report form.
- All employees will utilize Universal Precautions.

Students Potentially At-Risk for Exposure

⁹ CFR 1910.1030 and 29 CFR 1910.1200

While students are not covered under Federal OSHA regulations, the DC public school system acknowledges that students are at risk for exposure, because of accidents that may occur during the school hours. Also, students who self-administer medications are potentially at risk of exposure if they use an EpiPen or other devices for diabetes.

Therefore, DCPS requires all students to comply with DC Law 3-20, Immunization of School Students Act of 1979. To ensure that students comply with the city's immunization requirements, DOH makes available free Hepatitis B vaccine to children and young adults through 26 years of age.¹⁰

All students attending DCPS are required to have Hepatitis B and Tetanus vaccinations. Students who do not comply with the city's student immunization requirements cannot attend classes until their immunizations are up to date. Students can be excused from the city's immunization requirements only if they have an approved medical or religious exemption.

If students have an exposure incident, the incident must be reported to the school principal, nurse, parent or legal guardian, and BBP Program Coordinator as quickly as possible. A DCPS Incident Report form will be initiated. The parent or legal guardian must be advised by the school nurse of pertinent health recommendations.

Student-to-Student Exposure for Biting Incidents

For the person bitten—

- Inspect area to see if skin is broken and if blood is visible.
- Promptly advise school nurse and/or principal of the incident and promptly notify parents. The school nurse will advise the parent or legal guardian of the pertinent health recommendations
- If the school nurse is not on duty, contact 911. Whenever skin is broken, promptly consult with the school nurse for direction regarding any necessary treatment measures, including tetanus immunization. There is minimal risk of contracting communicable diseases such as Hepatitis B or Hepatitis C from a human bite. HIV is not identified by the Centers for Disease Control and Prevention (CDC) as a risk factor.¹¹
- Always use Universal Precautions when handling body fluids.

For the biter—

- When the skin is broken, resulting in visible blood during biting incident, promptly advise the school nurse, principal, and student's parent/legal guardian. Assist student to rinse mouth with water to remove possible residual blood.
- Promptly advise school nurse and principal of the incident and plan for prompt parental notification.
- The school nurse will advise the parent or legal guardian of pertinent health recommendations. If the nurse is not on duty, immediately, contact 911. There is minimal risk of contracting communicable diseases such as Hepatitis B or Hepatitis C from a human bite. The Human Immunodeficiency Virus (HIV) is not identified by the CDC as a risk factor.
- Always use Universal Precautions when handling body fluids.

¹⁰ DC Law 3-20

¹¹ Franklin County School's Exposure Control Plan

School Emergency Response Plan and Management Guide

The following table outlines job classifications considered to be at risk, tasks causing risk, and the protective barriers or engineering controls to be used during the implementation of the ECP.

| At-Risk Job Classifications | | |
|--|--|---|
| Classifications | Tasks Inducing Risk | Protective Barrier/ Engineering Control |
| Athletic Trainers | <ul style="list-style-type: none"> • Emergency first aid • Handling contaminated laundry | Universal Precautions, gloves, goggles, masks protective clothing, first aid supplies, disinfectants, leak-proof bags, hand washing, and blood spill clean-up kit |
| Coaches | <ul style="list-style-type: none"> • Emergency first aid • Handling contaminated laundry | Universal Precautions, gloves, goggles, masks protective clothing, first aid supplies, disinfectants, leak-proof bags, hand washing, and blood spill cleanup kit |
| First Responders | <ul style="list-style-type: none"> • Emergency first aid and CPR | Universal Precautions, gloves, goggles, masks protective clothing, first aid supplies, disinfectants, leak proof bags, hand washing, and blood spill cleanup kit |
| Custodians | <ul style="list-style-type: none"> • Cleaning up and decontaminating procedures • Disposing of contaminated waste | Universal Precautions, gloves, goggles, masks, protective clothing, disinfectants, microshields, hand washing blood spill cleanup kit |
| Nurse | <ul style="list-style-type: none"> • Screenings, first aid • Medically related procedures • Direct patient care | Universal Precaution, gloves, goggles, masks, protective clothing, first aid, supplies, disinfectants, hand washing |
| Physical Education Teachers contaminated | <ul style="list-style-type: none"> • Emergency first aid • Handling contaminated laundry | Universal Precaution gloves, masks, protective clothing, first aid, supplies, disinfectants, hand washing, leak-proof bags, blood spill cleanup kit |
| Pre K Teachers Teacher Assistants | <ul style="list-style-type: none"> • Providing first aid to children of ages that are more prone to injury | Universal Precautions, gloves goggles, masks, protective clothing, first aid supplies, hand washing. |
| Secretaries | <ul style="list-style-type: none"> • Emergency first aid • Responsibilities for discipline | Universal Precautions, gloves goggles, masks, protective clothing, first aid supplies, hand washing. |
| Administrators | <ul style="list-style-type: none"> • Responsible for discipline • Emergency first aid • Potential for injury while intervening in fights/altercations | Universal Precautions, gloves goggles, masks, protective clothing, first aid supplies, hand washing. |
| Shop Teachers | <ul style="list-style-type: none"> • Emergency first aid • Working with equipment having potential for causing injuries | Universal Precautions, gloves, goggles, protective clothing, first aid supplies, face shields, hand washing. |
| Administration (medication to student givers) | <ul style="list-style-type: none"> • Provide medication to students | Universal Precautions, gloves, goggles, protective clothing, first aid supplies, hand washing. |
| Speech Therapists | <ul style="list-style-type: none"> • Place hand in student's for evaluation and therapy | Universal Precautions, gloves, hand washing |
| Teacher Teacher Assistant Bus Drivers of Special Needs Children | <ul style="list-style-type: none"> • Medically related procedures • Aggressive students, known biters | Universal Precautions, gloves, goggles, masks, protective clothing, first aid supplies, disinfectants, approved disposal containers, hand washing. |

**Examples of Job Classifications at Possible Risk of Occupational Exposure
(Category II collateral exposure)**

| | |
|--|--|
| Chemistry/Biology Lab Teacher | Bus Drivers/Substitute Drivers |
| Classroom Teacher/ Substitutes Instructors | Teachers Substitutes |
| Maintenance Workers/Trades and Industry Teachers | Other health impaired teachers and assistants |
| Mini-Bus Drivers/Monitors | Teacher and Teacher Assistants of Health Impaired students |

Collateral Exposure

Employees having collateral exposure are encouraged to take the Hepatitis B vaccination series if he/she has rendered assistance in any situation involving the presence of blood or other potentially infectious materials on a post-exposure basis. It should be taken immediately and within 24 hours of the exposure incident. Employees can contact the DOH for vaccination assistance and information.

As indicated above, *Good Samaritan* acts, such as a teacher or secretary rendering assistance to an accident victim, and other exposures that cannot be anticipated do not constitute occupational exposure. Many employees may at some time in their career respond to an accident, but they are not considered at risk for occupational exposure. These employees should follow the same post-exposure followup as employees who are at risk for occupational exposure. All employees are to use good hand washing techniques and Universal Precautions as protective measures, regardless of whether designated as at risk for occupational exposure. Employees providing first aid and having to clean up blood or other potentially infectious materials (e.g., when a custodian is not available and/or a blood spill cleanup kit is used) must complete an Incident Report form. Additionally, a BBP Exposure Report form should be completed immediately in the event of a collateral exposure incident.

The following table outlines the job classifications and tasks for employees considered as having collateral risk for occupational exposure and the protective barriers or engineering controls to be used.

| At-Risk Job Classifications (Collateral) | | |
|---|---|---|
| Classifications | Tasks Inducing Risk | Protective Barrier/ Engineering Control |
| Biology/Chemistry Lab Teachers | <ul style="list-style-type: none"> Emergency first aid Working with equipment that could cause injury | Universal Precautions, gloves, goggles, masks protective clothing, first aid supplies, hand washing |
| Maintenance Workers | <ul style="list-style-type: none"> Working with equipment that could cause injury | Universal Precautions, gloves, goggles, masks protective clothing, first aid supplies, disinfectants, leak proof bags, hand washing and blood spill cleanup kit |
| Classroom Teachers | <ul style="list-style-type: none"> Emergency first aid Potential for handling cleaning up body fluids | Universal Precautions, gloves, disinfectants, hand washing |

Methods of Compliance and Safe Work Practices

Consistent with provisions set forth by the DC Department of Health Universal Precaution Guidelines, all employees should use Universal Precaution procedures to prevent contact with blood

or other potentially infectious materials.¹² Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids must be considered potentially infectious.¹³

Engineering and Work Practice Controls

Engineering and work practice controls will be used to eliminate or minimize employee exposure. Where occupational exposure remains, personal PPE must also be used. Engineering controls will be examined and maintained or replaced on a regular schedule to ensure their effectiveness.

Hand washing facilities must be readily accessible to employees. Each school site will have a designated scrub area with running water and soap. Also, hand washing facilities are located in each staff and student restroom. When provision of hand washing facilities is not feasible, an appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes must be provided. After using antiseptic cleansers or towelettes, employees wash their hands with soap and water as soon as possible. Also, antiseptic hand cleansers/towelettes should be available in school vehicles and buses.

Hands must be thoroughly washed between all direct student contacts, after handling soiled or contaminated items and equipment, prior to gloving, and immediately after gloves or other PPE are removed. Hands and other skin surfaces must be washed with soap and water and mucous membranes flushed with water immediately or as soon as feasible following contact with blood or other potentially infectious materials.

Contaminated sharps must be handled with caution. Contaminated needles and other sharps cannot be bent, recapped, or removed unless the employer demonstrates that no alternative is feasible or that such action is required by a specific medical procedure. Bending, recapping, or needle removal must be accomplished through the use of a mechanical device or a one-handed technique.

Shearing or breaking of contaminated needles is prohibited. Immediately, or as soon as possible after use, contaminated sharps must be placed in appropriate containers for disposal. These containers must be puncture resistant, leak proof on the sides and bottom, and labeled with the biohazard warning symbol.

Activities likely to produce self-contamination such as eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses should be avoided in settings or work areas where there is a reasonable likelihood of occupational exposure. Food and drink must not be kept in refrigerators, freezers, shelves, and cabinets or on countertops or bench tops where blood or other potentially infectious materials are present. All procedures involving blood or other potentially infectious materials will be performed in a manner to minimize splashing, spraying, spattering, and generation of droplets of these substances. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.

Specimens of blood or other potentially infectious materials must be placed in a container that prevents leakage during collection, handling, processing, storage, or transport. A readily observable biohazard warning label should be attached on the container. Outside agencies providing services such as wellness and volunteer blood donation involving the collection and transportation of specimens will be responsible for complying with the Federal and District OSHA BBP regulations.

¹² DC Department of Health, Universal Precaution Guidelines, 1987.

¹³ OSHA Bloodborne Pathogens, 1910.1030.

Equipment that may become contaminated with blood or other potentially infectious materials must be examined prior to servicing or shipping and decontaminated as necessary. If decontamination of equipment or portions of such equipment is not feasible, a readily observable biohazard warning label must be attached stating which portions remain contaminated. This information will be conveyed to all affected employees, the servicing representative, and/or the manufacturer, as appropriate, prior to handling, servicing, or shipping so that necessary precautions can be taken.

Personal Protective Equipment (PPE)

Provision—Where there is exposure, DCPS will provide at no cost to the employee appropriate PPE such as, but not limited to, gloves, gowns, face shields or masks, eye protection, mouthpieces, resuscitation devices, pocket masks, or other ventilation devices. PPE will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through to or reach the employee's work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time in which the protective equipment will be used.

Use—DCPS will ensure that the employee uses appropriate PPE unless temporarily and briefly declined to use PPE when, under rare and extraordinary circumstances, it was the employee's professional judgment that its use would have prevented delivery of health care or public safety services or posed an increased hazard to the safety of the worker or coworker. When the employee makes this judgment, the circumstances will be investigated and documented to determine if changes can be instituted to future prevent occurrences.

Accessibility—Appropriate PPE will be readily accessible to employees. Hypoallergenic gloves, glove liners, and powderless gloves or similar alternatives will be accessible to employees allergic to gloves normally provided. The school nurse or custodial staff can request PPE.

Repair and replacement—DCPS will, at no cost to the employee, repair or replace PPE as needed to maintain its effectiveness. Any garment penetrated by blood or other potentially infectious materials must be removed immediately or as soon as possible and placed in a leak-proof plastic bag.

Removal and disposal—All PPE must be removed prior to leaving the work area. Contaminated gloves should be removed immediately after use, using proper removal technique. PPE must be changed between each individual use and after use in other settings to avoid transmission of organisms to the environment or to other individuals. When PPE is removed, it must be placed in a leak-proof plastic bag and put in a trash can with a biohazard warning label on the container.

Gloves—Gloves must be worn when you reasonably expect hand contact may occur with blood, other potentially infectious materials, mucous membranes, or nonintact skin, performance of vascular access procedures, or handling of contaminated items or surfaces. Gloves must be worn when the employee has cuts, scratches, or other broken skin. Also, employees with cuts, scratches, or other broken skin must cover the exposed skin with a protective band-aid or gauze dressing. Disposable (single-use) gloves must be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Disposable (single-use) gloves may not be washed or decontaminated for reuse. Utility gloves may be decontaminated for reuse if the integrity of the glove is not compromised. However, they must be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration, or when their functions are compromised.

Masks, eye protection, and face shields—Masks in combination with eye protection devices, such as goggles or glasses with solid side shields, or chin-length face shields, must be worn whenever

splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated, and eye, nose, or mouth contamination can be reasonably anticipated.

Gowns, aprons, and other protective body clothing—Appropriate protective clothing, such as but not limited to, gowns, aprons, lab coats, clinic jackets, or similar outer garments shall be worn in situations involving occupational exposure. The type and characteristics shall depend upon the task and degree of exposure anticipated. Surgical caps, hoods, and/or shoe covers or boots must be worn in instances when gross contamination is reasonably anticipated.

Resuscitation devices—Mouthpieces or pocket masks for mouth-to-mouth resuscitation, bag-valve-mask devices, or other resuscitation devices must be available to prevent oral fluids or blood from coming in contact with the provider of mouth-to-mouth resuscitation or other ventilator support.

Blood spill cleanup kits—Blood spill cleanup kits are available in the custodial stations, in school vehicles, and buses. They can only be used in situations where a custodian is not available for cleaning up and decontamination.

Housekeeping

Each work site will be kept clean and sanitary. An appropriate written schedule can be determined and implemented for cleaning and method of decontamination based on the location within each facility, type of surface to be cleaned, type of soil present, and tasks or procedures performed in the area. Refer to DCPS Custodial Handbook.

All equipment, environmental, and work surfaces must be cleaned and decontaminated immediately after contact with blood or other potentially infectious materials. Contaminated work surfaces should be decontaminated with an appropriate disinfectant after completion of procedures, immediately, as soon as feasible when surfaces are overtly contaminated, or after any spill of blood or other potentially infectious materials—and at the end of the work shift if the surface may be contaminated during the shift.

For small spills, an appropriate absorbent product must first be used in the cleanup process to remove blood or other potentially infectious materials, if feasible. For large spills, the area must be flooded with a liquid germicide before cleaning, then cleaned with fresh germicidal chemical. Tuberculocidal disinfectants approved by and registered with EPA should be used and safety rules enforced for the proper selection and use of disinfectants.

Phenolic germicidal detergent solutions are recommended for use. Additionally, freshly mixed household bleach is effective. Prepared dilutions must be discarded within 24 hours.

Undiluted household bleach may be used on surfaces that can tolerate the concentration without damaging the surface. Bleach is not the disinfectant of choice because of its short shelf life and its lack of ability to cleanse. Bleach is easily inactivated by organic matter, is very corrosive to metals and damaging to many materials, and is relatively toxic.

Protective coverings such as plastic wrap, aluminum foil, or imperviously-backed absorbent paper used to cover equipment and environmental surfaces, should be removed and replaced as soon as feasible when they become overtly contaminated, or at the end of the work shift if they may have become contaminated during the shift.

All bins, pails, cans, and similar receptacles intended for reuse which have a reasonable likelihood of becoming contaminated with blood or other potentially infectious materials must be inspected and

decontaminated on a regularly scheduled basis, as well as cleaned and decontaminated immediately upon visible contamination.

Broken glassware that may be contaminated must not be picked up directly with the hands. It should be cleaned up using mechanical means such as a brush and dust pan, tongs, or forceps and placed in a rigid, leak-proof, puncture resistant container with a biohazard warning label attached (e.g., sharps disposal container, cardboard box).

Reusable sharps that are contaminated with blood or other potentially infectious materials should not be stored or processed in a manner that requires employees to reach by hand into the containers where these sharps have been placed.

Disposal of Waste Contaminated With Blood and Other Potentially Infectious Materials

To prevent unnecessary exposure to blood and other potentially infectious materials, follow these procedures for disposal of items that include, but are not limited to, bloody bandages, gauze, dressings, sponges, paper towels, sanitary pads, swabs, and used gowns or gloves:

- Wear gloves during disposal process.
- Place items in a leak-proof plastic bag.
- Remove gloves using proper technique and place them in the plastic bag with the contaminated items.
- Securely fasten the plastic bag and place it in a plastic-lined garbage container.
- Label the bag and/or the garbage container with the biohazard warning symbol.
- If the plastic bag becomes contaminated with blood or if there is a fear of leakage, place it inside a second bag, securely fastened, and place in the garbage container. The second bag and/or the garbage container must be labeled with the biohazard warning symbol.
- Store filled, covered trash containers outside to be picked up by the city and county sanitation departments.
- Diapers soiled with urine and/or feces are not regulated medical waste and may be disposed as general solid waste.

Disposal of Regulated Medical Waste

District of Columbia Government and OSHA waste management rules will be used to regulate medical waste, blood, and body fluids in individual containers in substantial volumes; microbiological waste such as laboratory cultures and stocks; and pathological waste such as human tissue, organs, or body parts. These three types of waste may be incinerated, steam sterilized, or disposed of by sanitary sewage for bulk blood prior to disposal with other general solid waste. Acceptable methods of treatment are incineration or sanitary sewage systems, provided the sewage treatment authority is notified.

Contaminated disposable items such as dressings, PPE, etc., that would release blood or body fluids in a liquid or semi-liquid state if compressed—or items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling—are regulated waste as defined by OSHA. Package such waste in a minimum of one plastic bag in a rigid fiberboard box or drum in a manner that prevents leakage of the contents. The plastic bag must be impervious to moisture and have sufficient strength to preclude ripping, tearing, or bursting when filled under normal conditions of usage and handling.

The red bag labeled with the biohazard warning symbol may be used. Store regulated medical waste in a manner that maintains the integrity of the packaging at all times. Each package of regulated medical waste must be labeled with a water-resistant universal biohazard warning symbol and marked on the outer surface with the following information:

- Generator's name, address, and telephone number;
- Transporter's name, address, and telephone number;
- Storage facility name, address, and telephone number, when applicable;
- Treatment facility name, address, and telephone number;
- Date of shipment; and
- Infectious Waste or Medical Waste.

Label containers leaving the facility with the biohazard warning symbol or properly color-coded. If outside contamination of the primary container occurs, the primary container must be placed in a second container which prevents leakage during handling, processing, storage, transport, or shipping and is labeled or color-coded according to the above requirements. The custodian or principal should call the BBP Coordinator for pick up and disposal.

Contaminated Sharps

Discard contaminated sharps immediately or as soon as feasible in containers that are closable, puncture resistant, leak proof on both sides and bottom. Containers should be appropriately labeled with the biohazard warning symbol.

During use, containers for contaminated sharps will be easily accessible to personnel and located as close as possible to the immediate area where sharps are used or can be reasonably anticipated to be found (e.g., in classrooms and buses). They must be maintained upright throughout use, replaced when necessary, and not allowed to overfill. Sharps disposal containers may be reordered by the principal.

When moving containers of contaminated sharps from the area of use, close the containers immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping. If leakage of the primary container is possible, place this container in a secondary container that is closable, constructed to contain all contents and prevent leakage during handling, storage, transport, or shipping, and labeled or color-coded with the biohazard warning symbol.

Reusable sharps containers must not be opened, emptied, or cleaned manually or in any other manner that would expose employees to risk of percutaneous injury. Place filled sharps container in a closable, leak-proof container labeled with a biohazard warning symbol and transported by the BBP Program Coordinator for proper disposal.

Contaminated Laundry

At-risk employees wearing gloves must handle contaminated laundry using Universal Precautions and minimal agitation. Place contaminated laundry in plastic, heat-proof plastic bags or containers at the location where it was used. It should not be sorted or rinsed in the location where used. Place and transport contaminated laundry in bags or containers labeled with the biohazard warning symbol.

Placed and transported contaminated laundry that is wet and presents a reasonable likelihood of soak-through or leakage from the bag or container in properly labeled bags or containers that prevent soak-

through and/or leakage to the exterior. A red bag with the biohazard warning symbol may be used. Although contaminated laundry must be handled more carefully and stored in properly labeled bags, it can be washed with regular laundry using hot water.

Athletic teams must comply with the city's infectious disease policy. Clothing that becomes contaminated with blood and other potentially infectious material while at school must be removed as soon as possible and placed in a leak-proof plastic bag for transport to an appropriate place for cleaning.

Hepatitis B Vaccination Post-Exposure Evaluation and Followup

DCPS will make available the Hepatitis B vaccination series to all employees who have occupational exposure and post-exposure evaluation and followup to all employees who had an exposure incident. According to OSHA BBP standards, a BBP incident involves contact with a specific eye, mouth, or other mucous membrane, nonintact skin or parenteral contact with blood or other potentially infectious materials. Potentially infectious materials are defined as semen, vaginal fluid, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, or any body fluid containing visible blood or where it is impossible to differentiate between body fluids.

Examples of exposure incidents include, but are not limited to:

- Parenteral exposure to blood;
- Sharps incidents, (e.g., contaminated needle sticks during or after needle disposal, recapping used needles, transferring uncapped used needles, handling sharp contaminated instruments);
- Nonintact skin, eyes, and mucous membranes (e.g., traumatic physical altercation with infected person; Handling or disposing of contaminated waste, linen, laboratory specimens, spills, and splashes of blood and other body fluids); and
- Human bites.

The BBP Coordinator and Human Resource office will organize Hepatitis B vaccination series with the DC Department of Health. Employees may also elect to receive the Hepatitis B vaccination, post-exposure evaluation and follow-up including prophylaxis, from their healthcare provider.

DCPS Incident Report form will be initiated when first aid is provided and the employee has to clean up the spill (e.g., when no custodian is available and/or a blood spill cleanup kit is used). A DCPS Bloodborne Pathogens Exposure Report form will be initiated immediately after an exposure incident.

Hepatitis B Vaccine for Contract Workers

DCPS is not responsible for provision of the Hepatitis B vaccine to persons contracted to perform services for the school system.

Post-Exposure Evaluation and Followup

- Employees are required to remove PPE and follow the procedure for disposal of contaminated waste.
- Employees must then wash exposed areas (e.g., hands and other skin surfaces) with soap and water, then immediately flush exposed mucous membranes and eyes with water.

- Make arrangements immediately for cleanup of blood or other potentially infectious materials. An EPA-approved disinfectant should be used by a trained employee (e.g., custodian).
- Employees providing first aid and cleaning up blood or other potentially infectious materials (e.g., when no custodian is available and/or a blood spill cleanup kit is used) must complete DCPS Incident Report form. Blood spill cleanup supplies should be available in the custodial stations, in school vehicles, and buses. They should only be used in situations where a custodian is not available for cleanup and decontamination. Use the red bag in the kit only for regulated medical waste.
- A biohazard injury must be reported immediately, and in all circumstances within 24 hours, by the employee, in writing, using DCPS Bloodborne Pathogens Exposure Report form.
- Obtain the following information for DCPS BBP Exposure Report form:
 - Time, date, and location of the incident;
 - Description of the exposure: puncture, laceration, abrasion, mucosal inoculation, contamination of nonintact skin, or bite;
 - Site of the exposure;
 - Description of the severity of the exposure;
 - Description of skin condition of the employee;
 - Estimate of the volume and composition of fluid and duration of its contact: many fluids such as stool, saliva, emesis, and urine are not sources of HBV or HIV but may be sources of other pathogens;
 - Description of how and why the exposure occurred and the job/duty performed at the time of exposure;
 - Description of any PPE in use at the time of the exposure;
 - Whether or not immediate medical attention was sought;
 - Impact of student cooperation as a factor contributing to the exposure;
 - Source's name, phone number, and address (if known);
 - Exposed employee's physician's name, phone number, and address; and
 - Observations of the supervisor related to the exposure incident and suggestions for corrective action to prevent future occurrences
- Supervisor immediately notifies the BBP Program Coordinator of the exposure incident, assists the employee in completing BBP Exposure Report form, and completes the supervisor's section on the form.

Communicating Hazards to Employees

Labels

Affix warning labels to containers used to dispose of and store regulated waste, items containing blood, or other potentially infectious materials. These labels should be fluorescent orange, orange-red or predominantly so, with lettering and symbols in a contrasting color. Red biohazard containers may be substituted for labels.

Labels must include the following legend:



Information and Training

DCPS offers training opportunities to all employees on the basic knowledge and prevention principles for bloodborne diseases caused by BBPs such as HBV, HCV and HIV. Required Preexposure Introduction BBP training will be offered to all new employees. Refresher BBP training will be presented annually to all employees.

All BBP training is conducted by individuals knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace that the training will address. Contents of the training include the information required by OSHA's BBP final standard.

A general explanation of the epidemiology, symptoms of bloodborne diseases, and modes of transmission of BBPs uses the ABCs of Hepatitis information sheet.

Record Keeping and Surveillance

Each LEA must keep records and store them in one central location.

Training records—

- Training records must include:
 - Dates of training;
 - Contents or a summary of the training sessions;
 - Names and qualifications of persons conducting the training;
 - Names, job titles, and work locations of training participants; and
 - Any relevant concerns and/or unanswered issues that were raised during training.
- Training records must be maintained for three years from the date on which the training occurred.

Medical records—

- Medical records of occupationally exposed employees must be established and accurately maintained for the duration of employment plus 30 years as required by OSHA regulations in 29 CFR 1910.1020. Access must be available to employee exposure and medical records.
- Medical records must include:
 - Name and Social Security number of the employee;
 - Copy of employee's Hepatitis B vaccination status including the dates of all Hepatitis B vaccinations kept in confidential file with approval of employee as in 29 CFR 1910.1030;
 - Copy of the healthcare professional's written evaluation of the employee after a potential occupational exposure; and
 - Copy of information provided to the healthcare professional regarding the occupational exposure.

Confidentiality—

- DCPS will maintain confidentiality of the exposed employee's medical records.
- Medical records will not be disclosed or reported without the exposed employee's expressed written consent to any person within or outside the workplace except as required by State and Federal law.
- The medical records shall be made available to the occupationally exposed employee if requested by the employee.

Surveillance—

- DCPS BBP Surveillance and Monitoring Form must be completed annually by each school principal and a representative from each auxiliary location to monitor compliance with safe workplace practices and use of PPE.
- BBP Program Coordinator shall coordinate, review, and file annual workplace surveys.
- Compliance with the required use of protective measures will be monitored and evaluated in the following ways by principal/supervisor or designee, BBP Program Coordinator:
 - Followup on problems identified through informal reports from staff;
 - Safety reports;
 - Comments received during evaluations of education and training programs;
 - Direct observation of individual employee performance;
 - Walking rounds; and
 - Indirect observation.

Sharps injury log—

- DCPS will establish and maintain a Sharps Injury Log to document percutaneous injuries from contaminated sharps. Information will be recorded and maintained in a manner to protect the confidentiality of the injured employee.
- Information will be provided describing the type and brand of device involved in the incident, the department or work area where the exposure incident occurred, and an explanation of how the incident occurred.
- The Sharps Injury Log shall be maintained for 5 years in accordance with OSHA Regulations. Reference 29 CFR 1904.6 for retention of records.

Conclusion

DCPS will exhaust every effort to mitigate occupational risks and safeguard human health. All DCPS officials must strictly adhere to the health management policies and protocols set forth in this Guide.

DCPS will assess options for future Federal financial support to more effectively implement the DCPS Exposure Plan and address the use of toxic and hazard substances in schools.

EXPOSURE CONTROL PLAN

GLOSSARY OF TERMS

At-risk employees—employees identified as being at risk for occupational exposure to blood and other potentially infectious materials.

Blood and body fluids—liquid blood, serum, plasma, and other blood products, emulsified human tissue, spinal fluids, and pleural and peritoneal fluids.

Bloodborne pathogens (BBP)—pathogenic microorganisms present in human blood that can cause disease in humans. These pathogens include but are not limited to: Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and Human Immunodeficiency Virus (HIV).

Collateral exposure—occupational exposure to blood or other potentially infectious materials as a consequence of collateral job duty (coincidental to the primary job duties) to perform first aid and/or cardiopulmonary resuscitation.

Contaminated—the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated laundry—laundry that has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated sharps—any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

Decontamination—use of physical or chemical means to remove, inactivate, or destroy BBPs on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface of item is rendered safe for handling, use, or disposal.

Engineering controls—controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices such as sharps with engineered sharps injury protections and needleless systems) that isolate or remove the BBP hazard from the workplace.

Exposure Determination Questionnaire—the tool used to identify employees at risk for occupational exposure to blood, BBPs, and other potentially infectious materials. This questionnaire is completed by every new employee during orientation in the Pre-Exposure Introduction BBP training and by employees having employment changes, placing them in at-risk job categories, during Refresher BBP training. Additionally, any employee who perceives his or her occupational exposure status has changed may request and complete this questionnaire at any time during the course of employment. This tool is especially beneficial if exposure determination is questionable.

Exposure incident—a specific eye, mouth, other mucous membrane, nonintact skin, or potential contact with blood or other potentially infectious materials, which results from the performance of an employee's duties.

Good Samaritan acts—rendering assistance to accident victims and other exposures that cannot be anticipated. These do not constitute occupational exposure.

Hand washing facility—a facility providing an adequate supply of running potable water, soap, and single-use towels or hot air drying machines.

Licensed healthcare professional—a person whose legally permitted scope of practice allows him or her to independently perform the activities required for Hepatitis B vaccination and post-exposure evaluation and followup.

HBV—Hepatitis B virus.

HCV—Hepatitis C virus.

HIV—Human Immunodeficiency Virus, the virus that can lead to Acquired Immunodeficiency Syndrome (AIDS).

Medical waste—any solid waste, which is generated in the diagnosis, treatment, or immunization of human beings or animals, in research pertaining thereto, or in the production or testing of biological, but not including any hazardous waste such as dressings, bandages, sponges, used gloves, and tubing.

Microbiological waste—cultures and stocks of infectious agents including but not limited to specimens from medical, pathological, pharmaceutical, research, commercial, and industrial laboratories.

Needleless system—a device that does not use needles for: 1) the collection of bodily fluids or withdrawal of body fluids after initial venous or arterial access is established; 2) the administration of medication or fluids; or 3) any other procedure involving the potential for occupational exposure to BBPs due to percutaneous injuries from contaminated sharps.

Occupational exposure—reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Other potentially infectious materials—1) the following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; 2) any unfixed tissue or organ (other than intact skin) from a human (living or dead); and 3) HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions, and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Parenteral—piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions.

Pathological waste—human tissues, organs, and body parts; the carcasses and body parts of all animals that were known to have been exposed to pathogens that are potentially dangerous to humans during research, were used in the production of biological, or in vivo testing of pharmaceuticals, or that died with a known or suspected disease transmissible to humans.

Personal Protective Equipment (PPE)—specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts, or blouses) not intended to function as protection against a hazard are not considered PPE.

Pre-Exposure Introduction BBP training—Bloodborne Pathogens training required for all employees employed by Franklin County Schools. This training is done during new employee and substitute teacher orientations.

Reasonably anticipated—an individual has reason to believe that exposure will occur while performing a task required by his or her job description.

Red biohazard bag—bag used for disposal of regulated medical waste (20 milliliters of blood or more in a container such as a suction container; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and capable of releasing these materials during handling).

Refresher BBP training—mandatory annual Bloodborne Pathogens training for all Franklin County Schools employees conducted at the beginning of each school year.

Regulated medical waste—from the Waste Management Rules of North Carolina used for disposal purposes. It means blood and body fluids in individual containers in volumes greater than 20 milliliters untreated microbiological and pathological waste. This refers to blood and body fluids that are in a liquid state and in a container such as a suction container. This does not refer to blood absorbed by materials such as bandages and dressings.

Regulated waste—OSHA-defined liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Sharps—needles, syringes with attached needles, capillary tubes, slides and cover slips, and scalpel blades.

Sharp with engineered sharps injury protections—a nonneedle sharp or a needle device used for withdrawing body fluids, accessing a vein or artery, or administering medications or other fluids, with a built-in safety feature or mechanism that effectively reduces the risk of an exposure incident.

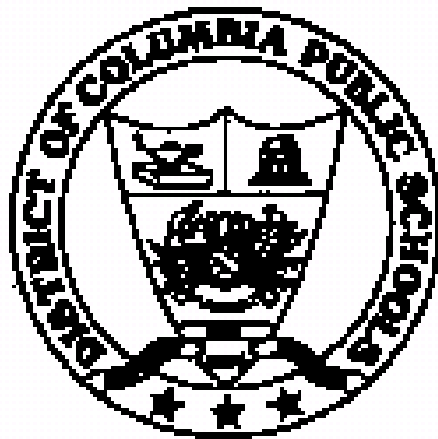
Source individual— any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to, students and employees, trauma victims, clients of drug and alcohol treatment facilities, and individuals who donate or sell blood or blood components.

Sterilize—use of a physical or chemical procedure to destroy all microbial life, including highly resistant bacterial endospores.

Universal Precautions—an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HBV, HCV, HIV, and other BBPs.

Work practice controls—controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

Fire Watch



INTRODUCTION

A fire watch is a short-term, emergency measure to provide an acceptable level of life safety in an unsafe or hazardous conditions existing in a building or structures. A fire watch is a compensatory measure only. It is intended to allow continued occupancy of a building or facility that may not be safe to be occupied during the time period required for implementing appropriate changes or repairs. The purpose of the fire watch is to check all areas of the building on a regular basis to detect fire/life safety emergencies and provide prompt notification to 911 along with the building occupants of the appropriate actions to be taken.

Required:

A fire watch is required to be implemented immediately when certain conditions are discovered either by the facility manager or by the Fire Marshal. Examples of when a fire watch will be required by the DC Fire and EMS Department, Office of the Fire Marshal include, but are not limited to:

- Outages for maintenance (four hours or longer), significant impairment of, or out of service fire alarm system.
- Outages for maintenance (four hours or longer), significant impairment of, or out of service fire suppression system.
- Blocked or locked means of egress and / or exit.
- Hazardous or dangerous conditions that create an immediate life hazard. (this condition shall require notification to 911)

Each situation will be evaluated individually and outages for maintenance will be reviewed for the length of time involved to perform the work.

Procedures:

In the event that the building fire alarm system is inoperable or any other of the above situations occur immediately notify OPEFM Safety, Regulatory and Environmental Compliance Section at (202) 576-8962.

If it is determined that a fire watch is needed the Safety, Regulatory and Environmental Compliance Section will conduct a building survey. Size and configuration of the building, hours of operation and any special hazards will determine the time and number of persons required for the fire watch.

The Safety, Regulatory and Environmental compliance Section will inform the DC Fire and EMS Department, Office of the Fire Marshal that a fire watch has been established.

The Principal or Building Manager will notify building staff of system status using the Fire Alarm System Failure- Fire Watch memo. A copy of the memo will be forwarded to OPEFM Safety, Regulatory and Environmental Compliance Section at (202) 576-8962 which may be forwarded to DC Fire Marshal if requested.

The Principal or Building Manager will issue Fire Watch – Duty Statement memo to person selected to participate in the fire watch and inform them of their selection to participate, their hours of service and duties involved. Duties are:

- Identify at least one means of direct communication with the Fire Department (A telephone is acceptable).

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- Conduct periodic patrols of the entire facility checking for the occurrence of fire.
- Identify any fire, life or property hazards.
- Notify occupants of the facility of the need to evacuate.
- Notify the DC Fire Department if a fire is discovered, by calling 9-1-1 with the exact address and type of emergency.
- Maintain a log of activities during the fire watch.

Principal or Building Manager will establish a Fire Watch Log Sheet and maintain the log until fire alarm system is placed back in service or any other emergency is corrected. Completed log sheet will be forwarded to OPEFM Safety, Regulatory and Environmental Compliance Section at (202) 576-8962 for review and will be forwarded to DC Fire Marshal if requested.

OPEFM Safety, Regulatory and Environmental Compliance Section will notify DC Fire and EMS Department, Office of the Fire Marshal when the situation returns to normal operations and the fire watch is no longer needed.

(Insert School Letterhead Here)

MEMORANDUM

Date: (Current Date)

To: (School Staff)

From: (Insert Principal or Building Manager Name)

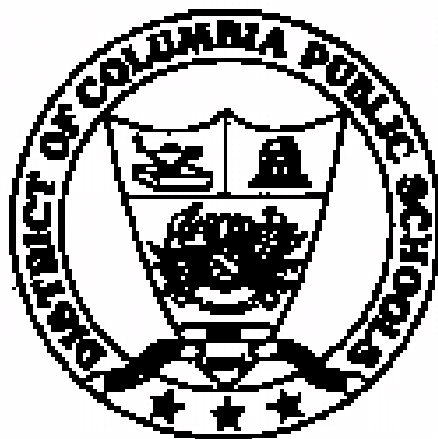
Re: Fire Alarm System Failure – Fire Watch

Be advised that this building is equipped with a local fire alarm system that is currently inoperable, and has been cited by the District of Columbia Fire Marshals Office. Repair efforts are underway and a contractor has been secured to complete the system programming and testing, beginning on **(current date)**.

Under the direction of the Authority Having Jurisdiction a Fire Watch has been established for your facility. The two individuals identified with the responsibility to watch for the occurrence of fire are **(insert persons name and time on duty)**. The Fire Watch will remain in affect until the reinstatement of the fire alarm system, and approval from the District of Columbia Fire Marshals Office.

If you have any questions please do not hesitate to contact me at **(insert phone number)**.

Prohibited and Restricted Chemical List



PROHIBITED AND RESTRICTED CHEMICAL LIST

Introduction

After incidents of laboratory chemical contamination at several schools, DCPS, The American Association for the Advancement of Science (AAAS) and DC Fire and Emergency Management Services developed an aggressive program for chemical control to eliminate student and staff exposure to potential hazardous chemicals. Based upon this program, all principals are required to conduct a complete yearly inventory of all chemicals located at each school building to identify for the removal and disposal of any prohibited/banned chemicals.

- **Prohibited chemicals** are those that pose an inherent, immediate, and potentially life-threatening risk, injury, or impairment due to toxicity or other chemical properties to students, staff, or other occupants of the school. These chemicals are prohibited from use and/or storage at the school, and the school is prohibited from purchasing or accepting donations of such chemicals.
- **Restricted chemicals** are chemicals that are restricted by use and/or quantities. If restricted chemicals are present at the school, each storage location must be addressed in the school's written emergency plan. Also, plan maps must clearly denote the storage locations of these chemicals.
- **Restricted chemicals—demonstration use only** are a subclass in the Restricted chemicals list that are limited to instructor demonstration. Students may not participate in handling or preparation of restricted chemicals as part of a demonstration. If Restricted chemicals—demonstration use only are present at the school, each storage location must be addressed in the school's written emergency plan.

Following is a table of chemicals that are Prohibited—banned, Restricted—academic curriculum use, and Restricted—demonstration use only.

| Prohibited Chemicals—Banned | |
|------------------------------------|-------------------------|
| 2-Butanol | Chloroacetylene |
| Acetal | ChloroformChloropicrin |
| Acetaldehyde | Chloroprene |
| Acetyl Chloride | Chlorotrifluoroethylene |
| Acetyl Nitrate | Chromium (IC) Chloride |
| Acrolein | Chromium (Powder) |
| Acrylic Acid | Chromyl Chloride |
| Acrylonitrile | Cobalt (Powder) |
| Alcohols (Allylic, Benzylic) | Colchicine |
| Alidyy-Substituted Cycloaliphatics | Copper Acetylide |
| Aluminum Hydrophosphide | Cumene |
| Aluminum Phosphide | Cycloheptanone |
| Amatol | Cyclohexanoi |
| Ammonal | Cyclopentene |
| Ammonium Bromate | Diacetylene |

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| | |
|---|--|
| Ammonium Chlorate | Diazidoethane |
| Ammonium Hexanitrocobaltate | Diazodinitrophenol |
| Ammonium Nitrite | Diazomethane |
| Ammonium Perchlorate | Dicyclopentadiene |
| Ammonium Periodate | Dicsopropyl Ether |
| Ammonium Permanganate | Dinitrophenol |
| Ammonium Tetraperoxychromate | Dioxane |
| Antimony Compounds Arsenic And Arsenic Compound | Dipentaerythritol Hexanitrate |
| Azides | Disulfur Dinitride |
| Azidocarbonyl Guanidine | Divinyl Acetylene |
| Barium | Divinyl Ether |
| Barium Chlorate | Ethyl Ether |
| Barium Oxide (Anhydrous) | Ethyl Nitrite |
| Barium Peroxide | Ethylene Glycol Dimethyl Ether (Glyme) |
| Benzene | Ethylene Glycol Dinitrate |
| Benzene Diazonium Chloride | Ethylene Oxide |
| Benzotriazole | Formaldehyde |
| Benzoyl Peroxide | Furan |
| Benzyl Alcohol | Glycol Dinitrate |
| Bismuth Nitrate | Glycol Monolactate Trinitrate |
| Borane, Boranes, Diboranes | Grignard Reagents (Ether Solvents) |
| Boron Tribromide | Guanyl Nitrosaminoguanyl Hydrazine |
| Boron Trifluoride | Hexyl Alcohol |
| Bromine Pentafluoride | HMX |
| Bromine Trifluoride | Hydrazoic Acid |
| Butadiene | Hydrofluoric Acid |
| Butenetroil Trinitrate | Hydrogen Peroxide (~30%) |
| Cadmium and Cadmium Compounds | Hydrogen Peroxide (60%) |
| Calcium Nitrate. Anhydrous | Hydrogen Sulfide |
| Calcium Permanganate | Isopropyl Ether |
| Carbon Tetrachloride | Lead Arsenate |
| Chloral Hydrate | Lead Dinitride (Azide) |
| Chlorine | Lead Dinitrorescorcinatate (Styphnate) |
| Chlorine Dioxide | Lead Dioxide. Brown |
| Chlorine Trifluoride | Lead Mononitrorescorcinatate |
| Chlorine Trioxide | Lithium Nitrate |
| Lithium Nitride | Sodium Chlorite |
| Lithium Peroxide | Sodium Cyanide |
| Magnesium (except Mg ribbon & turnings) | Sodium Dithionite |
| Magnesium Peroxide | Sodium Hydrosulfite |
| Mannitol Hexanitrate | Sodium Methylate |
| Mercury and Mercury Compounds | Sodium Perborate |
| Methyl Acetylene | Sodium Perchlorate |
| Methyl Cyclopentane | Sodium Permanganate |
| Methyl Isocyanate | Sodium Peroxide |
| Methyl Methacrylate, Monomer | Strontium Perchlorate |
| Nessler's Reagent (Mercury Compound) | Styrene Monomer |
| Nicotine | Sulfur Trioxide |
| Nitroglycerin | Sulfuryl Chloride (Sulfonyl) |
| Nitrosoguanidine | Sulfuryl Chloride Fluoride |
| Osmic Acid | T-Butyl Hypochlorite |
| Osmium Tetroxide | Tetrafluoroethylene |
| O-Toluidine | Tetrahydrofuran |
| Pentaerythritol Tetranitrate (PETN) | Tetrahydronaphthalene |
| Perchloric Acid | Tetranitromethane |
| Phenol | Tetraselenium |
| Phenyl Thiourea | Tetranitride |
| Phosphorus Halides and Oxides | Tatrazene |
| Phosphorus, Phosphides | Tetryl |

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|---|--|
| Phthalk Anhydride, Picrates, Picramide, and Picryl Compounds. Picric Acid P-Nitrophenol Polyvinyl Nitrate Potassium Amide Potassium Cyanide KCN Potassium Dinitrobenzofuroxan Potassium Nitrite Potassium Perchlorate Potassium Periodate Potassium Peroxide Potassium Superoxide RDX Sec-Butyl Alcohol (2-Butanol) Silanes and Chlorosilanes Silicon Tetrachloride Silver Acetylde Silver Cyanide Silver Dinitrorescorcinat (Styphnate) Silver Fulminate (Cyanate) Silver Nitride Silver Oxalate Silver Tetrazene Sodamide Sodium Amide Sodium Arsenate Sodium Arsenite Sodium Chlorate | Thallium Nitride Thermit Themtite Igniting Mixture Thiocarbonyl Tetrachloride Thionyl Chloride Titanium (Powder) Titanium Tetrachloride Triethyl Aluminum Triethyl Arsine Triisobutyl Aluminum Trimethyl Aluminum Ttinitroanisole Trinitrobenzene Trinitrobenzoic Acid Trinitronaphthalene TrInitroresorcinol Trinitrotoluene Trisilyl Arsine Uranium Componds Uranyl Acetate Uranyl Nitrate Urea Nitrate Vinyl Acetate Vinyl Acetylene Vinyl Chloride Vinyl Ethers Vinylidene Chloride Zinc Peroxide |
|---|--|

Restricted Chemicals—Academic Curriculum Use

| | |
|---|--|
| 2-Butanone Acetamide Acetanilide Acetic Acid Acetic Anhydride Acetone Acetyl Halides Acetylcholine Bromide Acridine Orange UNDEFINED Adipoyl Chloride Alizarin Red UNDEFINED Alkyl Aluminum Chloride Aluminum AI Aluminum Acetate Aluminum Bromide Aluminum Chloride, Hydrate Aluminum Fluoride Aluminum Hydroxide Aluminum Nitrate Aluminum T etrahydroborate Ammonia, Anhydrous Ammonia, Liquid Ammonium Acetate Ammonium Bicarbonate Ammonium Bichromate Ammonium Bromide Ammonium Carbonate | Barium Nitrate Benzaldehyde Benzene Phosphorus Dichloride Benzoic Acid Benzyl Chloride Benzyl Sodium Benzylamine Beryllium Tetrahydroborate Biphenyl (Diphenyl) Bismuth Pentafluoride Boric Acid Boron Bromodiiiodide Boron Oibromoiodide Boron Phosphide Boron Trichloride Bromine Monofluoride Bromine Water Bromobenzene Bromodiethylaluminum Bromoform Butanol (N-Butyl Alcohol) Butyric Acid Calcium (100 9 limit) Calcium Bromide Calcium Hypochlorite Calcium Nitrate Tetrahydrate Calcium Phosphide Camphor Carbon Disulfide |
|---|--|

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|--|---|
| Ammonium Chloride Ammonium Chromate Ammonium Fluoride Ammonium Hydroxide Ammonium Iodide Ammonium Molybdate Ammonium Nitrate Ammonium Oxalate Ammonium Phosphate, Dibasic Ammonium Phosphate, Monobasic Ammonium Sulfate Ammonium Sulfide Ammonium Tartrate Ammonium Thiocyanate Amyl Acetate Amyl Alcohol(N) Aniline Aniline Hydrochloride Anisoyl Chloride Barium Acetate Barium Carbide Barium Chloride Hydrate | Ceric (IV) Sulfate Cesium Amide Cesium Phosphide Chlorine Monofluoride Chlorine Pentafluoride Chloroacetic Acid Chloroacetyl Chloride Chlorobenzene Chlorodiisobutyl Aluminum Chlorophenylsulfocyanate Chromic Acid Chromium (IC) Nitrate Chromium Sulfate Chromium Trioxide Cobalt (ous) Nitrate Cupric Bromide, Anhydrous Cyclohexane Dichlorobenzene Dichloroethane Dichloromethane Diethyl Aluminum Chloride Diethyl Zinc Diisopropyl Beryllium Dimethyl Magnesium Diphenyl Diisocyanate |
| Restricted Chemicals—Academic Curriculum Use (continued) | |
| Diphenylamine Ethanol C ₂ H ₅ OH Ethyl Acetate Ethyl Alcohol Ethyl Methacrylate Ethylene Dichloride Ethylenediamine Faa Solution UNDEFINED Fehlings Solution A UNDEFINED Fehlings Solution B UNDEFINED Ferric Chloride. Anhydrous Ferric Nitrate Fluorine Monoxide Fluorosulfonic Acid Formalin Formic Acid Gasoline UNDEFINED Glutaraldehyde Gold Acetylde Hematoxylin Heptane, Hexamethylene Diisocyanate Hexamethylenediamine Hexane, Hydriodic Acid Hydrobromic Acid Hydrochloric Acid Hydrogen Peroxide (30% or less) Hydroquinone Hydroxylamine Hydrochloride Iodine Iodine Monochloride | Methyl Magnesium Chloride Methyl Magnesium Iodide Methylene Chloride Naphthalene Naphthol-1 N-Butyl Alcohol N-Butyllithium Nickel Antimonide Nickel(II) Nitrate Nickel(II) Sulfate Nitric Acid Nitrobenzene Nitrogen Octyl Alcohol o-Dichlorobenzene Oxalic Acid. Hydrate Oxygen P-Dichlorobenzene Pentyl Alcohol (Amyl) Petroleum Ether Phosphoric Acid Phthalic Acid Polyphenyl Polymethylsulfonate Polyvinyl Alcohol Potassium Bromate Potassium Chromate Potassium Dichromate Potassium Ferricyanide Potassium Ferrocyanide Potassium Hydroxide Potassium Iodate KI ₃ Potassium Nitrate KN ₃ Potassium Permanganate |

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| | |
|--|--|
| Iron Isoamyl Alcohol Isobutyl Alcohol Isopentyl Alcohol Isopropyl Alcohol Kerosene UNDEFINED lead Nitrate Lead Oxide, Red Lead Peroxide (01) Lithium Amide Lithium Bromide LiBr Lithium Ferrosilicon Lithium Silicon Lithium Sulfate Lye Magnesium (ribbon) Methyl Alcohol Methyl Aluminum Sesquibromide Methyl Aluminum Sesquichloride Methyl Ethyl Ketone Methyl Magnesium Bromide | Potassium Persulfate Potassium Sulfide Propane Propionic Acid Propyl Alcohol Pyridine Pyrosulfuryl Chloride Silver Nitrate Silver Sulfate Sodium Bisulfite Sodium Chromate Sodium Cobaltinitrite Sodium Dichromate, Hydrate 0 Sodium Fluoride Sodium Hydroxide Sodium Hypochlorite Sodium Iodate Sodium Iodide Sodium Meta-Bisulfite Sodium Nitrate Sodium Nitrite |
| Restricted Chemicals—Academic Curriculum Use (continued) | |
| Sodium Phosphate, Tribasic Sodium Potassium Alloy Sodium Sulfide Sodium Thiocyanate Sodium Thiosulfate Stannic Chloride Strontium Nitrate Sulfur Chloride Sulfur Pentafluoride Sulfuric Acid <10%) Sulfuric Acid (>10%) T -Butanol Terpeneol Thiophosphoryl Chloride Tin Toluene Toluene Diisocyanate Toluidine Blue Trichloroethane- | Trichloroethylene Triethanolamine Triethyl Stibine Trimethylpentane Tri-N-Butyl Aluminum Trioctyl Aluminum Triphenyl Tetrazolium Tripropyl Stibine Trisodium Phosphate Trivinyl Stibine Tungsten Turpentine Vanadium Trichloride Xylene Zinc (Powder) Zinc Acetylide Zinc Nitrate Zinc Phosphide |

| Restricted Chemicals—Demonstration Use Only | |
|--|--|
| Aluminum Chloride, Anhydrous | Diglyme |
| Ammonium Dichromate) | Dinitrophenylhydrazine |
| Ammonium Persulfate | Hydrides, BorohydridesI |
| Antimony Metal) | Hydrogen |
| Bromine Br ₂ | Lithium |
| Calcium Carbide | Magnesium (turnings) |
| Chromium Oxide | Methyl Isobutyl Ketone (MIBK) |
| Collodion (100mlimit) | Pentane |
| Cyclohexanone | Phosphorus, Red (Amorphous) |
| Cyclohexene (100 mllimit) | Potassium |
| Cyclopentanone (100 mllimit) | (Potassium Chlorate Silver Oxide |
| Diethyl Ether | Sodium Na |
| | Wright's Stain (HG Containing) Undefined |



CLASSROOM HAZMAT STORAGE WEEKLY SAFETY CHECKLIST



| HAZMAT COMPLIANCE ITEM CHECKED | YES | NO | DATE & TIME | SIGNATURE OF PERSON CHECK |
|---|-----|----|----------------|------------------------------|
| Identification Placards markings present on outside of storage | | | | |
| Material Safety Data Sheets (MSDS) on site for stored | | | | |
| Individual storage containers properly labeled, identifying | | | | |
| Any visible signs of chemical leakage, spillage, or | | | | |
| Storage / cabinet areas properly cleaned interiorly and exteriorly | | | | |
| Storage cabinet and shelving construction in good physical | | | | |
| Storage areas/cabinets are properly secured with locking device | | | | |
| Incompatible Hazardous Materials Chemical Separation | | | | |
| Flammable liquids stored together in proper storage / cabinet | | | | |
| Oxidizers stored together in proper storage / cabinet areas | | | | |
| Corrosives stored together in proper storage / cabinet areas | | | | |
| Organic Peroxides stored together in proper storage / cabinet | | | | |
| Pyrophics stored together in proper storage / cabinet areas | | | | |
| Unstable (Reactives) stored together in proper storage / cabinet | | | | |
| Water (Reactives) stored together in proper storage / cabinets areas | | | | |
| School Administrator Principal notified of weekly check and | | | | |
| DCPS Safety Office / Liaison notified of weekly check and | | | | |

Remember to Report All HAZMAT Spills and Releases to the
 DC Fire & EMS Department's Fire Prevention Division Hazardous Materials Inspections Section at
 (202) 727-1614

Risk Management Forms*



* The forms in this section are to be utilized by authorized District Government Agencies only, if you have any questions please contact the District of Columbia Office of Risk Management at 202-727-8600.

Motor Vehicle Accident Report Form

| | | |
|----------------|-----------------------------------|---------------|
| PHONE # | AGENCY CONTACT INFORMATION | AGENCY |
|----------------|-----------------------------------|---------------|

| | | | |
|------------------|------------------------------------|---|-------|
| DATE OF ACCIDENT | TIME OF ACCIDENT AM: PM: | LOCATION ACCIDENT OCCURED: <input type="checkbox"/> NE <input type="checkbox"/> NW <input type="checkbox"/> SE <input type="checkbox"/> SW _____ ft of _____ Street Street | STATE |
|------------------|------------------------------------|---|-------|

| | | | | |
|---|---|--|---|--|
| TYPE OF ACCIDENT (check one) ___ 00 Collision of vehicles ___ 01 Collision with fixed object ___ 02 On board school bus ___ 03 Boarding/Alighting ___ 04 Pedestrian ___ 05 Fatality | TRAFFIC CONDITIONS (check one) ___ 00 Unknown ___ 01 Heavy ___ 02 Medium ___ 03 Light | TRAFFIC CONTROLS (check one) ___ 00 Unknown ___ 05 Flashing Light ___ 01 Yield Sign ___ 06 Stop Sign ___ 02 Signal ___ 07 None ___ 03 Officer ___ 08 Other ___ ___ 04 Turn Restricted | ROAD SURFACE (check one) ___ 00 Unknown ___ 01 Concrete ___ 02 Asphalt ___ 03 Light ___ 04 Gravel ___ 05 Dirt ___ 06 Other | ROAD CONDITION (check one) ___ 01 Unknown ___ 02 Repairing ___ 03 Dry ___ 04 Wet ___ 05 Ice |
|---|---|--|---|--|

| | | | |
|--|--|---|--|
| ROAD TYPE (check one) ___ 00 Straight ___ 05 Underpass ___ 01 Curve ___ 06 Ramp ___ 02 Level ___ 07 Bridge ___ 03 Grade ___ 08 Divided ___ 04 Crest | LIGHT CONDITIONS (check one) ___ 00 Unknown ___ 01 Dawn/Dusk ___ 02 Dark ___ 03 Daylight | STREET LIGHTS (check one) ___ 00 Unknown ___ 01 Defective street light(s) ___ 02 No street light(s) ___ 03 Street light(s) on ___ 04 Street light(s) off | WEATHER (check ALL that apply) ___ 00 Unknown ___ 03 Rain ___ 01 Fog/Midst ___ 04 Snow ___ 02 Clear ___ 05 Sleet |
|--|--|---|--|

Total # of Vehicles Involved: _____

District Driver & Vehicle Information

District Vehicle No. _____ # of Passengers in District Vehicle: _____ # of Passengers Injured in District Vehicle: _____

District Operator (Last Name, First Name, M.I.) _____ Age _____ Sex _____ Full or Part-time (FT or PT) _____ Driver Injured: Yes No

Drivers License # _____ License State: _____ Home Phone #: () _____ - _____ Cell Phone #: () _____ - _____

Vehicle Model/Year _____ Make _____ Body Style _____ Tag #/State/Year _____ Vehicle Color _____ Vehicle Damaged: Yes or No

Speed at time of Impact: _____ mph Skid Mark Details: _____

Vehicle Driven Away: Yes or No _____ Vehicle left at scene: _____ Yes or No If towed, to where: _____

DRIVER CONDITION
(check ALL that apply)

- ___ 00 Fatigued
- ___ 01 Ill
- ___ 02 Physical defect
- ___ 03 Asleep
- ___ 04 Normal
- ___ 05 Unknown
- ___ 06 Ability Impaired
- ___ 07 Ability not impaired

PRIMARY CAUSE OF ACCIDENT:

Insert ONE code from below for **DISTRICT** vehicle here: Insert ONE code from below for **CLAIMANT** vehicle here:

- | | | | |
|--------------------------------|---------------------------------|-------------------------------------|---------------------------------|
| ___ 00 Speed | ___ 08 Flashing light | ___ 16 Other Defects | ___ 22 Defective light(s) |
| ___ 01 Defective brakes | ___ 09 Directional light | ___ 17 Pedestrian Violation | ___ 23 Pedestrian drunk |
| ___ 02 Signal | ___ 10 Stop Sign | ___ 18 Driver inattention | ___ 24 Road defects |
| ___ 03 Auto right of way | ___ 11 Alcohol influence | ___ 19 Cell Phone | ___ 25 Driver vision obstructed |
| ___ 04 Pedestrian right of way | ___ 12 Improper lane change | ___ 20 Failure to set parking brake | ___ 26 Other: _____ |
| ___ 05 Improper Turn | ___ 13 One way street-wrong way | ___ 21 Opened door in traffic | _____ |
| ___ 06 Yield Sign | ___ 14 Wrong side of street | ___ 22 Drug influence | _____ |
| ___ 07 Stop/Go light | ___ 15 Improper starting | ___ 23 Backing | _____ |

School Emergency Response Plan and Management Guide

Claimant Information

Claimant (Last Name, First Name, M.I.) _____ Age _____ Sex _____ Estimated Damage \$ _____

Home Address _____ Business Address _____

Drivers License #/State _____ Home Phone #: () _____ - _____ Alternate Phone #: () _____ - _____

Vehicle Model/Year: _____ Tag #/State/Year: _____
 Make: _____ Vehicle Color: _____
 Body Style: _____

of Passengers in Claimant Vehicle: _____ # of Passengers Injured in Claimant Vehicle: _____
 Do you have Collision Insurance? Yes No Amount of Deductible \$ _____

Vehicle Damaged: Yes or No Speed at time of Impact: _____ mph Skid Mark Details: _____
 Was vehicle driven away? Yes or No Was vehicle left at the scene? Yes or No If towed, to where: _____
 Tow Co. Info. _____

INJURY CODE (check ALL that apply) **CLAIMANT CONDITION** (check one)
 00 Fatal 01 Disabling 02 Non-disabling 03 None 00 Fatigued 01 Ill 02 Physical defect
 04 Unknown 05 No visible injury 06 Complaint of pain/no visual injury 03 Asleep 04 Normal 05 Unknown
 06 Ability Impaired 07 Ability not impaired

TYPE OF VEHICLE (check one):
 00 Passenger Auto 01 Bus 02 Truck 03 Trailer 04 Unknown 05 Taxi 06 Motorcycle 07 Bicycle
 08 Fire engine 09 Ambulance 10 Fixed Object 11 Vendor Cart 12 Heavy Equipment 13 Other: _____

Additional Claimant Information

Claimant (Last Name, First Name, M.I.) _____ Age _____ Sex _____ Estimated Damage \$ _____

Home Address _____ Business Address _____

Drivers License #/State _____ Home Phone #: () _____ - _____ Alternate Phone #: () _____ - _____

Vehicle Model/Year: _____ Tag #/State/Year: _____
 Make: _____ Vehicle Color: _____
 Body Style: _____

of Passengers in Claimant Vehicle: _____ # of Passengers Injured in Claimant Vehicle: _____
 Do you have Collision Insurance? Yes No Amount of Deductible \$ _____

Vehicle Damaged: Yes or No Speed at time of Impact: _____ mph Skid Mark Details: _____
 Was vehicle driven away? Yes or No Was vehicle left at the scene? Yes or No If towed, to where: _____
 Tow Co. Info. _____

INJURY CODE (check ALL that apply) **CLAIMANT CONDITION** (check one)
 00 Fatal 01 Disabling 02 Non-disabling 03 None 00 Fatigued 01 Ill 02 Physical defect
 04 Unknown 05 No visible injury 06 Complaint of pain/no visual injury 03 Asleep 04 Normal 05 Unknown
 06 Ability Impaired 07 Ability not impaired

TYPE OF VEHICLE (check one):
 00 Passenger Auto 01 Bus 02 Truck 03 Trailer 04 Unknown 05 Taxi 06 Motorcycle 07 Bicycle
 08 Fire engine 09 Ambulance 10 Fixed Object 11 Vendor Cart 12 Heavy Equipment 13 Other: _____

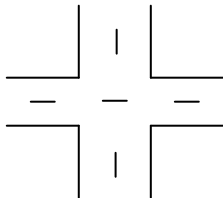
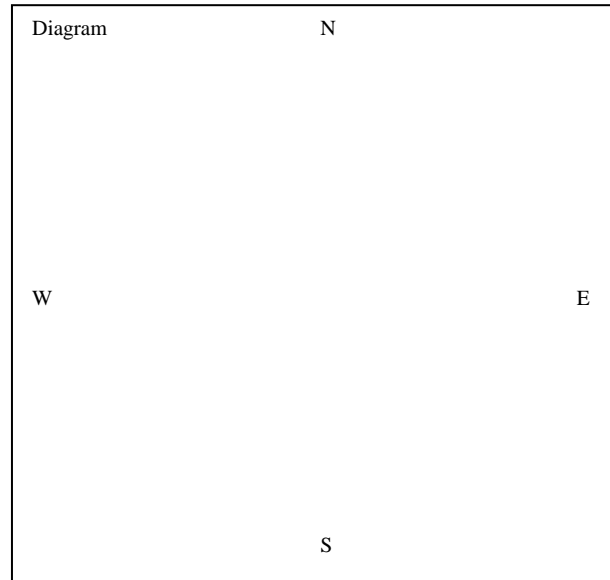
School Emergency Response Plan and Management Guide

| | | | | | | | | | | | | | |
|---|--|------------------------|--------------|------------------------|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| Pedestrian/Vehicle Actions: <input type="checkbox"/> Unknown <input type="checkbox"/> With signal in crosswalk <input type="checkbox"/> Against signal n crosswalk <input type="checkbox"/> In crosswalk-no signal <input type="checkbox"/> From between parked cars <input type="checkbox"/> Backing up <input type="checkbox"/> Turning right <input type="checkbox"/> Turning left_ <input type="checkbox"/> Parked <input type="checkbox"/> Entering/leaving parking <input type="checkbox"/> Making U-Turn <input type="checkbox"/> Run off Road <input type="checkbox"/> Slowing/stopping <input type="checkbox"/> Overtaking <input type="checkbox"/> Changing lanes <input type="checkbox"/> Going straight <input type="checkbox"/> Stopped <input type="checkbox"/> Avoiding <input type="checkbox"/> Other: _____ | Witnesses Information: <table style="width:100%; border: none;"> <tr> <td style="width:33%;">Name</td> <td style="width:33%;">Address</td> <td style="width:33%;">Phone Number</td> </tr> <tr> <td>1. _____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> <td>_____</td> </tr> </table> | Name | Address | Phone Number | 1. _____ | _____ | _____ | 2. _____ | _____ | _____ | 3. _____ | _____ | _____ |
| Name | Address | Phone Number | | | | | | | | | | | |
| 1. _____ | _____ | _____ | | | | | | | | | | | |
| 2. _____ | _____ | _____ | | | | | | | | | | | |
| 3. _____ | _____ | _____ | | | | | | | | | | | |
| LOCATION OF ACCIDENT: <input type="checkbox"/> At intersection <input type="checkbox"/> Not at intersection <input type="checkbox"/> At crosswalk <input type="checkbox"/> Not at crosswalk <input type="checkbox"/> Other: _____ | Injured Person(s) Information: <table style="width:100%; border: none;"> <tr> <td style="width:33%;">Name/Address</td> <td style="width:33%;">Phone Number</td> <td style="width:33%;">Injuries/Which Vehicle</td> </tr> <tr> <td>1. _____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> <td>_____</td> </tr> </table> | Name/Address | Phone Number | Injuries/Which Vehicle | 1. _____ | _____ | _____ | 2. _____ | _____ | _____ | 3. _____ | _____ | _____ |
| Name/Address | Phone Number | Injuries/Which Vehicle | | | | | | | | | | | |
| 1. _____ | _____ | _____ | | | | | | | | | | | |
| 2. _____ | _____ | _____ | | | | | | | | | | | |
| 3. _____ | _____ | _____ | | | | | | | | | | | |

INDICATE AREA OF DAMAGE TO VEHICLES BELOW:



Description of Accident:



| | |
|---|---|
| Supervisor at Scene: _____ | Complaint No.: _____ |
| Investigating Police Officer: _____ | Badge No.: _____ District/Precinct: _____ |
| Phone #: _____ | |
| Signature of District Driver: _____ | Date: _____ |
| FAX COMPLETED FORM TO: (202) 727-0249 | |
| <small>ORM-TRT-MV-001 (Revised 01/09)</small> | |

Property Loss/General Liability Claim Report Form

This form is used to report incidents/accidents related to property damage or unusual occurrences.

PART I: DC EMPLOYEE REPORTING ACCIDENT/INCIDENT:

Contact Information (Last Name, First Name, M.I.) _____ Job Title/Position: _____
Agency: _____ Address: _____
Work Phone #: () _____ - _____ Date Reported: _____

PART II: INCIDENT/ACCIDENT INFORMATION:

Date of Accident/Incident: _____ Accident/Incident Location Address: _____
Time of Accident/Incident: _____ Accident/Incident Result of: _____
Location Type:
 Government Facility Private Property Public Space Not Identified Other: _____

PART III: CLAIMANT INFORMATION:

_____ Last Name _____ First Name _____ M.I _____ Date of Birth _____
Address: _____
Work Phone #: () _____ - _____ Home Phone #: () _____ - _____
Mobile Phone #: () _____ - _____ Social Security #: _____ - _____ - _____

Medical Information:

Was the claimant taken to the hospital via personal car/ambulance? No Yes Ambulance #: _____
Was the claimant admitted? No Yes: Date _____
Name of Hospital: _____ Hospital Address: _____
Treating Physician: _____

Insurance Information: *(property damage usage only)*

Name of Carrier: _____
Primary Name on Policy: _____ Policy #: _____
Phone #: _____

PART IV: ACCIDENT/INCIDENT DESCRIPTION:

DAMAGED PROPERTY *(Please use the space below to provide a detailed description of damaged articles, nature/extent of damage, date of purchase, where purchased, and cost at time of purchase.)*

School Crisis Response Handbook

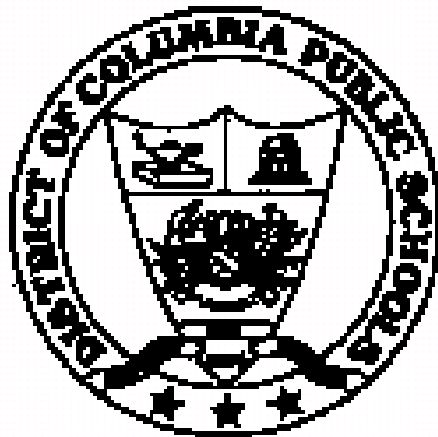


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SCHOOL CRISIS RESPONSE HANDBOOK

Introduction

The primary purpose of this *DCPS Crisis Response Handbook* is to assist school staff and administration in managing school crises in a universal, consistent, and appropriate manner. This manual is intended to create and foster a proactive approach to potential crises in schools. It prepares the total school community to cope with the possible impact of a destabilizing occurrence. What makes this manual especially valuable is that it can be applied and adapted to the particular culture and organizational structure of each school.

This handbook includes suggested procedures and resources to guide the School Crisis Team. All responses to crisis situations promote the school system's goal of a safe and orderly learning environment by reducing the impact of grief and loss that interferes with the normal school functioning and the learning process.

Materials compiled in this handbook were adapted from resources used in Howard County Public Schools, Montgomery County Public Schools, Fairfax County Public Schools, DC Department of Mental Health - School Mental Health Program as well as past DC Public Schools Crisis Response Handbooks.

What Is a Crisis?

A crisis is defined as a death or other traumatic event involving a student or staff member due to an accident, community violence, suicide, homicide, illness, natural disaster, or terrorism that interrupts the normal day-to-day functioning of the school.

Who Is Responsible for Responding to a Crisis?

Each school has a School Crisis Team comprised of the principal, assistant principal(s), school counselor(s), health assistant and/or nurse, school psychologist, and social worker. One of these team members should be identified as the School Crisis Team chairperson. School-based teams provide prevention information, intervention, and support to school staff, students, and parents during and in the aftermath of a crisis or traumatic event. This team is also responsible for deciding if additional support is needed from the Central Crisis Team.

When Is the Central Crisis Team Contacted?

The decision to contact the Central Crisis Team is made by the principal, in consultation with the coordinator of the School Crisis Team and the Supervisor of Social Workers. If it is determined that additional support is necessary, the Supervisor of Social Workers contacts the appropriate team members. The role of the Central Crisis Team is to provide consultation and support to the School-based Team. The Central Crisis Team is comprised of social workers and psychologists from DCPS and DMH who have advanced training and expertise in the area of crisis management. The Supervisor of Social Workers remains available for consultation.

DCPS CRISIS RESPONSE PROTOCOL

- The school principal will identify all school-based team members who will be responsible for coordinating the school's crisis response and post names around the school. The principal will either serve as chair of this School Crisis Team or designate a team member to serve as the chairperson.
- The principal/designee will assess impact of crisis on the school community that may affect students, staff, parents and local community members.
- The principal/designee contacts the following to inform of crisis event and give assessment information:
 - Office of Assistant Superintendents (202-442-5055);
 - Division of School Security (202-576-6962); and
 - Supervisor of Social Workers/Central Crisis Team Coordinator (202-442-5138 or 202-442-4800).
- The Supervisor of Social Workers/Central Crisis Team Coordinator will assess the Crisis Response Level of Need and deploy Central Crisis Team members to school.
- The Supervisor of Social Workers/Central Crisis Team Coordinator (202-442-5138 or 202-442-4800) will also assign one deployed Central Crisis Team member as Team Leader.
- Central Crisis Team members will reassess the situation with the School Crisis Team and principal.
- Central Crisis Team members will coordinate onsite intervention with School Crisis Team members with input from the principal/designee.
- If deemed necessary, Central Crisis Team members will bring other trained and certified mental health personnel to create and implement a plan of action.
- Principal, School Crisis Team, and Central Crisis Team members will provide up-to-date information to staff regarding the crisis, plan of action, and any other relevant information.
- Students will be provided debriefing, counseling, and/or support according to the plan of action.
- Staff members will be provided debriefing, counseling, and/or support according to the plan of action.
- Appropriate correspondence will be sent to parents and community.
- Followup services for students will be planned and scheduled.
- Crisis team is debriefed.
- Documentation of incident will be completed.

DCPS CRISIS RESPONSE PROTOCOL

Glossary of Terms

Crisis—an event that produces a temporary state of psychological disequilibrium and a subsequent state of emotional turmoil that disrupts the educational program.

School Crisis Team—may consist of administrative team members, on-site social worker, school counselor, school psychologist, nurse, health/physical education teacher, peer mediation coordinator, and an on-site community mental health provider if there.

Crisis Response Level of Need—

- **Level 1**—School-based response to a crisis event—School Crisis Team (SCT) responds. For example, a current or former staff member dies after a long illness.
- **Level 2**—Central Crisis Team response to a crisis event—SCT and Central Crisis Team (CCT) both respond. For example, unexpected death of a current student or staff member on or off campus.
- **Level 3**—DCPS/DMH team response to a major emergency or community crisis event—SCT, CCT, and DMH respond. For example, shooting at the school, community disaster such as a major fire, natural disaster or terrorism.

Central Crisis Team—consists of trained DCPS social workers and psychologists as well as school mental health providers from the Department of Mental Health.

Pre-Crisis Planning

The school principal will identify all school-based team members responsible for coordinating the school's crisis response and post names around the school. The principal will either serve as chair of this School Crisis Team or designate a chairperson. The principal will meet with the Team to discuss their roles and responsibilities and to review the pre-crisis planning process.

Prepare Telephone Tree

- Administrator;
- School psychologist;
- School counselor;
- Social worker;
- Health assistant/nurse; and
- Other staff.

Assemble Crisis Intervention Packets and Related Materials

- Determine the materials needed including maps of the school building, lists of teachers/room assignments, copies of bell schedule, including lunch and recess times, name tags, tissues, crayons, markers, construction paper, and copies of yearbooks or memory books.
- Determine where these materials will be stored, such as, front and/or guidance office.
- List of School Crisis Team Members.

Determine Where Crisis Intervention Support Will Occur

- Determine where crisis team members will meet with students/staff individually or in groups.
- Determine the sign-in procedures for visitors.
- Determine where parents will meet if they arrive at the school.
- Determine where crisis team members will meet to plan and have access to telephone

Roles and Responsibilities During a Crisis

A number of roles should be performed by key personnel. This list represents, at a minimum, what responsibilities key personnel have in responding to a crisis.

Administrator only—

- Verify facts of the crisis incident.
- Authorize intervention efforts.
- Consult with school security to assure the safety of the students, staff, and community.
- Notify appropriate central office personnel of crisis incident and other affected schools.
- Notify school-based administrators and school-based student services personnel of crisis incident.
- Initiate phone tree for school-based personnel.
- Be highly visible, show presence, support and control of crisis.
- Facilitate before-school faculty information meeting.
- Keep all teachers and other school-based personnel updated on facts, events, circumstances, funeral arrangements, etc.
- Inform parents of facts, events, circumstances, funeral arrangements, etc.
- Provide direction about rescheduling activities.
- Reschedule activities, appointments, and meetings not of an emergency nature.
- Consult with public information officer regarding release of information to media and public.
- School Crisis Team Chairperson and/or Administrator:
 - Help coordinate intervention efforts with principal approval.
 - Verify facts of crisis incident.
 - Meet to assess the degree of impact and extent of support needed.
 - Assemble School Crisis Team, and, if necessary, the Central Crisis Team.
 - Establish preplanning meeting time for crisis team members as appropriate.
 - Develop statement to share with teachers and other school-based personnel.
 - Develop statement to share with students.
 - Identify at-risk staff.
 - Provide followup as needed for staff and students and monitor behavior.

Central Crisis Team Leader—

- Assist in planning, coordinating, and provisioning for school-based crisis response.
- Complete all paperwork in timely fashion.
- Send paperwork to Supervisor of DCPS social workers and Program Director of School-based Mental Health of the Department of Mental Health.

Central Crisis Team—

- Be available during school hours to school-based and central office-based administrators and student services personnel for consultation in the event of a school crisis.
- Share responsibility outside of school hours for consulting with school-based and central office-based administrators and student services personnel in the event of a school crisis.

- Assist in the coordination, planning, and provision of school crisis responses by the Central Crisis Team.

School-based counselor and/or school social worker—

- Support intervention efforts.
- Reschedule activities, appointments, and meetings not of an emergency nature.
- Provide individual and group counseling.
- Maintain a list of students seen by support staff. Make followup calls to families of students in distress and recommendations for the family to provide support and/or followup.
- Monitor and provide followup services to affected students.
- Be available to staff and provide support, as needed.

Faculty—

- Provide accurate, factual information to students.
- Identify students who need support and refer them to school-based support personnel.
- Facilitate classroom discussions that focus on helping students to cope with the crisis; if appropriate, provide activities such as artwork or writing to help students cope.
- Dispel rumors.
- Answer questions without providing unnecessary details.
- Model an appropriate grief response and give permission for a range of emotions.
- Structure classroom activities, postpone and reschedule tests, quizzes, and assignments, as appropriate.

Nurse/Physical Education Leader in absence of nurse—

- Administer first aid.
- Request that paramedics and an ambulance be called, as necessary.
- Appoint someone to meet paramedics at the designated entrance (s) and give directions to the location of the injured.
- Arrange for someone to travel with students to the hospital, as appropriate.
- Call for additional school nursing assistance, as needed.
- Ask for coverage by a principal's designee if the nurse is needed elsewhere.
- Refer distressed students and faculty to school-based support personnel.

Secretary—

- Provide accurate, factual information via written statement to inquiring parents and community members.
- Supervise visitor sign-in procedures.
- Direct central office and Central Crisis Team members to appropriate locations.
- Refer distressed students and faculty to school-based support personnel.
- Provide secretarial support to school-based and Central Crisis Team members, such as copying, as needed.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Department of Mental Health

CRISIS RESPONSE FORMS

For Level 2 and Level 3 Crises

DCPS Crisis Response Model: Level of Crisis

Level 1

School Based response to a crisis event—SCT responds. For example, a current or former staff member dies after a long illness.

Level 2

Central Crisis Team response to a crisis event—SCT and CCT both respond. For example, the unexpected death of a current student or staff member on or off campus.

Level 3

DCPS/DMH Team response to a major emergency or community crisis event—SCT, CCT, and DMH respond. For example, a shooting at the school, community disaster such as a major fire, natural disaster, or terrorism.



PHONE-CRITICAL INCIDENT RESPONSE REQUEST: BASED NEEDS ASSESSMENT

The person first informed of the school crisis should complete this form. In most cases, this will be the Supervisor of Social Workers.

Person Taking Call: _____ Date: _____ Time of Call: _____

Name of Person Calling: _____ Phone Number: _____

Name of Onsite Contact: _____ Phone Number: _____

Address of Response Site: _____

1. **What** happened/what was the crisis event?

2. **When** did it occur?

Date:

Time of day

3. **Where** did the crisis/event occur?

4. **Who** was *directly* involved or affected (person witnessed event, was a close family member/friend, a victim, etc.)? Please specify **how** the individuals were involved or affected and how many people/classrooms are affected.

Age groups:

Primary language:

5. **Who** was *indirectly* involved or affected (community, neighborhood, school, classmates, etc.): Please specify **how** the individuals were involved or affected and how many people/classrooms are affected.

Age groups:

Primary language:

6. Do you have an internal crisis management team and/or counselors?

YES _____

NO _____

What actions/interventions have been completed (has information been provided to students/staff, have any groups been held, etc.)? (If applicable, please provide copy(ies) of information available if/when team arrives):

Results:

7. What other agencies/offices are involved or have been contacted (police, fire department, DOH, DCPS, CACRT, DMH, etc.)?

Contact person/number for the agency:

Services/interventions/support they are providing:

Results:

8. Has any information about the crisis been disseminated to the various populations affected by the crisis (letter sent home to parents, town meeting, media, etc.)? Please have a copy(ies) available if/when team arrives.

9. What type(s) of support or services are you requesting?

- _____ Providing information/materials
- _____ Presentations
- _____ Debriefings
- _____ Crisis counseling/stabilization
- _____ Bilingual counselor/translator
- _____ Don't know/unsure
- _____ Other _____

10. Is there any other information that you would like to add that might be helpful to our response team?

For Internal Purposes Only

Does this call require an immediate deployment of staff? _____ Yes _____ No

What other agencies/offices need to be contacted? _____

NOTE: Fax this form to CENTRAL CRISIS TEAM leader. If incomplete, leader needs to complete form once at the school.

Fax number: _____

| Needs Assessment Planning/Intervention Recommendations | |
|---|--|
| Students | School Staff |
| <p>Classroom Presentation: Topic/Focus: _____ _____ # Classrooms _____ # Clinicians needed List grade levels: _____</p> <p>Small Support Group _____ # Groups (support) _____ # Clinicians needed List grade levels: _____</p> <p>Individual Session _____ # Students _____ # Clinicians needed</p> | <p>Fan Out/Faculty Information Meeting _____ # Clinicians needed</p> <p>Operational Debriefing _____ # Clinicians needed</p> <p>Small Support Group _____ # Groups (support) _____ # Clinicians needed</p> <p>Individual Session _____ # Staff _____ # Clinicians needed</p> |
| Community | Parents/Families |
| <p>Town Hall Meeting Topic/Focus: _____ _____ # People attending _____ # Clinicians needed</p> | <p>_____ Letters Sent Home</p> <p>Small Support Group _____ #Parents/adult family members _____ #Clinicians needed</p> <p>Individual Session _____ # Adults _____ # Clinicians needed</p> |

| Persons Directly Impacted (victim, witnessed event, close friend, family member of victim) | |
|--|---|
| Students | School Staff |
| <p>Small Support Group/Defusing (grades Pre-K-5) _____ # Groups (defusing) _____ # Groups (support) _____ # Clinicians needed List grade levels: _____</p> <p>Small Support Group/Debriefing (grades 6-12) _____ # Groups (debriefing) _____ # Groups (support) _____ # Clinicians needed List grade levels: _____</p> <p>Individual Session _____ # Students _____ # Clinicians needed</p> | <p>Debriefing _____ # Teachers _____ # Administrators _____ # Support Staff _____ # Clinicians needed</p> <p>Individual Session _____ # Staff _____ # Clinicians needed</p> |
| Parents/Families | Community |
| <p>Debriefing _____ # Parents/adults _____ # Clinicians needed</p> <p>Individual Session _____ # Adults _____ # Clinicians needed</p> | <p>Debriefing _____ # People involved _____ # Clinicians needed</p> |

Comments:

DAILY INTERVENTION SHEET

Intervention Site (include address/phone)

Circle one: Day one Day two Day three Day four Additional Days _____

STUDENTS

Implemented # Not implemented*

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Classroom Presentation(s)
Small Support Group
Debriefing/Defusing
Individual Sessions
_____ **TOTAL # students seen**

STAFF

Implemented # Not implemented*

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Operational Debriefing
Small Support Group
Small Group Debriefing
Individual Sessions
_____ **TOTAL No. staff seen**

PARENTS/FAMILY

Implemented # Not implemented*

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Letter sent home
Debriefing
Individual Sessions
_____ **TOTAL No. parents/family members seen**

COMMUNITY

Implemented # Not implemented*

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

Town hall meeting
Debriefing
_____ **TOTAL No. community members seen**

Which interventions were recommended but *NOT* implemented, and why?

Please describe what was effective:

Please describe what was challenging and issues that were raised:

| Crisis Response Student Sign-In Sheet | | | | | |
|--|--------------------------|-----------------------------|-------------------|--------------|-------------------|
| School | Date | Teacher's Name/Grade | | | |
| Name of Student Seen | Services Received | Followup Needed? | Individual | Group | Debriefing |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |
| | | | | | __Yes __No |

| Crisis Response Staff Sign-In Sheet | | | |
|--|-------------|----------|-------------------|
| <i>STAFF</i> Name | Grade Level | Position | Follow-up Needed? |
| | | | __Yes __No |
| | | | __Yes __No |
| | | | __Yes __No |
| | | | __Yes __No |

Copies: Coordinators, School Counselor.

CRITICAL INCIDENT AFTER-REPORT

Complete this form following implementation of services by the Crisis Team Leader and Supervisor of Social Workers who gathered information and coordinated the interventions.

E-mail completed form to Supervisor of Social Workers at sandy.spears@k12.dc.us

Name of Person(s) Completing Form: _____ **Date of Report:** _____

Intervention Site (include address): _____

Date(s) of Intervention(s): _____ **Central Crisis Team Leaders(s) if appropriate:** _____

School Contact Person: _____

Brief Description of Critical Incident: _____

| Names of Clinicians Involved: | Total # Hrs | Role of Clinicians: |
|--------------------------------------|--------------------|----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

List action(s)/interventions the site/school implemented prior to CRISIS TEAM response:

List other agencies involved/present:

Describe services other agencies provided:

SUMMARY OF INTERVENTIONS

| # Implemented | # Not implemented* | STUDENTS |
|---------------|--------------------|---------------------------------|
| _____ | _____ | Classroom Presentation(s) |
| _____ | _____ | Small Support Group |
| _____ | _____ | Debriefing/Defusing |
| _____ | _____ | Individual Sessions |
| | _____ | TOTAL No. students |
| | | STAFF |
| # Implemented | # Not implemented* | Operational Debriefing |
| _____ | _____ | Small Support Group |
| _____ | _____ | Small Group Debriefing |
| _____ | _____ | Individual Sessions |
| | _____ | TOTAL No. staff |
| | | PARENTS/FAMILY |
| # Implemented | # Not implemented* | Letter sent home |
| _____ | _____ | Debriefing |
| _____ | _____ | Individual Sessions |
| | _____ | TOTAL No. parents/family |
| | | COMMUNITY |
| # Implemented | # Not implemented* | Town hall meeting |
| _____ | _____ | Debriefing |
| _____ | _____ | TOTAL No. community |

Which interventions were recommended but *NOT* implemented, and why?

Please describe what was effective:

Please describe what was challenging and issues that were raised:

Followup Recommendations Provided to Response Site

- _____ Monitor high-risk students/exposed persons (NOTE: Determine who will followup with the high-risk and/or absent students and staff).
- _____ Distribute provided information as necessary (e.g., normal reactions to grief).
- _____ Link with community resources/refer for additional mental health services (See list of Core Service Agencies).
- _____ Perhaps contact the Wendt Center for Loss and Healing.
- _____ Contact DMH/ACCESS HELPLINE for additional services.
- Other _____

CRISIS TEAM DEBRIEFING

Debriefing should occur at the end of each day in which staff is working at a critical incident site. Please include members of School Crisis Team if they are assisting with the crisis response.

Person Leading the Debriefing: _____

Date of Debriefing: _____

Staff Present at Each Debriefing

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Please address these points at the debriefing:

- Check-in;
- Emotional reactions;
- Reassess needs of school/clinicians;
- If necessary, plan for next day/days; and
- If necessary, communicate with coordinator/clinicians for next day.

Comments: _____

COMMUNITY RESOURCES

- DC Mental Health Access Help Line:** 1-888-793-4357
- Children’s National Medical Center:** 111 Michigan Ave., N.W
Washington, D.C 20010
Referral and Information Service
1-888-884-BEAR (2327)
- Hospice Care of D.C.:** 4401 Connecticut Avenue, NW
Suite 700
Washington, D.C. 20008
202- 244-8300 Office
- Wendt Center for Loss and Healing:** 730 11th Street NW, Third Floor
Washington, DC 20001-4510
202-624-0010

GENERAL REACTIONS TO DEATH

School Resource Sheet To Assist in Responding to a Crisis

For all ages: Avoid jargon, clichés, technical terms, or euphemisms when working with students (e.g., *Tears won't help*, or *He or she would have wanted you to...*, or *It's nature's way*.)

Be direct and use statements such as *died* rather than *passed on*, etc.

| Developmental Ages and Possible Reactions to Death | | | | |
|--|---|---|--|---|
| Age | They Think: | They Feel: | They Do: | Interventions: |
| 3–5 years (preschool) | <ul style="list-style-type: none"> • Death is temporary and reversible • Finality of death is not evident • Death means deceased taking a trip, sleeping • Or wonder what deceased is doing | <ul style="list-style-type: none"> • Sad • Anxious • Withdrawn • Confused about changes • Angry • Scared • Cranky (feelings are acted out in play) | <ul style="list-style-type: none"> • Cry • Fight • Show interest in dead things • Act as if death never happened. | <ul style="list-style-type: none"> • Provide them with words for some of their feelings: grief, sadness, numbness. • Answer correctly and lovingly. Be honest. Don't tell half-truths. • Short-term regressive behaviors are normal. • Say to children, "Let's see what we can do to make this less scary for you." |
| 6–9 years | <ul style="list-style-type: none"> • About the finality of death • About the biological processes of death • Death is related to mutilation • A spirit gets you when you die • About who will care for them if a parent dies • Their actions and words caused the death | <ul style="list-style-type: none"> • Sad • Anxious • Withdrawn • Confused about the changes • Angry • Scared • Cranky (feelings acted out in play) | <ul style="list-style-type: none"> • Behave aggressively • Appear withdrawn • Experience nightmares • Act as if death never happened • Lack concentration • Have a decline in grades | <ul style="list-style-type: none"> • Children need permission to concentrate on mourning before they can be expected to move forward. • Offer constructive ways to express their feelings. • Support groups can be very helpful. |

| Developmental Ages and Possible Reactions to Death (continued) | | | | |
|---|---|--|---|---|
| Age | They Think: | They Feel: | They Do: | Interventions: |
| 9–12 years | <ul style="list-style-type: none"> • About and understand the finality of death • Death is hard to talk about • That death may happen again • About what will happen if their parent(s) die • Their actions and words caused death | <ul style="list-style-type: none"> • Vulnerable • Anxious • Scared • Lonely • Confused • Angry • Sad • Abandoned • Guilty • Fearful • Worried • Isolated | <ul style="list-style-type: none"> • Behave aggressively • Appear withdrawn • Talk about physical aspects of death • Act like it never happened, not show feelings • Experience nightmares • Lack concentration • Have a decline in grades • Joke about death | <ul style="list-style-type: none"> • Permit them to talk or role play. • Acknowledge normalness of feelings and reactions. • Encourage expressions of emotions. • Help them to share worries. • Reassure them with realistic information. • Acknowledge the physical sensations as part of their reactions to stress (e.g., stomach aches, headaches, weakness, dizziness, rapid heart beat). • Discuss student’s concerns with their parents. • Encourage constructive activities on behalf of the injured or deceased (e.g., cards, memory books, and posters). • Help them to retain positive memories. |
| 12–Up Adolescents | <ul style="list-style-type: none"> • About and understand the finality of death • If they show their feelings, they will be weak • They need to be in control of their feelings • Only about life before or after death • Their actions and words caused death | <ul style="list-style-type: none"> • Vulnerable • Anxious • Scared • Lonely • Confused • Angry • Sad • Abandoned • Guilty • Fearful • Worried • Isolated | <ul style="list-style-type: none"> • Behave impulsively • Argue, scream, fight • Allow themselves to be in dangerous situations • Grieve for what might have been • Experience nightmares • Act as if it never happened • Lack concentration • Have a decline in grades • Exhibit acting out behaviors • Exhibit self-centered thoughts and behaviors, which may become exaggerated | <ul style="list-style-type: none"> • Acknowledge normalness of feelings and reactions. • Encourage expressions of emotions. • Help them to share worries. • Reassure them with realistic information. • Acknowledge the physical sensations as part of their reactions to stress (e.g., stomach aches, headaches, weakness, dizziness, rapid heart beat). • Discuss student’s concerns with their parents. • Encourage constructive activities on behalf of the injured or deceased (e.g., cards, memory books, and posters). • Help them to retain positive memories. |

STUDENT REACTIONS TO SUICIDE

What They Think

- Students often question why the person committed suicide.
- Students often question what might have been done to prevent the suicide.
- Students most affected may struggle with how they will be viewed by others.
- Students may have death-related or suicidal thoughts.

What They Feel

- Students may experience a stronger sense of guilt, shame, and anger.
- Students may feel a diminished sense of reality.
- Students may experience a strong sense of shock and confusion.

What They Do

- Students may experience sudden changes in personality.
- Students may experience sudden changes in weight or appearance.
- Students may experience sudden changes in grades or participation in school activities.
- Students may experience social withdrawal and isolation.
- Students may experience heightened risk-taking behaviors.
- Students may experience prolonged and/or complicated grief reactions.

Interventions

- Identify students at-risk for suicide.
- Provide support to students' grief reactions and assist them in coping with the loss. Do not challenge these feelings.
- Educate students on ways to get help with depression and suicidal thoughts.
- Send a strong anti-suicide message.
- Provide appropriate resources to assist students with suicidal feelings.
- Permit students to talk, write, draw, or use other constructive means to express their emotions.
- Have the school psychologist, counselor, or social worker follow up with students who exhibit prolonged grief reactions.

GUIDELINES FOR MAKING A REFERRAL

Although there is no timeline for grieving, there are times when a student or staff member's response may warrant additional support services. The following list of behaviors warrants monitoring:

- Complete and continued absence of any grief reaction;
- Clinginess;
- Panicky;
- Symptoms of separation anxiety—Increased fear of being separated from primary caregivers;
- Threats or attempts to harm themselves;
- Distancing self from family and friends
- Drug or alcohol abuse;
- Abusive behavior towards others or animals; and
- Extreme changes in behavior, such as lying, failing in school, fighting, regression, delinquent behavior, sexual acting out, eating and sleeping disturbance.

A grief reaction may be complicated when the person:

- Has been lied to regarding the death or circumstances surrounding the death and later learns the truth.
- Had a difficult relationship with the deceased.
- Has existing emotional problems.
- Has a history of family problems.
- Has had other recent losses.

If a student exhibits a number of these behaviors for an extended period of time following the loss, we recommend that the school counselor or social worker follow up with the student's family.

In the case of a staff member, the school counselor or social worker should discuss with the staff member how to seek additional support services. In the event that a staff member needs additional support, the Employee Assistance Program is available.

SAMPLE SCRIPT FOR FACULTY INFORMATION MEETING*

The (name of school) Family has suffered a tremendous loss with the death of (name of person). (Name of student) in 5th grade was killed by gunfire this morning as he was walking to school.

Whereas we are saddened by this unfortunate incident with one of our students, other students in the school will be greatly affected by this tragedy as well. In order to help you through this day, we offer you the following suggestions:

- Counselors, social workers and/or psychologists are in the building to support you. Please send word to the office if you need assistance and/or coverage:
 - For yourself; and/or
 - To take student(s) out who need counseling.
- A script for communicating this information to students will be provided to you.
- If you need a counselor to talk with your class, please send word to the office.
- If student(s) need(s) a time-out place, please send student(s) to the _____ .
- A loss may often trigger memories of other losses children have experienced. Continue to be extra sensitive to any changes in behavior among your students. Some behaviors may include:
 - Acting out;
 - Crying;
 - Clinging;
 - Denial withdrawal;
 - Excessive talking; and/or
 - Nervous laughter.

Some suggestions for dealing with grief:

- Allow children the space and the time to grieve.
- It is okay for them to see you cry.
- Be flexible in the day's agenda.
- Allow children time to talk about the tragedy. (Remember, they will deal at their developmental level.)
- Assist them in finding ways of expressing their grief (e.g., art, cards to the family, letter, scrapbook, pictures, etc.).
- Some students may wish to plan some type of memorial. Help guide them. (Except if it's a suicide.)
- Grief may be ongoing and expressed in different ways.

A short staff meeting will be held immediately following dismissal to discuss further actions.

* Adapted from the Howard County *Public Schools Crisis Response Manual*.

SAMPLE LETTER TO PARENTS*

Dear Parents and Friends:

All of us at _____ were deeply saddened by the tragic loss of two of our students, _____, a ___ grader, and _____, a ___ grader, who died in a fire that destroyed their home on Thanksgiving morning. We, the faculty, students, and staff of _____, wish to extend our deepest sympathy and heart-felt condolences to the families, relatives, many friends, and classmates. _____ was a sensitive boy who had many friends at school. His teachers appreciated the effort placed upon his schoolwork and his cooperative nature in working with other students and teachers.

Although _____ had just begun his career at _____, he had already made lots of new friends who will deeply miss him. We join with the _____ family in their loss.

In order to assist our students and staff cope with the great sadness and shock of this tragedy, I requested and obtained needed support and resources of the District of Columbia Public Schools. Today, school counselors, social workers and psychologists from various offices and school locations have assisted us in dealing with our children and staff. We will continue to have resources available to help us through this most difficult time. If any of you or your family is upset and need assistance, please call me or our counselor, _____. If you notice a sudden change in your child's behavior and/or health, that is unexplainable to you, please contact us as we will continue to respond to any child who is upset or had problems in dealing with this tragedy. There is assistance available and we care.

When an event of this magnitude touches one of us, it affects us all. Our school is an important part of his community and we jointly share in the responsibility of the development of our greatest resource—our children. This tragedy, which occurred during a time of Thanksgiving, causes each of us to review our priorities and to think more carefully about what is important in our lives. Perhaps, from this comes a greater sense of family, community, and friendship.

Sincerely,

Principal

* Adapted from Howard County Public Schools *Crisis Response Handbook*.

STRATEGIES FOR SCHOOL STAFF WHEN DEALING WITH A CRISIS*

Due to our continued reactions to local violence, all of us may be more vulnerable to stress. There are a number of common reactions to the kind of stress you may be currently experiencing. They include, but are not limited to:

- Difficulty focusing or concentrating;
- Recurring thoughts, dreams, or flashbacks to other traumatic events;
- Sleeplessness or fatigue;
- Change in appetite, upset stomach;
- Crying, sadness;
- Irritability;
- Grief, anger, shock, disbelief;
- Feelings of guilt, self-reproach, quick temper;
- Headache, tightness in chest, shallow or heavy breathing; and
- Alcohol or other drug use.

Coping Strategies

If you are experiencing any of these reactions, take care of yourself! You can:

- Take several slow, deep breaths to alleviate the feelings of anxiety.
- Talk about what is happening.
- Talk about your feelings with friends and loved ones.
- Create a daily routine so you feel in control.
- Eat balanced meals, even if you're not hungry, so your body has the energy to deal with stress .
- Take time to let your body relax and recover.
- Cry when you need to.
- Let anger out by participating in a safe, exhausting physical activity or exercise.
- Avoid the use of alcohol and other drugs and limit caffeine intake.
- Turn off the TV if watching the incidents is upsetting to you.
- Draw, paint, or journal.
- Avoid making any major decisions.

*Adapted From: Prince George's County Public Schools, *Crisis Response Handbook*.

*INSTRUCTIONS FOR TEACHERS**

Memorandum

To: All Teachers:

From : The Principal

Subject: Announcing the Death of a Student to the Class

Please read this message to yourself. Then we would like this message to be read aloud to your class:

Sample: It is with great sadness that I inform you that yesterday, Lakesha Jones, an 11th grade student at _____ High School, died as a result of a fall and the internal injuries that resulted. She was transported to Shock Trauma, but efforts to save her failed. A police investigation of the circumstances is currently underway, and, until its conclusion, we will have no further information to share with you.

NOTE: If you do not feel comfortable reading this to the class or if you would like to have a support person in the room while you read this, please let a member of the Crisis Intervention Team, a counselor or an administrator know.

After you read this message, go on to say:

As you respond to Lakesha's death, be aware that it is not unusual for people to feel confused, upset, perhaps even angry or guilty when they think about incidents like this. Today, our guidance counselors and members of the Central Crisis Intervention Team will be available in the Guidance Resource Center throughout this morning for anyone who wants to talk about his or her feelings. Students who feel that they need to leave class at any time throughout the day to see a counselor should let their teachers know, and they will receive a pass to go to the Guidance Resource Center.

As further information on funeral and/or memorial services become available, this information will be shared. In the meantime, we will set up baskets in the Front Office and Guidance Office for any cards that you would like to have delivered to Lakesha's family.

If a student appears to need individual attention, please send him/her to the Guidance Resource Center. If you feel that you need some time to yourself, ask a Crisis Intervention Team member to relieve you so that you can seek assistance.

* Adapted from Montgomery County Public Schools *Crisis Response Handbook*.

GUIDELINES FOR A CLASSROOM PRESENTATION

When conducting a classroom discussion about a serious or crisis event, it is important to utilize a structure that permits students to:

- **Introduction**—Become aware of the facts and share their reactions/feelings about the incident.
- **Educate/Normalize**—Generate strategies for coping effectively with their reactions/feelings.
- **Conclusion**—Transition back to their normal school routine.

Points to remember—

- During the conversation, it is important to respect different perspectives and to be sensitive to the experiences of those previously affected by violence and/or loss.
- Let students know that they may be differently affected by this based on their own experiences with violence and/or loss.
- Student comments will, of course, vary in many ways.
- Endeavor to respect each student's feelings and comments.
- Be sensitive to students who may become upset by the discussion.

Introduction phase—Provides factual information, minimizes rumors and misperceptions using developmentally appropriate language and amount of detail. This information helps acknowledge and normalize students' feelings as they are shared. Read the sample statement below and then discuss the ground rules:

It is with great sadness that I inform you that yesterday, Timmy Turner, a third-grade student at our school, died as a result of a gun shot wound he suffered while walking home from school yesterday.

You may be having many thoughts and feelings about this, or you may not have been thinking much about it at all. All of these reactions are not unusual. Your thoughts or feelings may scare you because they might be new to you or seem strong. We are going to take a few minutes to talk about your feelings.

It's important to talk about how you feel with someone you trust. This could be your parents/guardians, a teacher, a friend, and a counselor. We can talk some now in class and answer your questions.

Educate/normalize phase—Generates a list of coping strategies that students may use, conveys confidence that coping is possible, informs students how to access help if necessary, and provides opportunities to identify those needing additional support.

- It may not be unusual for many of you to be quiet, or want to talk, to be sleepy or very wide awake, be very tired, or need to be very active, or just feel very sad or angry.

- You may not be feeling anything and/or are not ready to talk about your feelings yet.
- What other feelings or thoughts do you have? (Consider charting)
- If it seems hard for you to concentrate because of any of these thoughts or feelings, please ask to see the counselor. (Emphasize that it is not unusual to have uncommon thoughts and feelings when something so terrible happens.)
- Sometimes when frightening things happen we look for reasons why. This is a time when it is not unusual for us to look for reasons why this happened. A lot of rumors can get started that are not at all helpful to the situation. Instead, let's try to help each other and support each other during this difficult time.
- What are things you can do to cope with their reactions?
 - Exercise.
 - Play with a friend.
 - Read a book.
 - Talk with a family member or adult friend.
 - Play music.
- Turn off the TV or walk away from it if watching news about the incidents is upsetting to you. Play a favorite video or listen to music instead.
- What are things you can do to help others? (Have the students list and add ideas.)

Conclusion phase—Notify students of upcoming related activities and transition them back to school routine.

- Remember that there are adults in the building and in your community who you know and trust. These adults are here to keep you safe. What other people or things can you think of that will help you feel safe? While in school if you want to talk about what you are feeling or thinking, just let me know and I will help you find someone to talk to.
- Students may want to make cards, write letters of sympathy to the family.
- If there are no other questions, Let's get ready for (tell them the academic activity).

*MEMORIAL GUIDELINES**

In the aftermath of a crisis, students, staff, and community members will need a way to express their feelings. Middle and high school students may have a stronger need to do something positive to express their grief. Memorials promote the healing process and help to begin closure to a period of grieving. The following guidelines should be considered before proceeding with a memorial.

- The principal should assist the school in developing a memorial committee with student and staff representatives. Define the roles of the students, staff, and administrators, as well as who will make the final decisions. Families and others in the community may desire to develop an independent committee in order to develop their own memorial. If necessary, the memorial committee may consider contacting additional resources available through the English for Speakers of Other Languages or the Equity Assurance Office.
- Any activity or memorial sets a precedent for future activities. This is particularly important when considering the circumstances surrounding the crisis. Many times the life lesson the school has learned from a tragedy is more important than any memorialization.
- Careful consideration should be given to any permanent memorial, such as planting a tree, erecting a memorial garden, hanging plaques or portraits or other permanent remembrances. Instead of permanent memorials, schools are encouraged to consider "consumable" memorials, such as scholarship funds or donations to an organization suggested by the family. The best type of memorial is one that can benefit the entire community.
- In the event of a death by suicide, it is imperative that the school not memorialize the victim, but instead do something to prevent other suicides from happening. Developing a suicide prevention program or making a donation to an existing suicide program would be appropriate.
- Throughout the planning process, the school should work with the family but not allow the family or community members to dictate if and how a school memorial will be created.
- In the event of a crisis, students and others within the school and community may raise funds.
- However, the principal should assist the committee to oversee and plan for the use of the monies raised. The school needs to determine a plan for distributing donated funds. It is suggested that the school first use the funds to meet the victim's needs such as possible medical or funeral expenses. Any other funds may be considered for a memorial.
- If necessary, the school may consult with the local worship communities to gain more information about the family's cultural and religious beliefs. All memorial activities should take into consideration the family's beliefs.

* Adapted from the Howard County Public Schools *Crisis Response Handbook*.

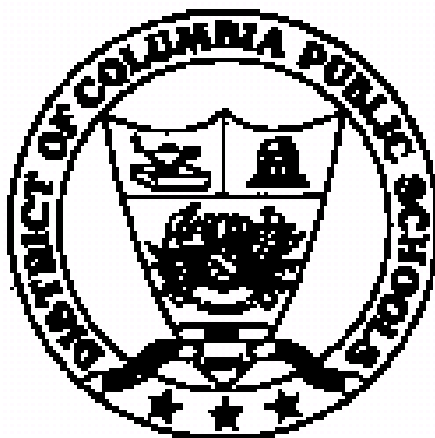
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Division of Student and School Support Services

Student Interventions Services Branch

Title IV, Safe and Drug-Free Schools, 2007-2008

Guidelines for School Personnel Regarding Suicide Prevention



WHAT IS SUICIDE?

Suicide is defined as the act or the instance of taking one's own life voluntarily and intentionally.

Young people who commit suicide usually are not focused on killing themselves. They are usually focused on ending their pain. Young people often believe that the sense of unhappiness they feel is a permanent condition and that they have limited choices. Those choices are to continue to live in pain or to end the pain by killing themselves. For youth, suicide is a permanent solution to a temporary problem.

Talking about suicide will not put the idea in a student's head. The 2003 Youth Risk Behavior Survey data for the DC Public Schools surveyed students in grades 7–12. Of the students surveyed, the following results were noted:

- 14.2 percent seriously considered suicide;
- 13.5 percent made a suicide plan;
- 12.1 percent attempted suicide; and
- 3.5 percent required medical attention after a suicide attempt.

In addition to secondary students surveyed, school data shows that children under the age of 13 had suicidal impulses that they may act on. Schools are important resources for prevention and intervention. "Children are more likely to come into contact with a potential rescuer in a school than they are in the community."

Who is at high risk?—

- Students with low self esteem;
- Students who are depressed or have other psychiatric disorders;
- Students who have previously attempted suicide;
- Students who have experienced recent conflicts at school;
- Students who are gay or lesbian;
- Students who have experienced a traumatic event or recent loss;
- Students who abuse alcohol or other drugs; and
- Students who are socially isolated.

WARNING SIGNS

Although suicidal behavior and suicide may occur without warning, often students send clear signals that they are thinking about suicide including:

- Increased joking or talking about suicide;
- Engaging in risk-taking behavior;
- Making final arrangements and giving away cherished possessions;
- Increased use of drugs and alcohol;
- Neglect of personal appearance;
- Unexplained accidents leading to self-injury;
- Major change in mood;
- Withdrawing from family and friends;
- Preoccupation with death and dying;
- Sharp decline in academic performance;
- Dramatic changes in appearance;
- Irrational, bizarre behavior; and
- Changes in eating and sleeping patterns.

What Can Adults Do?

Suicide threats—

- Take all threats seriously.
- Assess the risk for suicide immediately by asking the student directly: "Are you thinking of killing yourself?"
- If the answer is yes, ask:
 - What method they have thought to use?
 - Find out if they have the means to kill themselves.
 - Find out when they plan to do it.

The more lethal and available the means, and the more definite the time frame, the greater the risk.

- Remain calm.
- Get pertinent information like the student's name, home phone number, and parent's work number from the enrollment data form or from SIS.
- Listen to the student nonjudgmentally.
- Do not leave the student alone.
- Do not promise confidentiality.
- Call 911 and the school's crisis team.
- Get the student to agree verbally to a no-suicide-contract.
- Monitor the student's behavior until emergency personnel arrives.
- Have the administrator or designee contact the student's parent, guardian, or emergency contact person.

- Notify the Office of the Superintendent and appropriate Assistant Superintendent.
- The Supervisor of Social Workers should be contacted to determine the need and numbers of mental health providers needed to support students and staff at the local school. The contact number is 202–442–5138.

Suicide attempt in progress—

- Do not leave the student alone and assure them that help is on the way.
- Do not attempt to move the student; stay calm and provide comfort.
- Call 911 and have someone contact the administrator in charge.
- Secure all weapons, pills, and notes.
- Get the student's emergency contact information from the enrollment data form or SIS.
- Have the office call the student's parent/guardian and advise them that the student is hurt and that you will contact them with the hospital transport information immediately. Advise the parent to keep the phone line clear.
- Clear hallways and the classroom if other students are present.
- Note the time of the event and what the student said or did.
- Notify the Office of the Superintendent and appropriate Assistant Superintendent.
- The Supervisor of Social Workers should be contacted to determine the need and numbers of mental health providers needed to support students and staff at the local school. The contact number is 202–442–5138.

What to do when the crisis is over—

- Hold small group discussions for both students and staff members after the suicide attempt crisis is over and the steps listed above have been followed.
- Encourage students and staff to speak with a mental health professional if the grief reaction is severe.
- Make students and staff aware that grief is normal and grief reactions may occur months after the initial incident and on anniversary dates of the event.
- Prepare a general statement from administrators for staff with accurate information and the outcome.
- Notify parents and give phone numbers for mental health resources in their community.
- Encourage students and staff to seek help for family and friends who are at-risk for suicide. Provide them with a crisis hotline number and inform a trusted adult.

How Counselors Can Support a Teacher Who Has a High Risk Student Returning to Class

- Let the teacher know that the incident has been handled.
- Provide pertinent information.
- Ask the teacher to return to his/her normal routine.
- Ask the teacher to pay special attention to the student throughout the day.
- If the child is on medication for depression, put a medical alert in DCSTARS and provide the information to the teacher.
- Check in with the teacher periodically to see how the student is progressing.
- At the end of the day, confer with the teacher to address any ongoing concerns.
- Convene a TAT to document a plan of ongoing support for the student if needed.
- Provide staff awareness on the suicide protocol and risk factors.

EMERGENCY CRISIS LINES



| | |
|---|------------------------------|
| D.C. Mental Health Access Help Line: | 1-888-793-4357 |
| Crisis Link: | 1-800 SUICIDE (24-hour line) |
| Covenant House Nine Line: | 1-800-999-9999 (teen crisis) |
| DCPS Listen Only Hotline Referral: | 202-442-5563 |

SUICIDE ASSESSMENT CHECKLIST*

Use this checklist as an exploratory guide with students you are concerned about. Each “yes” raises the level of risk, but there is no single score indicating high risk. A history of suicide attempts is of course sufficient reason for action. High risk is also associated with very detailed plans (when, where, how?) that specify a lethal and readily available method, specific time, and a location where it is unlikely the act would be disrupted. Further, high-risk indicators include the student having made final arrangements and information about a critical recent loss. Because of the informal nature of this assessment, it should not be filed in a student’s regular school records.

Points To Cover With the Student

Student’s Name: _____ Date: _____ Interviewer: _____

Past attempts, current plans, and view of death—

- | | | |
|--|---|---|
| • Have you thought about hurting yourself? | Y | N |
| • Do you have a plan in mind for hurting yourself? | Y | N |
| • If so, what is your plan? | | |
| • Have you ever tried to hurt or kill yourself? | Y | N |
| • If so, when, where, and what happened? | | |
| • Have you made special arrangements such as giving away prized possessions? | Y | N |
| • Do you fantasize about suicide as a way to make others feel guilty or as a way to a happier afterlife? | Y | N |

Reactions to precipitating events—

- | | | |
|---|---|---|
| • Are you experiencing severe emotional distress due to any big changes or losses in your life? | Y | N |
| • Have there been major changes in your behavior along with negative feelings and thoughts? | Y | N |

Such changes are often related to recent loss or threat of loss of significant others or of positive status and opportunity. They also may stem from sexual, physical, or substance abuse. Negative feelings and thoughts are often expressions of a sense of extreme loss, abandonment, failure, sadness, hopelessness, guilt, and sometimes inwardly directed anger.

Psychosocial support—

- | | | |
|---|---|---|
| • Are there people or things that would stop you from hurting yourself? | Y | N |
| • Do you have family and/or friends who support you? | Y | N |
| • Do you feel isolated from others? | Y | N |

History of risk-taking behavior—

- | | | |
|---|---|---|
| • Do you take unnecessary risks or are impulsive? | Y | N |
|---|---|---|

* Adapted from the National Mental Health Association and the British Columbia Ministry of Education.

Follow-Through Measures After Assessing Suicide Risk

As part of the process of assessment, make efforts to discuss the problem openly and nonjudgmentally with the student. Keep in mind how seriously devalued a suicidal student feels. Thus, avoid saying anything demeaning or devaluing while conveying empathy, warmth, and respect. If the student has resisted talking about the matter, it is worth a further effort because the more the student shares, the greater the likelihood of engaging the student in problem solving.

Explain to the student the importance of and your responsibility to break confidentiality in the case of suicidal risk. Explore whether the student would prefer taking the lead or at least be present during the process of informing parents and other concerned parties.

If not, be certain the student is in a supportive and understanding environment (not left alone and isolated) while you begin informing others and arranging for help.

Try to contact parents by phone to:

- Inform about concerns;
- Gather additional information to assess risk;
- Provide information about problem and available resources; and
- Offer help in connecting with appropriate resources.

If parents are uncooperative, it may be necessary to report child endangerment after taking appropriate measures.

If a student is considered in danger, only release him/her to the parent or someone who is equipped to provide help. In high-risk cases, if parents are unavailable (or uncooperative) and no one else is available to help, it becomes necessary to contact local public agencies (e.g., children's services, services for emergency hospitalization, local law enforcement). Agencies will want the following information:

- Student's name/address/birth date/social security number;
- Data indicating student is a danger to self (see Suicide Assessment Checklist above);
- Stage of parent notification;
- Language spoken by parent/student;
- Health coverage plan if there is one; and
- Where student is to be found.

Follow up with student/parents to decide what steps have been taken to minimize risk. Document all steps taken and their outcomes. Plan for aftermath intervention and support. Report child endangerment if necessary. If there is a completed suicide, refer to DCPS *School Crisis Response Handbook*.

Security Terminology



SECURITY TERMINOLOGY

Alcoholic beverages—Use or possession of alcoholic beverages in any form on school property, including DCPS-owned vehicles, or while in attendance at any DCPS-sponsored and supervised activity is prohibited.

Armed robbery—The commission of a robbery while armed with a dangerous weapon.

- **Robbery** is the unlawful taking of another’s property from his/her person or immediate presence by the use of violence or intimidation.
- **Strong-arm Robbery** or **shakedown** is the act of extortion or borrowing or attempting to borrow any money or things of value from a person in the school, upon a DCPS-owned vehicle, or in attendance at a DCPS-sponsored and supervised activity.

Arson—The willful and malicious burning of or attempt to burn any building or property of the District of Columbia Public Schools.

Assault—An assault with actual contact, the unlawful beating or any physical force or violence unlawfully applied to the person of another (e.g., jostling, throwing water or dirt at another, tearing clothes, seizing or striking another, and verbal threat to do bodily harm).

Barring Notice—Specific written instructions presented or served to an individual by the principal, or administrator in charge, denying the individual access to the building or DCPS property while school is in session, or in cases of administrative office, during the official work day.

Bomb threat—A telephone call or other means of communication posing the possibility of danger to the employees, students, and visitors or damage to DC Public School facilities.

Burglary—Forcibly entering a building in the day or night with the intent to commit a criminal offense such as theft or vandalism. This does not include entering with the intent to commit a crime against a person (e.g., assault, homicide, etc.).

Child abuse—Mistreatment of a child by a parent or guardian, including neglect or beating.

Common area—Any location on school property to which more than one person has routine access (i.e., lavatories, stairwells, and hallways).

Corporal punishment—The use or attempted use of physical force upon or against a student either intentionally or with reckless disregard for the student’s safety.

Disruptive Acts—All criminal acts and all non-felonious acts, such as student boycotts, sit-ins, walk-outs demonstrations, strikes, which by their nature are disruptive.

Drugs—

- **Distribution** of a controlled substance implies the transfer of such substance to any other person, with or without the exchange of money or other valuables, including possession with intent to distribute.
- **Narcotics** refers to opium, coca leaves and several alkaloids made from them, the best known being morphine, heroin, codeine, and cocaine. Also, several synthetic substances and tranquilizers most commonly known as PCP.
- **Possession** of an unlawful controlled dangerous substance for one's personal use including controlled paraphernalia.
- **Drug use** refers to the use of a controlled substance and implies that a student is reasonably known to have assimilated same (e.g., smoking marijuana, taking pills, etc.) or is reasonably found to be under the influence of same while under the jurisdiction of school authorities.

Hostage—The act of holding a person against his/her will or unlawfully holding the property of another as a pledge or in exchange for certain agreements or demands.

- **Hostage situation**—is a hostage act in progress.
- **Hostage taker**—is a person(s) who commits the act of taking a hostage.

Negligent act—occurs when an employee fails to report potential unsafe, unhealthful, or insecure situations or creates these conditions by nonperformance of duty.

Sex offense—A sex offense is the act or attempted act of rape, sodomy, carnal knowledge, sexual abuse, indecent exposure, fornication, obscene phone calls, or other illegal contact.

Theft or larceny—Refers to the unlawful taking and carrying away of property of another with the intent to deprive the lawful owners of its use.

Trespass—Intentional and unauthorized entrance onto school property.

Under-the-influence—Any abnormal mental or physical condition resulting from indulging in any degree in intoxicating liquors, narcotic drugs, or other drugs which tend to deprive one of clearness of thought and control of the self.

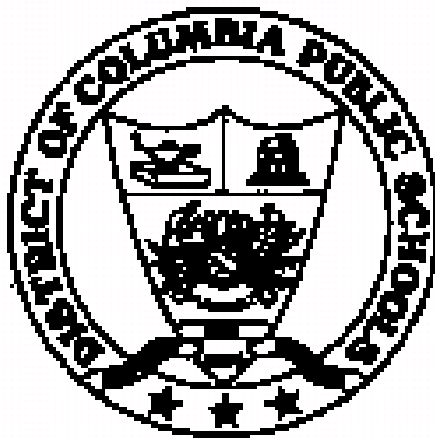
Unlawful entry—Entering a building without proper authorization or without following prescribed procedures (e.g., reporting to the office).

Vandalism and/or destruction of property—The act or attempted act of willful destruction or defacement of public or private property.

Weapons—

- **Dangerous**—is a weapon that produces death or great bodily harm.
- **Possession of use**—is the act of possessing, using, or threatening to use any instrument as a weapon capable of inflicting bodily injury.

Violation Abatement Management Protocol (VAMP)*



* This is not the most recent revision to VAMP; it is included here for informational purposes only.

VIOLATION ABATEMENT MANAGEMENT PROTOCOL (VAMP)

Office of Public Education Facilities Modernization
Safety, Regulatory and Environmental Compliance Section

Violation Abatement Management Protocol
(VAMP)

Introduction

District of Columbia Public School facilities are subject to inspections and assessments by multiple regulatory agencies whose purpose is to ensure compliance with applicable codes and regulations that have been adopted by the municipal government to protect life and property. In many instances, these inspections result in the identification of deficiencies that require abatement making it necessary to respond within a predetermined period. In order to provide a timely response and to perform immediate action the Violation Abatement Management Protocol was developed to coordinate and manage the necessary resources to resolve these issues.

Note: This protocol also expands on the Procedural Memorandum for the Abatement of Fire Code Violations as established by Civil Action # 92-3478, Parents United vs. Marion Barry (Appendix A) and includes the DCPS – DOH Cooperative Food Code Abatement Process (Appendix B) .

Responsibilities

- Act as the liaison between outside regulatory agencies and its representatives, the District of Columbia Public Schools and the Office of Public Education Facilities Modernization (OPEFM).
- Receive, review and verify citations and/or complaints from the District of Columbia Fire Marshals Office (DCFD), Department of Consumer Regulatory Affairs (DCRA), Occupational Safety and Health Administration (OSHA), DC Government – Office of Risk Management, and the Department of Health (DOH).
- Promptly coordinate Office of Public Education Facilities Modernization (OPEFM) resources necessary to resolve violations or problems.
- Collaborate with the various agencies on code related problems to discuss, review and verify abatement of concerns and/or violations within the required period.
- Coordinate and meet with regulatory agency representatives when necessary and maintain regular communications.
- Meet with principals, administrators, and OPEFM staff to explain safety deficiencies, and recommend solutions.
- Preparation of reports and responses to the outside regulatory agencies as needed, as well as maintaining internal documentation and investigations, including photographs.
- Perform internal property and safety inspections to identify and abate code deficiencies utilizing VAMP prior to the issuance of a citation by a regulatory agency when possible.

Procedures

- 1) The Safety Unit Representative(s) is to accompany the Authority Having Jurisdiction (AHJ) representative(s) (Inspector) during the inspection and receive a copy of the report, review for accuracy and legitimacy, create a working file folder and follow the next steps.
 - a. If legitimate, continue with the abatement process.
 - b. If illegitimate, demonstrate with support of applicable codes, regulations and/or standards; contact the Safety Coordinator who will caucus with AHJ management.
- 2) During the inspection identify the appropriate level and prioritize OPEFM responsibilities; then prioritize Level 1 concerns.
 - a. Level 1 – Principal or custodial staff (School based)
 - b. Level 2 – Operations or Maintenance (OPEFM)
 - c. Level 3 – Capital Projects (OPEFM)

Note: See Reference 1 for details.

- i. Priority I – *Emergency* – Abate within 24 hours
- ii. Priority II – *High* – Abate within 10 business days
- iii. Priority III – *Routine* – Abate with-in 20 business days (15)
- iv. Priority IV – *Scheduled* – Abate with-in dates set in a Project Management Plan

Note: See Reference 2 for details.

- 3) During the course of the inspection generate a scope of work, based on common terminology, for all level 2 and 3 concerns to be transcribed onto a work order for each issue cited.
 - a. This is necessary if the AHJ did not provide enough detail in the report for the contractor (or shops) to appropriately schedule and conduct repairs (*Appendix D*).
- 4) At the conclusion of the inspection meet with the building administrator (Principal) and explain the deficiencies and Level 1 responsibility(s) for his/her abatement, consult as necessary.
- 5) Insert a copy of the created file into the central working file cabinet located in the Safety, Regulatory and Environmental Compliance main office; update regularly and as indicated.
- 6) Meet with an OPEFM Customer Service Representative to generate the necessary work order(s).
 - a. Use the TMA database to browse and print a work order summary of the violations to be included in the working file (*Appendix C*).
 - b. Review work order summary/work order(s) for correctness, as compared to the original inspection report (e.g. School, scope, assignment, etc.).
 - c. Print copies of any level 2 and 3 work orders for distribution to the contractor through the Contract Services Section.
- 7) Contact and meet with the Contract Services Representative to inform and provide them with the work orders/scope.
- 8) Contract Services will contact and, if necessary, meet with the appropriate contractor at the cited location to provide them a copy of the work order(s) for estimate(s) and scheduling. (Not all work issued will require meeting the contractor; work can be issued electronically and via phone.)
 - a. As needed, the Contract Services representative will walk the building with the contractor to review the scope of work(s), as included on the work order(s), and identify the violations to ensure accuracy.
 - b. Contract Services may contact the Safety Unit Representative to accompany the contractor in addition to, or in lieu of, for the meeting described above, based on need, at their discretion.

Note: Work to be completed on a Time and Materials Basis.

- 9) Contractor will prepare and submit a work plan to include scheduling and staffing that will be provided to the Contract Services Manager.
 - a. Contract Services will communicate and share copies of the approved work plan with the Senior Project Manager, and the Safety Unit.
 - b. Any violation requiring more than one month to abate requires the submission of a Project Management Plan to the appropriate regulatory agency and is communicated to the building administrator (Principal) [Senior Project Manager authorization required].
- 10) The Safety Unit Representative(s) will communicate the repair schedule to the building administrator (Principal), then document in the working file.
- 11) Contract Services will follow-up regularly (determined by priority and schedule) with the contractor and communicate status to the Senior Project Manager, the Safety Unit, and the building administrator (Principal).
- 12) Upon receipt of an invoice from the contractor for completed work at a school (*work in a school is to be completed and submitted as a whole – not piecemeal*), Contract Services will confirm and validate that work is completed, then notify the Safety Unit for re-inspection, and close out the appropriate work orders.
- 13) The Safety Representative(s) will contact the appropriate regulatory agency representative(s) (inspector) to schedule re-inspection, if not already planned, and document in the working file.
 - a. If clearance is awarded, document in the working file and notify management.
 - b. If clearance is not awarded, document and inform management of the deficiencies and restart process.
- 14) The Contract Services Manager will initial the contractor's invoice confirming completion of work, after the AHJ clears the violation, and submits the invoice to the Senior Project Manager for final payment approval.

Reference 1 - Level of Violation Responsibility by Category

The cause and/or extent of work required to abate a violation, determines the level of abatement responsibility.

- 1) Level 1 Violation – Building Administration (Principal) Responsibilities include but are not limited to:
 - a) Exit Obstructed - Includes Locked Exits
 - b) Improper Storage - Includes Combustibles
 - c) Extension Cords / Power Strips
 - d) Labeling Issues - Includes Doors & Electrical Panel Boxes
 - e) Reports and Documentation
- 2) Level 2 Violation – Operations or Maintenance (OPEFM) Responsibilities include but are not limited to:
 - a) Emergency Power/Generator
 - b) Exit Lights – Light Bulb(s) Replacement
 - c) Fire Alarm/Fire Protection Equipment - Includes Defective Pull Stations, Missing Placards & Automatic Fire Suppression Systems
 - d) Hood and Duct System
 - e) Kitchen Suppression System
 - f) Ceiling Breach \ Ceiling Tile
 - g) Defective Door - Includes Door Not Closing+
 - h) Door Hardware
 - i) Electrical Issues
 - j) Fire Rated Glass – Glazing
 - k) Wall Breach
 - l) Damaged Floor
 - m) Fire Extinguisher - Includes Charging & Tagging
 - n) Water Leaks - Roof
 - o) Water, Waste, and Plumbing Systems - Plumbing Fixtures in Disrepair
 - p) Pests; Pest Droppings; Harborage Conditions
 - q) No Hot Water
 - r) Insufficient Water Capacity
 - s) Trash and Waste Disposal
 - t) Unsafe Drinking Water
 - u) Paint Peeling; Ceiling & Tiles in Disrepair; Holes
 - v) Standing Water
 - w) Blown Lights
 - x) Unshielded Lights
 - y) Outer Openings Unprotected (door sweeps)
 - z) Physical Facilities; Fixtures in Disrepair
 - aa) Exposed Utility Wires
 - bb) Insufficient Lighting Intensity
- 3) Level 3 Violation – Capitol Project/Design (OPEFM) Responsibility
 - a) This level is determined after an investigation into the extent of the scope of work required to abate any of the above categories, is beyond that of regular maintenance or contract services.
 - i) This level requires a project management plan.
- 4) Office of Food and Nutrition (OOFN) Responsibility
 - a) Food Stored Improperly
 - b) No Certified Food Protection Manager on Duty
 - c) Improper Hot Food Holding Temperatures
 - d) Improper Cold Food Holding Temperatures
 - e) Food Receiving Temperature/Condition
 - f) No Temperature Logs; Logs Not Up to Date
 - g) Employee not Wearing a Hair Restraint
 - h) Wiping Cloths Stored Improperly

- i) Single Service Items Unprotected
- j) Inoperable or Faulty Equipment
- k) Hand Washing Signage
- l) Unclean Equipment, Utensils, and Food Contact Surfaces
- m) Unclean Floors and Non-Food Contact Surfaces
- n) Unnecessary Items on Premises
- o) Unclean Non-food Contact Surfaces
- p) No thermometers Inside Cold Units
- q) No Covered Toilet Room Receptacle
- r) Pest Control Strips in Food Prep Area

Reference 2 - Violation Priorities by Category

The impact on the overall safety of buildings occupants drives the prioritization of work. Additionally, in order to manage the various concerns work priorities must be utilized when scheduling abatement work.

- 1) Priority I – *Emergency* – Abate within 24 hours
 - a) Exit Obstructed - Includes Locked Exits
 - b) Emergency Power/Generator
 - c) Exit Lights – Light Bulb(s) Replacement
 - d) Fire Alarm/Fire Protection Equipment - Includes Defective Pull Stations, Missing Placards & Automatic Fire Suppression Systems
 - e) Hood and Duct System
 - f) Kitchen Suppression System
 - g) No Hot Water
 - h) Insufficient Water Capacity
 - i) Trash and Waster Disposal
 - j) Pests; Pest Droppings; Harborage Conditions
- 2) Priority II – *High* – Abate within 10 business days
 - a) Improper Storage - Includes Combustibles
 - b) Ceiling Breach \ Ceiling Tile
 - c) Defective Door - Includes Door Not Closing
 - d) Door Hardware
 - e) Electrical Issues
 - f) Fire Rated Glass – Glazing
 - g) Wall Breach
 - h) Water, Waste, and Plumbing Systems - Plumbing Fixtures in Disrepair
 - i) Unsafe Drinking Water
- 3) Priority III – *Routine* – Abate within 20 business days (*Usually input as High in TMA*)
 - a) Extension Cords / Power Strips
 - b) Labeling Issues - Includes Doors & Electrical Panel Boxes
 - c) Reports and Documentation
 - d) Damaged Floor
 - e) Fire Extinguisher - Includes Charging & Tagging
 - f) Water Leaks – Roof
 - g) Paint Peeling; Ceiling & Tile in Disrepair; Holes
 - h) Standing Water
 - i) Blown Lights
 - j) Unshielded Lights
 - k) Outer Openings Unprotected (Door Sweeps)
 - l) Physical Facilities; Fixtures in Disrepair
 - m) Exposed Utility Wires
 - n) Insufficient Lighting Intensity

- 4) Priority IV – *Scheduled* – Abate within the timeframe set in a project management plan
 - a) Classification (priority adjustment) used for violations requiring contracted services, budgetary constraints, capitol projects, or maintenance plans.
 - i) This level requires a project management plan.

Note: Any violation requiring more than one month to abate requires the submission of a project management plan.

Appendix A - Civil Action # 92-3478

Procedural Memorandum for the Abatement of Fire Code Violations

I. Parties To and Scope of Agreement

This memorandum sets forth the procedures to be followed by the District of Columbia Fire Department (FD) and the District of Columbia Public Schools (DCPS) to inspect, correct, and abate fire code violations in the District of Columbia Public Schools. The Procedures set forth below shall apply to regularly scheduled inspections to be held every 12 months. As further set forth below, the procedures shall also apply in the case of unscheduled inspections resulting from newly reported hazardous conditions or in response to complaints.

II. District of Columbia Fire Department (FD)

A. Responsibilities of the Fire Chief and Fire Marshall

Shall ensure compliance of FD under this agreement, and in particular shall:

1. Ensure to the degree possible that the same Inspector is assigned to the same school for all inspections and reinspections; and
2. Assist in the resolution of particular questions and problems, providing all final determinations in writing to the Chief Executive Officer (CEO) of DCPS or his designee.

B. Assignment of Schools to Fire Inspectors

Supervisory officers shall assign permanently to each Inspector a list of schools, the schools having been equally divided among the Inspectors. The same Inspector will inspect the same school on successive visits and will make a separate report for each visit, regardless of the nature of the visit. Inspectors may be assigned for special inspections when the inspectors permanently assigned to particular schools are not available. An Inspector on special assignment shall follow the procedures set forth here and inspect in the same way, as would the Inspector permanently assigned to the school being inspected.

C. Responsibilities of the Fire Inspectors

1. The Inspectors shall inspect each school assigned within 3 months of receiving from the appropriate supervisor a list of the schools to be inspected. Upon receipt of a list each Inspector shall do the following:
 - a. Create a file for each school, maintained in the office of the Fire Marshall and separate from the FD master file. In which the Inspector shall keep a record of all information concerning fire code violations at the school and of all inspection, reinspection, and related reports;
 - b. Review before each inspection the file of the school to be inspected, including prior inspection reports as well as any other current or relevant information on file, to determine the history and last reported status of the facility.
 - c. Take for reference during the inspection a copy of the most recent inspection report for the school being inspected;
 - d. Request that the Principal and the Maintenance Supervisor, or their respective designees, accompany the Inspector during the inspection;
 - e. Conduct the inspection and prepare a field inspection report, noting the name and position of DCPS staff accompanying the Inspector during the inspection; and

- f. Leave a copy of the field inspection report, setting a reinspection date when violations have been found, with the Principal or designee prior to departing from the school.
 2. The following work day, the Inspector shall:
 - a. Write, sign, and date a final report for each school based on the field inspection report referred to in the preceding section, numbering the pages of the report and ensuring its legibility;
 - b. File the final report in the master file, keep a personal copy for the Inspector's file, and make a copy available for pick-up by DCPS;
 - c. Attach to the final report copies of any action taken, such as, in the case of structural concerns or roof repairs, referrals to DCRA or other appropriate agencies, as well as citations with warning or imposing a fine (collaterals);
 - d. Present the complete report to the supervisory Lieutenant for review and counter signature prior to referral to other agencies.
 3. Upon written notification by DCPS of the correction of the conditions cited, the Inspector shall return to the school and conduct a reinspection, following the procedures set forth above.
 4. If an Inspector is requested to inspect a school not permanently assigned to him or her, the Inspector shall ascertain beforehand the reason for and purpose of the visit, and note on the report why the Inspector permanently assigned is not conducting the inspection.
 5. The Inspector shall inspect for code violations for which FD is responsible pursuant to the District of Columbia Fire Prevention Code Supplement of 1992, Sections F-100.0 to 703 Register, Vol. 39 No. 48 (November 27, 1992), and refer all other violations to the appropriate agency within 48 hours of completion of the inspection.
 6. The Inspector shall document in the file for the school all actions taken by the Inspector, including warnings and fines issued, and any special warnings and fines issued, and any special instructions provided during an inspection.
 7. If the Inspector is not sure whether a condition is a fire code violations, the Inspector shall consult with the Supervisor, who will if necessary visit the school before the inspection is concluded, to determine whether or not a fire code violation exists.
 8. In order to ensure consistency and uniformity in the inspection of schools, and to ensure further that Inspectors benefit shall communicate and consult with one another and with supervisory officers regarding any problems found and the solutions to those problems.
 9. If the Inspector determines that, because conditions at the premises create a danger under the fire code to the life or welfare of the school and others who use the premises, a school should be closed, the Inspector must so inform the Fire Marshall or Assistant Fire Marshall immediately, before any action is taken.
- D. Responsibilities of the Fire Marshall concerning the Closure of schools
1. If the Fire Marshall concurs with an Inspector's recommendation for closure of a school, the Fire Marshall shall inform the Chief Executive Officer of DCPS or his designee immediately upon making a determination.
 2. In such a case, the Fire Marshall shall indicate to the CEO or his designee the conditions that require closure and the action required to abate the violations found and to permit the reopening of the school.

3. If a school is closed, work must be completed within 3 weeks; provided that, if a longer period of time is needed to abate the violations, the Fire Marshal will determine whether the entire facility will remain closed for the full period of time or whether portions of the facility may open as work is completed in compliance with the instructions provided to DCPS under the preceding paragraph.
4. If the Fire Marshal allows partial reopening, the Fire Marshal shall also specify, after consultation with DCPS, a time period by which all remaining work must be completed. If the work has not been completed at the end of said period of time, the facility will be closed completely pending reinspection of the work performed and a subsequent determination by the Fire Marshal.
5. Any areas closed shall be secured, and access thereto, shall be limited to DCPS officials, employees, and contractors for purposes of abating the fire code violations.
6. When a building is closed fully or partially, the Fire Marshal shall cause the affected areas to be inspected pursuant to regular inspection procedures, and issue citations as needed to ensue abatement of violations.

III. District of Columbia Public Schools (DCPS)

A. Responsibilities of the Chief Executive Officer of DCPS (CEO)
The CEO shall ensure compliance under this procedural agreement.

B. Responsibilities of the Director of Facilities Management

The Director of Facilities Management shall do the following:

1. Directly or through a designee, review the inspection reports submitted by the DCFD for each school within 24 hours of receipt of the submission
2. Promptly take appropriate action, including the issuance of work orders, to correct the fire code violations identified in the inspection reports.
3. Review the certification of completion of the repairs at each school of the conditions that gave rise to the fire code violations
4. Approve the submission to the DCFD of the report of the completion of the work at each school.
5. Submit the school to the DCFD for reinspection and for a determination of abatement of the violations
6. Maintain in the Director's Office a file of all work and abatement information, providing copies of the same to the CEO and to DCPS Legal Services Office.

C. Responsibilities of the Principal

1. Each Principal shall take the necessary action to ensure the safety of children and staff, including by taking direct action to abate fire code violations, by notifying the Director of Facilities when action is necessary beyond the authority of the Principal, and by transferring or evacuating children from schools as necessary.
2. Each Principal shall further ensure that;
 - a. All areas are accessible, neat and clear
 - b. All fire extinguishers are mounted and charged
 - c. All exit doors are unlocked and free of blockage
 - d. All fire drill records and the fire evacuation plan are accessible
3. When advised that an DCFD representative will be inspecting the school building for which he or she is responsible, each Principal or their designee shall accompany the DCFD representative during the inspection, together with a representative of the building maintenance staff

4. At the conclusion of an inspection the Principal shall obtain a copy of the Fire Marshall's field report for the school's record and fax a copy the report to the Director of Facilities Management, or the Director's designee.

IV. DCFD/DCPS Cooperative Fire Code Abatement Process

- A. The process of abating fire code violations requires close and careful Cooperation between DCFD and DCPS. Set forth below is the steps that will be taken by staff of the respective agencies in this regard.
 1. DCFD inspects a school building accompanied by the Principal and the Maintenance Supervisor or their respective designee.
 2. The DCFD representative leaves a copy of the field inspection report with the Principal and makes a copy available at the office of the Fire Marshall for pick up by Facilities Management.
 3. The Director of Facilities provides a copy of the inspection report to the Customer Service Center (CSC) within 24 hours of receipt from the DCFD.
 4. CSC inputs the data from the inspection report into the work order system to generate work orders corresponding to each violation, categorizing violations as follows:
 - a. Level 1- conditions that can be corrected by action of the Principal or custodial staff;
 - b. Level 2- conditions the correction of which involves craft work such as electrical, plumbing and carpentry
 - c. Level 3- conditions that must be corrected through Capital Construction.
 5. The Director of Facilities receives the work orders and schedules the work within 24 hours, assigning the work according to the level of the violations as follows:
 - a. Level 1- staff at school issue
 - b. Level 2- Operations and Maintenance
 - c. Level 3- Capital Projects
 6. DCPS Managers shall forward any concerns regarding work orders generated from inspection reports to the Director of Facilities Management for resolution. Resolution may require a response from the DCFD or DCRA in the form of a special approval or other written directive, which must be obtained in writing and signed by the Fire Marshall and Director of Facilities Management. A written copy of the determination resolving the concern shall be placed in each school's folder and in the folder for that school at the office of the Director of Facilities Management.
 7. The appropriate Building Service Manager makes a notation that the conditions cited for fire code violations have been corrected
 8. The Director of Facilities Management certifies completion of the work for each item of the inspection report, and compiles a folder for retention at each school to include;
 - a. the field inspection report
 - b. a copy of the work orders, with completion dates,
 - c. any certificates, approvals, or sign offs by DCFD or other officials.
 9. Upon review of the folder, the Director of Facilities Management does one of the following:
 - a. Certifies to the Fire Marshall that the conditions that gave rise to the violations cited have been corrected, and that the school is ready for reinspection and for a determination of abatement or
 - b. Directs that further action be taken to correct such conditions

10. When corrective work has been completed, the Fire Inspector who originally inspected the school, if available, or the alternative assigned, reinspects for abatement.
11. The Fire Inspector leaves a copy of the field reinspection report with “abated” notations with the Principal and provides a copy to the Director of Facilities Management.
12. If the school’s fire code violations are abated, the Fire Chief or his designee will so certify to the CEO or his designee.
13. If the Fire Inspector finds that the fire code violations identified in the original inspection have not been abated, or if, after reinspection the Inspector identifies new fire code violations, the procedures set forth above will be followed in applicable part.
14. If the Fire Inspector determines, after consultation, that issuance of a citation for violation of the fire code is appropriate, the Inspector shall serve the citation on the CEO.

Appendix B – DCPS Cooperative Health Code Abatement Process

DCPS – DOH Cooperative Food Code Abatement Process

I. Scope

This document details the abatement responsibilities of Food Code Violations, cited by the District of Columbia Department of Health (DOH), by the Office of Food and Nutrition (OFN), and the Office of Facilities Management (OFN). Additionally, it establishes the process in which DCPS will interact both internally and in conjunction with the Department of Health in regards to inspections, citations, and communications.

II. District of Columbia Department of Health

A. The Department of Health enforces the District Food Code, DCMR Title 25 – Food and Food Operations, by assessing school facilities and/or equipment to promote the safeguarding of public health and to ensure that food is safe for consumption by students, staff, and the public.

B. Health Inspections

1. Are conducted twice a school year in all school kitchens, starting first in August and then again in January.
2. The Department of Health (DOH) Sanitarian(s) conducts inspections and prepares inspection reports.
3. DOH Sanitarian(s) maintains a file of the inspection reports along with any proof of abatement.
4. DOH Sanitarian(s) conducts re-inspections of the schools. And based on the severity of the Food Code violation, the sanitarian issue Food Establishment Inspection Reports which may document 5-Day Notices which identify critical violations, or 45-Day Notices which identify non-critical violations. DOH Sanitarians may also issue (2) a Notice of Closure/Summary Suspension because of imminent health hazards;

Imminent health hazards can result in the closure of a kitchen if the violation(s) can not be corrected during the course of the inspection and are classified under the following categories, as established by DOH:

1. Operating without a Certified Food Protection Manager on Duty;
2. Selling, exchanging, delivering or receiving adulterated foods;
3. Incorrect hot and cold holding temperatures;
4. Operating with no hot water;
5. Operating with no water/ insufficient water capacity;
6. Operating with a sewage backup;
7. Operating with no electricity;
8. Operating with extensive fire damage or serious flood damage;
9. Failing to allow DOH Inspectors access to kitchen;
10. Interfering with a DOH inspection;
11. Misusing poisonous or toxic materials;
12. Operating without a valid license;
13. Onset of an apparent foodborne illness outbreak at the school;
14. Operating with gross insanitary occurrence or condition that may endanger public health, including but not limited to heavy infestation of vermin;
15. Operating with circumstances that may endanger public health; and
16. Failing to minimize the presence of insects, rodents and other pests on the premises.

III. DCPS Office of Food and Nutrition

- A. The Office of Food and Nutrition is responsible for the safe preparation of food and the distribution of nutritious, balanced meals to students. One of their primary responsibilities is to utilize safe food handling and operational practices while preparing and/or serving meals.
 - 1. Junior High and High Schools prepare foods
 - 2. Elementary and Middle Schools serve prepackaged foods

- B. The Food Safety and Sanitation Officer of OFN oversees the food safety program and liaisons with the Department of Health. This individual confirms abatement and prepares responses to DOH.
 - 1. Electronically stores the DOH Inspection Reports and initiates and monitors the overall abatement of violations.
 - 2. Communicates deficiencies and shares reports with the Office of Facilities Management.
 - 3. Monitors compliance and abatement of violations to the Food Code, in which OFN has responsibility under the following categories frequently cited by DOH Sanitarian(s), which include but not limited to:
 - a. Food Stored Improperly
 - b. No Certified Food Protection Manager on Duty
 - c. Improper Hot Food Holding Temperatures
 - d. Improper Cold Food Holding Temperatures
 - e. Food Receiving Temperature/Condition
 - f. No temperature Logs; Logs Not Up To Date
 - g. Employee Not Wearing a Hair Restraint
 - h. Wiping Cloths Stored Improperly
 - i. Single-Service Items Unprotected
 - j. Inoperable or Faulty Equipment
 - k. Hand Washing Signage
 - l. Unclean Equipment, utensils, and Food Contact surfaces
 - m. Unclean Floors and non-Food Contact Surfaces
 - n. Unnecessary Items on Premises
 - o. No Thermometers Inside of Cold Units
 - p. No Covered Toilet Room Trash Receptacle
 - q. Pest Control Strips in Food Prep Area

IV. DCPS Office of Facilities Management

- A. The Office of Facilities Management is responsible for repairs to the building and building components including those of the kitchen, less cooking/food preparation equipment. Additionally, OFM has some specialized units that support maintenance, construction and safety functions within the schools.

- B. Customer Service Section
 - 1. Receives calls and generates work orders then distributes the work orders and emergencies to the appropriate repair shops, utilizing the appropriate priority level as identified in the Violation Abatement Management Protocol (VAMP).
 - 2. Enters the Food Code violations into the TMA system, generating a work order using codes that align with DOH Inspection Reports.

3. Maintains TMA, tracks all Food Code violations in the database, and reports on status of the same.
 - a. Office of Facilities Management responsibilities are coded between OFN101 – OFN112
 - b. Office of Food and Nutrition responsibilities are coded between OFN201 – OFN217
- C. Maintenance Section
 1. Receives work orders and emergencies then makes necessary repairs within the required time frame based on priority level identified in VAMP.
- D. Safety, Regulatory and Environmental Compliance Section
 1. Liaisons with both the Department of Health and the Office of Food and Nutrition to monitor compliance and the violation abatement process.
 2. Tracks the status of OFM repairs in conjunction with the Customer Service Unit.
 3. Receives, review and verifies citations and/or complaints from the District of Columbia Department of Health and initiates VAMP procedures.
 4. Coordinates and meets monthly with the Department of Health and the Office of Food and Nutrition to discuss issues and verify abatements.
 5. Manages the Pest Control Unit and the Environmental Unit, in addition to the Safety Unit of OFM.
- E. The Office of Facilities Management is responsible for the abatement of violations of the physical facilities frequently cited by DOH Sanitarian(s), which include but not limited to:
 - a. Water, Waste and Plumbing Systems, Fixtures in Disrepair
 - b. Pests: Pest Droppings; Harborage Conditions
 - c. No Hot Water
 - d. Insufficient water capacity
 - e. Trash and waste disposal
 - f. Unsafe Drinking Water
 - g. Paint Peeling; Ceiling and Tiles in Disrepair; Holes
 - h. Standing Water
 - i. Blown Lights
 - j. Unshielded Lights
 - k. Outer Openings Unprotected
 - l. Physical Facilities; Fixtures in Disrepair
 - m. Exposed Utility Wires
 - n. Insufficient Lighting Intensity
- V. Cooperative Food Code Abatement Process

Cooperation between DCPS Offices of Food and Nutrition and Facilities Management along with the Department of Health is critical for success. The following process will serve as a guideline to demonstrate how citations are received, communicated, tracked, abated and reported to the authority having jurisdiction.

1. DOH Sanitarian(s) conduct unannounced inspections and reinspections of the school kitchen, serving line, and cafeteria area(s) which will proceed with or without a Food Service Manager (Certified Food Manager) or DCPS Representative (Primary: [OFN] *Food Safety and Sanitation Officer*; Secondary: [OFM] *Code Compliance Officer*) being present.

2. DOH Sanitarian(s) leaves a copy of the inspection report with the Food Service Manager and provides the original to the DCPS Representative to make a direct copy for scanning into the OFN Database (*copies are also available at the DOH Offices for pick up and review if necessary*).
3. The DCPS Representative initiates corrective actions if possible before completion of the inspection. All “imminent health hazards” are to be called directly into the OFM Customer Service Section at the time of inspection and placed on the Emergency Work Order List for that day (202-576-7676).
4. The DCPS Representative provides a copy of the inspection report to the Safety Unit within 24 hours of receipt to initiate the VAMP procedures (Alternate: Customer Service Section).
 - o. OFN scans and enters an electronic copy of the Inspection Report into the OFN DOH Inspection Database.
5. The Safety Unit reviews and verifies the citations as outlined in VAMP and submits work requests along with a copy of the inspection report with any necessary comments to the Customer Service Section.
6. The Customer Service Section inputs the data from the inspection report, and any Safety Unit comments, into the work order system to generate work orders corresponding to each violation, categorizing the work as identified in VAMP and the TMA coding system.
7. The Maintenance Section receives the work orders and schedules the work according to the priorities set forth in VAMP and identified as such on the work order.
 - a. OFN initiates mitigation on any remaining violations not corrected on site, the day of the inspection.
 - b. OFM Managers or OFN Managers may contact the Safety Unit for clarification or concerns about work orders generated from inspection reports.
8. The Maintenance Section completes the necessary repairs and reports the status to the Customer Service Section.
 - a. In some cases it is understood that resources may not be available for the completion of some work, steps must be taken to mitigate any immediate hazard and a project management plan is to be submitted by the Maintenance Manager to the Safety Unit for submission to DOH, per VAMP.
9. The Customer Service Section, Building Service Manager for the area, confirm that the repairs have been made and makes comments if necessary while closing out and signing off on the completed work order.
10. A copy of the signed work order is made and submitted to the Safety Unit for submission to DOH, through the OFN Food Safety and Sanitation Officer.
11. The OFN Food Safety and Sanitation Officer, compiles a comprehensive response to include the abatement of all violations (OFM and OFN responsibilities alike) and submits the package to DOH as proof of abatement.
 - a. A DCPS Representative may accompany the DOH Sanitarian(s) during an unannounced re-inspection. However, the inspection will proceed with or without the DCPS Representative being present. The DCPS Representative must follow the aforementioned steps through to abatement.

12. DOH Sanitarian(s) updates his/her school file showing abatement.
13. In the unfortunate event that DOH is not satisfied with the abatement response, or lack of response, and after consultation at the established monthly meetings, (with the appropriate DCPS Executive Directors if necessary), then a Notice of Infraction may be issued to DCPS.

Appendix C – TMA Browse Procedures

Step 1 From your desktop main, screen find and click on the TMA icon. Double click to open.



Step 2 A new screen will appear. Locate the log in box in middle of the screen and double click. A new window will appear with two boxes. The first box should contain your **User name**: The second box will be blank but ask for **Password**: Enter your password in the blank window.

Step 3 After entering your password go to the tool bar located at the top of the screen and click **OK**.

Step 4 After clicking OK another window will open. ON the left side will be a bar that contains the **SO Browse** option. Click the **SO Browse** option.

BROWSE SELECTION CRITERIA

Step 5 After clicking the SO Browse option another window **Browse Selection Criteria** will open. *(This window in the foreground must be completed before the browse list can be generated. Set search criteria on this window, to populate the Work Order Browse window with the browse list.)*

Each section of the Browse Selection Criteria can expand or restrict your search using these parameters:

- Date Range
- Facility, Building, or Zone
- Open or Closed Work Orders (or both)
- Work Order Type
- Repair Center
- Department
- Shop
- Technician / Crew
- Trade
- Tag No.

Your search will require you to respond to the following windows only:

- Date Range
- Facility, Building, or Zone
- Open or Closed Work Orders (or both)
- Work Order Type

Step 6 Enter the **Beginning Date**: to the right of the beginning date box is a smaller box with a down arrow. Click on this arrow and a calendar will appear.. Use the date that appears on the District of Columbia Fire and EMS Department School Inspection Report as the beginning date. In the calendar month window Double click on the day of the report which will enter that date into the beginning date box.

Step 7 Enter the Ending Date. After selecting the beginning date the ending date box will appear highlighted. The date that appears in this box is today's date. **DO NOTHING WITH THIS BOX**

Step 8 The next box located below the beginning and ending date box is the school selection box. To the right of this box is a down arrow. Click on this down arrow and another window will appear. From this box point to and click on **select school**. Which is the third item from the top of the list.

Step 9 After opening “select school” three additional boxes will appear. Go to the third box from the top which will be empty. To the right of this box will be a small box with an arrow. Click on this arrow. Another Window will appear.

Step 10 From the Item Selection window select and click on District of Columbia Public schools. To the right another window will appear that contains the name of all schools.

Step 11 From the school list find the name of the school that is listed on the District of Columbia Fire and EMS Department School Inspection Report. Point to that school name and double click. This will enter the school name in the select school box.

Step 12 From the **Service Order Type** window find the line that contains Fire Code which is row 5 from the top. Click on **row 5 Fire Code**.

Step 13 Select **Open** or **Closed** work order status type (tick box).

Step 14 At the top of the screen located the tool bar that contains OK. Click on OK All work request contained in the browse selection criteria you listed will appear.

Step 15 At the top of the screen located the tool bar that contains the box labeled **Print**. Click on the word **Print**. Another window will open with the icon and word **Printer**. Click on the word **Printer**.

Step 16 Form the **Print Setup** window click on OK located at the bottom of the window.

SUMMARY:

The Browse Selection Criteria window is opened when you select Work Order Browse. This window is enabled in the foreground and must be completed before the browse list can be generated. Set search criteria on this window, to populate the Work Order Browse window with the browse list.

1. Click the WO Browse icon on the TMA Navigation bar, or follow the menu path to open the window.
2. Select the search criteria on the Browse Selection Criteria window. See the selection criteria descriptions for details about each choice.
3. Click the OK button on the TMA toolbar to start the search and close the Browse Selection Criteria window. A message box informs you that the search is "working."
4. When the search is complete, the records that match your criteria are displayed in the Work Order Browse window.

The software retains a Browse selection list until a new one is generated or until you exit the program. If you create a Browse selection and close the Browse List window to work in a different window, that same list is displayed when you return to the Work Order Browse window.

To make a new Browse selection:

1. Click the New Browse Selection button (at lower left of the window).
2. Change the desired fields on the Browse Selection Criteria dialog.
3. Click OK on the TMA toolbar to start the new search.

School Emergency Response Plan and Management Guide

Appendix D – Work Order Addendum Form

| | | | |
|---------------|--|------------------------|--|
| SCHOOL | | INSPECTION DATE | |
|---------------|--|------------------------|--|

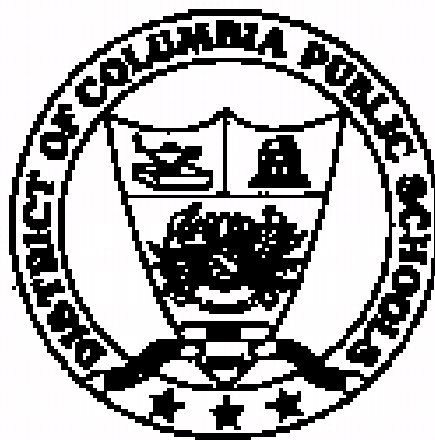
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| Comments | | | |

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Workplace Hazard Assessments/Personal Protective Equipment (PPE)



WORKPLACE HAZARD/ PERSONAL PROTECTIVE EQUIPMENT (PPE) ASSESSMENTS

Introduction

The Occupational Safety and Health Administration Title 29, *Code of Federal Regulations* (CFR), Part 1910.132, requires employers to assess the workplace to determine if hazards are present, or likely to be present, which would necessitate the use of PPE. If such hazards are present, or likely to be present, PPE must be selected for all affected employees along with training on the selected equipment. Hard hats, goggles, safety glasses, faces shields, earplugs, steel-toed shoes, dust masks, and respirators are all forms of PPE.

A written certification must verify that a hazard assessment has been completed. The attached Workplace Hazard PPE Assessment form will serve as the written certification. Use this instructional sheet to assist in completing the attached Workplace Hazard Assessment form.

Sources of Hazards

Take the following steps to assess the need for PPE at a worksite or for a particular task. Conduct a walk-through survey to identify sources of hazards to workers. Basic hazard categories include, but are not limited to:

- **Impact**—Examples: Working with or around powered tools or machinery. Use of powered liquid sprayers, air hammers, compressed air, or working in areas with high air turbulence where particles, fragments or chips are present. Working in areas where overhead hazards, falling hazards or moving hazards are present.
- **Cuts/penetration**—Examples: Working with or around powered tools or equipment. Working with glass, wire, metal, sharp objects or other materials that can cut or pierce when broken or fragmented.
- **Compression** (pinching/crushing/roll-over)—Examples: Working with or around moving equipment, or parts. Exposure to falling objects. Use of heavy equipment or tools that could cause compression injuries, etc.
- **Thermal** (Hot/Cold)—Examples: Operating furnaces, pouring and casting hot metal, welding. Working on steam, refrigerant, high temperature systems, etc. Working with cryogenic materials. Working in temperature extremes (e.g., steam tunnels, freezers, extended work outdoors in winter, etc.
- **Light** (optical) **radiation**—Examples: Electric arc or gas welding, cutting, or torch brazing or soldering. Working with or around lasers. Working around UV radiation.
- **Chemical**—This is a broad category which may include chemicals ranging from slightly irritating (such as cleaning products) to highly corrosive or toxic substances used in

laboratories or industrial settings. Examples: Working with carcinogens, mutagens, or teratogens. Evaluate all material safety data sheets.

- **Biological**—Examples: Working with human pathogens or materials that may be contaminated with infectious human pathogens.
- **Electrical**—Example: Working on or around energized lines or equipment.

Complete the Workplace Hazard Assessment Form

Enter the information gathered during the walk-through survey in the following form. Using the form, make an assessment of the real and potential hazards associated with each risk.

Selection of PPE

Once the hazards of a workplace or task have been identified, the individual performing the hazard assessment must evaluate the suitability of the PPE presently used. As necessary, new or additional equipment must be selected which ensures a level of protection greater than the minimum required to protect employees from the hazards. Consideration must be given to comfort and fit of PPE in order to ensure that it will be used.

ANSI Standards for PPE

Newly purchased PPE must conform to the updated American National Standards Institute (ANSI) standards that have been incorporated into the OSHA regulations, as follows:

- **Eye and face protection**—ANSI Z87.1-1989
- **Head protection**—ANSI Z89.1-1986
- **Foot protection**—ANSI Z41-1991
- **Hand protection**—There are no ANSI standards for gloves. However, selection must be made based on the performance characteristics of the glove in relation to the tasks to be performed. Manufacturer information should be reviewed to ensure that adequate protection will be provided for the work to be performed.

Respiratory and Hearing Protection

This workplace inspection is not meant to include respiratory or hearing protection since the need for these are established through monitoring and/or sampling and the establishment specific programs. However, if work sites are suspected to have high levels of airborne contaminants that are not eliminated by engineering controls (ventilation, fume hoods, etc.) or if employees must work in very noisy environments, there may be reason for concern. Please check the appropriate boxes on the assessment form for additional consultation.

If you have any questions or need assistance in completing the forms, please contact the Safety, Regulatory and Environmental Compliance Section in the Office of Facilities Management.

Instructions: Use this form to help identify PPE required within each work location. Multiple forms may be used, as needed, to include all work areas or job functions within each area of concern. Use the Assessment list to complete the form. **If no apparent hazards exist, check "Other" and write "None."**

| Workplace Hazard—Personal Protective Equipment (PPE) Assessment Form | | | | | | |
|--|--|---|------|------|----------|------|
| School/Department: | | Job Function/Activities: | | | | |
| Office/Shop: | | | | | | |
| Work Location(s): | | | | | | |
| Hazards Present (check all that apply) | Describe Hazards (e.g., work with glass, arcs from welding, work on steam lines, etc.) | Personal Protective Equipment To Consider (complete appropriate boxes with the specific PPE required, e.g., hard hats, goggles, safety glasses, face shields, earplugs, steel-toed shoes, etc.) | | | | |
| | | Eye | Hand | Head | Clothing | Foot |
| <input type="checkbox"/> Impact | | | | | | |
| <input type="checkbox"/> Cuts/Penetration | | | | | | |
| <input type="checkbox"/> Pinch/Crush/Roll Over | | | | | | |
| <input type="checkbox"/> Thermal (Hot/Cold) | | | | | | |
| <input type="checkbox"/> Light (optical) Radiation | | | | | | |
| <input type="checkbox"/> Chemical | | | | | | |
| <input type="checkbox"/> Biological | | | | | | |
| <input type="checkbox"/> Electrical | | | | | | |
| <input type="checkbox"/> Other | | | | | | |
| <input type="checkbox"/> Check here if sound pressure level (+85db/8hr) exposure monitoring should be considered for this job function or activity. | | | | | | |
| <input type="checkbox"/> Check here if dust (harmful or nuisance) level exposure monitoring should be considered for this job function or activity. | | | | | | |

Assessment completed by: _____ Title: _____ Phone: _____

Signature: _____ Date: _____

Return completed forms to the Safety, Regulatory and Environmental Compliance Section.

