

School ERP - Annually - 2017

Building Profile - Building

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County

ERIE

Local Education Agency (LEA)

BUFFALO CITY SD

Building Name

KING CENTER CHARTER SCHOOL

Address

156 NEWBURGH AVE
BUFFALO 14211

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Building Profile - Contact Information

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Building Contact Information

Office Name	Phone number
Main Office	716-891-7912
Principal	██████████
CFO	██████████
School Nurse	██████████
A. Principal	██████████
Comm/IT	██████████
Facilities	██████████
Dean of Students	██████████

District Contact Information

Department/Office Name	Phone number
(No Response)	(No Response)

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Building Profile - Floor Plans and Area Maps

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Building Floor Plans and Area Maps

Upload building floor plans, maps or images of school grounds and local road maps. File names should describe the content of the file, i.e. joneschoolfloorplan.pdf.

Google maps and other available software provide easy tools for satellite images of school grounds and surrounding areas.

Maximum file size is 5 MB, .pdf or .jpg preferred.

Building Level Floor Plans

KCCS_-Floor Plan - 01 First Floor Copy.dwg
KingsCenterCharterSchool.dwg
KingsCenterCharterSchool2.dwg
KingsCenterCharterSchool3.dwg

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Building Profile - External Building Contact Information

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In an Emergency Call 9-1-1

Emergency Responder Non-emergency Numbers

	Phone number
State Police	(716) 935-6570
Sheriff's Dept.	(716) 858-7618
Local Police	(716) 851-4416
Fire Dept	(716) 896-1263
EMS	(716) 896-1263

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
Poison Control	(716) 878-7654
Suicide Hotline	(716) 834-3131
National Grid	(716) 832-2400
National Fuel	(716) 686-6123

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Building Profile - Incident Command System Roles

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Incident Command System Roles

Name	ICS Role	Office number	Cell Number
Antoinette Rhodes	Site Coordinator:	716-891-7912	716-██████
Fernand Joseph	Alternate Site Coordinator	716-891-7912	716-██████
Deloris Boatwright	2nd Alternate School Director	716-891-7912	716-██████
Steve Scordato	Incident Commander #1	716-891-7912	716-██████
Barb Lindaman	Incident Commander #2	716-891-7912	716-██████
Omarlla Roulhac	Incident Commander #3	716-891-7912	716-██████

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Building Profile - Building Level Emergency Response Team

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Building Level Emergency Response Team

Name	Title	Office number	Cell Number
Antoinette Rhodes	Principal	716-891-7912	716-██████
Barb Lindaman	CFO	716-891-7912	716-██████
Steve Scordato	Facilities	716-891-7912	716-██████
Deloris Boatwright	Asst Principal	716-891-7912	716-██████

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Building Profile - Emergency Response Team

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Emergency Response Team

Name	Title	Office number	Cell Number
Antoinette Rhodes	Principal	716-891-7912	716-██████
Barb Lindaman	CFO	716-891-7912	716-██████
Steve Scordato	Facilities Director	716-891-7912	716-██████
Deloris Boatwright	Asst Principal	716-891-7912	716-██████

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Building Profile - Post Incident Response Team

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Post Incident Response Team

Name	Title	Office number	Cell Number
Steve Scordato	Facilities	Ext. 264	716-██████
Antoinette Rhodes	Principal	Ext. 290	716-██████
Catherine Wettlaufer	Board President	716-██████	716-██████
Ed Gelia	Insurance Broker	716-██████	716-██████
Loraine Marshall	School Nurse	Ext. 501	716-██████
Carl Morgan	Board Treasurer	914-██████	914-██████
Michelle Martin	Board VP	716-██████	716-██████
Gizelle Stokes	Counselor	Ext 270	716-██████
Brittany McGrady	Counselor	Ext. 269	716-██████

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Building Profile - Additional Building Personnel

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Additional Building Personnel

Name	Title	Office number	Cell Number
Joellen Thurman	Dean of Students	235	716-██████
Brandon Thurman	Thurman	262	585-██████
Chris Ciechoski	IT Data	271	716-██████
Omarla Roulhac	Curriculum	233	716-██████

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Campus Profile - Campus Profile

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Campus Profile

Number of buildings on campus

1

Non-school building description(s)

There are no school building other than the main building.

Other Campus Characteristics

School has no athletic fields or playgrounds. The building does have a parking lot to the north of the facility

Surrounding Area

The school building resides in a neighborhood setting with single and multiple family homes.

Access Routes

The facility has direct road access on three sides and a parking lot to one side. Parking lot which is located to the north of the building although the parking lot allows for drive through traffic we restrict entry and exit to one driveway for safety purposes. The building has four main exits on each corner of the building. The entrance on the south east corner is designated as the primary entrance. The facility also has three secondary exits from the located in the gymnasium and auditorium.

School ERP - Annually - 2017Functional Annexes - Introduction

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Introduction

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

School ERP - Annually - 2017Functional Annexes - Shelter In Place

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Shelter In Place**Purpose**

This annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Shelter in Place Annex

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community, or a situation at the school that could harm students or staff if they are outdoors.

Incidents could include gas leaks, chemical spills, weather conditions or a disturbance in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER.

- Go inside the nearest building or classroom and remain there.
- Lock the door. You are looking for enclosed protection from the outside.
- Teachers should quickly check halls and get students into classrooms.
- Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT.

- Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN.

- Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

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Functional Annexes - Hold in Place

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Hold in Place

Definition

This annex focuses on courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.

Hold in Place Annex

Hold and Secure

Will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near but not on property). In this situation, KCCS will continue to function normally, with the exterior doors being locked until such time as the situation near the building is resolved.

1. If you hear, "Hold and Secure" over the intercom or an administrator announces the Hold and Secure in person:

- a. Everyone is to continue as normal monitor student movements more closely.
- b. Make sure all exit doors are secure and monitored.
- c. No one is allowed to leave the building for any reason until all clear (ex going out to car, leaving for lunch etc.).
- d. No visitors will be allowed in the building.
- e. All clear will be announced by Principal or designee.

School ERP - Annually - 2017Functional Annexes - Evacuation

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Evacuation**Purpose**

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Evacuation Annex

Emergency Evacuation Routes and Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation

Emergency Building Evacuation

If it is necessary to evacuate the entire building to another school or relief center, the Principal will: Notify the Board President of the Evacuation.

Cooperate with emergency authorities in enlisting staff with cars to help transport evacuees.

Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

On-site evacuation assembly areas

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Functional Annexes - Evacuation

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Evacuating from	Evacuating to
Class Room	Auditorium

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number
George K. Arthur Community Center	2056 Genesee St. Buffalo, New York 14211	Ms. Cherly/ Mr. Fontana	716- 851-5151
Schiller Park Community Services	2057 Genesee St. Buffalo, New York 14211	Ms. Cherly/ Mr. Fontana	716-851-5151

School ERP - Annually - 2017Functional Annexes - Lockout

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Lockout**Purpose**

This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Lockout Annex

Lockout

Will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near but not on property). In this situation, KCCS will continue to function normally, with the exterior doors being locked until such time as the situation near the building is resolved.

1. If you hear, "Hold and Secure" over the intercom or an administrator announces the Hold and Secure in person:

- a. Everyone is to continue as normal monitor student movements more closely.
- b. Make sure all exit doors are secure and monitored.
- c. No one is allowed to leave the building for any reason until all clear (ex going out to car, leaving for lunch etc.).
- d. No visitors will be allowed in the building.
- e. All clear will be announced by Principal or designee.

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Functional Annexes - Lockdown

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Lockdown

Purpose

This annex focuses on the courses of action schools will execute to secure school buildings during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in rooms away from immediate danger.

Lockdown Annex

LOCKDOWN PROCEDURES

1. If you hear, "LOCKDOWN" over the intercom or an administrator announces the lockdown in person:

- a. Everyone is to stay where they are.
- b. Classroom teachers are to:
 - I. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - ii. Lock your door.
 - iii. Lower or close any blinds.
 - iv. Place students against the wall, so that the intruder cannot see them looking in the door. Look for the 'Safe Corner'.
 - v. Turn out lights and computer monitors.
 - vi. Keep students quiet.

Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- c. Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
- d. Any students in the cafeterias should move to the nearest classrooms.
- e. If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
- f. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- g. Anyone in the hallway should move to the closest classroom immediately.
- h. Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights.

1. Students and staff in the library should remain in the library. Librarians should lock the doors, turn out the lights, and locate a safe area.

2. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.

3. An administrator will signal all personnel if the lockdown has been lifted.

4. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

Lockdown rally points

Lockdown rally point description
Parking Lot

School ERP - Annually - 2017**Functional Annexes - Crime Scene Management**

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Crime Scene Management**Purpose**

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Crime Scene Annex**Crime Scene Response****Respond**

- Ensure for yourself and others safety first, then if possible, formulate a plan and make mental notes. Work with others in the area if possible, and take steps to secure a perimeter around scene.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties. Record names, addresses, and phone numbers if possible.
- Be aware of weapons, hazards, and potential evidence. Do not touch or move anything found at the scene unless absolutely necessary to preserve safety. Document if you had to move anything and why.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene – limit and document any people entering the area.
- Don't use phones or bathrooms within the crime scene area.
- Don't eat, drink or smoke in the crime scene area.

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory. Note time, people, and circumstances at the time of incident.
- Notes will aid first responders upon arrival and could be utilized in court.
- Photograph scene along with taking notes and provide to authorities.

Notify

- Call 911 if not already called or police are not on scene.

Document

- Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

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Functional Annexes - Communications

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Communications

Purpose

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

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Functional Annexes - Communications

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Communications Annex

King Center Charter School Communications and notification

1. PURPOSE

Communication is a critical part of incident management. This section outlines King Center Charter School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Board Of trustees will designate someone to be a Public Relation Officer to release statements press releases, and or the communications plan as well as maintains media contacts at the major television, Internet, and radio stations.

RESPONSIBILITIES**A. Communication between School Officials and Staff Members**

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone:** Phone calls from school administration to staff and faculty may be used when direct communication is necessary.
- **Text-Messaging System/E-mail System:** A text messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- **School E-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- **Staff Meetings:**
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms. Response Team staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district web site.
- **Fax machines:** Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be provided to staff in order to signal a need for immediate attention or assistance.
- **Public Address System:** A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

B. External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will receive clear and concise messages from King Center Charter School about the incident, what is being done and the safety of the children and staff.

C. Communication with Parents

Before an incident occurs, King Center Charter School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the School's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an

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Functional Annexes - Communications

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incident.

- Information will be included in school newsletter and presentation at a Meet the Teacher Night.
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- School will be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, King Center Charter School will:

- Disseminate information through email, text, phone calls, radio and news stations to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and Board Trustees are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Keep parents informed about when and where school will resume.

After an incident, King Center Charter School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible if situation warrant such meeting.

The following practices will be utilized to disseminate information externally when appropriate:

- **Mass Communication System**
- **Social Media:** Social Media may be used to disseminate information of a hazard or threat situation to students, parents, and the surrounding community.
- **Standard telephone:** King Center Charter School has designated a school telephone number as a recorded **“hotline”** for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district web site.
- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **School E-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.

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Functional Annexes - Public Health, Medical, and Mental Health

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Public Health, Medical, and Mental Health Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Public Health, Medical, and Mental Health Annex

Policy in development

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Functional Annexes - Family Reunification

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Reunification

Purpose

The Family Reunification annex details how students will be reunited with their families or guardians.

School ERP - Annually - 2017**Functional Annexes - Family Reunification**

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Family Reunification**Lead Administrator/Building Level School Emergency Response Team Member: Remote Evacuation and Family Reunification Protocol Definition**

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announce over the public address system "All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site **George K. Arthur Community Center** located at **2056 Genesee Street, Buffalo New York 14211**. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"

Lead administrator Response

1. Notify the Board President of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so that buses can be dispatched to the appropriate location.
2. Activate Building Level School Emergency Response Team to secure the building.
3. Request that law enforcement officials dispatch uniformed personnel to the staging area.
4. Request bussing or used designated transportation options.
5. Make the announcement by public address system, runners, e-mail or whichever means is most practical "All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site **George K. Arthur Community Center located at 2056 Genesee Street, Buffalo, New York 14211**. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"
6. Announce evacuation
7. In certain situations, a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, administrator will coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
8. Designated staff member (Assistant Principal) will serve as your representative at the family reunification center. Student/Staff information binder will be taken to reunite families.
9. Post Building Emergency Response Team will be notified to help serve at the staging area.
10. Monitor the situation and provide updates and additional instructions as needed

Teacher Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site.
2. Do not lock classroom doors when leaving
3. Do not stop for student or staff belongings
4. Check for injuries
5. Account for all students
6. Immediately report any missing, extra or injured students to administration or incident command
7. Assist students with special needs or language barriers
8. Continue to contain and maintain students
9. Remain with class en route to the relocation center
10. Take attendance upon arriving at the center
11. Wait for additional instructions

Family Reunification Process

1. Assistant Principal will make sure that the safety place is safe and secure upon arriving.
2. Assistant Principal or designee will label each area for student and staff for designated space.
3. Other crises management services may be called (Journey's End for Interpreters etc.)
4. Upon arrival staff and students will be guided to their designated space in the building.
5. Assistant Principal (along with support from Emergency response team members) will be in charge of checking Attendance of all students and staff.

1. Once attendance is taken, students and staff will be placed in classroom order for the dismissal of students once parents are connected.
2. Building Level Response Staff and Post Building Response Staff will work to make sure that each student is reunited with their parents by checking and verifying identifications using Power-school and students information at a designated registration table.
3. Each student will be sign out upon leaving and documented.

1. All Areas will be checked and swept by our Emergency Response team or designee before anyone leave the building for safety of students and

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Functional Annexes - Family Reunification

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staff.

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Functional Annexes - Security

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Security Annex

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Purpose

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

Assault - Response

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

Staff

- Notify building administration
- Response team will be activated to handle the following:
 - Ensure the safety of students and other staff
 - Use a calm voice and low tones in addressing the assailant
 - If behavior escalates, shout "Stop!" and continue to use a calm voice
 - Disperse onlookers and keep others from congregating
 - Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
 - Do not leave the victim alone
 - Seal off area to preserve evidence for law enforcement
 - Identify the assailant by name and description (e.g. clothing, height)
 - If the assailant has left the building, determine direction and mode of travel
 - If assailant leaves in a vehicle, provide description of the vehicle and license number
 - Identify any witnesses

Building Administration /Designee

- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify Board of Trustees
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports
- Follow up by Post Emergency Response Team

Bomb Threat - Response

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate

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rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:

Staff

- Notify building administration
- Emergency Response Team will be activated to handle the following:
- Preserve evidence for law enforcement
- If written threat, place note in paper envelope to preserve fingerprints
- If the threat is written on a wall, photograph
- If phoned threat, document all relevant information (see Threat Incident Report Form)
- Complete Threat Incident Report Form
- Implement appropriate Lockdown procedures if needed
- Scan classroom or assigned areas for suspicious items
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings
- Take emergency go-kit and class roster *When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.*

Building Administration/Designee

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Assessment Procedures
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document all actions taken by staff If the bomb threat is determined to be credible:
- Initiate appropriate Lockdown procedures
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property — inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated

If Evacuation Procedures are initiated:

Building Administration

- Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device
- Ensure evacuation routes and area(s) are clear of suspicious items
- Follow up by Post Emergency Response Team

Fight/Disturbance - Response

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

When a fight or disturbance occurs:

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- One staff member seek administration assistance
- One staff member address the disturbance
- Use a calm voice and low tones in addressing students

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- If behavior escalates, shout "Stop!" and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don't let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

Building Administration

- Address the event according to school district discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify district administration and law enforcement as indicated by school policy
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Fire - Response

Critical Information Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

In the event of fire or smoke:

Staff

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
- Implement evacuation plan for any students needing special accommodations
- Evacuate students and other staff to designated areas
- Take emergency go-kits and class roster
- If primary route is blocked or dangerous, use closest, safe exit
- If trapped by fire, implement Shelter-in-Place procedures
- Once outside, assemble a safe distance from building and emergency apparatus
- Take student attendance Report missing, extra or injured students to building administration

Building Administration

- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire
- Ensure fire alarm has sounded
- Notify district administration
- Meet with fire officer
- Identify the location of fire Advise location of injured persons
- Provide names of any missing persons
- Determine if students need to be transported to an evacuation site
- Notify parents or legal guardians of student reunification and release procedures
- Signal "all clear" when safe to re-enter school building Additional Considerations
- Plan for accommodations for students or staff with special needs

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Hazardous Materials - Response

Critical Information In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a hazardous material incident inside a school building:

Staff

- Notify building administration
- Report location and type (if known) of the hazardous material
- Move students away from the immediate danger zone
- If safe, close doors to the affected area
- If implementing Evacuation procedures Take emergency go-kits and class roster Take attendance and report missing, extra or injured students to building administration
- Render first aid as needed
- If outside, implement Shelter in Place procedures

Building Administration

- Call 911 and notify emergency responders
- Activate Emergency Response Team
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
- Notify district administration
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document all actions taken
- Monitor situation
- Notify district administration
- Consult with emergency responders
- Identify the need for evacuation
- Develop an action plan with emergency responders
- Consider implementing Shelter-in-Place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken

Hostage - Response

Critical Information If the hostage-taker is unaware of your presence, ***Do Not Attract Attention!***

In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
 - STAY CALM, try not to panic; calm students if they are present
 - Be respectful to the hostage-taker
 - Ask permission to speak; do not argue or make suggestions
- If you witness a hostage situation:

Staff

- Notify building administration immediately
- Keep all students in their classrooms until further notice

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- Wait for further instructions

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following:
 - o Identity and description of the individual
 - o Description and location of the incident
 - o Number of hostages
 - o Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- Document all actions taken *In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.*

Intruder - Response

Critical Information An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

When interacting with a stranger at school, use the "I CAN" rule. Intercept Contact Ask Notify

In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must register at the reception area
 - o Ask the subject the purpose of his or her visit
 - o If possible, attempt to identify the individual and vehicle
 - o Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
- Attempt to maintain visual contact with the intruder until assistance arrives
- If possible keep students away from the intruder
- Take note of the subject name, clothing and other descriptors
- Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself

Building Administration

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
- Consider initiating Lockdown with Intruder procedures
 - o Call 911 and notify law enforcement
 - o Advise law enforcement of the intruder's location and provide a full description
- Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
- Provide all staff with a full description of the intruder
- Notify Board of Trustees
- Document all actions taken by staff Response

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Media Procedures

Critical Information All media inquiries must be referred to the district information officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

When communicating with the media during an emergency:

Board President

- Designate the principal to coordinate all media communications for the school and school district.
- Designate a district spokesperson. If spokesperson is unavailable an alternate assumes responsibilities.
- Prepare and coach school’s spokesperson
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm’s way
- Provide regular updates and press releases and let media know when to expect the next update
- Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media

Principal

- Notify school administration and all staff of emergency event
- Update staff throughout the emergency, review details of the emergency and dispel rumors

Staff

- Staff direct all media requests to the principal – Do not speak with the media

Public Information Release

Check as appropriate: District/District-wide School Date: _____ Time: _____ *Note: If this is used as a script, read only those items checked. Make no other comments*

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

_____ has just experienced _____ The (students/employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)]. _____ [(are here) or (are on the way) or (are not available to us)].

Communications to parents (is/are) being posted (on the school’s web site, elsewhere?) and delivered by phone (and/or email?) through _____.

Reunification center(s) for parents to pick up their student(s) (is/are) being set up

at _____ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders)

(#) _____ reported injured.

Students have been taken to a safe area _____ and are with (classroom teachers/staff) or (_____).

(#) _____ students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at _____.

(#) _____ Confirmed deaths have been reported _____.

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____. Release restrictions: No Yes / what? _____

Released to the Public: Information Release # _____ Date/Time: _____

Medical Emergency - Response

Critical Information The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

In the event a non-responsive or life-threatening injury or illness:

Staff

- Send for immediate help (notify health office staff or school nurse) and Call 911

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- Describe injuries, number of victims and give exact location
- Notify building administration
- DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check victim for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the victim(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

Building Administration/Nurse

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team
- Ensure someone (e.g. staff, student) meets and directs first responders o Provide any additional information about the status of the victim(s) o Provide information from the victim(s) medical emergency profile
- If needed, assign a staff member to accompany victim(s) to the hospital
- Notify Board President
- Notify victim(s) parents, legal guardians or emergency contact
- Activate Recovery procedures as appropriate
- Conduct a debriefing
- Document all actions taken by staff
- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel
- Bus drivers and kitchen staff should be informed of students with known life-threatening allergies
- Encourage all employees with special health considerations to alert building administration

Severe Weather Snow Storm/Severe Thunderstorm/Flooding/Tornado - Response

Critical Information Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas.

Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

Building Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Activate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing windows
- Review severe weather sheltering procedures and location of shelter areas

Staff

Review "Drop and Tuck" procedures with students If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

District Administration

- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations

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- Provide any updated information to impacted schools, buildings and programs

Building Administration

Activate appropriate members of the school emergency response team of a change in weather status

Notify parents and legal guardians according to district policy

Staff

Initiate Severe Weather Shelter Area procedures

Close classroom doors

Take emergency go-kit and class roster

Ensure students are in "tuck" positions

Take attendance and report any missing, extra or injured students to building administration

Remain in shelter area until an "all clear" signal is issued

In the event of building damage, evacuate students to safer areas

If evacuation does occur, do not re-enter the building until an "all clear" signal is issued If flooding occurs near or at a school:

Building Administration

- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately o Notify parents or guardians of evacuation and relocation

Sexual Assault - Response

Critical Information Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control.

Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and "damaging" In the event of a sexual assault or notification of a sexual assault:

Staff

- Notify building administration immediately
- Complete all required reports
- Maintain confidentiality during the investigation o Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
- *Do not leave the victim alone*
- Ensure the short-term physical safety of the victim
- Notify the school nurse or student services to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

Building Administration

- Maintain confidentiality during the investigation o If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred in school o Notify appropriate law enforcement o Notify local rape crisis center
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors

A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file

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Shooting -Response

Critical Information School policies should address who has the authority to initiate lockdown procedures in all schools and buildings.

If a person displays a firearm, begins shooting or shots are heard:

Staff

- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify building administration
- Provide location of the shooting, if known
- Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known: o Location of shooter(s) o Description, identity and number of shooters o Description of weapon(s) o Number of shots fired o Is shooting continuing? o Number of injuries
- Notify district administration
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures *Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.*

Suicidal Threat or Attempt - Response

Critical Information Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
- Assure the student of your concern o Assure the student you will find help to keep him or her safe o Stay calm and don't visibly react to the student's threats or comments o Do not let the student convince you the crisis is over
- Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Building Administration

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify district administration
- Document all actions

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- Follow-up and monitor to ensure student safety
- Implement Recovery procedures *School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

Suspicious Package or Mail Chemical/Biological Threat - Response

Critical Information Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

If you receive a suspicious package or letter by mail or delivery service:

Staff

- DO NOT OPEN package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Building Administration

- CALL 911 and notify law enforcement
- Notify district administration
- Document all actions taken by staff If a letter/package contains a written threat but no suspicious substance:

Staff

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Building Administration

Call 911

Preserve evidence for law enforcement and turn the letter or package over to law enforcement

Document all actions taken by staff

Response

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If a letter or package is opened and contains a suspicious substance:

Staff

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- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form **Building Administration**

Call 911

Preserve evidence for law enforcement

Turn the letter or package over to law enforcement

Consult with emergency officials to determine: o Need for decontamination of the area and the people exposed to the substance o Need for evacuation or shelter-in-place

Notify district administration

Notify parents or legal guardians according to district policies *When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.*

Response

Terrorism - Respinse

Critical Information Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation).

Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism.

In the event of an attack within the United States:

District Administration

- Monitor the situation
- Consult with local law enforcement and emergency management agencies
- Develop an action plan o If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
- Notify all building administration
- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken o Availability of counselors o If implementing Lockdown procedures, instruct parents not to come to the school o If implementing Student-Release procedures, notify parents of reunification plan
- Re-evaluate action plan as new information develops

Building Administration

- Monitor the situation
- Consult with district administration
- Implement district-wide action plan
- Implement behavioral health crisis intervention procedures
- Notify all staff
- Allow teachers to suspend regular learning programming
- Provide opportunities for students to meet with student services staff

Staff

- Inform students of the incident in an age appropriate manner
- Stay calm and address student concerns

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o Limit access to media outlet (e.g. television, radio, internet) o Answer student questions honestly o Do not allow students to speculate or exaggerate graphic details

Response

- Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
- Monitor student behaviors and reactions and make referrals to appropriate student services staff *It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.*

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Emergency Response Procedures

Response

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Threat -Response

Critical Information A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
 - Prevent access to potential weapons
 - Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
 - Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
 - Notify building administration **Building Administration**
 - Initiate Lockdown with Intruder procedures
 - CALL 911
 - Notify district administration
 - Document the incident If threat is identified but there is no immediate risk: **Staff**
 - Complete a Threat Incident Report Form
 - Notify building administration and student services staff
 - Maintain confidentiality **Building Administration**
 - Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment guidance to determine threat credibility
 - Notify law enforcement, if appropriate
 - Conduct search of school and personal property, if needed
 - Interview the individual posing a threat
 - Develop an action plan
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- Notify district administration
 - Contact parents or legal guardians
 - Inform them of the situation, any concerns and course of action
 - Obtain permission to exchange information between agencies
 - Document any referrals, actions taken and decisions made
 - Implement Recovery procedures

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Threat/Hazard Specific Annexes - Introduction

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Introduction

Threat- and Hazard-Specific Annexes

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

Threat and Hazard Types and Examples

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Severe wind • Extreme temperatures • Landslides or mudslides • Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories

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Threat/Hazard Specific Annexes - Introduction

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Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none">• Active shooters• Criminal threats or actions• Gang violence• Bomb threats• Domestic violence and abuse• Cyber attacks
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Threat/Hazard Specific Annexes - Example Bomb Threat Annex

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

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Threat and Hazard Specific Annexes

Group 1

Name of Threat or Hazard Annex

Bomb Threat

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Response Procedures**Bomb Threat**

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received.

- Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
- The most important information is: When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building Principal of the threat received. Complete the "bomb threat checklist" form (attached).

Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb). BUILDING PRICIPAL WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

1. Your name
 2. Your call-back phone number
 3. Exact street location with the nearest cross street
-
1. Nature of incident
 1. Number and location of people involved and/or injured
 1. Notify Board President.
 1. Evacuate involved buildings using fire drill procedures.
 1. Implement a systematic inspection of the facilities to determine if everyone is out.
 1. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
 1. Maintain an open telephone line for communications.
 1. Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

Re-occupy buildings only when proper authorities give cle