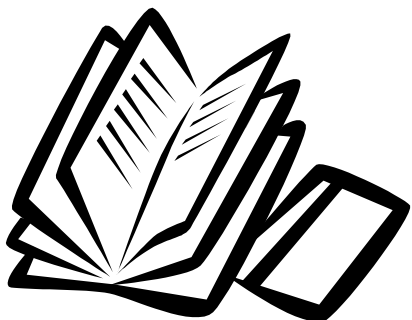# Section 3

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 sites 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** *(IC)*	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** *(Operations)*	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** *(Operations)*	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** *CPR/First-aid trained designee, if the nurse is not available (Operations)*	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** *(PIO)*	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** *(Operations)*	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** *(Logistics)*	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** *(Logistics)*	Establish emergency transportation of students and staff through established procedures; coordinate pickup locations; document activities
Floor Wardens: **If applicable – Not a Teacher** *(Operations)*	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"; or
- "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

A. Evacuation (For use when conditions outside are safer than inside)

When the announcement is made or alarm is sounded:

- 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:
  - ➢ **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

B. Alert Status (For use in securing access to the building, usually in a community emergency event)

When the announcement is made:

- Secure the facility by locking all doors from the inside. *(Do not chain any doors.)*
- 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.

C. Lockdown (For use to protect building occupants from potential dangers in the building or outside.)	**C1. Shelter-in-Place** (For use in external gas or chemical release)

When the announcement is made:
• 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:
  ➢ **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.
	When the announcement is made follow the Lockdown Procedure with the additions below:
	• 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.

D. Severe Weather Safe Area (For use in severe weather emergencies) **When the announcement is made or alarm sounded:** • 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.	**D1. Drop, Cover & Hold** (For use in earthquake or other imminent danger to building or immediate surroundings) **When the command DROP is given:** • 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 to 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   ☐ Lockdown   ☐ Severe Weather

Once completed, hold for collection.   Once completed, hold until requested by IC or designee.   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: FORM

- SERT Assignments   A
- Command Post Locations   B
- Staff Skills Inventory: *Response Planning*   C
- Teacher Survey: *Students Needing Special Assistance*   D
- Classroom and Building: *Hazard Hunt*   E
- Assembly Area: *Outdoors*   F
- Alternate Building Location: *Walking Distance*   G
- Alternate Building Location: *Requiring Transport*   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 #
*Incident Commander:	1. 2. 3.	
*Public Safety Liaison:	1. 2. 3.	
*Occupant Accounting Coordinator:	1. 2. 3.	
*Facility Access Coordinator:	1. 2. 3.	
*Triage Coordinator:	1. 2. 3.	
Media Liaison:	1. 2. 3.	
Community Liaison:	1. 2. 3.	
Counseling Coordinator:	1. 2. 3.	
Supplies Coordinator:	1. 2. 3.	
Transportation Coordinator:	1. 2. 3.	
Floor Wardens:	1. 2. 3.	

*Required Members at all levels.

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-feet 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.

<u>Location</u>   <u>Communication/Phone #</u>

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:

First aid	Search & rescue	Counseling/mental health
CPR	Hazardous materials	Firefighting
Emergency medical	Media relations	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 #:** _____

Student Name	**Time With Teacher**	**Assistance Needed**
_____ _____		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 ☐ American Indian or Alaskan Native ☐ Asian or Pacific Islander
☐ *Black ☐ *White ☐ 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.

Occupant Accounting Worksheet

Occupant Accounting Coordinator: Develop and maintain an Occupant Accounting Worksheet. This sample spreadsheet, for schools, 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. for use during an emergency event.

Occupant Accounting Worksheet									
School Year:									
School:					**Date Created:**				
STUDENT/STAFF NAME			**Student ID #**	**Teacher**	**Grade & Age**	**Special Needs / Accommodations Requested**	PARENT/GUARDIAN			**Disposition**
Last	**First**	**Middle**					**Name**	**Address**	**Contact #**	

Emergency Student Release Form[1]

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:

☐ Present ☐ Receiving first aid

☐ Absent ☐ Evacuated to hospital/medical center

☐ 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

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

<div align="center">

Emergency Response Plan for:

(Building Name)
(Address Line 1)
(Address Line 2)
(Phone #)

</div>

Signature

Date

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 #
Incident Commander:	1. 2. 3.	
Public Safety Liaison:	1. 2. 3.	
Occupant Accounting Coordinator:	1. 2. 3.	
Facility Access Coordinator:	1. 2. 3.	
Triage Coordinator:	1. 2. 3.	
Media Liaison:	1. 2. 3.	
Community Liaison:	1. 2. 3.	
Counseling Coordinator:	1. 2. 3.	
Supplies Coordinator:	1. 2. 3.	
Transportation Coordinator:	1. 2. 3.	
Floor Wardens:	1. 2. 3.	

*Required Members at all levels.

Command Post Locations

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 sh*elter 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.

Potential Hazard	**Locations**	**Action Taken (or Planned) To Mitigate the Hazard, If Possible**
_____	_____	_____
_____	_____	_____
_____	_____	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
1st							
1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							
12th							

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

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

Severe Weather Safe Area: At least one in March

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

Lockdown Drill: Twice a year

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

Inspections

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

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.