



Chapter 3:

CREATING THE SCHOOL-CENTERED EMERGENCY MANAGEMENT PLAN

A. Introduction

This chapter is designed to provide a practical step-by-step approach to forming an Emergency Management Plan. It addresses issues from team formation through submission of the plan to the superintendent's office. The first step in creating the Emergency Management Plan is forming the School Emergency Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

Steps to Creating a School Plan:

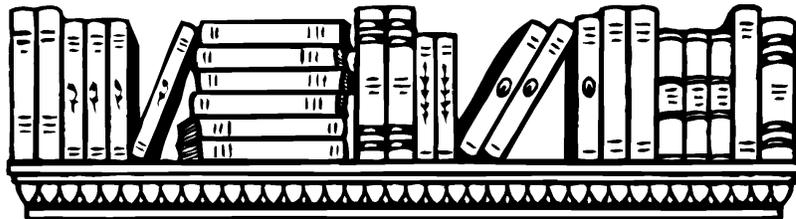
1. Form a school team.
2. Members review this manual.
3. Follow the steps in this chapter to create your school's Emergency Management Plan.
4. Present the plan to certified and classified staff in your school
5. Send a copy of the school plan or submit electronically to Risk Management and Safety.
6. Update all staff on universal emergency procedures, emergency management protocols and specific team assignments and roles in an emergency.

Components of the School-Centered Emergency Management Plan:

1. Clearly defined staff roles/responsibilities (an Emergency Team, Incident Command System, etc.)
2. Procedures for emergency evacuation, administering first aid, etc.
3. Setting up a "Command Post"
4. Establishing potential staging areas
5. Student accounting and release procedures
6. Assembly Areas
7. Guidelines for communication with the media
8. Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Management Plan shall be **updated yearly and submitted to Risk Management and Safety Office**, on or before September 30 of each year and shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The **school principal is responsible** for supervising, monitoring and organizing the development of the school emergency plan. Further, the principal is responsible for arranging a faculty/staff meeting within one month of the beginning of the school year to review the school's plan and update staff regarding new procedures.



B. Forming the School E-Team

The school principal or facility director is responsible for overseeing the formation of the School E-Team and is the designated leader.

Depending on the size and needs of the school, an emergency team could have any number of staff ranging from approximately 4 to 6, depending on the size of the facility. Although these staff members make up the formal E-Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested Steps for E-Team Formation:

1. Principal/facility director communicates with all staff identifying specific needs and requesting volunteers to serve on the E-Team (see Staff Skills Inventory).
2. Principal/facility director or designee creates list of interested staff, making sure all major areas of need are addressed, including:
 - Physical/medical needs
 - Emotional/mental health needs
 - Students with special needs
 - Staff from all areas of the building
 - Staff with knowledge of transportation needs.
 - Staff with knowledge of utility cut offs, locks, etc.
 - Staff able to convey information to the media.
 - Staff with knowledge of community resources
3. A meeting is held with potential team members to discuss what will be expected for team membership.
4. An initial meeting is held to formally establish the E-Team, and to begin the process of developing the school's Emergency Management Plan (using forms on the following pages).
5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.
6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise.
7. Set dates to conduct orientation, staff training, review, updates, of plan.

C. Checklist for Plan Development

- Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.
- Have each team member become familiar with this School-Centered Emergency Management and Recovery Guide
- Note the following E-Plan Sheets:
 - D. Cover Page
 - E. Staff Skills Inventory
 - F. E-Team Roles and Responsibilities
 - G. E-Team Assignments
 - H. Teacher Survey: Students Needing Special Assistance
 - I. Health Emergency - Staff Member
 - J. Classroom and Building "Hazard Hunt"
 - K. Students Special Assistance: Master List
 - L. Classroom and Building "Hazard Hunt" Master List
 - M. Assembly Area (outdoors)
 - N. Alternate Building Location (walking distance)
 - O. Alternate Building Location (requiring transport)
 - P. Student Accounting and Release
 - Q. Orientation and Training Schedule
 - R. Drill Schedule and Log
 - S. Emergency Team Toolbox
 - T. Emergency Quick Reference Guide (T-1 and T-2, pg. 53-54)
 - U. Emergency District Communication
- Create an Emergency Team "Toolbox" using checklist provided (S).
- Adopt Visitor Screening Policy consistent with local board policy (See Chapter 2).
- Adopt General Dismissal Procedures consistent with board policy (See Chapter 2).
- Review the Emergency Management Protocols ("Response" section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and E-Team input, local or district phone numbers and titles, etc.)
- Review and update Severe Weather Safe Area for each room of the building.
- Review and update Shelter in Place Plan (See Quick Reference Guide, Chapter 3)
- Prepare your school's Emergency Quick Reference Guide (final 2-sided form to be modified)
- Provide Emergency Quick Reference forms to all staff members.
- Establish a schedule and procedures for orientation, training, and drill practicing.
- Submit the school's plan to Risk Management and Safety, (include Cover Page [Form D] and completed Forms G, L, M, N, O, P and T-1)
- Practice the plan scheduled, update and submit the plan by September 30, annually.

D. Cover Page for School-Centered Plan (E-Plan)

Each school is responsible for creating and updating its School-Centered Emergency Management and Recovery Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District E-Team. The school principal needs to sign this cover prior to submitting the plan to the central office.

School-Centered Emergency Management and Recovery Guide for:

Garden Springs Elementary



Principal Signature

August 28, 2023

Date

Please submit the following completed forms to the Office of Risk Management and Safety by September 30th annually. Forms: D, G, L, M, N, O, P, T-1.

E. Staff Skills Inventory (for Emergency Management Planning)

Staff: As part of the development of our School-Centered Emergency Management Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Management Plan in order to be fully prepared for an emergency situation should one arise.

NAME: Dana Moses - Counselor, Haley Buchanan - FRC

ROOM: Front Office

I. Emergency response:

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

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

Explain or clarify items checked, if needed _____

II. Special Considerations:

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

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

III. School Emergency E-Team

Each school is to form a School E-Team to provide leadership and direction in response and recovery activities related to emergency management.

Please check here if you are interested in becoming a member of our school's E-Team

F. E-Team Roles and Responsibilities

The principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

Title	Role, Responsibility
<u>Incident Command:</u> Principal	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
<u>Safety Official:</u> Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
<u>Public Information Official:</u> Media Liaison	Coordinate media releases with communications office; establish "media center" near Command Post; coordinate information with Incident Commander and District E-Team; document activities
<u>Liaison Official:</u> Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene agency contact; gather and relay information, access services when the need arises; document activities
<u>Planning/Intelligence:</u> Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
<u>Operations:</u> Student Accounting & Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
<u>Operations:</u> Facility & Environmental	Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc); document activities
<u>Operations:</u> First Aid, CPR, Medical	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities
<u>Operations:</u> Crisis Intervention & Response	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
<u>Operations:</u> Food, water, sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
<u>Logistics:</u> Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities
<u>Logistics:</u> Supplies	Responsible to establish and maintain "E-Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
<u>Administration & Finance:</u> Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

G. E-Team Assignments

In general, Incident Command System (ICS) or E-Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school E-Team assignments. Descriptions of roles and responsibilities for each assignment are provided in the preceding page (p. 39).

Title	Name Location & Numbers	Alternate Name Location & Numbers
<u>Incident Command:</u> Principal	Joey Sheroan, Principal 381-3388	Casey Branham, Assistant Principal 381-3388
<u>Safety Official:</u> Security, Law Enforcement	Tracy Day- 381-4200 Law Enforcement- 381-4201	Randi Brandenburg, Lead Custodian 381-3388 Chris Powell, Custodian 381-3388
<u>Public Information Official:</u> Media Liaison	Lisa Deffendahl, Community Relations 381-4108	
<u>Liaison Official:</u> Liaison to Outside Agencies	Jenica Haggard, Bookkeeper 381-3388	Glenda Evans, Office Clerk, 381-3388
<u>Planning/Intelligence:</u> Situation Analysis and Reports, Records	Jenica Haggard, Bookkeeper 381-3388	Randi Brandenburg, Lead Custodian 381-3388
<u>Operations:</u> Student Accounting & Release/Reunion	Glenda Evans, Office Clerk 381-3388	Dana Moses, Counselor 381-3388
<u>Operations:</u> Facility & Environmental Shelter	Randi Brandenburg, Lead Custodian 381-3388	Christopher Powell , Custodian 381-3388
<u>Operations:</u> First Aid, CPR, Medical	Jenny Miller, School Nurse 381-3388	Randi Brandenburg, Lead Custodian 381-3388
<u>Operations:</u> Crisis Intervention & Response	Dana Moses, Counselor 381-3388	Stacia Angell, School Psychologist 381-3388
<u>Operations:</u> Food, water, sanitation	Jody James, Cafeteria 381-4868	Charlene Henning, Cafeteria 381-4868
<u>Logistics:</u> Communications	Joey Sheroan, Principal 381-3388	Dana Moses, Counselor 381-3388
<u>Logistics:</u> Supplies distribution, procurement	Jenica Haggard, Bookkeeper 381-3388	Kay Snyder, Library 381-3388
<u>Administration & Finance:</u> Documentation	Jenica Haggard, Bookkeeper 381-3388	

H. Teacher Survey: Students Needing Special Assistance

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

STUDENT NAME	ASSISTANCE
Leo Evans	Kallay
Chelsea Foust	Kallay
Micayla Kliper	Kallay
Graham Kubeck	Kallay
Simon Mudge	Kallay
Joseph Myers	Kallay
Liam Orduna	Kallay
Gabriel Richardson	Kallay
Landon Swartz	Kallay
Legacy Shearer	Kallay
Alex Fowler	Schroeder
Henry Koston	Johnson/Para
Rafael Canales	Chenault/Para

SIGNATURE: _____ ROOM _____

I. HEALTH EMERGENCY - STAFF MEMBER FAYETTE COUNTY PUBLIC SCHOOLS

School Year _____

This optional form will alert your principal if you have a pre-existing health condition (i.e., diabetes, seizure disorder, severe asthma, allergic reaction) and guide assistance should you have a medical emergency.

Name School _____ Room # _____

Name of Primary Care Physician _____

Address _____ Phone # _____

Health Insurance Company _____

Hospital Preference _____

In an emergency, please notify _____ Phone # _____

Back up Emergency Contact _____ Phone # _____

Health Condition(s)	Medication(s)	Location of Medication(s)	How Administered?
1.			
2.			
3.			

Special Instructions to Those Who May Provide Assistance

Please return this form to your principal to keep in a personnel file. The employee completing this form may wish to share this information or the existence of this form with a co-worker.

SIGNATURE: _____ ROOM _____

M. Assembly Area (Outdoors, for Standard Evacuation)

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

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.
2. When conducting emergency drills evacuate students to areas that:
 - a. Will not block emergency vehicle access to critical areas on campus
 - b. Will not conflict with emergency staging areas.
3. Designate each of the following in the Assembly Area:

Command Post **Gethesmane Church Office** _____

Access for emergency vehicles **Garden Springs Drive** _____

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

In the event of evacuation, all students and staff will leave the campus grounds.

Admin, K-2nd grades will assemble in the open area behind the Gethesmane Church next door.

3rd-5th grades and all other staff will assemble in the front lawn by the marquee.

The office staff will take necessary students/staff and visitor records and assemble at the Gethesmane Church office (Command Post).

First aid area **Gethesmane Church Sunday School Room** _____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) **Large Baseball Park behind the school** _____

Student/Parent reunification area **Gethesmane Church Office** _____

Media area **Gethesmane Church Parking Lot** _____

Potential morgue **Gethesmane Church Conference Room** _____

4. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.
5. Communicate Student Accounting and Release procedures to parents.

N. Alternate Building Location: Walking Distance

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within walking distance from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
Gethsemane Church next door to school	Pastor Laura 277-6096
_____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
Beaumont Middle School	Principal, 381-3094
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, access to keys or for coordinating your school's plan with other schools or buildings on the same campus.

Will contact both the church and Beaumont to make arrangements to evacuation plans. Students/staff can walk to either location however it would be advantageous if transportation could be provided to Beaumont Middle School.

O. Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location requiring transport from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).
4. Consider an alternate building location across town as incidents may effect the entire neighborhood of the school.
5. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
Beaumont Middle School _____	Principal – 381-3094 _____
Georgian Way _____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

P. Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to "Student Accounting and Release" member of the school's E-Team, who reports to principal):

Teachers will take the student roster with them to the assembly areas if building is evacuated. A student check will be made and any information on missing students will be forwarded to members of the Management team. Staff rosters will also be available and the same procedure will be used to account for any missing staff. All information will then be given to the principal.

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency? If an alternate building location is chosen, consider a method for parent vehicle pick-up of students.

All student releases will be handled through the office staff. In the event of an evacuation, student releases will be handled through the "Student Accounting Team". Students will be sent to the "Student Release" area and parent, guardian, etc. identification will be requested. Students will not be released to anyone that is not listed on the students' security release card. Unless authorized by the parent/guard.

Q. Orientation and Training Schedule

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc. Training events may be for an entire staff, for the school's E-Team, for an administrator, or for some combination of these individuals.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July	HazMat – Custodians CPR/First Aid	Maintenance Custodians, Nurse, Casey Branham, Jen Bailey	Annuals training on new chemicals and procedures.
August	On-line Safety – Entire Staff CrisisGo App training	Joey Sheroan	Begins August 12
September	On-line Safety – entire staff	Casey Branham	Entire Staff Due - Sept. 15
October			
November			
December			
January			
February			
March			
April			
May			
June/July	CPR,First Aid – Office staff, PE teacher, counselor, custodians, any other staff interested in being trained,	Risk management	Training necessary to manage emergency accidents and injuries at school.

R. Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.					
Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st Aug. 16				8:30am	See reports sent to Risk Management
2nd: Aug . 29				8:55am	See reports sent to Risk Management
3rd: Sept 18				1:30pm	See reports sent to Risk Management
4th: Oct 16				10:15	See reports sent to Risk Management
5th: Nov 12				1pm	See reports sent to Risk Management
6th: Dec 3				1:30pm	See reports sent to Risk Management
7th: Jan 8				8:30am	See reports sent to Risk Management
8th: Feb 5				1pm	See reports sent to Risk Management
9th: Mar 11				9:15am	See reports sent to Risk Management
10th: Apr 8				2pm	See reports sent to Risk Management
11th: May 13				8:45	See reports sent to Risk Management

Earthquake Drills: Two each year.				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st: Aug. 22				See reports sent to Risk Management
2nd: Oct 21				See reports sent to Risk Management See reports sent to Risk Management
3rd Jan 22				See reports sent to Risk Management See reports sent to Risk Management

Severe Weather Safe Area: Two each year (including one in March).				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st: Aug 19				See reports sent to Risk Management
2nd Jan 14				See reports sent to Risk Management
3rd				See reports sent to Risk Management
4th				See reports sent to Risk Management
5th				See reports sent to Risk Management
6th				See reports sent to Risk Management

Other Drills Or Practice: Such as Lockdown, Shelter in Place, etc.				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st: Aug 26				See reports sent to Risk Management
2nd : Jan 7				See reports sent to Risk Management

S. Emergency Team "Toolbox"

Each school's Emergency Management Team is to develop and annually update a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the E-Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

Items to consider for the Emergency Toolbox

- Copies of the all forms completed in the development of the school or facility Emergency Management Plan (Chain of Command, Students Needing Assistance, etc.)
- Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- Blueprints of school building(s), including utilities grounds
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- Flash lights with extra batteries
- First aid kit and latex-free gloves
- First aid manual
- Space Blankets (several)
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- School Yearbook
- Master schedule
- Two-way radios and/or cellular phones (available)
- Battery powered radio and spare batteries
- Several legal pads and ball point pens
- Grease boards and markers (or dry erase boards)
- White peel-off stickers and markers (for name tags)
- Orange vests to identify key persons
- Local telephone directory
- Lists of the district personnel's phone, fax, and beeper numbers
- Lists of other emergency phone numbers
- Five black markers
- Five face masks
- Duct tape and plastic (for Shelter in Place)

Other items that should be taken during an evacuation:

- Emergency Toolbox
- Student emergency cards
- Current attendance roster
- Cell phones
- Two way radios
-

School-Centered Emergency Management and Recovery	
School-Centered Emergency Management and Recovery	
FORM T-2. Emergency Quick Reference Guide for	
Garden Springs	
<u>Teacher's Responsibilities</u>	<u>Universal Emergency</u>

U. EMERGENCY DISTRICT COMMUNICATION

In the event of an emergency at school, the principal or school staff member should call Law Enforcement to alert central staff or request assistance. Law Enforcement will call others as needed to coordinator support to the school.

