

*John V. Lindsay Wildcat Academy Charter School  
High School Emergency Response Plan*

**Planning and Purpose**

The School Building Principal, under the direction of the Department of Education and Region of Schools, has appointed a **Building-Level School Safety Team** charged with the development, implementation and maintenance of the **Building-Level Emergency Response Plan**. This Emergency Response Plan has been developed due to the realization of the need and importance of an effective response to emergency situations and to **comply with the Commissioner of Education Regulation 155.17**.

We recognize that our Building Plan is one component of the **District-Wide Comprehensive School Safety Plan**. The Building-Level Safety Team will work closely with the District-Wide Safety Team to ensure that all practices and procedures remain current and are effective. This Plan seeks to respond to the types of natural or technological hazards that may occur through the maximum utilization of the school district's personnel and resources.

The intent of the Plan is to develop consistent responses to emergency situations experienced by the school district and to integrate the district's emergency response with other emergency responses. The school building's planning process is critical to a workable emergency response and has been developed to include the following:

- Building Level School Safety Team
- Emergency Response Team
- Post-Incident Response Team
- Volunteer Search Team
- Incident Command System (Chain-of-Command)
- Early Dismissal, Evacuation and Sheltering Plans including Annual Building Test of Emergency Response Procedures
- Emergency Notification to Parents
- Emergency Telephone #'s (internal and external)
- School Building Information Report, Floor Plans & Resources
- School Building Command Post (and alternate)
- Emergency Procedures Notice and Training for Students and Staff
- Annual Emergency Response Plan Review
- Needs of Handicapped Students and Staff
- Coordination with Local and County Emergency Response Agencies
- Pre-Emergency Planning and Sequential Emergency Response
- Hazard Analysis

Communications Systems  
Public Information Officer and Alternate  
Transportation  
Emergency Response Kit

### **Emergency Planning Rationale:**

The New York State Education Department Commissioner of Education Regulation Section 155.17 requires that each Building Level School Safety Team develop an Emergency Response Plan and update it by **July 1** of each school year so it can be incorporated into the District-Wide Comprehensive Safety Plan. This will ensure the safety and health of students and staff and also ensure integration and coordination with similar emergency planning at the Municipal, County and State levels. Each School Principal will designate a Building Level School Safety Team to oversee the development, implementation, updating and testing of the Emergency Plan. The School Principal will coordinate with both internal staff and representatives from external agencies to meet required elements of the law. The initial response to all emergencies at the School Building-Level will be by the School Emergency Response Team. Once the School Principal activates the School Emergency Response Team the Superintendent of Schools will be notified and, if necessary, local emergency officials will also be notified. Protocols will be established to obtain assistance from County and State agencies if necessary.

### **Plan Review and Public Comment:**

- The Emergency Response Plan will be reviewed periodically throughout the school year and be maintained by the Building-Level School Safety Team.
- **A summary of the Plan will be made available for public comment at least 30 days prior to its adoption** as required by the Commissioner's Regulation 155.17(e)(3). The Building-Level Plan will become part of the District-Wide Comprehensive Safety Plan, which will be formally adopted by the Board of Education.
- The Building-Level Emergency Response Plan shall be **confidential and not subject to disclosure** to the general public.
- **Full copies of the Building-Level Emergency Response Plan will be supplied to both Local and State Police within 30 days of adoption.**

### **Plan of Action:**

In an emergency, time is a critical factor in the decision making process. Decision makers need to know if the Plans have current and accurate information (names, phone numbers, student information, building resources, etc.). Basic components include:

- Integration of police, fire, emergency medical services, hospitals, gas and electric utilities and transportation.
- Delineation of the roles and responsibilities of personnel at the emergency sites (Chain-of-Command).
- Notification of whom should be contacted in an emergency and in what order.

To account for the variable character of disaster emergencies, and the extent of advance warning, there are three different plans of action to protect the health and safety of students and staff.

The three Plans are as follows:

### 1) **Go-Home Plan**

*The Go-Home Plan* meets the need to return students to their homes and family as rapidly as possible. Schools need to have current plans, which include names and telephone numbers of family and designated surrogates. Special students needs will also be identified and planned for appropriately. It is clear that **at no time will elementary school students be returned to unoccupied, unsupervised homes.**

### 2) **Shelter Plan**

The *Shelter Plan*, or stay where you are, is a decision to be made when the situation is safer inside than outside. For example, during conditions when the roads are closed for outside travel, or when they are extremely hazardous, sheltering is called for. Generally, sheltering is for a short time – but conditions could warrant extended sheltering. Sheltering Plans should include provisions for at least 24 hours. School buildings should be surveyed to **identify the safest area(s) for occupants.**

*Lockdown* is a special kind of sheltering plan that would require individuals to remain within the safety of their immediate area to protect them from immanent danger. An intruder may be one reason to invoke this type of response.

### 3) **Evacuation**

*Evacuation* to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that students be

transported and housed temporarily in some other building. **School Plans will include provisions for transportation and use of alternate sites.**

These are factors that affect the transportation of pupils in each school district (as well as those students who walk home). The problem of executing a fast and orderly Go-Home Plan during the day is certain to be a complex one. Some districts may take as little as 30 minutes to get all children home while others may require two hours. The time it takes to activate a Go-Home and/or Evacuation Plan of not only public schools, but also non-public schools, is vital information in the coordination of emergency planning at the State, County and Local level.

### **Identification of School Teams:**

#### **1. Building-Level School Safety Team**

The Building-Level School Safety Team will be selected by the Principal and include at a minimum representatives of teacher, administrator, and parent organizations, safety and other school personnel, community members, local law enforcement officials, local ambulance and other emergency response agencies, and any other representatives deemed appropriate.

#### **2. Building-Level School Emergency Response Team**

The Building-Level School Emergency Response Team will be selected by the Principal with guidance from the Building-Level School Safety Team. The Emergency Response Team may be a sub-Team of the Building-Level School Safety Team. This Team will generally be a small group of less than five individuals who have critical functions in the building. The Team will include the Building Principal, Assistant principal, School Nurse, Head Custodian at a minimum, and others as deemed necessary.

#### **3. Building-Level Post-Incident Response Team**

The Building-Level Post-Incident Response Team will provide post-incident psychological and medical aftercare if necessary. Often, this type of expertise may not be readily available at the building-level. For this reason, a district-wide Post-Incident Response Team will be available to handle the needs of the building when it grows beyond their capability. In addition, some incidents may expand

beyond the capability of the school district and require the assistance of County and State Services. Relationships will be established with the Nassau County Department of Mental Health to access these services.

#### **4. Building-Level Volunteer Search Team**

Although not specifically required by the SAVE legislation, it is recommended that each school building establish a Volunteer Search Team. This Team will assist local emergency responders in their efforts to successfully search a building in instances such as a bomb threat. The involvement of building personnel is important since they will be more familiar with the building and be more likely to spot something unusual or out of place. Volunteers will never be asked to touch or handle questionable items. Volunteers will receive training prior to conducting a building search.

#### **Notification and Activation (Communication):**

During an emergency, internal and external communication systems are vital to an effective emergency response. As one or more systems becomes unavailable due to the emergency condition, the next most effective form of communication will be utilized. The school district's communication system will utilize the following methods as deemed most suitable at that time:

Telephones	Mobile Radio systems/Cell Phones
Alarm Systems	Mobile Message Transport (By vehicle or on foot)
Public Address System	FAX Machines/E-mail/Internet
School Bus Radio	

The first person aware of an incident will report it directly to the School Building principal. The School Building Principal will notify all building occupants of appropriate protective action to take. A code response notification has been established for this purpose as follows:

#### **CODE**

#### **RESPONSE ACTION**

- |                                     |   |
|-------------------------------------|---|
| • Alarm                             | - Evacuate                                    |
| • P.S. 1 (north, south, east, west) | - Proceed to Shelter                          |
| • P.S.2 (north, south, east, west)  | - Evacuate                                    |
| • Code B                            | -Assigned Staff Conduct Pre-evacuation Search |

The 4:00 PM Staff Meeting is cancelled -Lockdown, lock doors, cover view glass

### **Hazard Guidelines:**

The Building-Level Emergency Response Plan contains hazard specific responses for many different situations. The **Hazard Specific Response Guide** is located in **Section 5** of the plan. The Guide is meant for use in training staff on currently acceptable response procedures. Response procedures will be updated by the School Building-Level Safety Team on a regular basis.

### **Evacuation & Sheltering Procedures:**

- *Sheltering*

School shelter areas will generally be large assembly areas such as gymnasiums and cafeterias. However, the School Building Principal (IC) may designate other areas based upon emergency conditions that exist. For example, cafeterias and gymnasiums may need to be avoided during tornados and severe storms that may make them structurally vulnerable, or during an exterior bomb threat where the potential detonation is in close proximity to the shelter site.

The School Building Principal (IC), in coordination with the superintendent of Schools, School District Emergency Coordinator and Director of Facilities, will authorize the use of the school building as shelter for the public or students from other schools. Responsibility for maintaining records when students are sheltered in another school will be assigned to the School Building Principal (IC) of both the evacuated and host school.

**For situations where the school is used as a shelter for the general public, responsibility for shelter operations will be assumed by the American Red Cross as per written agreement in Section 3 of this Emergency Plan.**

- *Evacuation*

The School Building Principal (IC), in consultation with other appropriate personnel, will issue an order to evacuate. As in normal school activities, teachers and staff will maintain responsibility for the welfare of students during an evacuation. Parents and guardians will be notified through the news media of any situation that requires a school

to be evacuated. The School district Public Information Officer will coordinate media notification. Responsibility for securing an evacuated building will reside with the School Building Head Custodian. The School Building Principal (IC) will insure the security of school records, special equipment, etc., that may be left behind.

Before an evacuated building is re-inhabited, the School Building Emergency Coordinator, in consultation with other appropriate school district staff and public officials (Fire Marshal, Health Department, Police Department, Local Emergency Management Office, etc.), will insure that no conditions exist that would prevent safe school operations.

- Shelter site
- Evacuation Site

### **Emergency Evacuation of Disabled Persons:**

The purpose of this procedure is to provide guidance for the emergency evacuation of disabled students and staff from school buildings during emergencies and drills.

- ***Emergency Procedures for Multi-Story Buildings***

Elevators will not be used for emergency evacuations or practice drills.

Conduct classes and activities for the disabled on the first floor of multi-story buildings whenever possible.

When classes and activities for the disabled are conducted above the first floor, designated teachers, staff members, and other persons responding to the emergency or practice drill will use the following evacuation procedures:

1. Escort walking disabled from multi-level evacuation points to designated first level assembly areas outside the building when the alarm is sounded.
2. Escort wheelchair-bound/immobile disabled to pre-determined stairwell landings when the alarm is sounded. Responding persons will remain at the stairwell landings that are designated evacuation points during evacuations or drills.
3. The person in charge of each landing evacuation team will provide orientation to the other team members relating to proper lifting and carrying team techniques, evacuation routes and location of assembly areas.
4. Roll call will be taken at all assembly areas to insure that all persons are accounted for.
5. The School Building Principal (IC) and/or outside agency responders will be contacted immediately and advised of any person not accounted for.

6. Fire drills will be held as dictated by State and Local Regulation.
7. The School Building Principal (IC) will contact the local Fire Department for their assistance in establishing building evacuation plans and procedures. They will be asked to attend practice fire drills.

- ***Emergency Procedures for Single-Story Buildings***

Designated teachers, staff members and other persons responding to the emergency or practice drill will use the following evacuation procedures:

1. Walking disabled and wheelchair-bound will be escorted from their evacuation points to designated assembly areas.
2. Immobile disabled will be physically taken from evacuation points to designated assembly areas.
3. Remaining procedures are the same as for multi-story buildings noted above.

**Disabled Student/Staff    Assigned Staff Member                      Pre-determined Location**

<u>Disabled Student/Staff</u>	<u>Assigned Staff Member</u>	<u>Pre-determined Location</u>
Student Designation	Name	Location
N/A		

**School Building Emergency Response Kit (Speed Bag):**

Each School building will have an Emergency Response Kit (speed bag) at each command post, which will remain in the possession of the School Building Principal (IC) upon evacuation of the building or relocation to an alternate command post. ; The speed Bag will contain:

Bull Horns	Incident Commander I.D. Vest	MSDS Manual
Floor Plans/Maps	District Phone Directory	Pens, Paper, Pencils, Clipboard
Emer. Response Plan	Emergency Phone #'s	Emergency Medications
Student Med. Cards	Teacher Sign-in Sheets	Student Roster/ Guardian Phone #'s
Cell Phones/Radio	Caution Tape	Asbestos Management Plan

## **Bomb Threat Response:**

Section 807 of the Education Law, Attorney General's opinion, declares a **bomb threat as a potential emergency with no time to debate whether the threat is genuine**. School personnel have the responsibility to evacuate the school. Whether the threat is a hoax cannot be known when the threat is received. The School "Building Principal (IC) has a duty to instruct and train pupils by means of drills, so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible without confusion and panic. Routes of egress and evacuation or sheltering areas should be thoroughly searched for suspicious objects before ordering an evacuation.

- ***Building Evacuation***

*Building Specific Bomb Threat* – The specific school building will be evacuated as quickly and effectively as possible after a search of exit routes and evacuation areas has been conducted (search teams will be established for this purpose). All building occupants will be evacuated to a safe area and accounted for (It is assumed that damage and injury from an explosion can occur within an area of **at least 1000 feet from the point of detonation**).

*All District Bomb Threat* – Bomb threats that are announced as district-wide (no indication of a specific location) will result in the evacuation of all school district buildings and the activation of a combination Go-Home plan and Evacuation to non-school building evacuation sites.

- ***Sheltering – Bomb Threats in Outside Areas***

If the bomb threat indicates that the explosive device is in a car, school parking lot or somewhere else outside the building, then students and staff will remain inside the building. All individuals outside the building will be moved inside or to a safe distance from the suspected bomb area.

Students will be sheltered only in areas that have been "sanitized and cleared" (this will be coordinated with local law enforcement officials).

Depending on the nature of the bomb threat call, special consideration will be given to building occupants in rooms on outside walls and window areas. Building occupants will be moved to areas that are free of glass.

- ***Pre-Clearance***

Pre-clearance of school buildings can be conducted if proper procedures are followed and security is maintained to ensure that no suspicious objects have been brought into the building by students, visitors or staff. If the school district can assure compliance with recommended guidelines for this procedure, than evacuation may not be necessary. **School districts should**

**make sure that they meet all requirements before choosing this option** (see New York State Education Department Guidelines for Pre-clearance of School Buildings).

- ***Weather Conditions***

An evacuation due to a bomb threat, real or not, leaves **no time for discussion or debate regarding weather conditions**. The school building will be evacuated immediately regardless of the weather. Since the possibility of inclement weather does exist, consideration will be given to procedures for addressing prolonged outdoor exposure (such as sheltering in school buses or outside vehicles, local homes, or movement to another site).

- ***Immediate Police Notification***

A Bomb threat is a criminal act and falls within the domain and responsibility of law enforcement officials. Local law enforcement officials will be notified immediately of any bomb threat. **School personnel are not authorized to make any determinations related to bomb threats or suspicious packages.**

- ***Police Investigation – Search Activities***

Law enforcement agencies are responsible for all investigations of criminal activities. Depending upon resources and circumstances, police agencies will determine the number of officers sent to look for a suspect device, remove the suspect device, and conduct follow-up investigative activities.

- ***School Staff Search Involvement***

Police officials may request volunteer assistance from school staff due to their familiarity with the building and their ability to recognize what may be out-of-place or unusual to the building. This does not include touching or handling suspect objects. School staff are not required to be involved in emergency operations if it is not part of their duties.

School staff should routinely report to building administration and suspicious or unusual objects seen in the school building or on school grounds.

- ***Returning to a Building***

After consulting with law enforcement officials, the School Building Principal (IC), Superintendent of Schools, and Director of Facilities will make an informed decision about re-entry into the building (this is different from the legal authority of officials who declare a building safe for re-occupancy after a fire alarm). Based on information received from police, one of the following actions will be taken:

- Re-enter the building and resume classes.
- Relocate the building occupants to another facility.
- Re-enter the building within a set time.
- Have an early dismissal.

- ***Notification Requirements***

**School superintendents must notify the BOCES District superintendent as soon as possible whenever the School Building Emergency Response Plan is activated and results in the closure of a school building.** The BOCES District Superintendent is to notify the State Education Department of all school building closures not related to routine snow emergencies.

Schools receiving bomb threats **must report to the SED Office of Facilities Planning by fax(518)-486-5918) or e-mail ([Isahr@mail.nvsed.gov](mailto:Isahr@mail.nvsed.gov))** the following:

- Name of School
- Time and nature of threat
- Action taken
- School contact person's name, telephone #, and e-mail address

- ***Criminal Behavior***

The school district will periodically disseminate information to students and staff informing them that reporting a false bomb threat is a crime that may result in imprisonment and/or civil penalties.

- ***Telephone Bomb Threat***

Obtain as much information as possible (**refer to the FBI bomb threat call checklist provided in Section 4**). If a written bomb threat is received, handling should be kept to a minimum to avoid damage to the evidence.

- ***False Reporting Prevention***

The school district will consider the following strategies to discourage false reporting of an incident designed to threaten life and property:

- Installing a Caller ID System on school telephone lines.

Arrangements with local telephone companies to provide for the immediate trap and trace of telephone bomb threats.

Installing video cameras in places where public telephones are located.

Instructing students and staff to immediately report the presence of strangers in the building and unusual or suspicious objects.

Establishing a policy where all “lost time” due to disruptive hoaxes will be made up.

To insure testing integrity, developing contingency plans for bomb scares during times of academic examinations.

Training all school personnel who would generally be the first receiver of a telephoned bomb threat.

### **Emergency Drills**

**At least once every school year, each school building will conduct a test of its Emergency Plan** in cooperation with Local Emergency Management Officials when possible. Transportation and communication procedures will be included in the test. Parents or guardians will be notified in writing at least one week prior to such a drill. **All students and staff will receive written information about the school’s emergency procedures each school year.**

- ***Sheltering Drill***

Upon notification of an impending or actual emergency or drill, the School Building Principal (IC) will direct students and staff to designated assembly areas or to remain in classrooms as appropriate. Designated areas are defined in this plan. The test of the sheltering plan will include the following components:

- Alerting and warning

- Communications

- Staff procedures

- Movement of students to designated areas within the school building

- Evacuation procedures

- ***Early Dismissal Drill***

Due to the double trip requirements for transportation, students who would normally ride on a later bus will gather in the assembly area designated in the Shelter Plan. They will stay there until their assigned bus has returned from its first trip. Staff personnel in the assembly area will supervise students in assigned areas of the assembly room. Students will be released to their assigned buses

when such buses are announced as available. Normal bus schedule will be followed for the early dismissal plan but moved up for the fifteen minute drill period, or in the event of a real emergency, immediately after the decision is made for an early dismissal. The test of early dismissal plans will include the following:

- Alerting and warning
- Communication
- Resources
- Staff procedures
- Transportation
- Public information
- Evacuation procedures.

### **Security of Crime Scene**

Securing and restricting the crime scene is of prime importance in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property. As such, the following procedures will be practiced:

- The School Building Principal (IC) will be responsible for crime scene security until relieved by law enforcement officials.
- No items will be moved, cleaned, or altered without prior approval from appropriate law enforcement officials.
- While security of the crime scene is important, it should in no way interfere with the rescue and aid of injured persons.

### **Recovery**

The aftermath of a severe act of violence or other emergency can have a major effect on the well-being of students, school staff and the entire school community. Generally, the School Building Post-Incident Response Team will enlist the services of pre-identified School Building medical counselors and mental health experts. If in-building resources are inadequate or need to be supplemented, district-wide medical and mental health resources will be utilized. When the response effort grows beyond the scope of school district resources, County and State agencies will be utilized. **The School Building Post-Incident Response Team will work closely with the school district to access disaster mental health services at the County and State levels as necessary.** The School Building Post-Incident Response Team has developed the following procedures for post-incident response:

**Short Term:**

- Providing mental health counseling for students and staff.
- Assuring building security.
- Restoring the facility to full operations.
- Providing a post-incident response critique.

**Long Term:**

- Providing mental health counseling (will monitor for post-traumatic stress behavior)
- Continue to assure building security.
- Provide mitigation to help prevent recurrence and impact.

**Designation of School Teams**

**Building-Level School Safety Team:**

The Building-Level School Safety Team has been appointed by the School Building Principal and includes the following representatives:

Administrators	Mr. Ron Tabano
Teachers Representatives	Mr. Keith Petzinger
School Safety Personnel	Mr. Michael Morene
Other School Personnel	Mr. Alex Martinez

Emergency Response Agencies

**Building-Level Emergency Response Team:**

The Building-Level Emergency Response Team will include the following representatives:

School Principal	Mr. Ron Tabano
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Assistant Principal  
School Security  
Head Custodian

Mr. Ed Peterman  
Mr. Michael Morene  
Mr. Tomas Surillo

**Building-Level Post-Incident Response Team:**

The Building-Level Post-Incident Response Team will be available for post-incident response to medical and psychological needs. Buildings without such resources will utilize the District Team. Representation will be as follows:

Appropriate School Personnel	Mr. Ron Tabano
Medical Personnel (those trained in First-Aid)	Mr. Jason Weiss
Mental Health Counselors	Ms. Elene Peters
Others	Mr. Alex Martinez

**Building-Level Volunteer Search Team:**

Each school building will assemble a volunteer bomb threat response search team to assist law enforcement officials in identifying suspicious or out of-place items, which would only be known to in-house staff familiar with the building. This same team may also be utilized to sanitize specific areas of the building if in-house sheltering or pre-clearance of evacuation routes becomes necessary. **Search teams will be trained for this purpose as deemed appropriate by the School Building Principal.**

Principal	Mr. Ron Tabano
Teacher	Mr. Keith Petzinger
Staff	Mr. Michael Morene
Others	Mr. Alex Martinez

**Prevention/intervention Strategies**

**Building Safety Personnel Training:**

Training for Emergency Teams and Safety Officers will include de-escalation techniques. The specific type and schedule for such training will be determined by the District-Wide Safety Team. School Security Guards, whether in-house or contracted, will be required to meet the requirements of the New York State Security Guard Act. These requirements include pre-assignment training, in-service training and annual refresher training. All Security Guards will be required to show proof of completion of this training.

### **Coordination with Emergency Officials:**

The Building-Level School Safety Team includes members of local emergency response services who will be instrumental in assisting the Team in annual review of the Plan and conducting drills and exercises to test the Plan. These tests may include tabletop exercises, which will be coordinated with Local and County emergency responders and preparedness officials. The School Building Emergency Response Team will be critical in the coordination of these exercises.

### **Annual Multi-Hazard Training for Staff and Students:**

The District-Wide Comprehensive School Safety Plan requires annual multi-hazard training for students and staff. The intent of this training is to make building residents aware of the specific response procedures in their buildings. All school building staff will be familiarized with the basic concepts of the Incident Management System (Incident Command). This type of training can be most successfully accomplished by members of the Building-Level School Safety Team who would be most familiar with the procedures they have established. The Team will utilize a train-the-trainer approach to train individual classroom teachers to relate this information to their class. Staff training will be incorporated into regular staff meetings. The *Building Emergency Action Plan Pamphlet* will be a major training tool used for this effort.

### **Identification of Sites of Potential Emergencies**

The District-Wide Comprehensive School Safety Plan requires each Building-Level School Safety Team to identify sites of potential emergencies including both internal and external hazards that may warrant protective action such as the evacuation and sheltering of the school population. The Team has identified the following:

West Street

### **Incident Management System (Incident Command)**

The school district has adopted an **Incident Management System (IMS)** which consists of procedures for controlling personnel, facilities, equipment and communication. The IMS will be implemented at the beginning of an incident and will end when management and operations are no longer required. This system is structured to expand with the needs of an escalating incident and fulfill the command and control requirements of each incident. The school district IMS is designed to respond to any type of incident and will improve student and staff safety by providing better accountability of personnel and use of available resources.

Since command of an incident cannot be left to chance, it is the responsibility of the **Incident Commander (IC)** to Implement the necessary functions within this system based on the demands of the incident. As the needs of the incident increase, the IC will further expand the system as necessary. It is clear that in response to any given incident only the IC can be in command and will be responsible for the following:

- Assessing the situation and available resources
- Determining an appropriate action plan
- Monitoring the Plan's effectiveness
- Continually modifying the Plan to meet the needs of the situation

## **IMS Components:**

### **Common Terminology**

Standard terminology both internally and during communication with external agencies is essential for proper IMS function. Staff training should include information on terminology used in the IMS.

### **Modular Organization**

Generally, the IC oversees five main incident functions that may or may not be staffed depending on the nature of the incident, as follow:

1. Command
2. Operations
3. Planning
4. Logistics
5. Finance

### **Integrated Communication**

A common communication plan must be utilized.

### **Unified Command**

Due to the fact that many different agencies and personnel may respond to any given incident (police, fire, school, etc.) it is important that each entity act as one organization operating from one command post with each agency maintaining control over its own personnel. Under unified command, the senior command official from each agency will meet and work together at one location.

### **Consolidated Action Planning**

Depending on the nature of the incident, the IC will establish a plan of action based on known risks and expected hazards (SOP – standard operating procedures) and decide whether a variation from the SOP is necessary due to specific conditions that may be existing. The plan should address:

1. What do we need to know?
2. What do we need to do?
3. What are the strategies, tactics and support activities needed during the entire incident?

### **Manageable Span of Control**

Generally, one supervisor can manage from three to seven people effectively depending on the nature of the incident. During a crisis situation, too many people reporting to the IC or any lead supervisor can significantly reduce the effectiveness of the incident response.

### **Designated Incident Facilities**

It is important to pre-determine areas that will serve a specific purpose. The following need to be considered:

1. **Command Post** – Since all incident operations will be directed from the command post it is important that it have expansion capability to support added personnel (other agencies) due to incident escalation. If due to the nature of the incident, the command post becomes unavailable an alternate site should be established.
2. **Staging Area** – This is an area where additional resources (staff and equipment) are held awaiting assignment. The staging area is coordinated by a staging officer who maintains close contact with the IC. The staging area is located away from the command post.
3. **Rest Area** – This is an area that affords protection from the weather where staff are sent to rest, eat and replenish themselves. It may be advisable to locate this area in close proximity to the staging area.

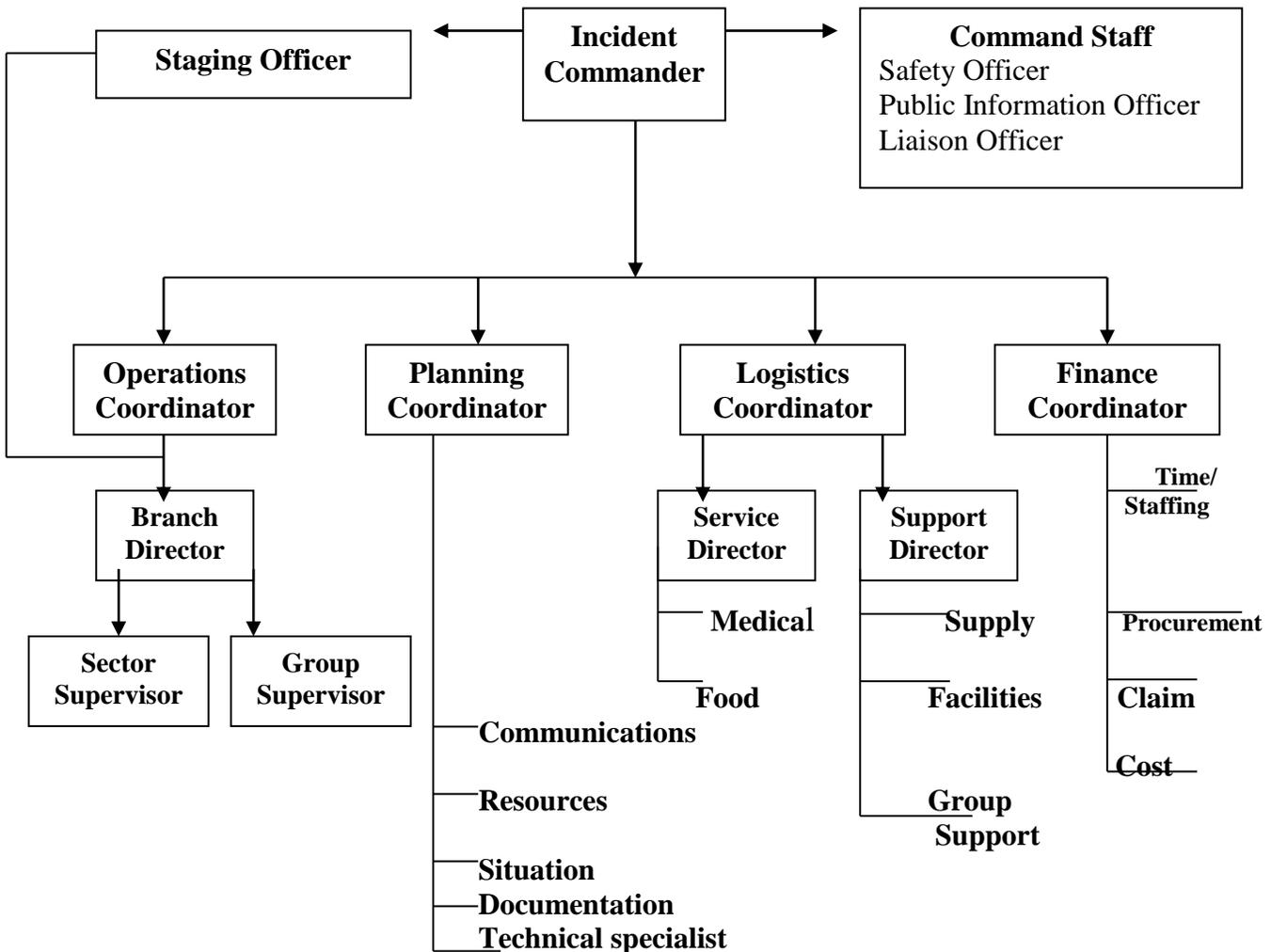
### **Comprehensive Resource Management**

Incident command must know at all times the current status and location of all resources at the incident scene in order to effectively manage the incident. There are three status conditions:

1. **Available** – ready for assignment
  2. **Assigned** – performing active function
  3. **Out of Service** – not ready or available for assignment
- Changes in resource status should be reported immediately.

## IMS Organization

Organization emanates from the IC downward with responsibility for command placed initially on the first arriving administrator. The five main functions of the school district IMS are Command, Operations, Planning, Logistics and Finance. The command structure is as follows:



## **Activation of the Incident Management System (IMS)**

A large-scale emergency response presents a complicated and rapidly changing situation. Confusion can be eliminated by the use of an effective command system to coordinate resources and account for students and staff. The school district IMS will be initiated, and command announced, when more than one team is actively engaged in incident operations. However, it may be implemented anytime the IC feels his/her span of control has become saturated and the need for additional management exists.

The size of the command structure will reflect the type and complexity of the incident. As complexity increases, positions within the school district IMS are assigned to manage primary support equipment and personnel. **If one individual can manage the resources involved at the incident, no further organization is needed.** Positions described within the school district IMS organizational chart are not necessarily people but indicate component functions that may have to be performed at the incident.

### **Initial Command:**

The traditional school district titles and authority have no real significance within the IMS. Any individual may take on any role as long as that person has been trained in the use of the school district IMS. **The first person arriving at an incident is designated as the initial IC.** The initial IC will remain in command until command is formally passed to the next arriving senior or competent individual, or when he/she is relieved by a senior ranking administrator or the incident is terminated.

Transfer of command will be confirmed face-to-face by both administrators. Typically, command will not be passed more than three times in order to limit disruptions and confusion (staff member to principal; principal to central administrator; central administrator to emergency response).

### **Command Responsibility:**

The responsibilities of the IC are as follows:

- Assume an effective command position
- Size up the incident and issue an initial report to all administrators
- Establish objectives and determine a plan of action; select strategy and assign tactics
- Assigned individuals/teams as required to assignments to fulfill strategy
- Activate additional sectors or positions within the IMS as IC span of control becomes saturated

Track the location and condition of all individuals/teams  
Provide continuing command and progress reports until relieved by a senior person  
Review and evaluate the plan of action and revise the plan as needed  
Request and assign additional resources as necessary  
Return staff and students to facility or initiate the *Go Home Plan*  
Terminate command

Key considerations when sizing up an incident:

1. What is the problem?
2. Where is the problem?
3. If a fire, where is it going?
4. Who or what is in danger?
5. What can I do to better protect staff and students?

Objectives for controlling the incident:

1. Evacuation
2. Rescue of staff and students
3. Sheltering on/off site of students and staff
4. Relocation off site for students and staff
5. Accountability of students and staff
6. Parental notifications
7. Media support
8. Returning the facility to operations

### **Initial Operations:**

The IC will select an appropriate commitment to overcome the problem usually falling into one of the following strategic modes:

- A. **Offensive Mode** – a situation which requires immediate action to help protect students and staff quickly.
- B. **Defensive Mode** – this type of situation requires the IC to assign resources to positions that would prevent the incident from occurring or escalating.
- C. **Command Mode** – this is a situation clearly beyond the control of the initial available resources. The IC will assume command for the purpose of evacuating and relocating students and staff. Upon arrival of emergency service personnel, he/she immediately relinquishes command.

## **Confirmation of Command:**

Confirmation of command is a major part of the first IC function. The initial announcement will assure all that command is in place. Everyone arriving at the scene after command has been assumed will automatically fall into one of the following categories:

1. Working under the Incident Commander
2. Taking command if it is passed to them
3. Formally taking command if the later arriving person outranks or is more qualified than the person in charge

## **Assuming Command:**

Assuming command of an incident operation that is underway can be more difficult than assuming command from the incident's inception. The senior administrator should not be reluctant to assume command especially if the operation appears unsound.

## **Transfer of Command:**

Transfer of information is essential before command can be assumed. The person in command must be able to give the new Incident Commander a current and complete status evaluation of the incident.

## **Response**

### **General Guideline for Reporting an Emergency (Calling 911):**

- 1. Identify yourself.**
- 2. Give the school location.**
- 3. Identify the nature of the situation.**

### **Assignment of Responsibilities:**

The school building will utilize the **Incident Management System (Incident Command)** as described above as its routing means of response to emergency situations. We realize that most emergencies will not require the full expanse of this system but will allow us to unfold and expand our response as each individual incident dictates. We also recognize that in most instances we will be transferring command to emergency response personnel upon their arrival. The

School District Incident Commander transferring command to emergency response personnel will readily assume a subordinate role in support of the new IC and as dictated by emergency response personnel. Generally, the School building Principal will serve as the Incident Commander. However, the nature of Incident Command dictates that the first person to become aware of an emergency could become the Incident Commander at that moment and remain as such until command is relinquished to the next higher building official. As part of their training, school personnel will be familiarized with the Incident Command concept. The school building Chain-of-Command will be as follows:

1. School Building Principal – Mr. Ron Tabano
2. School Security – Alex Martinez
3. Dean – Mr. Keith Petzinger

### **School Building Command Post**

Depending on the nature of a response action, either an interior or exterior command post may be selected. At any given point in time, only one command post can be operational.

- Command Post (Interior)  
Alternate CP
  - Guidance **Conference Room**
  - Main **Office**
- Command Post (Exterior)  
Alternate CP
  - **Administration Building**
  - **Maintenance Officer**

### **Public Information Officer:**

**The Superintendent of Schools and the designated School District Public Information Officer will be the only official spokesperson with the media during an emergency situation.** Parents and guardians will be notified through the news media of any situation that requires a school to be evacuated. The Public Information Officer will handle emergency notification of the media on behalf of the school district. The Public Information Officer is designated to provide assistance in compiling information on the emergency for release to the media and general public. The Public Information Officer will respond to inquiries from parents and guardians during an emergency. If necessary, a media center will be established to inform the media of the nature of the emergency and to give scheduled daily updates. **The media center will be established as deemed necessary to keep the media informed but not interfere with the emergency response due to the nature of its location.**

During situations for which outside assistance is received from emergency service agencies, information regarding the situation will be coordinated with those agencies before being released to the media and public. Information regarding the activities of other agencies in response to the emergency will only be released with their special authorization.

Media access to the emergency scene will be granted only by the ranking officer of the agency in charge of the response. School officials will abide by the wishes of the outside agency officials determined to be in control.

- Public Information Officer
- PIO Alternate

### **Access to Floor Plans:**

The importance of easy access to school building floor plans, evacuation routes, school grounds, road maps and the immediate surrounding areas cannot be overemphasized. The ability of emergency services to obtain this information quickly and efficiently will have a major impact on the success of any response effort. This information will be available as needed.

# Emergency Response Plan Overview

