

**CONFIDENTIAL**

# Emergency Operations Plan Functional Annexes

YOUR SCHOOL DISTRICT  
100 EAST SAFETY STREET  
ANYTOWN, PENNSYLVANIA 123456  
PLAN DATE: 2022-2023

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# EVACUATION ANNEX

## A. Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

## B. Scope

Evacuation will take place when 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 rally points or physical sites with less danger.

Additional Functional Annexes that may be used in “Evacuation” include: Communications, Shelter-In-Place, Accounting for All Persons, and Reunification.

## C. Concept of Operations

### 1. General

- Faculty shall remain with students until relieved of their responsibility by the Incident Commander.
- In the event of a wide-community evacuation (when both the school attended and the parents' homes are located within the declared emergency area) the students will be evacuated to a location where they will be sheltered until released to their parents or guardians.
- Predefined primary assembly area locations in wide-community evacuation include the following off-site staging sites:

High School/Middle School   HS GPS: <a href="#">40.156334°</a> , <a href="#">-76.594826°</a>   MS GPS: <a href="#">40.154555°</a> , <a href="#">-76.594406°</a>				
Site:	Distance/Address/GPS:	Contact Info:	Capacity:	Considerations:
YSD Football Field	10 mins./0.2 miles 600 East High Street, Anytown PA 12345 <a href="#">40.157048°</a> , <a href="#">-76.591184°</a>	YSD property, Building & Grounds	Entire MS-HS Campus	Outside, weather dependent, limited restrooms, near location.
Fairgrounds	15 mins./0.6 miles 900 E High St, Anytown, PA 12345 <a href="#">40.160867°</a> , <a href="#">-76.582910°</a>	(717) 367-0508 - Main Number	Entire MS-HS Campus	Mostly outside weather dependent, limited structures and no restrooms, close location.
Anytown Brethren in Christ Church	17 mins./0.7 miles 996 E High St, Anytown, PA 12345 <a href="#">40.161692°</a> , <a href="#">-76.581989°</a>	(717) 367-2651 - Main Number Cathy Miller (717) 615-7798 (Cell)	MS or HS Campus	Inside location, two-gate possible, will require use of field parking, walk-to location.

Anytown College (Chapel)	20 mins./0.5 miles 1 Alpha Dr, Anytown, PA 12345 <a href="#">40.151971°</a> , <a href="#">-76.589996°</a>	(717) 361-1000 - Main Number	Entire MS-HS Campus	Inside locations, two-gate possible, will require use of multiple parking areas.
Neighboring High School	30 mins./6 miles 1025 Koser Rd, Nextdoor, PA 17552 <a href="#">40.095388°</a> , <a href="#">-76.512183°</a>	(717) 653-1871 - Main Number	Entire MS-HS Campus	Inside location, two-gate possible, adequate parking, bus-to site.

<b>Your Intermediate School   GPS: <a href="#">40.157833°</a>, <a href="#">-76.578307°</a></b>				
<b>Site:</b>	<b>Distance/Address/GPS:</b>	<b>Contact Info:</b>	<b>Capacity:</b>	<b>Considerations:</b>
YSD Football Field	17 mins./0.8 miles 600 East High Street, Anytown PA 12345 <a href="#">40.157048°</a> , <a href="#">-76.591184°</a>	YSD property, Building & Grounds	Entire Campus	Outside, weather dependent, limited restrooms, near location.
Fairgrounds	15 mins./0.36 miles 900 E High St, Anytown, PA 12345 <a href="#">40.160867°</a> , <a href="#">-76.582910°</a>	(717) 367-0508 - Main Number	Entire Campus	Mostly outside weather dependent, limited structures and no restrooms, close location.
Anytown Brethren in Christ Church	10 mins./0.43 miles 996 E High St, Anytown, PA 12345 <a href="#">40.161692°</a> , <a href="#">-76.581989°</a>	(717) 367-2651 - Main Number Cathy Miller (717) 615-7798 (Cell)	Entire Campus	Inside location, two-gate possible, will require use of field parking, walk-to location.
Anytown College (Leffler Chapel)	25 mins./1.3 miles 1 Alpha Dr, Anytown, PA 12345 <a href="#">40.151971°</a> , <a href="#">-76.589996°</a>	(717) 361-1000 - Main Number	Entire Campus	Inside locations, two-gate possible, will require use of multiple parking areas.
Nextdoor High School	30 mins./6 miles 1025 Koser Rd, Nextdoor, PA 17552	(717) 653-1871 - Main Number	Entire Campus	Inside location, two-gate possible, adequate parking,

	<a href="#">40.095388°</a> <a href="#">-76.512183°</a>			bus-to site.
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<b>Your Elementary   GPS: <a href="#">40.159331°</a>, <a href="#">-76.588055°</a></b>				
<b>Site:</b>	<b>Distance/Address/GPS:</b>	<b>Contact Info:</b>	<b>Capacity:</b>	<b>Considerations:</b>
YSD Football Field	10 mins./0.3 miles 600 East High Street, Anytown PA 12345 <a href="#">40.157048°</a> , <a href="#">-76.591184°</a>	YSD property, Building & Grounds	Entire Campus	Outside, weather dependent, limited restrooms, near location.
Fairgrounds	7 mins./0.46 miles 900 E High St, Anytown, PA 12345 <a href="#">40.160867°</a> , <a href="#">-76.582910°</a>	(717) 367-0508 - Main Number	Entire Campus	Mostly outside weather dependent, limited structures and no restrooms, close location.
Anytown Brethren in Christ Church	10 mins./0.56 miles 996 E High St, Anytown, PA 12345 <a href="#">40.161692°</a> , <a href="#">-76.581989°</a>	(717) 367-2651 - Main Number Cathy Miller (717) 615-7798 (Cell)	Entire Campus	Inside location, two-gate possible, will require use of field parking, walk-to location.
Anytown College (Leffler Chapel)	25 mins./0.8 miles 1 Alpha Dr, Anytown, PA 12345 <a href="#">40.151971°</a> , <a href="#">-76.589996°</a>	(717) 361-1000 - Main Number	Entire Campus	Inside locations, two-gate possible, will require use of multiple parking areas.
Nextdoor High School	30 mins./6 miles 1025 Koser Rd, Nextdoor, PA 17552 <a href="#">40.095388°</a> , <a href="#">-76.512183°</a>	(717) 653-1871 - Main Number	Entire Campus	Inside location, two-gate possible, adequate parking, bus-to site.

<b>Your Other Elementary School   GPS: <a href="#">40.095871°</a>, <a href="#">-76.671502°</a></b>				
<b>Site:</b>	<b>Distance/Address/GPS:</b>	<b>Contact Info:</b>	<b>Capacity:</b>	<b>Considerations:</b>
Saint Luke's Lutheran	10 mins./0.28 miles 106 N 2nd St,	(717) 426-3758 - Main Number	Limited	Tight inside location, not two-gate

Church	Bainbridge, PA 17502 <a href="#">40.092263°</a> , <a href="#">-76.668680°</a>	Dave Gerber (717) 471-5721 (Cell) Scott Flowers (717) 917-0182 (Cell)		possible, no parking, street use walk-to location.
Your Fire Company	15 min./0.46 miles 34 S 2nd St, Bainbridge, PA 17502 <a href="#">40.090058°</a> , <a href="#">-76.667242°</a>	(717) 426-2177 - Main Number	Limited	Limited inside location, not two-gate possible, limited parking, street use walk-to site. Site likely to be used as first responder staging in area emergency.
Nextdoor High School	40 mins./9 miles 1025 Koser Rd, Nextdoor, PA 17552 <a href="#">40.095388°</a> , <a href="#">-76.512183°</a>	(717) 653-1871 - Main Number	Entire Campus	Inside location, two-gate possible, adequate parking, bus-to site.

- District Administration Office/Support Staff, Employees, and Custodial personnel shall report to the assembly area to receive direction from the Incident Commander.
- Staff will assist in traffic control until such time as police/fire police arrive on scene.
- When the school is outside a declared community evacuation area, and the student's home is inside the community evacuation area, students will be kept at school until return to parent/guardian arrangements can be made.
- School buses available from Durham, may be used to evacuate students from an affected building.
- At the direction of the Incident Commander, students who walk to/from school may be permitted to walk home if their safety is assured and it is certain that a parent or guardian is home.
- Local news media will be utilized in disseminating information about the crisis. See Communications Annex.
- The Superintendent, Principal, Police, Fire and County Emergency Management will communicate and collaborate throughout the evacuation process.
- As noted in the EOP Basic Plan, the Incident Commander role will change due to the nature and scope or flow of an incident. In principle and relative to this Annex, in district wide evacuation events the superintendent or designee will serve as Incident Commander (IC) or in Unified Command. However, in building

specific or highly dynamic incidents the school principal may serve as IC under the direction of the superintendent.

## 2. Incident Commander

### *Before Evacuation*

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure all school district building floor plans are reviewed and updated annually.
- Ensure updated floor plans are published, posted, and updated in the district's mobile incident application.
- Annually review, negotiate, and update all external supporting entities Memorandums of Understanding.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.
- Annually update off-site rally point evacuation site point of contact list.

### *During Evacuation*

- Establish Incident Command and staff the Command Post. Establishing Command includes all of the following:
  - **Communicate identity of the Incident Commander.**
  - **Communicate location of Command Post.**
  - **Communicate how to contact the Command Post**
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school will be evacuated.
- Notify appropriate district staff that an evacuation of the school will occur.
- Determine or refine evacuation routes based on the location of the incident and type of emergency.
- Communicate any changes in evacuation routes to staff and public safety personnel (911).
- Communicate the need to evacuate the building, or a specific area of the building, to the staff and other occupants by activating the fire alarm; by a public-address system; and/or mobile incident application:

#### Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS TAKE YOUR STUDENTS TO [THE DESIGNATED] ASSEMBLY AREA. TEACHERS TAKE YOUR GO-BAGS & CLASS ROSTER. UPON ARRIVAL AT THE ASSEMBLY AREA, TAKE A HEADCOUNT AND CALL THE ON-SITE LEAD.

- Make or direct staff to announce situational awareness risk/threat information by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.

- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by the use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist evacuation.
- Assign staff to aid evacuation of students and staff with functional needs.
- Activate the building level Crisis Response Team (CRT) and direct as needed.
- Consider the need to activate district Central Team members and direct as needed.
- Consider the need to contact alternate off-site rally points to determine access availability.
- Assign staff/SRO to pre-walk the evacuation route in advance to ensure the path and assembly areas are safe, free from suspicious packages, devices, or persons.
- In a wider community incident, consider assigning Liaison to external Incident Command Post.
- Monitor the situation and provide updates and additional instructions as needed.
- Consider the need for Technology Department support with radio, Internet, social media, telephone, and CCTV services.
- During inclement weather, consider requesting buses for sheltering students.
  - Durham Bus (717) 361-0024 - (717) 361-8116
- Consider the need to prepare for off-campus evacuation: plan for need to determine what [above identified sites](#) are available and need to recall bus drivers to the school.
- Determine need for on-campus or off-campus based reunification.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by the bell system, radio transmission, public address system, designated runner staff, or bull horn.
- Consider the need to direct Building & Grounds (Maintenance - Custodial) to check and secure all exterior doors.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
 “ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

### *After Evacuation*

- Report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

### **3. Teachers/Staff**

#### *Before Evacuation*

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Bag.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

#### *During Evacuation*

- Take Go-Bag, class roster, phone lists, first-aid kit, and other emergency supplies with you.
- Instruct students to exit the building using the designated emergency exit routes or as directed by the Incident Commander.
- Upon exiting the classroom, do not lock classroom doors; close the door and turn off the lights.
- Do not stop to retrieve student or staff belongings.
- Help those needing special assistance.
- Check the bathrooms, hallways, and common areas for visitors, staff, or students while exiting.
- Go to designated evacuation assembly areas.
- Upon arrival at the designated assembly, check for injuries of persons in your care. Report all injuries to the Incident Command Post.
- Take Accounting for Students Annex actions. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait for additional instruction.

#### *After Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **4. Office/Support Staff**

#### *Before Evacuation*

- Annually review this annex; and review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Bags
- Maintain communications and collaborative partnerships with fellow staff supporting this process.

- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Evacuation*

- Take office Go-Bag, telephone lists, visitor logs, and students sign out sheets to designated evacuation assembly areas.
- Gather headcount information from teachers/staff and inform the Incident Commander of any missing or injured students or staff.
- As directed by Incident Commander, begin the reunification process.

### *After Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **5. Building & Grounds (Maintenance - Custodial)**

### *Before Evacuation*

- Annually review this annex, and review the annex after any drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Evacuation*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## **6. School Resource Officer(s)**

### *Before Evacuation*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular inspections of evacuation routes to monitor for safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic evacuation drills and exercises.

### *During Evacuation*

- Conduct advance patrols of evacuation routes to ensure the path and assembly areas are safe; free from suspicious packages, devices, or persons.
- Communicate evacuation progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend alternate evacuation paths, need to change assembly areas, or needs for additional police services to Incident Command.
- Take other Law Enforcement actions, as needed.

### *After Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

## **D. Other Special Procedures**

### **1. Buses Utilized**

When an evacuation of the school is declared and buses are utilized, time may or may not permit the utilization of normal after-school dismissal procedures.

- Should time permit and the safety of the students is assured, students will be dismissed following the normal after-school procedures.
- Should time not permit the normal after-school dismissal procedures, students will board buses as they arrive with no regard to normal bus assignments. Students will board each bus, 48-72 students per bus. The Incident Commander will assign two faculty members to supervise each bus. The students will be evacuated to another location for family reunification.

### **2. Buses Not Utilized**

When an evacuation of the school is declared and time does not permit the use of buses, faculty and students will follow the evacuation procedures as directed by the Incident Commander.

### **3. Students with Physical Disabilities and Special Needs**

Teachers assigned to students with disabilities impacting the student's ability to evacuate are responsible for their evacuation in accordance with these guidelines. The Incident Commander will ensure training provided to those faculty assigned to assist functional needs students during an evacuation. **Students given permission to ride the elevator for medical reasons will be required to use stairs during an emergency evacuation.** Functional needs students will exit the building following the building's fire procedures. Upon reaching the top of the nearest stairwell, the functional needs student will be assisted in descending the stairs during the least hazardous time.

Faculty Responsibilities:

- Supervise and/or assist the evacuation of the student with physical disabilities.
- Pre-assign another teacher to evacuate non-disabled classroom students. An accurate class roll must be provided to this specified teacher. The name of the designated teacher will also be recorded on the other class attendance report.

- In the event of an evacuation, supervise and/or assist the movement of the functional needs student to the nearest stairwell. Follow one of the procedures below.
- Submit in- incident and post-incident (After Action) information to the Superintendent/Incident Commander to ensure compliance and to arrange for subsequent training and in-service.

Procedure 1 — Students who Use Wheelchairs:

1. Seek student and/or staff volunteers to assist stairwell evacuation.
2. Leave the student in the chair, already in a mode of transport.
3. Secure the student with the chair's waist belt. If there is no waist belt, secure the student in the chair using alternate means (i.e. other kinds of belt, necktie).
4. Ensure chair brakes are off.
5. Reassure the student by explaining what you are about to do.
6. Give them instructions to:
  - a. Be calm and remain in the chair
  - b. Keep arms folded across the chest
  - c. DO NOT grab handrail or volunteers.
7. Tilt the chair about 10 to 20 degrees back. Guide the chair down the stairs feet first.
8. DO NOT LIFT THE CHAIR - Let the large rear wheels touch the steps bearing weight.
9. The volunteers should lift, use their legs, **and do not** lift with their back.
10. DO NOT RUSH - Descend the stairs slowly. Under most conditions, there is no need to hurry.

Procedure 2 – Other Students with Physical Disabilities:

- Proceed with the descent providing assistance through an arm/shoulder support or one-to-one person arm carry (Example: student wearing a leg cast).

# REVERSE EVACUATION ANNEX

## A. Purpose

Reverse evacuation will occur when students are outside and outside conditions become unsafe and return to the building is safer. Generally, reverse evacuation is called when conditions such as: severe weather, community emergencies, or a hazardous material release outside of the school building.

## B. Scope

Reverse evacuation should take place if it is determined that it is safer inside than outside the building (hazardous weather, dangerous animal, suspicious person, police chase, explosion, or hazardous material spill) and staff, students, and visitors can safely return to the school building.

Additional Functional Annexes that may be used in reverse evacuation include: Communications, Shelter-In-Place, Drop Cover & Hold, Accounting for All Persons, and Family Reunification.

## C. Concept of Operations

### 1. Incident Commander

#### *Before Reverse Evacuation*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Reverse Evacuation*

- Order all students and staff outside to move inside the building. Use building public address systems, 2-way radio, mobile incident application, telephones, mobile incident application, or runners to gather students and staff inside.

#### Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO REVERSE EVACUATE INTO THE BUILDING. TEACHERS AND STAFF OUTSIDE THE BUILDING, TAKE YOUR STUDENTS INSIDE THE BUILDING IMMEDIATELY. UPON RETURN TO HOME CLASSROOMS, TEACHERS TAKE CLASS HEADCOUNT AND CALL RESULTS TO THE OFFICE.

- Order staff to close and lock all exterior windows and doors.
- Establish Incident Command and staff Command Post.
- Notify public safety by calling 911: police, fire, and emergency services responders, as appropriate.
- Activate the building level Crisis Response Team (CRT) and direct as needed.
- Consider the need to direct building Building & Grounds (Maintenance - Custodial) to check and secure all exterior doors.
- In a wider community incident, consider assigning Liaison to external Incident Command Post.
- Notify the district office of the situation.

- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

### *After Reverse Evacuation*

- As needed, report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

## **2. Teachers/Staff**

### *Before Reverse Evacuation*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Reverse Evacuation*

- Immediately move students back to classrooms or safe areas using the closest entry.
- Ensure no students or staff remain outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas and report actions to Incident Command.
- Upon arrival in the classroom or assembly area, teachers will account for all students. The teacher will report attendance and missing or injured students to the Incident Command per Accounting for All Persons Annex.
- Wait for further instructions from the Incident Command.
- Care for students and keep them quiet and calm.
- Wait for additional instruction or the “All Clear” is given.

### *After Reverse Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### 3. School Resource Officer(s)

#### *Before Reverse Evacuation*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular inspections of district campus grounds to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic reverse evacuation drills and exercises.

#### *During Reverse Evacuation*

- Report to the area of reverse evacuation to aid students and staff safe return to buildings.
- Communicate reverse evacuation progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend alternate reverse evacuation paths, need to abort reverse evacuation, need to change reverse evacuation location, or need for additional police services to Incident Command.
- Take other Law Enforcement actions, as needed.

#### *After Reverse Evacuation*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# STAY-PUT ANNEX

## A. Purpose

This annex describes the courses of actions followed to protect students, staff, and visitors from a possible issue or risk in the hallways or common areas of the building.

## B. Scope

The primary objective is to quickly ensure all staff, students, and visitors are secured in rooms away from a possible issue or risk. Examples of needs resulting in calling a “Stay-Put” state include: contraband locker searches; sweeps for possible suspicious packages; or general health/safety issues in common areas or hallways.

Additional Functional Annexes that may be used in Stay-Put include: Lock-Down, Communications, and Accounting for All Persons.

## C. Concept of Operations

### 1. General Lock-Down Procedures

- In the event of possible imminent threat to students, staff, and visitors in and around the building, it is district principle to act dynamically.
- When facing a possible imminent threat, the district will defer to more stringent Lock-Down protocols knowing the option to de-escalate to a more relaxed protective action state like “Keep-Out” or “Stay-Put” is possible as developing information or conditions allow.

### 2. School Incident Commander

#### *Before Stay-Put*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Stay-Put*

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:  

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “STAY-PUT.” REMAIN IN “STAY-PUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “STAY-PUT.”
- Make or direct staff to announce situational awareness risk/threat information by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Consider the need to report status to 911.
- Notify staff and classes outside the school to immediately move to off-site assembly area(s), and account for the students.

- Consider the need to activate building and/or district Central Team members and direct as needed.
- Consider the need for Technology Department support with radio, social media, Internet, telephone, and CCTV services.
- Notify the district office of incident status.
- Establish Incident Command and staff Command Post.
- Consider the need to Evacuate part or all of the school.
- Gather information from internal and external sources to evaluate de-escalation status.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

- As appropriate, notify emergency services responders by calling 911.
- Notify the district office of the situation.
- Consult Communications Annex for community/parent notice, as appropriate.

#### *After Stay-Put*

- Report status to district leads, external partners, and Municipal/County Emergency Management as needed.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

### **3. Teachers**

#### *Before Stay-Put*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Regularly inventory, maintain, and report needs for classroom Go-Bag.
- Ensure room number signs are placed on exterior windows.
- Ensure annex based roles & responsibilities are trained to support staff and students.

#### *During Stay-Put*

- As practical, clear the hallway and bathrooms by your room, move everyone into the classroom.
  - As practical, open exterior window blinds.
  - As practical, close blinds to windows from the hallways into the classroom.
- Cease interior school movements and continue in-classroom instruction.
- Remain in “Stay-Put” state until “All Clear” is given

### *After Stay-Put*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **4. Office/Support Staff**

### *Before Stay-Put*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Stay-Put*

- Monitor phones and wait for additional procedures from the district office and Incident Commander.
- Prepare to take Office Go-Bags, telephone lists, visitor logs, and student sign out sheets to Command Post.
- Assist Incident Commander in establishing a school command post.
- Work in Command Post by monitoring phones and referring information to/from the Incident Commander.

### *After Stay-Put*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **5. Building & Grounds (Maintenance - Custodial)**

### *Before Stay-Put*

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff.

### *During Stay-Put*

- Monitor radio and wait for specific instruction from Incident Command.
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building to depart.
- Under the direction of Incident Command, check and secure all exterior doors.

### *After Stay-Put*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.

- Support After Action Reporting by providing lessons learned for plan improvement.

## **6. District Maintenance Team**

### *Before Stay-Put*

- Annually review this annex; and review annex after any like drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Stay-Put*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Stay-Put*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## **7. School Resource Officer(s)**

### *Before Stay-Put*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Lock-Down, Keep-Out, and Stay-Put drills and exercises.

### *During Stay-Put*

- Immediately report to the area of incident to aid the issue.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need to adapt protective actions consistent with the nature and location of the issue.
- Recommend additional first responder needs to Incident Command.
- Recommend de-escalation to All Clear status to Incident Command.
- Conduct building searches and aid students, staff, and visitors as needed.
- Take other Law Enforcement actions, as needed.

### *After Stay-Put*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# KEEP-OUT ANNEX

## A. Purpose

This annex describes the courses of action followed to protect students, staff, and visitors from a possible issue or risk on the exterior grounds of the school complex.

## B. Scope

The primary objective is to quickly ensure all staff, students, and visitors are secured inside the school building away from a possible outside issue or risk. Examples of outside building/complex threats resulting in “Keep-Out” actions include: in area police chase or pursuit; outside dangerous animal; or near grounds area suspicious person.

Additional Functional Annexes that may be used in Keep-Out include: Reverse-Evacuation, Communications, and Accounting for All Persons.

## C. Concept of Operations

### 1. General Lock-Down Procedures

- In the event of possible imminent threat to students, staff, and visitors in and around the building, it is district principle to act dynamically.
- When facing a possible imminent threat, the district will defer to more stringent Lock-Down protocols knowing the option to de-escalate to a more relaxed protective action state like “Keep-Out” or “Stay-Put” is possible as developing information or conditions allow.

### 2. School Incident Commander

#### *Before Keep-Out*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Keep-Out*

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “KEEP-OUT.” REMAIN IN “KEEP-OUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “KEEP-OUT.”

- Make or direct staff to announce situational awareness risk/threat information by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by the use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Consider the need to report status and gather information from 911.
- Notify staff and classes outside the school to immediately Reverse-Evacuate; **if unsafe**, move to off-site assembly area(s) and account for the students.

- Consider the need to activate building and/or district Central Team members and direct as needed.
- Consider the need for Technology Department support with radio, social media, Internet, telephone, and CCTV services.
- In a wider community incident, consider assigning Liaison to external Incident Command Post.
- Notify the district office of incident status.
- Establish Incident Command and staff Command Post.
- Gather information from internal and external sources to evaluate de-escalation status.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:
 

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.
- As appropriate, notify emergency services responders by calling 911.
- Notify the district office of the situation.
- Consult Communications Annex for community/parent notice, as appropriate.

#### *After Keep-Out*

- Report status to district leads, external partners, and Municipal/County Emergency Management as needed.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

### **3. Teachers**

#### *Before Keep-Out*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Regularly inventory, maintain, and report needs for classroom Go-Bag.
- Ensure room number signs are placed on exterior windows.
- Ensure annex based roles & responsibilities are trained to support staff and students.

#### *During Keep-Out*

- Ensure near area exterior doors and windows are closed and locked.
  - As practical, close exterior window blinds.
  - As practical, open blinds to windows from the hallway into the classroom.
- Continue interior school movements and normal inside classroom instruction.
- Remain in “Keep-Out” state until “All Clear” is given

### *After Keep-Out*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **4. Office/Support Staff**

### *Before Keep-Out*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff.

### *During Keep-Out*

- Monitor phones and wait for additional procedures from the district office and Incident Commander.
- Prepare to take Office Go-Bags, telephone lists, visitor logs, and student sign out sheets to Command Post.
- Assist Incident Commander in establishing a school command post.
- Work in Command Post by monitoring phones and referring information to/from the Incident Commander.

### *After Keep-Out*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **5. Building & Grounds (Maintenance - Custodial)**

### *Before Keep-Out*

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff.

### *During Keep-Out*

- Check and secure all exterior doors.
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen to remain inside the building.
- Monitor radio and wait for specific instruction from Incident Command.

### *After Keep-Out*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## 6. District Maintenance Team

### *Before Keep-Out*

- Annually review this annex; and review annex after any like drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Keep-Out*

- Check and secure all exterior doors.
- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Keep-Out*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## 7. School Resource Officer(s)

### *Before Keep-Out*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Lock-Down, Keep-Out, and Stay-Put drills and exercises.

### *During Keep-Out*

- Patrol interior and/or exterior to prevent and protect from possible threat.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need to adapt protective actions consistent with the nature and location of the issue.
- Recommend additional first responder needs to Incident Command.
- Recommend de-escalation to All Clear status to Incident Command.
- Conduct building/grounds searches and aid students, staff, and visitors as needed.
- Take other Law Enforcement actions, as needed.

### *After Keep-Out*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# LOCK-DOWN ANNEX

## A. Purpose

This annex describes the courses of actions, followed to protect school students, staff, and visitors from a possible imminent threat to those in and around the building. The primary objective of a “Lock-Down” is to quickly ensure all school staff, students, and visitors are secured in the school building away from the danger.

## B. Scope

The primary objective of a lock-down is to quickly ensure all school staff, students, and visitors are secured in rooms away from immediate danger. Examples of “Lock-Down” inside building imminent threat issues included: armed intruder, dangerous animal, or suicidal student.

Additional Functional Annexes that may be used in Lock-Down include: Communications, Evacuation, Shelter-In-Place, Accounting for All Persons, and Family Reunification.

## C. Concept of Operations

### 1. General Lock-Down Procedures

- In the event of possible imminent threat to students, staff, and visitors in and around the building, it is district principle to act dynamically.
- When facing a possible imminent threat, the district will defer to more stringent Lock-Down protocols knowing the option to de-escalate to a more relaxed protective action state like “Keep-Out” or “Stay-Put” is possible as developing information or conditions allow.

### 2. School Incident Commander

#### *Before Lock-Down*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Lock-Down*

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “LOCK-DOWN.” REMAIN IN “LOCK-DOWN” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “LOCK-DOWN”.

- Make or direct staff to announce situational awareness, risk, threat information and ALICE principals by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by the use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Designate staff to call 911 and report the following:

The name and address of the school; describe the emergency; state, “The school is in “Lock-Down;” provide intruder description and weapon(s), as relevant, provide known injured information, and identify the location of the school command post.

Direct the staff to stay on the phone with 911 to provide updates and additional information.

- Notify staff and classes outside the school to immediately move to the off-site assembly area(s), account for the students, and be prepared to move to a relocation site.
- Activate the building level Crisis Response Team (CRT) and direct as needed.
- Consider the need to activate district Central Team members and direct as needed.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Consider the need for Technology Department support with radio, Internet, social media, telephone, and CCTV services.
- Notify the district office of incident status.
- Establish Incident Command and staff Command Post.
- Assign a staff person to meet first responders with a copy of school EOP and floor plans.
- Gather information from internal and external sources to evaluate de-escalation status.
- Consider the need to Evacuate part or all of the school.
- Consider the need to transition to Keep-Out or Stay-Put status.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Consult Communications Annex for community/parent notice, as appropriate.

#### *After Lock-Down*

- Report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

### **3. Teachers**

#### *Before Lock-Down*

- Annually review this annex; and review annex after any like drill or event.

- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Regularly inventory, maintain, and report needs for classroom Go-Bag.
- Ensure room number signs are placed on exterior windows.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Lock-Down*

- As safely practical, clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Lock doors and turn off the lights.
- Continue to Secure Classroom:
  - As practical, open exterior window blinds.
  - As practical, obscure or cover windows from the hallway into the classroom.
  - As practical, move large objects in front of the door to barricade the door. All moveable items such as chairs should be used as well.
- Place students in an area of room, or adjoining room, that provides the greatest protection from gunfire.
  - In eminent life-safety circumstances: Alert, Lock-Down, Inform, Counter, or Evacuate to protect your life or the lives of others.
- Take attendance and prepare to notify Incident Command of missing students or additional students, staff or guests sheltering in a room.
- Keep calm and keep quiet.
- As possible, report status to Incident Command by using mobile command application, text message, or email.
- If confronted by an in-room threat, staff and students may utilize methods to fight or distract the intruder's ability to cause harm; such as making loud noises, hitting, or throwing objects at the face of the intruder.
- Keep everyone inside the room until the Incident Commander gives the "All Clear" signal; unless a life-threatening situation exists and a means to safe exit is available through a window or other safe passage.
- If flight (RUN) is required, guide students to the assembly site and report status to Incident Command.

### *After Lock-Down*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

#### **4. Office/Support Staff**

##### *Before Lock-Down*

- Annually review this annex; and review annex after any like drill or event.
- Regularly inventory, update, and maintain Office Go-Bags.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff.

##### *During Lock-Down*

- Monitor phones and wait for additional procedures from the district office and Incident Commander.
- Prepare to take Office Go-Bags, telephone lists, visitor logs, and student sign out sheets to Command Post.
- Remotely check the status of classrooms via PA, telephone, computer, or other method.
- Assist Incident Commander in establishing a school command post.
- Work in Command Post by monitoring phones and referring information to/from the Incident Commander.

##### *After Lock-Down*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

#### **5. Building & Grounds (Maintenance - Custodial)**

##### *Before Lock-Down*

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff.

##### *During Lock-Down*

- Monitor radio and wait for specific instruction from Incident Command.
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.
- Obtain master key(s) for first responders.
- Under the direction of Incident Command, check and secure all exterior doors.

##### *After Lock-Down*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.

- Support After Action Reporting by providing lessons learned for plan improvement.

## **6. District Maintenance Team**

### *Before Lock-Down*

- Annually review this annex, and review the annex after any drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Lock-Down*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Lock-Down*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## **7. School Resource Officer(s)**

### *Before Lock-Down*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Lock-Down, Keep-Out, and Stay-Put drills and exercises.

### *During Lock-Down*

- Immediately report to the area of incident to investigate and engage the issue.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need to adapt lock-down consistent with the nature and location of threat; call for campus wide, building wide, or building area evacuation (RUN) needs to Incident Command.
- Recommend need for additional police services to Incident Command.
- Recommend de-escalation from Lock-Down to Keep-Out, Stay-Put, or All Clear status to Incident Command.

- Conduct building searches and aid evacuation of students, staff, and visitors from buildings, as needed.
- Take other Law Enforcement actions, as needed.

#### *After Lock-Down*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# TAKE-COVER ANNEX

## A. Purpose

This annex defines the tactical course of action necessary to protect students, staff, and visitors when a non-violent threat is occurring or may occur outside the building requiring seeking refuge in the most available structurally safe in-building location(s).

## B. Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from primarily a weather related (tornado, severe storm, hurricane, etc.) event.

Additional Functional Annexes that may be used in “Take-Cover” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

## C. Concept of Operations

### 1. School Incident Commander

#### *Before Take-Cover*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Take-Cover*

- Make the following announcement using the building Public Address system, 2-way radio, telephone, mobile incident application, and/or mobile incident application.

YOUR ATTENTION, PLEASE. THERE IS A SITUATION REQUIRING YOU TO “TAKE-COVER.”  
REMAIN IN “TAKE-COVER” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN  
CONDITION “TAKE-COVER.”
- Direct all students, staff, and visitors to move away from all glass windows and doors
  - **If time allows**, inform and gather in the building’s structurally safe location(s).
  - **If time does not allow**, inform and take refuge in the most immediate structurally safe location.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Make or direct staff to announce situational awareness risk/threat information by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by the use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Notify the district office of the situation.
- Establish Incident Command and staff Command Post.
- Activate the building level Crisis Response Team (CRT) and direct as needed.

- Consider the need to activate district Central Team members and direct as needed.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- In a wider community incident, consider assigning Liaison to external Incident Command Post.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

### *After Take-Cover*

- Report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Assess the condition of the building and grounds for safe use and repair as necessary.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

## **2. Teachers**

### *Before Take-Cover*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Take-Cover*

- Close and lock all exterior doors and windows.
- As directed, move to safe building location:
  - Take Go-Bag, class roster, phone lists, first-aid kit and other emergency supplies with you.
  - Instruct students to exit the room using the designated routes to the designated in-building structurally safe location.
  - Do not lock classroom doors, close the door and turn off the lights.
  - Do not stop to retrieve student or staff belongings.
  - Check the bathrooms, hallways, and common areas for visitors, staff or students while exiting.

- Go to a designated in-building structurally safe location.
- Help those needing special assistance.
- Upon arrival at the designated in-building structurally safe location, check for injuries to the person in your care. Report all injuries to the Incident Command.
- Care for students and keep them quiet and calm.
- As directed, take refuge in the most immediate structurally safe location:
  - Instruct students and staff to immediately drop to the floor.
  - Instruct students and staff to take cover under a sturdy desk to table, as practical.
  - Instruct students and staff to hold onto something sturdy and stay put until the event subsides.
  - As the event subsides, prepare for possible need to move to a safer location.
  - Account for all students. Immediately report any additional or missing students to the School Incident Command.
  - Care for students and keep them quiet and calm.
  - As possible, report status to Incident Command.
- Wait for additional instruction.
- Prepare to Take-Cover for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place until the Incident Commander gives the “All Clear” or gives other movement guidance.

#### *After Take-Cover*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **3. Building & Grounds (Maintenance - Custodial)**

#### *Before Take-Cover*

- Direct engineering determination of best in-building structurally safe location(s).
- Provide determination of best in-building structurally safe location(s) information to Incident Commander.
- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff.

### *During Take-Cover*

- Turn off school-wide utilities (gas & power) and HVAC (heating, ventilation, and air conditioning)
- Monitor radio and wait for specific instruction from Incident Command.

### *After Take-Cover*

- Direct building inspection, including natural gas, water, and electrical systems for damage,
- Return service of utilities and HVAC as soon as practical.
- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **4. District Maintenance Team**

### *Before Take-Cover*

- Annually review this annex; and review annex after any like drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Take-Cover*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Take-Cover*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## **5. School Resource Officer(s)**

### *Before Take-Cover*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Take-Cover drills and exercises.

### *During Take-Cover*

- Immediately report to the area of incident to investigate the issue.
- Communicate progress and issue information to Incident Command.

- Protect life safety of students, staff, and visitors.
- Recommend need to adapt protective action consistent with the nature and location of threat to Incident Command.
- Recommend need for additional police services to Incident Command.
- Recommend de-escalation from Take-Cover status to Incident Command.
- Conduct building searches and aid students, staff, and visitors as needed.
- Take other Law Enforcement actions, as needed.

### *After Take-Cover*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

## **6. Other Special Procedures**

### **i. Outdoor Procedure**

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Incident Command and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

### **ii. Moving Vehicle Procedure**

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

# HOLD-STUDENTS ANNEX

## A. Purpose

This annex defines the tactical course of action necessary to protect students, staff, and visitors when a non-violent threat is occurring outside the building that does not threaten the safety of occupants who remain indoors, but is unsafe outside of the building.

## B. Scope

This is a precaution aimed to keep the occupants safe and remaining indoors from a weather-related (severe storms, heavy snow, flooding, etc.) *incident after normal dismissal hours*.

Additional Functional Annexes that may be used in “Hold-Students” include: Communications, Accounting for All Persons, and Family Reunification.

## C. Concept of Operations

### 1. School Incident Commander/Principal

#### *Before Hold-Students*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Hold-Students*

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:  

YOUR ATTENTION, PLEASE. THERE IS A SITUATION REQUIRING YOU TO “HOLD-STUDENTS.”  
REMAIN IN “HOLD-STUDENTS” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE  
IN CONDITION “HOLD-STUDENTS.”
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Establish Incident Command and identify the location of Incident Command Post.
- Activate the building level Crisis Response Team (CRT) and direct as needed.
- Consider the need to activate district Central Team members and direct as needed.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- In a wider community incident, consider assigning Liaison to external Incident Command Post.
- Consult Communications Annex for community/parent notice, as appropriate.

- Notify bus service providers and consider transportation impacts.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

### *After Hold-Students*

- Report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

## **2. Teachers**

### *Before Hold-Students*

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Hold-Students*

- Close and lock all exterior doors and windows.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait for additional instruction.
- Prepare to Hold-Students for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

### *After Hold-Students*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **3. Office/Custodial/Medical/Food Service Workers**

### *Before Hold-Students*

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff.

### *During Hold-Students*

- Prepare for after-hours food, water, and possible overnight needs of students, staff, and visitors.
- Monitor and attend to medical needs of students, staff, and visitors (Medical).
- Monitor radio and wait for specific instruction from Incident Command.
- Maintain safe building conditions (water and snow cleanup, and the like).

### *After Hold-Students*

- Replenish supplies used in the event.
- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

## **4. District Maintenance Team**

### *Before Hold-Students*

- Annually review this annex; and review annex after any like drill or event.
- Maintain guides, aids, and supplies needed to support emergency response functions.

### *During Hold-Students*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needed to Incident Command.

### *After Hold-Students*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

## **5. School Resource Officer(s)**

### *Before Hold-Students*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Hold-Student drills and exercises.

### *During Hold-Students*

- Immediately report to the area of incident to aid the issue.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need to adapt protective action consistent with the nature and location of threat to Incident Command.
- Recommend need for additional police services to Incident Command.
- Recommend de-escalation from Hold-Students status to Incident Command.
- Take other Law Enforcement actions, as needed.

### *After Hold-Students*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# SHELTER-IN-PLACE ANNEX

## A. Purpose

This annex defines the tactical course of action necessary to protect occupants when a non-violent threat is occurring or may occur outside the building that may or may not require movement to another location.

## B. Scope

The primary objective of a “Shelter-in-Place” is a precaution aimed to keep the occupants safe while remaining indoors from a *hazardous material* (or similar event that requires respiratory protection) incident.

Additional Functional Annexes that may be used in “Shelter-in-Place” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

## C. Concept of Operations

### 1. Incident Commander

#### *Before Shelter-in-Place*

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Shelter-in-Place*

- Determine and direct “in-classroom” or “common-area” Shelter-in-Place location(s).
- Immediately order all students and staff outside to move inside the building.
- Activate master “shut off” to turn off building HVAC systems.
- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SHELTER-IN-PLACE.”  
REMAIN IN “SHELTER-IN-PLACE” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE  
IN CONDITION “SHELTER-IN-PLACE.”

- Order staff to close and lock all exterior windows and doors.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Make or direct staff to announce situational awareness risk/threat information by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Activate the building level Crisis Response Team (CRT) and direct as needed.
- Consider the need to activate district Central Team members and direct as needed.

- Consider the need to contact utility companies.
- Consider the need to assign Building & Grounds (Maintenance - Custodial) to check and secure all exterior doors.
- Notify the district office of the situation.
- Establish Incident Command and staff Command Post.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or mobile incident application:

YOUR ATTENTION, PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE  
“ALL-CLEAR,” REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

### *After Shelter-in-Place*

- Report status to district leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

## **2. Teachers**

### *Before Shelter-in-Place*

- Annually review this annex; and review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

### *During Shelter-in-Place*

- Close all exterior doors and windows.
- Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Turn off in-room fans, heating, and air conditioning systems.
- Continue to Secure Classroom:
  - As practical, open exterior window blinds.
  - Place room number sign in exterior window.
  - As practical, open all blinds to windows from the hallways into the classroom.
  - Use duct tape and plastic sheeting to seal all vents, windows, and doors.

- Place students in an area of room, or adjoining room, which provides the greatest protection from airborne contaminants.
- If available, guide students and staff to cover their nose and mouth with a respiratory mask, handkerchief, towel, or cloth.
- Take attendance and prepare to notify Incident Command of missing students or additional students, staff or guests sheltering in a room.
- Keep calm and keep quiet.
- As possible, report status to Incident Command by landline phone.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone inside the room until Incident Command gives the “All Clear”.

#### *After Shelter-in-Place*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **3. Building & Grounds (Maintenance - Custodial)**

#### *Before Shelter-in-Place*

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain Shelter-in-Place needed items: duct tape, plastic sheeting, respiratory masks.
- Ensure annex based roles & responsibilities are trained to support staff.

#### *During Shelter-in-Place*

- Close all doors and windows.
- Turn off school-wide HVAC (heating, ventilation, and air conditioning)
- Monitor radio and wait for specific instruction from Incident Command.
- Upon instruction from Incident Command, check and secure all exterior doors.

#### *After Shelter-in-Place*

- Direct building decontamination actions.
- Replenish utilized materials or supplies.
- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **4. District Maintenance Team**

#### *Before Shelter-in-Place*

- Annually review this annex; and review annex after any like drill or event.

- Maintain guides, aids, and supplies needed to support emergency response functions.

#### *During Shelter-in-Place*

- Prepare staff and supplies needed for response to this event.
- Respond and aid as directed by Incident Command.
- Communicate process and issue information to Incident Command.
- Recommend additional support or resources needs to Incident Command.

#### *After Shelter-in-Place*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.
- Refurbish supplies and equipment used in the incident.

### **5. School Resource Officer(s)**

#### *Before Shelter-in-Place*

- Annually review this annex; and review annex after any like drill or event.
- Conduct random regular in-building and outside-building patrols to monitor safety and suspicious activity.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Shelter-in-Place drills and exercises.

#### *During Shelter-in-Place*

- Immediately report to the area of incident to investigate the issue.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need to adapt protective action consistent with the nature and location of threat to Incident Command.
- Recommend need for additional police services to Incident Command.
- Recommend de-escalation from Shelter-In-Place status to Incident Command.
- Conduct building searches and aid students, staff, and visitors as needed.
- Take other Law Enforcement actions, as needed.

#### *After Shelter-in-Place*

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Aid Incident Commander in After Action Reporting.

# ACCOUNTING FOR ALL PERSONS ANNEX

## A. Purpose

This annex defines the tactical course of action necessary to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

## B. Scope

Faculty and staff assigned student supervision at the time of an emergency must account for each student assigned to them. The name of each student in a class or study hall must be listed in the teacher's grade book. This grade book should accompany the teacher when an evacuation is declared. Roll will be taken and an attendance report completed by each teacher who has an assigned supervisory activity at the time of the protective action event. This will include all students who are on the roll, but are not physically present in class. As soon as the teacher has completed his or her check of the roll, and conditions permit, the report will be forwarded to Incident Command.

### 1. General

When the protective actions order is given, the teacher will follow the following steps. Student accountability is the responsibility of the teacher.

- Attendance report forms will be kept in plan books by each teacher to have them ready during an emergency.
- All faculty members who do not have a supervisory assignment at the time of an incident will report their availability to support the Incident Command.
- Should a parent or guardian arrive to withdraw a student from the building, the parent or guardian will follow reunification procedures for the release of students.
- Building secretaries shall be responsible for bringing administrative Go-Bags, including all items needed for student reunification.

### 2. School Incident Commander/Principal

#### *Before Accounting for All Persons*

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based roles & responsibilities are trained to staff, students, and external partners.

#### *During Accounting for All Persons*

- Communicate the need to Account for All by a public-address system, or bullhorn.

Make the following announcement:

YOUR ATTENTION, PLEASE. DUE TO THE CURRENT STATE OF EMERGENCY, WE NEED TO "ACCOUNT FOR ALL PERSONS." TEACHERS AND STAFF CONDUCT "ACCOUNTING FOR ALL PERSONS" AND REPORT RESULTS TO INCIDENT COMMAND BY [XXXX] MEANS. REPEAT, "ACCOUNT AND REPORT FOR ALL PERSONS."

- Make or direct staff to announce Teacher/Paraprofessional “during” event protective actions by the use of: Public Address system, 2-way radio, telephone, and/or mobile incident application.
- Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist accounting for all persons.
- Monitor the situation and provide updates and additional instructions as needed.
- Direct staff to locate and report unaccounted students and staff.
- Report missing students and staff to the School Resource Officer and/or law enforcement.
- Inform district of status of accounting.
- Consult Communications Annex for community/parent notice, as appropriate.

#### *After Accounting for All Persons*

- Report status to district leads, external partners, and Municipal/County Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

### **3. Teachers/Staff**

#### *Before Accounting for All Persons*

- Annually review this annex; and review annex after any like drill or event.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

#### *During Accounting for All Persons*

- Take the role of students and staff.
- Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait for additional instruction.

#### *After Accounting for All Persons*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **4. Office/Support Staff**

#### *Before Accounting for All Persons*

- Annually review this annex; and review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Bags; including forms or other tools used to report, record, and resolve student and staff attendance.

- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff.

#### *During Accounting for All Persons*

- Gather headcount information from teachers/staff and inform the School Incident Commander of any missing or injured students or staff.

#### *After Accounting for All Persons*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

### **5. School Resource Officer(s)**

#### *Before Accounting for All Persons*

- Annually review this annex; and review annex after any like drill or event.
- Support community service instruction of this annex for students and staff.
- Provide annual district EOP training to home agency police personnel.
- Aid district in planning and conducting periodic Accounting for All Persons drills and exercises.

#### *During Accounting for All Persons*

- Immediately report to the area of the incident and provide aid.
- Communicate progress and issue information to Incident Command.
- Protect life safety of students, staff, and visitors.
- Recommend need for additional police services to Incident Command.
- Conduct missing persons investigations as directed by Incident Command.
- Take other Law Enforcement actions, as needed.

#### *After Accounting for All Persons*

- Monitor the emotional/mental health of students/staff and refer for crisis counseling
- Aid Incident Commander in After Action Reporting.

# COMMUNICATIONS ANNEX

## A. Purpose

This 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. Additionally, procedures shall be included for emergency notification of persons in parental relation.

## B. Scope

The School EOP includes policies and procedures governing school incident communications with emergency responders, as well as with students, parents, staff, the school community, and the media before, during, and after the incident.

Templates for statements/press releases, the communication plan, and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent and located in the Business and Superintendent's office.

### 1. Responsibilities

To implement the communications procedures, all staff will be trained on the communications procedures in this annex.

### 2. Specialized Procedures

#### I. BEFORE AN INCIDENT

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, the school will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain a list of contacts for the major television and radio stations and Websites.
- Develop and update preformatted messages for: fax, email, text, and mass calling systems in an emergency.
- Crisis Response Team members will test and monitor two-way radios and other communications tools to ensure capability of function during an emergency.

#### II. DURING AN INCIDENT

##### A. Internal Communications

Faculty and staff will be notified by the Incident Commander when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day’s events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Public Address System.**
- **Handheld Bullhorns:** As needed to augment or as backup to PA systems.
- **School Messenger:** Email, Voice, Mass Call, and SMS notification system.
- **Two-Way Radio System:** School Incident Command will use the following Emergency Radio Channels for the listed functions.
- **Mobile Incident Application:** The district uses a web and mobile phone based technology application to access and share emergency operations planning documents and aids. This application also provides administrators, staff, and police with text based communication.

<b>Radio Channel:</b>	<b>Channel Frequency:</b>	<b>Channel Purpose:<sup>1</sup></b>
1	N/A	School Incident Command (YSD District Wide)
2	N/A	Admin – Group Function Assigned by IC (Admin)
3	N/A	Building Specific – Group Function Assigned by IC

## **B. Communication Between School Officials and Students**

<sup>1</sup> Note: Current radio configuration supports listed use by staff at home school only. Events where support from other-school staff is needed requires other-school supporting staff to use in-incident school radios.

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Public Address System
- Face to face classroom visit
- Assembly
- Email
- School Messenger

**1. External Communications – Parents**

School Incident Command will communicate with parents during an incident by:

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an Emergency Response Protocol (EPG), its purpose and its objectives. **Detailed response tactics will not be shared if they will impede the safe response to an incident.**
  - Information will be included in the **School Newsletter and Student-Parent Handbook**.
  - Translation services for non-English-speaking families and students with limited English proficiency, should be considered.
- In the event of an incident, the school will:
  - Disseminate information by notification systems to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are handling the situation.
  - Provide a phone number, website address or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question and answer meeting for parents/guardians as soon as possible.

**2. Emergency School Closing/Early Dismissals**

In the case of severe weather conditions, it may become necessary to close school for the day, or duration of the storm. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using the District telephone notification system. School closings will be announced on the District website, and over the following radio, television, and social media venues:

TV WGAL/NBC 8 Anytown <a href="mailto:wwec@etown.edu">wwec@etown.edu</a> Phone: (717) 361-1413 Fax: (717) 361-1180	TV WHTM/ABC 27 Anytown <a href="mailto:wwec@etown.edu">wwec@etown.edu</a> Phone: (717) 361-1413 Fax: (717) 361-1180	TV WHP/CBS 21 Anytown <a href="mailto:wwec@etown.edu">wwec@etown.edu</a> Phone: (717) 361-1413 Fax: (717) 361-1180	TV WPMT/Fox 43 Anytown <a href="mailto:wwec@etown.edu">wwec@etown.edu</a> Phone: (717) 361-1413 Fax: (717) 361-1180
88.3 FM WWEC Anytown <a href="mailto:wwec@etown.edu">wwec@etown.edu</a> Phone: (717) 361-1413 Fax: (717) 361-1180	89.5 FM WITF Harrisburg <a href="mailto:customerservice@witf.org">customerservice@witf.org</a> Phone: (717) 236-6000 Fax: (717) 232-7612	90.3 FM WJTL MyCounty <a href="mailto:contact@wjtl.com">contact@wjtl.com</a> Phone: (717) 392-3690 Fax: (717) 390-2892	92.1 FM WKHL Palmyra <a href="mailto:klove@klove.com">klove@klove.com</a> Phone: (203) 845-3030 Fax: (203) 845-3097

93.5 FM WZCY Mechanicsburg (833) 935-9350	94.5 FM WDAC MyCounty <a href="mailto:postmaster@wdac.com">postmaster@wdac.com</a> Phone: (717) 284-4123 Fax: (717) 284-2300	94.9 FM WRBT Harrisburg Phone: (717) 540-8800 Fax: (717) 540-8814	96.1 FM WLAN MyCounty Phone: (717) 295-9700 Fax: (717) 295-7329
97.3 FM WRVV Harrisburg Phone: (717) 540-8800 Fax: (717) 540-927	98.5 FM WYCR York-Hanover Phone: (717) 637-3831 Fax: (717) 637-9006	101.3 FM WROZ MyCounty Phone: (717) 653-0800 Fax: (717) 653-0122	102.1 FM/1600 AM WPDC Anytown Phone: (717) 367-1600 Fax: (717) 367-1600
104.1 FM WNNK Harrisburg Phone: (717) 238-1041 Fax: (717) 234-4842	105.7 FM WQXA York Phone: (717)367-7700 Fax: (717) 367-0239	106.7 FM WWKL Hershey Phone: (717) 238-1041 Fax: (717) 234-4842	580 AM WHP Harrisburg Phone: (717) 540-8800 Fax: (717) 540-8814
School Messenger	Facebook Site <a href="https://www.facebook.com/etownschools/">https://www.facebook.com/etownschools/</a>	Twitter Address <a href="https://twitter.com/EtownAreaHS">@EtownAreaHS</a>	Print - <i>The Merchandiser</i> (800) 428-4211 <a href="mailto:classifieds@engleonline.com">classifieds@engleonline.com</a>
Print - <i>MyCounty Newspapers</i> (717) 291-8611	Print - <i>The Advocate</i> (717) 481-7314	Print - <i>The Sun</i> (717) 566-3251 (Hummelstown office) (717) 460-3803 (tip line)	

### 3. Functions of the District Emergency Operations Center

The District EOC is responsible for district wide direction and decisions and does not normally directly control field assets, instead leaving tactical decisions to lower commands. The common functions of an EOC is to collect, gather and analyze data; make district wide decisions that protect life and property, maintain continuity of the organization and communicate district wide decisions to all concerned agencies and individuals.

The District's Emergency Operations Center (EOC) serves as the coordination hub for a district wide incident response. The EOC provides a central intelligence arena for decision makers and response team personnel to gather critical information, coordinate response activities, and manage personnel as the emergency situation dictates. The EOC is situated in a safe location and equipped with effective technology that allows for communication with staff and response teams.

The EOC, whether a simple conference room or mission control facility, is the central coordination point for:

- All district wide emergency operations
- District wide Information gathering and dissemination
- Coordination with local governments, outside contractors, mutual aid and volunteer organizations

The EOC is organized to carry out five major functions: command, planning, operations, logistics, and finance, each of which may be divided into units. This organization is modeled after Incident Command System (ICS), allowing all involved parties to establish a common organization and terminology. Following ICS, the main functions operating within an EOC are:

- Command - responsible for overall district wide response management.
- Operations – responsible for coordinating operations to support on-site Incident Command.
- Planning – responsible for collecting, evaluating, and disseminating information to aid district planning.
- Logistics – responsible for procuring facilities, services, personnel, equipment, and materials.
  - In the School District setting, district wide student transportation needs and impacts often present as a primary task.
- Finance / Administration – responsible for tracking incident YSDts, forecasts, and payment of responders, contractors, and claims.

The Superintendent, or Superintendent's Designee will activate the EOC when an incident or possible incident having probability for significant negative impact takes place or is anticipated. EOC personnel will be pre-designated. Pre-designated EOP personnel are chosen to fulfill their assigned roles and responsibilities commensurate with their skills, abilities, and experience. Identified representatives from local response agencies, contractors, volunteer agencies, and any other group with significant response roles may also be asked to support the District EOC as the direction of the Superintendent, or Superintendent's Designee.

**District Emergency Operations Center (EOC) Actions Include:**

- Acting as a communications link between the district office and the affected location.
- Locating and mobilizing response of additional personnel to aid Incident Command.
- Locating and mobilizing necessary equipment to aid Incident Command.
  - If not on hand, District EOC will seek support from Municipal or County EOC.
  - If not available from Municipal or County EOC, District EOC will order and arrange delivery of equipment and materials from contractors, other districts, the IU, or any other source.
- Update relevant information and other key resources needed by Incident Command.
- Monitor TV, radio, and social media to determine accuracy of public information.
- Provide a single source for incident event information to news media, social media, and the wider school community.
- Monitor needs to transport students, arrange student transportation, and direct parent pick-up coordination.
- Monitor need for parent-student reunification; staff and supply parent-student reunification site(s) when needed.
- Update district administration and school board as the incident transpires.
- Ensure that all regulatory, state and local notifications and procedures are performed.
- Liaison with Federal, State, and local regulatory agencies and officials affected by the location and specific nature of the incident.

- Ensure employees and the impacted community are adequately informed of the incident and response actions.

The District will establish specific location(s), and stock the site or sites with response equipment and technology. The locations of established EOC sites include: The District Office, Anytown Borough Fire Station, Nextdoor Township Office, and Anytown College. EOC staff will be trained and drilled in the EOC processes, procedures, and understanding of their roles and responsibilities at the convenience of the district.

### **District Emergency Operations Center Site Needs**

A large conference room can be used as an emergency operations center and primary team meeting location. The EOC is outfitted with furniture, telephone and internet access and with close proximity to photocopiers, printers, fax machines and other office equipment. The EOC should be equipped with the following equipment and supplies:

- Communications equipment including sufficient telephones (cell and landline with at least one speakerphone) to handle incoming and outgoing calls; incoming and outgoing fax machines; and access to any radio systems used by the school.
- Computers and printers with access to network resources (including electronic copies of emergency plans and aids), electronic mail, and adequate Internet service.
- Information gathering and display tools include access to broadcast radio and television (preferably with recording capability) or internet news sources; white boards, TV monitors, projection units or flipcharts with easels and markers to compile and display information.
- Hard copies of emergency response plans, contact/telephone lists, resource inventory and diagrams of facilities and systems.
- Stationery, business and incident management forms, pens, pencils, markers and supplies
- Food, water, and dining supplies for EOC staff

### **4. External Communications – Media**

District Emergency Operations Center will serve as the single source of communication with the media during an incident by:

- Designating a Public Information Officer.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with all incident partners.
- Requesting the media contacts broadcast the School’s external communications plans, including the information hotline for parents and guardians.

Communication is a critical component of crisis management. Staff, students, parents, and community expect accurate information. During a crisis, it is quite likely that the media will be present. In fact, much of what the community knows about a crisis will come through the media. Therefore, it is vital that the school district and the media work cooperatively. Once the emergency situation or crisis is stabilized, the Superintendent, or designee, shall prepare a statement for the press based upon the information provided on the *Crisis Management and Information Sheet*. This individual will represent the district to the media. Staff should refer reporters to the district spokesperson.

In the event of an incident, the Superintendent, or Superintendent's Designee, School Incident Commander, or the emergency responder Incident Commander (in the event command has been transferred) will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  - Low Impact events can be handled at the School District Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
  - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.), as this will interfere with government administration and operations.
- Pre-designated Media Staging Sites:

Location and Address	High or Low Impact Site
Anytown Area Middle School Staff Lot: <a href="#">40.155247°, -76.595233°</a>	LOW
Anytown Borough Parking Area Mechanics Alley & S. Cherry Alley <a href="#">40.152727°, -76.605559°</a>	HIGH

- Provide regular updates to the media and school community.
- The School PIO will work with other PIO's from responding agencies and establish a Joint Information System to minimize mixed messages.
- **Provide only information that has been approved to be released by the on-scene Incident Commander and Superintendent, or Superintendent's Designee.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Superintendent, or Superintendent's Designee, Incident Commander, and PIO.

The following considerations and suggestions may be helpful when working with the media.

- The primary communication goal should be to keep the public informed about the crisis while maintaining student privacy and as little interruption to the educational process as possible.

- As soon as possible, give the district superintendent a clear and concise statement of the basic facts so that he or she can prepare the district's official statement (See Crisis Assessment and Information Sheet). News people will always want to know who, what, where, why, and how. "Facts" should be consistent in all contacts with the news media.
- If reporters and cameras arrive at school while students are in class, guide reporters' activities so that they will not disrupt the educational process. With the authorization of the superintendent, reporters may be permitted at the district administrative offices and only when their presence does not interfere with tactical protocols. The superintendent authorizes all release of information to the media except in cases when the superintendent explicitly designates another district official. Under no circumstances will the media be permitted to enter occupied school buildings during an emergency situation.
- Don't presume to tell a reporter what is or isn't newsworthy. That decision is made by the reporter and his or her editor. And never lie to a reporter. Tell the news quickly; get it over with. It may be your only chance to set the record straight.

## **5. Rumor Control**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, District EOC, Incident Commander or Designee will:

- Provide appropriate information to internal groups including administrators, teachers, students, Building & Grounds (Maintenance - Custodial), secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

## **III. AFTER AN INCIDENT**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, School Administration will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: (a) estimate when the educational program can be fully operational; and (b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the County Office of Education of recovery status.
- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

#### IV. COMMUNICATION TOOLS

Some common internal and external communication tools that the school may use include the following:

- **Standard telephone:** The school has designated a school telephone number [List 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 first responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Public Address/Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All 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 homepage of the school and district Website.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **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 staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

## COMMUNICABLE DISEASE-PANDEMIC FUNCTIONAL ANNEX

### A. Purpose

Communicable diseases, pandemics, and localized disease outbreaks are a reality for those working in education systems. Public Health, medical and mental health courses of action will be implemented to address emergency medical (e.g., first aid), public health, and mental health counseling issues. These efforts will be coordinated with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs before, during, and after an emergency will be addressed in the Threat-Hazard Annexes.

### B. Scope

The District is committed to providing functional needs support services (FNSS) to persons in need. These services are aimed to help ensure children and adults, with or without disabilities, maintain their health, safety, and independence during communicable disease, pandemic, or localized disease outbreaks.

### C. Concept of Operations

Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily for medical support will be employed during emergencies. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special training or capabilities may be asked to perform tasks other than their daily assignments.

When practical, in compliance with state and federal guidelines/directives in the District will provide public information and instruction. Information will be provided prior to and during emergencies. Information releases will be coordinated during response and recovery with Federal, State, and Local Emergency Managers and first responders.

#### 1. Initial Response

Outbreaks of communicable disease are unlikely to initiate in the school setting. Communicable disease spread between people crossing countries and oceans providing Federal, State, County and School official elements of time to monitor, plan, and prepare. As spread of disease increases in range and severity threatening the area community the District will engage in preventive planning.

The Superintendent and/or Safety/Security Coordinator, or their designees, are responsible for activating this plan and will assume the role of event Incident Commander.

#### 2. Strategies

The strategies described below highlight the District's strategies for a public health or medical response:

- Strategy 1: Surveillance
- Strategy 2: Vector Control
- Strategy 3: Exposure
- Strategy 4: Pandemic Response
- Strategy 5: Mass Casualty Response
- Strategy 6: Behavioral Health

Each strategy describes an important piece of the District’s response. Additional annexes and appendices may append the plan to provide supplemental detail on specialized tactical and newly emerging protective actions.

#### **D. Strategy 1: Surveillance**

School-age children are prone to contracting and spreading illness due to inconsistent use of proper hand hygiene, cough etiquette, and social distancing. As part of local communities’ schools must deal with ongoing illnesses that threaten the well-being of students and staff.

In an attempt to reduce health risk in schools, the District collaborates with health field partners, related experts, and the Pennsylvania Department of Health (PA DOH) to monitor community health through absentee rates and school nurse reports of specific illnesses.

Key components of a school-based health program include the promotion of vaccines; individual and school-wide infection control measures; and how to contain, manage, and prevent further spread of infectious diseases. School nurses are charged with disease surveillance, reporting, and coordinating with public health officials in the community.

##### **1. Reportable Illness**

Surveillance is an essential component of any public health system and is used to monitor disease trends over time, detect illness outbreaks, and increase knowledge of risk factors.

The District will report to the PA DOH when there are notifiable condition cases and/or absentee rates greater than DOH prescribed numbers.

Reports will be submitted to the PA DOH for inclusion in the statewide report. Cases or suspected cases of illness that appear to be an emergency, outbreaks, exotic diseases, and/or an unusual grouping of disease will be immediately reported to the County health department or designated agency.

##### **2. Notification Procedures**

Disease surveillance requires collaboration to enable all levels of public health in sharing health information, monitoring, controlling, and preventing the spread of reportable diseases.

The state, local health departments, schools, and private sector partners report a variety of information through the Department of Health. This information is used to collect, manage, share, analyze, interpret, and disseminate health-related data for reportable and notifiable diseases and conditions.

#### **E. Strategy 2: Vector Control**

The District supports campus and facility programs for pest management.

##### **1. Prevention**

The District will monitor conditions that can lead to the breeding of pests including garbage accumulation, overgrown vegetation, and stagnant water. The District will also provide support for the control of pest populations around campuses and facilities, through safe integrated pest management techniques detailed in District Policy (Section 200, “Immunizations and Communicable Diseases,” Code 203).

Provide information and education to students, staff, and parents concerning pest control measures and safety. Campuses and buildings within the District will be monitored for potential pests.

## **2. Integrated Pest Management**

Integrated pest management is a strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under this system, when it is economical and practical, multiple control tactics may be used to achieve control of pests.

Schools will follow DOH recommended best practices and action plans for specific pest problems. Integrated pest management plans help schools set a standard for the management of pests.

## **3. Rabies**

There are several animals considered high-risk for rabies transmission. Rabies is transmitted primarily through the bite of an infected animal. Virus particles in the animal's saliva enter a victim through the wound. Unless post-exposure vaccinations are administered promptly, rabies may develop. Without treatment, rabies is an ultimately fatal infection of the central nervous system.

Upon indication of an animal issue, school administrators will engage integrated pest management to protect students, faculty, and staff from potential rabies exposures.

In the event a student or staff is bitten by a suspected infected animal, school staff will provide immediate care to the affected individual. School staff will not attempt to contain or capture the animal but attempt to maintain safe distance surveillance on the animal.

The school principal or designee will ensure the following steps are following when an animal bites students or staff:

1. Notify the school nurse for wound care.
2. Immediately provide triage, possibly washing the wound, with soap and water.
3. Call for emergency medical support if deemed necessary.
4. Follow established district parental notification processes.
5. The building administrator or designee will report the incident to the Superintendent's Office.
6. The Safety/Security Coordinator or designee will contact animal control at the PA DOH.
7. Attempt to maintain safe distance surveillance on the animal and report the incident to SRO/Law Enforcement for support.

## **4. Responsibilities**

District administrators will support SRO/Law Enforcement, and animal control agencies in the effort to contain and capture the animal. However, district staff will not attempt to euthanize or capture animals.

## **F. Strategy 3: Exposure**

The District will strive to eliminate or minimize students and staff exposure to human blood or other infectious body fluids. District employees will follow the below outlined exposure control guidance when students or staff come into contact with respiratory spittle, blood, or other potentially infectious bodily fluids.

## **1. Responsibilities**

Employees of the District are expected to follow specific procedures as they pertain to blood borne pathogens and exposure to other potentially infectious bodily fluids.

The Safety/Security Coordinator, or designee, is responsible for ensuring that employees received proper training. The Coordinator will also ensure that an annual program review and updates are performed within the school year.

The School Safety and Security Coordinator is responsible for working with the medical staff at the school to administer exposure control programs. School Safety and Security Coordinator responsibilities include, but are not limited to, the coordination of training, controls, exposure response through the appropriate channels, and maintaining exposure records. The School Safety and Security Coordinator also provides the professional development/training materials for new hires and for all employees on an annual basis. These concepts will be part of our substitute teacher, coaches, new employee and returning employee training.

## **2. Safety**

When necessary to administer first aid, staff are to prevent coming into contact with blood or other potentially infected bodily fluids. Bodily fluids that do not contain blood include respiratory spittle, vaginal secretions, semen, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, or amniotic fluid should be considered infectious. All bodily fluids should be treated as if it were infected.

*If an individual is exposed, they shall alert their immediate supervisor or building administrator and the school nurse as soon as possible.*

## **3. Avoid Contact**

District staff shall consider all blood or other potentially infectious materials (OPIM) to be infectious. Blood borne illnesses include but are not limited to human immunodeficiency virus (HIV), hepatitis B virus (HBV), hepatitis C virus (HCV), and other blood borne pathogens. Respiratory illnesses include, but are not limited to, influenza, coronavirus, pneumonia, and pertussis (Whooping Cough).

- Allow a student or injured party to tend to their own injuries as they are able. Direct the injured person to discard the contaminated materials appropriately.
- Do not eat, drink, apply makeup or lip balm, or handle contact lenses in work areas where there is a reasonable likelihood of exposure to potentially infectious materials.
- Do not store food or drinks in refrigerators, freezers, shelves, cabinets, countertops, or bench tops where exposure to blood, bodily fluids, or other potentially infectious materials (OPIM) may exist.
- Use a mouthpiece resuscitation bag, pocket mask, or other ventilation device when giving rescue breathing.

## **4. Personal Protection**

The administration will educate staff in preventative measures they can take to limit exposure to the hazards present in potentially infectious materials. The main preventive measures of protection include use of personal protective equipment (PPE) and housekeeping.

School staff shall:

- Wear latex, vinyl, or plastic gloves when encountering potentially infected materials.
- Remove gloves following proper removal procedures and discard in an approved container.
- Other personal protective equipment may be required including, but not limited to: mask, eye protection, and/or face shield.
- Wash hands immediately after removing gloves.
- Pick up contaminated glass and other items that could puncture protective gloves with tongs, forceps, or other items to prevent exposure.
- If there is danger of human/animal bites, wear long sleeves or other protective clothing.
- If contact with blood or OPIM takes place, immediately wash contacted areas thoroughly with warm water with soap and dry using a single-use towel.
- If hand-washing facilities are not immediately available, wash the contact area with an antiseptic or hand sanitizer.
- Once a place to wash hands becomes available, wash contact the area thoroughly with soap and warm water, drying with a single-use towel.

## **5. Cleaning**

Effective cleaning and decontamination of infected surfaces is vital to student and staff safety. School staff will ensure decontamination is accomplished by use of district provided disinfecting solutions.

School staff shall:

- Use gloves or other personal protective equipment in handling contaminated articles.
- Bag all contaminated materials in leak-proof bags, discarded immediately.
- Immediately sanitize areas contaminated by blood or OPIM immediately after contamination with district provided disinfecting solutions.

## **G. Strategy 4: Pandemic Response**

An epidemic is a widespread outbreak of an illness or disease, affecting large numbers of people. When an epidemic becomes more global they are classified as a pandemic. The most known pandemic is the influenza, flu virus, and more recently coronavirus. Pandemic levels occur when a non-human (novel) virus is spread through sustained human-to-human transmission and then spreads throughout a community.

To aid epidemic/pandemic surveillance the district will monitor will monitor, track, and do the following:

- Track declines in attendance rates for students, faculty, and staff.
- Monitor students reporting symptoms and frequency of nurse visits.
- Limit large gatherings to prevent or delay the spread of disease.
- Promote safe social distancing practices.
- Promote the use of face coverings.
- Promote personal hygiene practices.

- Increase the frequency of disinfecting commonly contacted objects (door handles, phones, keyboards, mice, etc.)
- Alter school schedules, attendance, activities, and functions.
- Limit school operation as necessary.

### 1. Pandemic Phases

There are three primary periods for a pandemic: interpandemic period, pandemic alert, and pandemic. These periods correspond with phases that reflect the progression of the disease.

#### Inter-pandemic

Phase	Description
Phase 1	No new contagion has been detected in humans.
Phase 2	No new contagion subtypes have been detected in humans; however, animal cases of the illness present possible human illness.

#### Pandemic Alert

Phase	Description
Phase 3	Humans are infected, but there is no human-to-human transmission.
Phase 4	There are small clusters of human-to-human transmission, and spread is localized.
Phase 5	Large clusters of people are ill; however, human-to-human spread is still localized.

#### Pandemic Period

Phase	Description
Phase 6	There is an increased and sustained transmission in the general population.

During all phases of a pandemic outbreak, the Superintendent or Designee will monitor and document the number of students and faculty who are absent and meet the definition of the illness. The Superintendent or Designee will use these numbers in making decisions and developing appropriate actions to protect the health of students, faculty, and staff. The Superintendent or Designee will use this documentation to determine whether incidents are increasing or decreasing in scope. Documentation of loss time, loss materials and expenses will be recorded to prepare for possible disaster reimbursement.

Decisions as to how and when to implement disease control measures will be made on a building basis by the Superintendent or designee. The Superintendent or Designee, in coordination with the PA DOH, will provide technical support and guidance to district staff regarding control measures and response activities.

## **2. Mitigation**

In an attempt to mitigate the effects of a pandemic the District will focus its efforts on education and prevention through health education programs. District programs will encourage the importance of personal hygiene and ensure that all classrooms, restrooms, and public areas are equipped with an adequate supply of soap and/or hand sanitizer. The District will also promote social distancing, limit large gatherings, and implement the use of face coverings.

The District will follow current procedures as they pertain to absences. Students and staff will be educated to stay home if symptoms present. The District will provide informational resources to parents, students, and staff regarding the pandemic and what steps the District is taking to keep them safe.

## **3. Surveillance**

In partnership with PA DOH, the district will track student absences due to illness. This communication allows partnering agencies the opportunity for rapid detections, identifying unusual changes and/or trends in student health, and allowing for early detection and response to a pandemic.

## **4. Response**

During the response phase, the District will focus efforts on the process of monitoring students and staff for illness. Students and staff who are symptomatic will be sent home.

District health education procedures will continue to focus on the importance of personal hygiene, social distancing, limit large gatherings, and implement the use of face coverings. Custodial services will activate emergency sanitation procedures to include escalated cleaning schedules.

In the event of high absenteeism among students and/or staff, the Superintendent will determine the appropriate course of action to sustain the educational process. The administrative team will alert staff to prioritize functions to ensure that basic needs and deadlines are met. Teachers shall plan their lessons up to four weeks in advance in case of absence. Teachers shall also prepare to support remote learning in the event of an emergency school closure.

Event planning will include the needs of students with functional and access needs in receiving supplemental services to maintain their day-to-day lives. In supporting day-to-day needs the District will establish and maintain partnerships with community social service providers.

## **5. Cancellation**

When there is a clear and present risk the Superintendent or designee will take action, up to and including the following: limiting, suspending, or closing educational and extracurricular activities.

## **6. Documentation**

In any emergency, documentation is required. The extent of documentation is based on the size and scope of the incident. It is the responsibility of the District Leadership Team to compile, maintain, and submit communicable disease and pandemic activity documentation and reports in a timely fashion. The Leadership Team will also assist with preparation of situation reports, damage assessment, student accountability, after action reports and related documentation needed to ensure compliance with records management and open record requirements.

All original notes and records are legal documents that shall be preserved. During activation the District EOC will maintain an incident log and documentation. Individual departments, facilities, and campuses will maintain logs of major decisions, timelines, logistical deployment, and other actions related to their areas of responsibility and accountability.

## **7. Communication**

As detailed in the Communications Annex, the District will use its web site, social media platforms, and other technology as a notification service to inform the public of both normal and emergency operations. During a pandemic, the District will work closely with the health department to release information to the news media, staff, students, and student families. Updates will provide clear and consistent information about the situation and inform of active corrective or emergency actions.

To the extent possible, emergency information will be related as to what occurred, what areas were affected, and of potential impact upon the District and its stakeholders. Notices will also relay measures the District is taking to ensure the safety, well-being of students and staff and refer where to turn for more information.

## **8. Continuity of Operations (COOP)**

As needed, the District will implement a COOP plan which outlines procedures for continued function during an extended emergency.

## **9. Recovery**

In the recovery phase the District will continue to monitor students and staff. When the number of sick individuals begins to decrease or emergency declarations have been lifted, the District will begin recovery actions enabling return to regular schedule.

District recovery actions include, but not limited to the following:

- Continued communication and health education procedures to ensure that staff, students, and parents continue personal hygiene procedures.
- Custodial staff will continue active sanitation procedures to prevent a second wave from occurring.
- Monitor infection/contagion events for indications of resurgence.
- In accordance with state laws/mandates and at the direction of the Department of Education, the District will follow current procedures to ensure students who missed numerous days of instruction due to illness are brought back up to speed.
- Provide counseling services and mental health support for students and staff, as needed.
- The Safety/Security Coordinator will perform an after-action review.
- The District will return to normal operations while continuing monitoring of students and staff for illness.
- After an incident or event conduct After Action Reporting to identify lessons learned and improvement actions into Emergency Operations Planning efforts.

## APPENDIX A: RECOVERY - PANDEMIC RESPONSE

The goal of recovery is to return the whole school community to a sense of normalcy after an emergency by restoring educational programming, the physical environment, business operations, and emotional health and wellbeing of students, staff, and families. After the recovery process, the environment may appear to be the same as before the incident or the environment can be based on new agreed-upon standards and systems.

Recovery activities can be conducted before, during, and after an incident or emergency. For example:

- **Before:** Planning for recovery should happen before an emergency even occurs. Decisions that are made pre-disaster (and in the beginning stages of recovery) can significantly impact the nature, speed, and effectiveness of recovery efforts.
- **During:** As the school community responds to an incident, recovery activities can be initiated at the same time.
- **After:** Recovery activities can continue after the emergency and can last from hours to years.

YSD will continue to rely on the Health and Safety Team as well as the Pandemic Response Crisis Team to help plan for and mitigate any unforeseen circumstances that arise within the school community due to the pandemic.

Learning is the primary purpose of schools, and the ability to resume academic activities and support the students' social and emotional health is essential to a school's recovery from a pandemic or any other related emergency situation. The resumption of academic activities begins to restore normalcy to the school environment, which can be very important to the social, emotional, and behavioral health of students.

In closed building situations, schools may have several options to continue education: Allowing distance learning (e.g., through online classes or take-home hardcopy materials), blended learning that combines online, independent learning, and traditional strategies, or our traditional on-campus learning environment. In all combinations of learning strategies being employed, YSD will continue to ensure assessments are conducted to ensure learning goals have been—and are continuing to be—achieved.

To help identify all the activities that schools and districts may need to conduct after an incident, it is helpful to split recovery into the components of academics, physical and structural, business functions, and social, emotional and behavioral recovery:

1. Academics recovery is the resumption of teaching and learning;
2. Physical and structural recovery involves the repair or restoration of buildings and supplies;
3. Business functions recovery returns business operations to normal levels;

4. Social, emotional, and behavioral recovery provides support to students, teachers, and staff to return their lives to a sense of normalcy;
  - a. It is anticipated there will be social, emotional, or behavioral needs raised by this event. The Principal, Assistant Principal, Dean of Students and School Counselor will continue to support these needs with referrals and information provided by staff.
  - b. Staff will be provided with additional support and training on accessing these supports and preventative steps that can be taken upon school reopening.
  - c. YSD will continue to support staff specifically in the areas of social emotional needs and monitor needs that may come from caring for others during this time.
  - d. YSD will be conducting ongoing assessment/monitoring of students' and staff mental health.
  - e. YSD will be ensuring staff have access to Employee Assistance Programs (EAPs).
  - f. YSD is considering specific segments of the school community that may be impacted by an incident, who may need additional support during a recovery. These groups would include: People with disabilities or those with access and functional needs (D/AFN), homeless families, students with Individual Education Programs (IEPs), Bilingual families, and students requiring ongoing medical services or other resource needs in the community.
  - g. Finally, families can prepare for emergencies, which can help shorten the recovery process when they are impacted. Better preparedness also facilitates the return of normalcy to children's lives and YSD can provide resources and support for assisting with the impact and return to school.