
VI – APPENDICES

APPENDICES

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Enacted 07/15/13

SECTION 1. Section 16-21-4 of the General Laws in Chapter 16-21 entitled "Health and Safety of Pupils" is hereby amended to read as follows:

16-21-4. Fire, evacuation and lockdown drills required -- Failure to comply. -- (a) It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institutions or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic.

Notwithstanding other provisions of this section, in all schools or buildings used for educational purposes through the twelfth grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week but colleges, universities, or postsecondary institutions, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-round basis within the first (1st) thirty (30) days of operation fifteen (15) drills or rapid dismissals during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used and at least two (2) of the obstructed drills shall be held during the months of September and October. In addition, there shall be two (2) evacuation drills and two (2) lockdown drills included among the fifteen (15) mandatory drills in each school year. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.

(b)(1) In colleges, universities, postsecondary institutions, and residence facilities in public schools or private schools there shall be at least four (4) drills or rapid dismissals during the academic year for each school building or residence facility, at least two (2) of which shall be held between the months of September through December. The remaining two (2) drills shall be held between the months of January through June. Any college, university, or postsecondary institution that holds a summer session shall hold a drill or rapid dismissal during the first full week of the summer session.

(2) At least one drill or rapid dismissal shall be obstructed so that at least one or more exits or stairways in the school building or dormitory are blocked off or not used.

(c) For purposes of this section "residence facility" means dormitory, fraternity, sorority, or any other type of residence hall, whether on campus or off campus, owned or leased by a college, university, postsecondary institutions, public schools, or private school with accommodations for twenty (20) or more students.

(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used for a residence facility.

(e) Neglect by any principal or any person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable by a fine not exceeding five hundred dollars (\$500).

(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

§ 16-21-5 Uniform fire code or drill tactics – Reports. – (a) It shall be the duty of the department of elementary and secondary education or the office of higher education, as appropriate, to formulate a uniform fire code or drill tactics to be used in all schools in accordance with § 16-21-4 and to furnish a sufficient number of copies for use in all schools together with forms for reporting to the fire department of the city or town in which the schools are located and to the department or office. These forms shall be furnished by the department or office to all schools and shall be substantially as follows:

State of Rhode Island and Providence Plantations

Name of school

Principal or person in charge

day of time alarm a.m.

Date drill is held week sounded . . .
. p.m.

Time taken to empty building minutes
seconds

Total time elapsed before school

work is resumed minutes seconds

check

type of drill one obstructed
unobstructed

Signal used

Number of fire alarm button or station used

Name of person sounding alarm

Weather conditions

Temperature

Remarks

(b) In the case of colleges, universities, and postsecondary institutions, these reports shall remain on the premises available for review by fire officials.

Enacted 07/11/13

SECTION 1. Sections 16-21-23, 61-21-24, and 16-21-25 of the General Laws in Chapter 16-21 entitled "Health and Safety of Pupils" are hereby amended to read as follows:

16-21-23. School safety plans - School safety teams, school crisis response teams, and school safety assessments. -- (a) Each school district of each town, city, and regional school department shall conduct a school safety assessment in conjunction with local police, fire, school safety team pursuant to the provisions of this section 16-21-23 and any other expert said school department deems necessary. The assessment shall examine the current status of each school building's safety and shall be performed within thirty (30) days of passage of this act, and every three (3) years thereafter. Assessments performed within a year of the date of passage of this act shall satisfy this requirement. All meetings regarding the school safety assessment are not subject to the open meetings law pursuant to chapter 46 of title 42, and documents produced including, but not limited to, meeting minutes and the school safety assessment are not subject to the access to public records law pursuant to chapter 2 of title 38.

(a) (b) The school committee of each town, city, and regional school department shall review and adopt in executive session a comprehensive school safety plan regarding crisis intervention, emergency response, and management. The plan shall be developed by a school safety team comprised of representatives of the school committee, representatives of student, teacher, and parent organizations, school safety personnel, school administration, and members of local law enforcement, fire, and emergency personnel. Members of the school safety team shall be appointed by the school committee and/or school superintendent of the town, city, or regional school district. In creating the school safety plan, the school safety team(s) shall consult the model school safety plan developed by the department of elementary and secondary education pursuant to section 16-21-23.1.

(b) (c) The school crisis response team shall be comprised of those selected school personnel willing to serve as members of a psychological response team to address the psychological and emotional needs of the school community, and may seek mental health resources from the department of elementary and secondary education. Members of the school crisis response team may coordinate mental health services for those students and school employees affected by acts of violence in the schools, using resources available through the department of elementary and secondary education.

Enacted 07/11/13

16-21-23.1. Model school safety plans and checklists-Development and

dissemination. -- (a) It shall be the duty of the department of elementary and secondary education to collaborate with the Rhode Island emergency management agency, state police, state fire marshal, the department of behavioral health, developmental disabilities, and hospitals, and other safety officials to develop a model school safety plan to be consulted by school safety teams in accordance with section 16-21-23. This model plan shall be based on best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

(b) It shall be the duty of the department of elementary and secondary education to develop and disseminate school safety check lists that school districts can use on a regular basis and at least annually to assess the strengths and weaknesses of school safety in accordance with section 16-21-24. The check lists shall incorporate best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

Enacted 07/11/13

16-21-24. Requirements of school safety plans, school emergency response plans, and school crisis response plans. – (a) School safety plans, as required by this chapter, shall include and address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:

- (1) Policies and procedures for responding to violence by students, teachers, other school personnel as well as visitors to the school;
- (2) Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school;
- (3) Appropriate prevention and intervention strategies which are based on data to target priority needs and which make use of effective actions based on currently accepted best practice;
- (4) Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- (5) Policies and procedures for contacting appropriate law enforcement officials and EMS/Fire, in the event of a violent incident;
- (6) Policies and procedures for notification and activation of the school crisis response team;
- (7) Policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the city, town, or region in the event of a violent incident;
- (8) Policies and procedures relating to school building security, including where appropriate the use of school safety officers and/or security devices or procedures;
- (9) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to, the identification of family, community, and environmental factors, to teachers, administrators, school personnel, persons in parental relation to students of the city, town, or region students and other persons deemed appropriate to receive that information;
- (10) Policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students;
- (11) Protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings;
- (12) Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
- (13) A description of the duties of hall monitors and any other school safety personnel, including the school crisis response team, and the training requirements of all personnel acting in a school security capacity;
- (14) Policies and procedures for providing notice of threats of violence or harm to the

student or school employee who is the subject of the threat. The policy shall define "threats of violence or harm" to include violent actions and threats of violent actions either individually or by groups, but shall not include conduct or comments that a reasonable person would not seriously consider to be a legitimate threat;

(15) Policies and procedures for disclosing information that is provided to the school administrators about a student's conduct, including, but not limited to, the student's prior disciplinary records, and history of violence, to classroom teachers, school staff, and school security, if they have been determined by the principal to have a legitimate need for the information in order to fulfill their professional responsibilities and for protecting such information from any further disclosure; and

(16) Procedures for determining whether or not any threats or conduct established in the policy may be grounds for discipline of the student. School districts, school committees, school officials, and school employees providing notice in good faith as required and consistent with the committee's policies adopted under this section are immune from any liability arising out of such notification.

(1) Appropriate prevention, mitigation, preparedness and intervention strategies which are based on data to target priority needs and which make use of effective actions based on currently accepted best practices and once developed, the appropriate parts of the state model plan pursuant to general laws section 16-21-23.1 that include consistent, plain language and terminology;

(2) Formalized collaborative arrangements with state and local law enforcement and fire fighter officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;

(3) Policies and procedures relating to school building security, including where appropriate the use of school safety officers and/or security devices or procedures;

(4) Policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students;

(5) Protocols for school personnel and students responding to bomb threats, hostage-takings, intrusions, and kidnappings that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(6) Policies and procedures for responding to violence by students, teachers, other school personnel as well as visitors to the school that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(7) Policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(8) Policies and procedures for contacting appropriate law enforcement officials and EMS/Fire, in the event of a violent incident and that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(9) Policies and procedures for notification and activation of the school crisis response team that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws section 16-21-23.1;

(10) Policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the city, town, or region in the event of a violent incident;

(11) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors, to teachers, administrators, school personnel, persons in parental relation to students of the city, town, or region students and other persons deemed appropriate to receive that information;

(12) Strategies for improving communication, including use of common, consistent plain language by school district officials, school officials and emergency responders, among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;

(13) A description of the duties of hall monitors and any other school safety personnel, including the school crisis response team, and the training requirements of all personnel acting in a school security capacity and policies and procedures for students, personnel who are in the hallway during a lockdown situation that include consistent language and terminology that is recommended by the department of elementary and secondary education;

(14) Policies and procedures for providing notice of threats of violence or harm to the student or school employee who is the subject of the threat. The policy shall define "threats of violence or harm" to include violent actions and threats of violent actions either individually or by groups, but shall not include conduct or comments that a reasonable person would not seriously consider to be a legitimate threat;

(15) Policies and procedures for disclosing information that is provided to the school administrators about a student's conduct, including, but not limited to, the student's prior disciplinary records, and history of violence, to classroom teachers, school staff, and school security, if they have been determined by the principal to have a legitimate need for the information in order to fulfill their professional responsibilities and for protecting such information from any further disclosure; and

(16) Procedures for determining whether or not any threats or conduct established in the policy may be grounds for discipline of the student. School districts, school committees, school officials, and school employees providing notice in good faith as required and consistent with the committee's policies adopted under this section are immune from any liability arising out of such notification.

(b) School safety plans, as required by this chapter, shall further include school emergency response plans specific to each school building contained within each city, town, or regional school district, and shall be developed and approved in consultation with local police and fire. The state police shall provide consultation for those school districts that for whatever reason may not have access to local police. School emergency response plans shall include, and address, but not be limited to, the following elements:

(1) Policies and procedures for the safe evacuation of students, teachers, and other school personnel as well as visitors to the school in the event of a serious violent incident or other emergency, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation, and emergency notification to persons in parental relation to a student. For purposes of this subdivision, "serious violent incident" means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff;

(2) Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams including a school crisis response team, and a

post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors, and others who can assist the school community in coping with the aftermath of a violent incident;

(3) Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics, or other maps of the school interior and school grounds, and road maps of the immediate surrounding area;

(4) Establishment of internal and external communication systems in emergencies; that include consistent, plain language and terminology that is recommended by the model plan established pursuant to general laws section 16-21-23.1;

(5) Definition and formalization of the chain of command in a manner consistent with the national interagency incident management system/incident command system;

(6) Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan; ~~and~~, including use of checklists as described in section 16-21-23.1;

(7) Policies and procedures created in conjunction with local or state police for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property; and

(8) Policies and procedures for ensuring timely access to mental health services for those students and school employees affected by a violent incident.

Enacted 07/11/13

16-21-25. Review of school safety plans -- Waiver. --- Review of school safety plans - exemption from open meetings and public records requirements. --

(a) Each city, town, or regional department school safety plan and school emergency response plans shall be reviewed on an annual basis by the school committee and updated as ~~appropriate annually.~~ These reviews and updates shall be completed by November 1 of any given year, and by December 31 of that year, the commissioner of elementary and secondary education shall report to the speaker of the house, the president of the senate, and the governor that such reviews or updates have been completed.

(b) ~~The commissioner of elementary and secondary education and school committee shall make each city, town, or regional department school safety plan and school emergency response plan available for public comment at least thirty (30) days prior to its adoption. All meetings of school safety teams shall comply with not be subject to and be exempt from the open meetings law pursuant to chapter 46 of title 42, and documents produced by the school safety teams shall not be subject to the access to public records laws as set forth in chapter 2 of title 38.~~

(c) ~~The commissioner of elementary and secondary education may grant a waiver of the requirements of §§ 16-21-23 and 16-21-24 to any city, town, or regional school department for period of up to two (2) years upon a finding by the commissioner that the town, city, or regional district had adopted a comprehensive school safety plan or school emergency response plans which are in substantial compliance with the requirements of §§ 16-21-23 and 16-21-24. Provided, however, no waiver shall extend beyond June 30, 2003.~~

SECTION 2. Chapter 16-21 of the General Laws entitled "Health and Safety of Pupils" is hereby amended by adding thereto the following section:

§ 16-21-33 Safe schools act. – (a) *Definitions.* As used in this chapter:

(1) "Bullying" means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- (i) Causes physical or emotional harm to the student or damage to the student's property;
- (ii) Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- (iii) Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- (iv) Infringes on the rights of the student to participate in school activities; or
- (v) Materially and substantially disrupts the education process or the orderly operation of a school. The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

(2) "Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications. For purposes of this section, cyber-bullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) The knowing impersonation of another person as the author of posted content or messages;
or
- (iii) The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (i) to (v) of the definition of bullying herein.

(3) "At school" means on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus

stop, using property or equipment provided by the school, or creates a material and substantial disruption of the education process or the orderly operation of the school.

§ 16-21-34 Statewide bullying policy implemented. – (a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

- (1) Descriptions of and statements prohibiting bullying, cyber-bullying and retaliation of school;
- (2) Clear requirements and procedures for students, staff, parents, guardians and others to report bullying or retaliation;
- (3) A provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- (4) Clear procedures for promptly responding to and investigating reports of bullying or retaliation;
- (5) The range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; and provided, further:
 - (i) A parental engagement strategy; and
 - (ii) A provision that states punishments for violations of the bullying policy shall be determined by the school's appropriate authority; however, no student shall be suspended from school unless it is deemed a necessary consequence of the violations;
- (6) Clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection;
- (7) Strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying;
- (8) Procedures for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be

notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification of the local law enforcement agency when criminal charges may be pursued against the perpetrator;

(9) A provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;

(10) A strategy for providing counseling or referral to appropriate services currently being offered by schools or communities for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law;

(11) A provision that requires a principal or designee to be responsible for the implementation and oversight of the bullying policy;

(12) Provisions for informing parents and guardians about the bullying policy of the school district or school shall include, but not be limited to:

(i) A link to the policy prominently posted on the home page of the school district's website and distributed annually to parents and guardians of students;

(ii) A provision for notification, within twenty-four (24) hours, of the incident report, to the parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying;

(13) A school employee, school volunteer, student, parent, legal guardian, or relative caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy is immune from a cause of action for damages arising from reporting bullying;

(14) This section does not prevent a victim from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability;

(15) Students shall be prohibited from accessing social networking sites at school, except for educational or instructional purposes and with the prior approval from school administration. Nothing in this act shall prohibit students from using school department or school websites for educational purposes. School districts and schools are encouraged to provide in-service training on Internet safety for students, faculty and staff; and

(16) All school districts, charter schools, career and technical schools, approved private day or residential schools and collaborative schools shall be subject to the requirements of this section. School districts and schools must adopt the statewide bullying policy promulgated pursuant to this section by June 30, 2012.

Enacted 07/15/13

23-28.12-15. Fire alarm systems. -- (a) It shall be the duty of the principal or other person in charge of every public school or private school or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. There shall be fifteen (15) such drills or rapid dismissals during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least four (4) drills or rapid dismissals shall be obstructed, which means that one or more exits and stairways in the school building are blocked off or not used, and at least two (2) of these obstructed drills shall be held during the months of September and October. It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institution or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may, in a sudden emergency, be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic. Notwithstanding other provisions of this section, in all schools or buildings used for educational purposes through the twelfth (12th) grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-round basis within the first (1st) thirty (30) days of operation.

At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used. In addition, there shall be two (2) evacuation drills and two (2) lockdown drills. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.

(b)(1) In colleges, universities, postsecondary institutions, and residence facilities in public schools or private schools there shall be at least four (4) drills or rapid dismissals during the academic year for each school building or residence facility, at least two (2) of which shall be held between the months of September through December. The remaining two (2) drills shall be held between the months of January through June. Any college, university, or postsecondary institution that holds a summer session shall hold a drill or rapid dismissal during the first (1st) full week of the summer session.

(2) At least one drill or rapid dismissal shall be obstructed so that at least one or more exits or stairways in the school building or dormitory are blocked off or not used.

(c) For purposes of this section, "residence facility" means a dormitory, fraternity, sorority, or any other type of residence hall, whether on campus or off campus, owned or leased

by a college, university, postsecondary institution, public school, or private school with accommodations for twenty (20) or more students.

(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used as a residence facility.

~~(b)~~(e) Neglect by any principal or any person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable by a fine not exceeding fifty dollars (\$50.00).

(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

Enacted 07/15/13

23-28.12-36. Fire alarm systems -- Fire drills -- Penalties. -- (a) It shall be the duty of the principal or other person in charge of every public school or private school or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave the school building in the shortest possible time and without confusion or panic. There shall be fifteen (15) such drills or rapid dismissals during the school year, at least eight (8) of which shall be held during the months of September, October, and November. The remaining seven (7) such drills or rapid dismissals shall be held at the discretion of the principal or person in charge of the school. At least four (4) drills or rapid dismissals shall be obstructed, which means that one or more exits and stairways in the school building are blocked off or not used and at least two (2) of these obstructed drills shall be held during the months of September and October. It shall be the duty of the principal or other person in charge of every public school or private school, college, university, or postsecondary institutions or educational institution within the state, having more than twenty-five (25) pupils, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to leave school buildings and dormitories in the shortest possible time and without confusion or panic. Notwithstanding other provisions of this section, in all schools or buildings used for educational purposes through the twelfth (12th) grade by six (6) or more persons for four (4) or more hours per day or more than twelve (12) hours per week, there shall be not less than one emergency egress drill conducted every month the facility is in session with all occupants of the building participating in said drill. One additional emergency egress drill shall be conducted in buildings that are not open on a year-round basis within the first (1st) thirty (30) days of operation. At least one out of every four (4) emergency egress drills or rapid dismissals shall be obstructed by means of which at least one or more exits and stairways in the school building are blocked off or not used. In addition, there shall be two (2) evacuation drills and two (2) lockdown drills. Evacuation drills shall be designed and conducted for use when conditions outside the school building are safer than conditions inside the building. Lockdown drills shall be designed and conducted for use to protect school building occupants from potential dangers in the building, and one shall be held in September and one in January, and in conjunction with the local police whenever possible.

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(d) Notwithstanding other provisions of this section, fire drills shall be required in colleges or universities only for buildings which are used as a residence facility.

~~(b)~~(e) Neglect by any principal or any person in charge of any public or private school or education institution to comply with the provisions of this section shall be a misdemeanor

punishable by a fine of not exceeding fifty dollars (\$50.00).

~~(e)~~(f) Written reports, on forms supplied by the department of elementary and secondary education, of each fire drill shall be completed immediately upon termination of every drill and shall be available for review by the fire marshal, assistant deputy fire marshal, or local fire authority. The fire marshal, assistant deputy fire marshal, or local fire authority may require that a fire drill be conducted in his or her presence.

§ 30-15-12 Local emergency management. – (a) Each city and town of the state shall establish through local ordinance a comparable agency, headed by a director, similar to the state-wide disaster agency, with powers and duties within their respective jurisdictions similar to those of the agency. This agency shall be known as the "(here insert the name of the city or town) emergency management agency". Local agencies shall cooperate with and assist the agency and shall perform such services as may be requested by it. Local agencies may act jointly with other such agencies.

(b) The chief executive officer of each city or town has powers and duties with respect to emergency management within their city or town similar to those of the governor on the state level, not inconsistent with other provisions of law.

§ 30-15-13 Local disaster emergencies. – (a) A local disaster emergency may be declared only by the principal executive officer of a political subdivision. It shall not be continued or renewed for a period in excess of seven (7) days except by or with the consent of the governing board of the political subdivision. Any order or proclamation declaring, continuing, or terminating a local disaster emergency shall be given prompt and general publicity and shall be filed promptly with the city or town clerk.

(b) The effect of a declaration of a local disaster emergency is to activate the mitigation response and recovery aspects of any and all applicable local disaster emergency plans and to authorize the furnishing of aid and assistance thereunder.

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School Partnership Agreement

Name and location of host school:

Principal of host school:

Contact Numbers:

Assistant Principal:

Contact Numbers:

Location within the school where students will be sheltered:

If Emergency Toolkit is stored at host school, location of kit:

Crisis Response Team Member responsible for coordinating evacuation to host school:

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EXAMPLE ANNUAL EMERGENCY REVIEW CHECKLIST

School _____ School Year _____

Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	_____	_____
Summer	School facilities walk-thru with public safety	_____	_____
	Grounds access/egress and hazard assessment and mitigation	_____	_____
Summer	Inventory/restock emergency supplies	_____	_____
Summer	Review/update vendor contracts to support response and recovery efforts	_____	_____
Summer	Test communication equipment	_____	_____
Summer	Assess training needs (see “Other”, below) and schedule workshops	_____	_____
August	Review evacuation/alternate evacuation routes	_____	_____
	Update bus routes to identify potential hazards	_____	_____
August	Survey special staff skills	_____	_____
	Survey staff dismissal priorities	_____	_____
August	Update staff and emergency phone numbers and resources	_____	_____
August	Assign school staff to Incident Command System (ICS) functions	_____	_____
September	Distribute maps, emergency contact info to local public safety agency	_____	_____

September	Lockdown Drill		
September	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations		
September	Parent orientation/information on School Safety Plan		
October	Evacuation drill		
Winter	Staff tabletop exercise		
Spring	Student drill (lockdown, evacuation...)		
Other Trainings	Special ICS functions for staff (damage assessment, search and rescue, SCRT) CPR – every other year Basic First Aid – every other year NIMS IS-100.SCa for new staff		

Prepared By _____ Date _____

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 1

YES	NO	In process	
			PREPAREDNESS
			Are you and your staff aware that public employees may be asked to take on Emergency Support Functions, and what this entails?
			Does your school have a disaster plan and is it updated regularly?
			Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?
			Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?
			Does your plan incorporate the principles of NIMS (National Incident Management System) as required?
			Is your staff trained to perform the responsibilities under NIMS?
			Have you had drills and exercises that involve the performance of NIMS duties?
			Have you conducted an inventory of the kinds of skills or needs of your staff?
			Have you trained your staff in CPR, basic First Aid, SCRT (School Crisis Response Team), damage assessment and search and rescue?
			Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?
			Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?
			Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?
			Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?
			Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2

YES	NO	In process	MITIGATION
			Have heavy items been removed from the tops of bookshelves and cabinets?
			Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?
			Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?
			Are televisions mounted and secured properly in classrooms?
			Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?
			Have inventories been made of hazardous materials throughout your schools and facilities?
			Are hazardous materials identified, separated and stored properly?
			Are there any programs established between the district, agencies and community groups that discuss the school district's policies regarding student release and retention and the development of family preparedness plans?
			How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3

YES	NO	In process	<u>EMERGENCY RESPONSE</u>
			Does your district have a policy requiring the use of NIMS?
			Has your administration clearly communicated policy and performance expectation to all staff?
			Has your district incorporated the principles of NIMS in its plan, emergency response procedures and training materials?
			Are the school site plans coordinated with the district's plan?
			Has your staff been trained in NIMS and do they understand the basic principles as required?
			Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?
			Does your school district have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?
			Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?
			Have you identified an evacuation site? Is there an alternate location if your original site is not useable?
			Have you determined how to transport students to an alternate location if necessary?
			Do you know if your school has been designated as a potential mass care shelter? Do you have the Memorandum of Understanding with public health agencies or with the American Red Cross?
			Do you know what to do with seriously injured students?
			Does your school have clearly established student tracking procedures?
			Have you developed emergency sanitation procedures?
			Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with NIMS?
			Have you identified personnel who can translate information to non-English speaking parents or guardians?
			Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?
			Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster?
			Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 4

RECOVERY

The following items are usually district-level responsibilities. An individual campus site might want to check with its district to determine the procedures that will be followed or develop a campus plan.

YES	NO	In process	
			Have you Identified record keeping requirements and sources of financial aid for disaster relief?
			Is someone designated to determine if buildings are safe after an event?
			Do you have an established absentee policy for staff and students after a disaster?
			Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?
			Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?
			Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?
			Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.

****This Assessment is a sample. The assessment for submission in 2016 will be finalized and distributed by the beginning of the 2014-2015 School year.****

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 1

School _____ School Year _____

SCHOOL EXTERIOR AND PLAY AREAS	Y E S	N O	RECOMMENDATIONS
1. School grounds are fenced.			
2. Signs posted for visitors to report to office and sign-in			
3. Restricted areas are clearly marked			
4. Shrubs and foliage are trimmed for good line of sight.			
5. Bus loading and drop-off zones are clearly identified.			
6. Access to bus loading area is restricted to other vehicles during loading/unloading.			
7. Staff is assigned to bus loading/ drop-off areas.			
8. There is a maintenance schedule for:			
a. Outside lights			
b. Locks/hardware			
c. Storage sheds			
d. Windows			
e. Other exterior buildings			
9. Parent drop-off and pick-up area is clearly defined.			
10. Lighting around the building is adequate.			
11. Lighting is provided at entrances and other possible access points.			
12. Directional lights are aimed at the building.			
13. The school ground is free from trash or debris.			
14. The school is free of graffiti.			
15. Play areas are fenced.			
16. Playground equipment has tamper-proof fasteners.			
17. Visual surveillance of bicycle racks is possible.			
18. Visual surveillance of parking lots is possible.			
19. Parking lot is lighted properly; all lights are functioning.			

20. Parking stickers are issued for assigned parking areas.			
21. Ground floor windows have no broken panes.			
22. Locking window hardware is in working order.			
23. Basement windows are protected with grill or cover.			
24. Doors are locked when classrooms are vacant.			
25. High-risk areas are protected by security locks.			
a. Main Office			
b. Cafeteria			
c. Computer Lab			
d. Industrial Arts rooms			
e. Science Labs			
f. Nurse's Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
j. Emergency cache storage facility			
k. Other (describe)			

26. Unused areas of the school can be closed off during after-school activities			
27. Restricted areas are properly identified.			
28. School has written regulations restricting students' and visitors' access to buildings and grounds.			
29. Other (describe)			
30. Other (describe)			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 2

School _____ School Year _____

SCHOOL INTERIOR	Y E S	N O	RECOMMENDATIONS
1. School has a central alarm system.			
2. The entrance is visible from the main office.			
3. The entrance for visitors is clearly marked and designated.			
4. Multiple entries to the building are controlled and supervised.			
5. Administrative staff maintains a highly visible profile.			
6. Visitors are required to sign-in			
7. Visitors are issued I.D. badges or passes			
8. Proper identification is required of vendors, repairmen			
9. All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner			
10. The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
11. Hallways and bathrooms are supervised by staff.			
12. Bathroom walls are free of graffiti.			
13. Doors accessing internal courtyards are securely locked from the inside.			
14. Exit signs are clearly visible and pointing in the correct direction.			
15. Computers are plugged into protected circuit breakers; plugs are not daisy-chained.			
16. Access to electrical panels is restricted.			
17. Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.			
18. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.			
19. School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.			

20. Students are restricted from entering vacant classrooms alone.			
21. Friends, relatives and non-custodial parents are required to have written permission to pick up a student from school.			
22. Students are required to have written permission to leave school during school hours.			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 3

23. There are written regulations regarding access and control of school personnel using the building after hours.			
24. Faculty members are required to lock classrooms upon leaving.			
25. A person is designated to perform the following security checks at the end of the day:			
a. All classrooms are locked.			
b. All restrooms are empty.			
c. All locker rooms are empty.			
d. All exterior entrances are locked.			
e. All night lights are working.			
f. The alarm system is set.			
27. The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation			
28. Law enforcement personnel monitor school grounds after school hours.			
29. All school equipment is permanently marked with an identification number.			
30. An up-to-date inventory is maintained for all expendable school supplies.			
31. School storage is available for valuable items:			
a. During school hours			
b. After school			
32. The school has a policy for handling cash received.			
33. The school has regular maintenance and/or testing of the security alarm system at least annually.			
34. Classrooms are numbered.			
35. Classroom locks can be operational from the inside.			
36. The public address system works properly.			
a. It can be accessed from several areas at school.			
b. It can be heard and understood outside.			
37. Convex mirrors are used to see around			

hallway corners.			
38. Communication means used during emergencies (Check all that apply)			
a. Two-way radios			
b. Cell phones			
c. Pagers			
d. Other (describe)			
39. There is two-way communication between the office and:			
a. Classrooms			
b. Duty stations			
c. Portable classrooms			
d. Staff outside the building			
e. Bus drivers			
f. Maintenance personnel			
g. Other (describe)			
40. A control system is in place to track keys and duplicates.			
41. Other (describe)			
42. Other (describe)			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 4

SCHOOL POLICY DEVELOPMENT and ENFORCEMENT	YES	NO	RECOMMENDATIONS
1. School Conduct Policy is reviewed and updated annually			
2. A visitor screening policy is in effect.			
3. The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
4. A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
5. The school has implemented proactive security measures on campus, at school-sponsored events and on all school property (including school buses).			
6. Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.			
7. Parents are an integral part of student discipline procedures and actions.			
8. Parents are an integral part of the school's safety planning and policy implementation.			
9. The school provides a system for anonymous reporting of problems or incidents by staff and students.			
10. Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, restrooms)			
11. School has implemented a proactive policy regarding parental actions during sporting events			
12. Other (describe)			
13. Other (describe)			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 5

DATA COLLECTION PROCEDURES	YES	NO	RECOMMENDATIONS
1. All violations of state and federal law are reported to law enforcement.			
2. A reporting procedure for disruptive and violent incidents on campus has been established.			
3. Records of data have been established to identify and analyze recurring problems.			
4. Accident reports are filed when a student a student is injured on school property or during school-related activities			
5. The incident reporting system is reviewed and updated annually.			
6. Other (describe)			
7. Other (describe)			

INTERVENTION AND PREVENTION PLAN	YES	NO	RECOMMENDATIONS

Prepared By _____ Date Prepared _____

* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.

CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School _____ Room No. _____

	YES	NO	UNKNOWN	NOT APPLICABLE
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored in low, closed cabinets to prevent spillage?				
Has an inventory of the chemicals been prepared?				
Are computers, printers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Prepared By _____ Date Prepared _____

EVACUATION ROUTES HAZARD CHECKLIST

School _____ School Year _____

	YES	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?			
Are clay or slate tiles on roofs of school buildings?			
Is building faced with parapets, balconies or cornices?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note: (1) This form is to be completed each school year prior to return of teachers and staff.

(2) Results of this assessment may require:

- memo to staff alerting them to temporary changes in normal evacuation routes;
- completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.

Prepared By _____ Date Prepared _____

DRILL/EXERCISE PLANNING CHECKLIST

School _____ Date _____

	DONE	DATE	COMMENTS
ASSESS TRAINING NEEDS			
Analyze the threats and hazards			
What are the highest priority natural, technological or man-made hazards of the school?			
What physical or geographical components of the school are most vulnerable to these threats?			
What functions are in most need of rehearsal?			
<ul style="list-style-type: none"> o Evacuation o Communications o Coordination and Control o External Agency Interaction o Lockdown o Medical/.First Aid o Incident Command o Search and Rescue o Student Release o Personnel Mgmt o Resource Mgmt/Supplies Distribution o Other 			
DEFINE THE SCOPE			
Determine the suitable exercise types			
<ul style="list-style-type: none"> o Orientation Seminar o Drill o Tabletop o Functional o Full-scale 			
Prepare pre-exercise notification			
Obtain support of superintendent, staff and parents			
Coordinate with participating agencies			
<ul style="list-style-type: none"> o Police o Emergency Medical Services o State Agencies o Other o Fire Department o School Resource Officer o Volunteer Organizations o Public Works o Hospital o Local Authorities./Town Manager 			
Develop planning milestones			
Coordinate orientations and/or training			
DEFINE EXERCISE OBJECTIVES			
Write statement of purpose			
Compose exercise narrative/scenario			
Identify expected actions			
WRITE MAJOR AND DETAILED EVENTS			
Plan exercise enhancements – props, maps, color cards, computers, radios, press releases			
Identify an evaluation team to determine how actions will be monitored and			

measured against plans and procedures			
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings			
POST-EXERCISE ACTIONS			
Conduct post-exercise review with staff and other participants			
Prepare After-Action Report			
Identify post-exercise mitigation activities			
Identify additional training/drills			

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EMERGENCY OPERATIONS CENTER: District Office

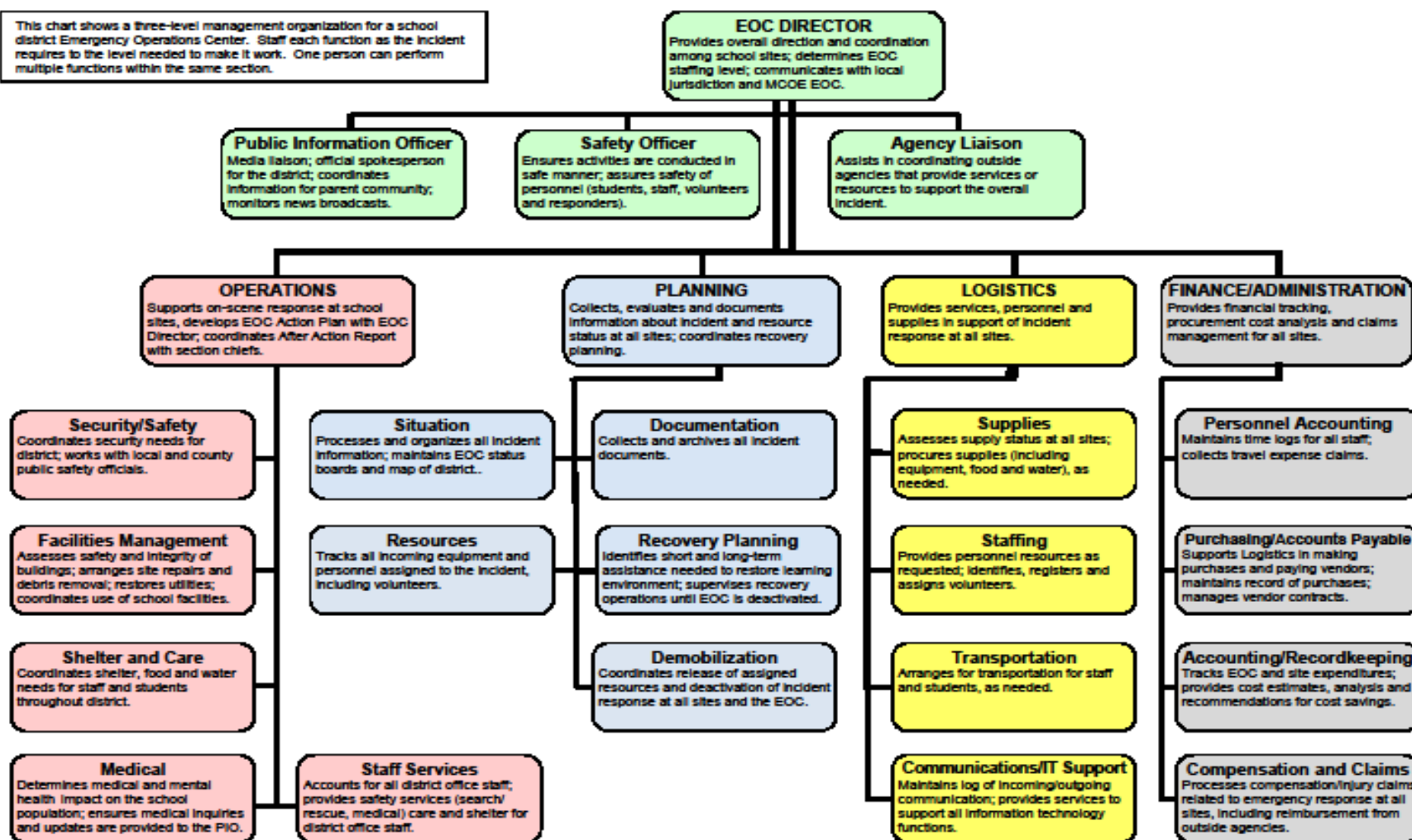
At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
MANAGEMENT: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction .
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders.
Public Information Officer (PIO)	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
OPERATIONS: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff throughout district.
Medical	Determines medical and mental health impact on the school population; ensures medical updates and inquiries are provided to PIO
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
PLANNING: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
LOGISTICS: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
FINANCE/ADMINISTRATI ON: Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims

Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

DISTRICT EMERGENCY OPERATIONS CENTER (EOC): FUNCTIONAL REFERENCE MODEL

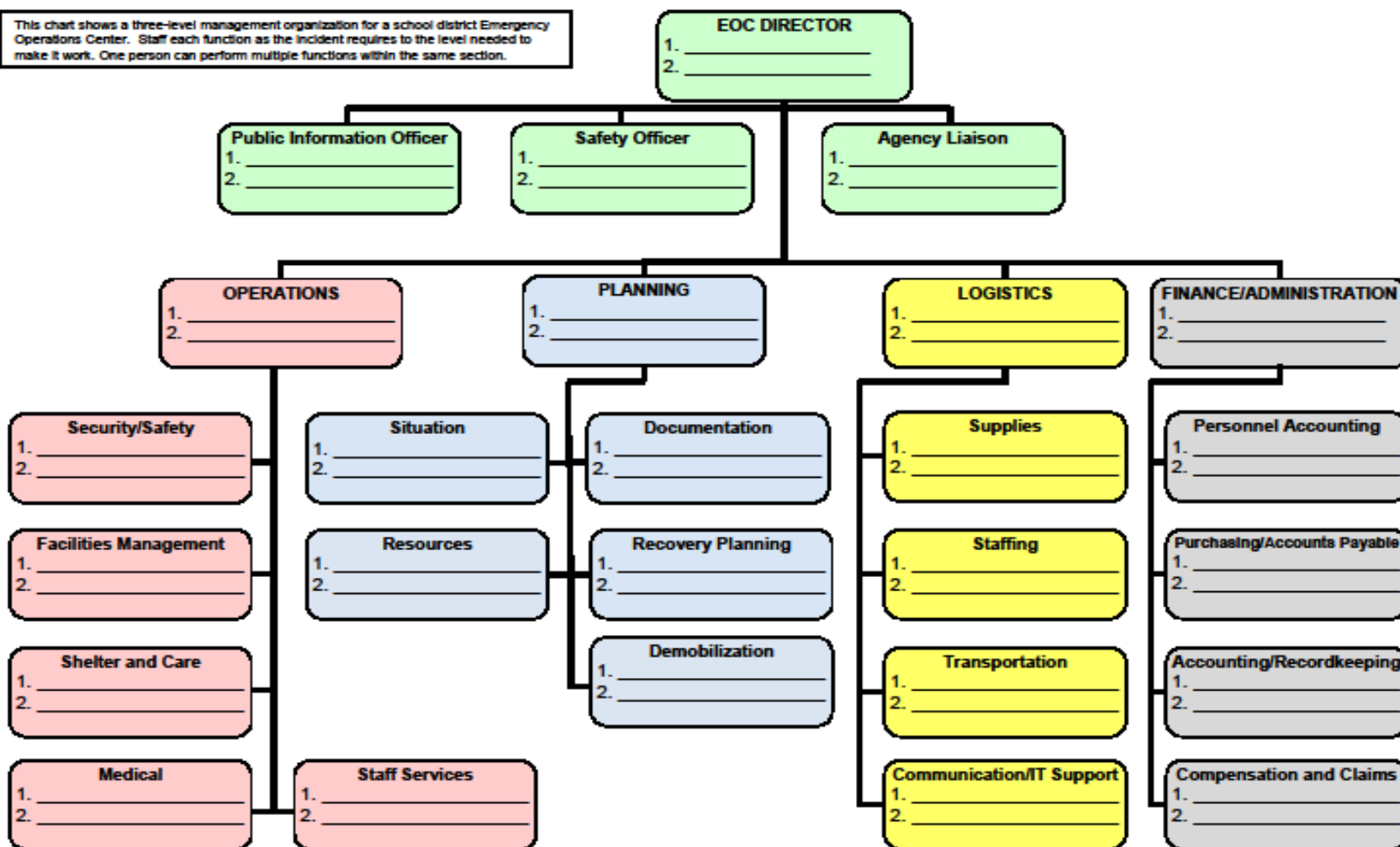
This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the Incident requires to the level needed to make it work. One person can perform multiple functions within the same section.



National Incident Management System (NIMS)
Marin County Office of Education

District Emergency Operations Center (EOC) Functional Reference Template

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the incident requires to the level needed to make it work. One person can perform multiple functions within the same section.



National Incident Management System (NIMS)

The first name in the box represents the primary responsible person;
the second name denotes the backup.

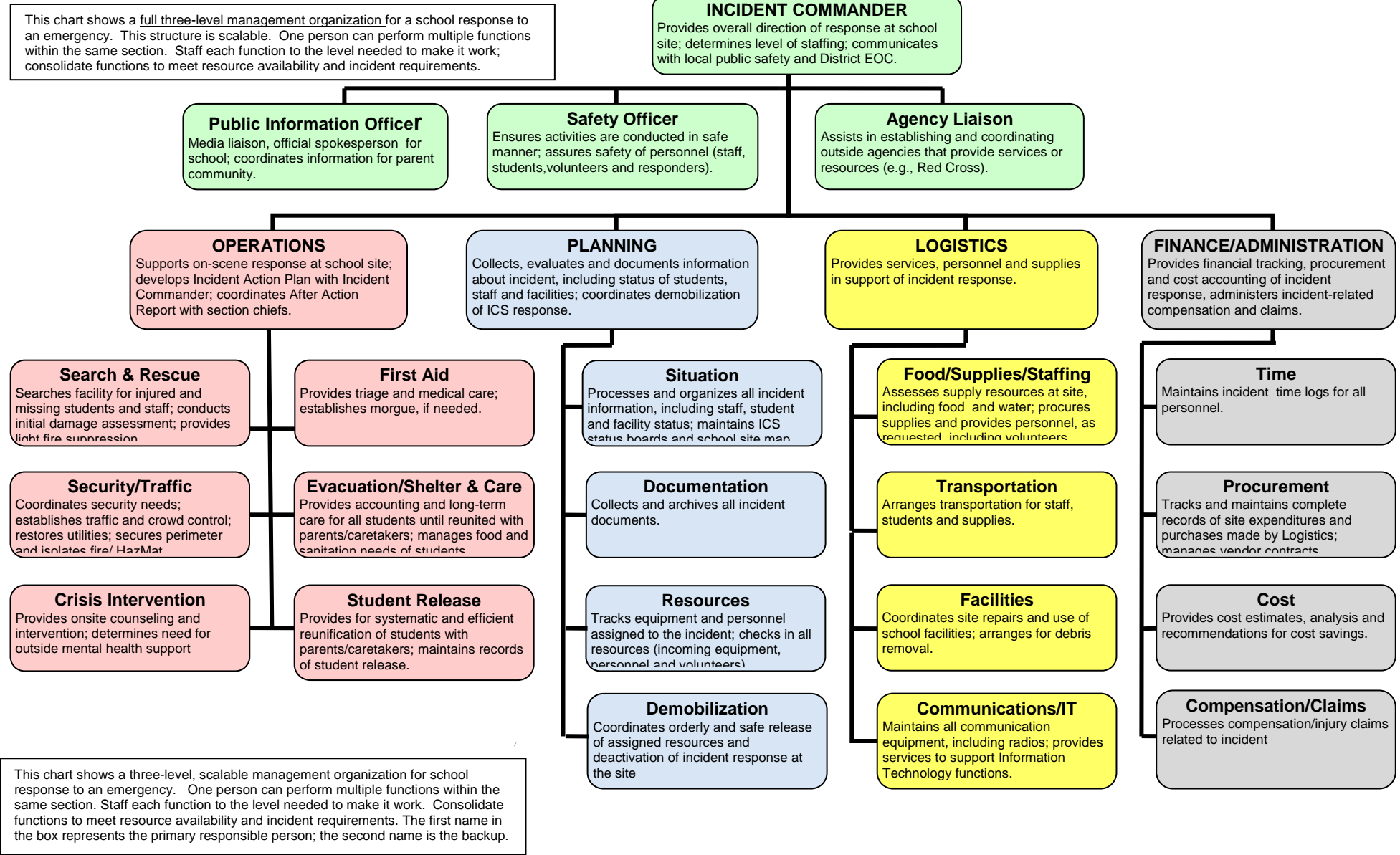
INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

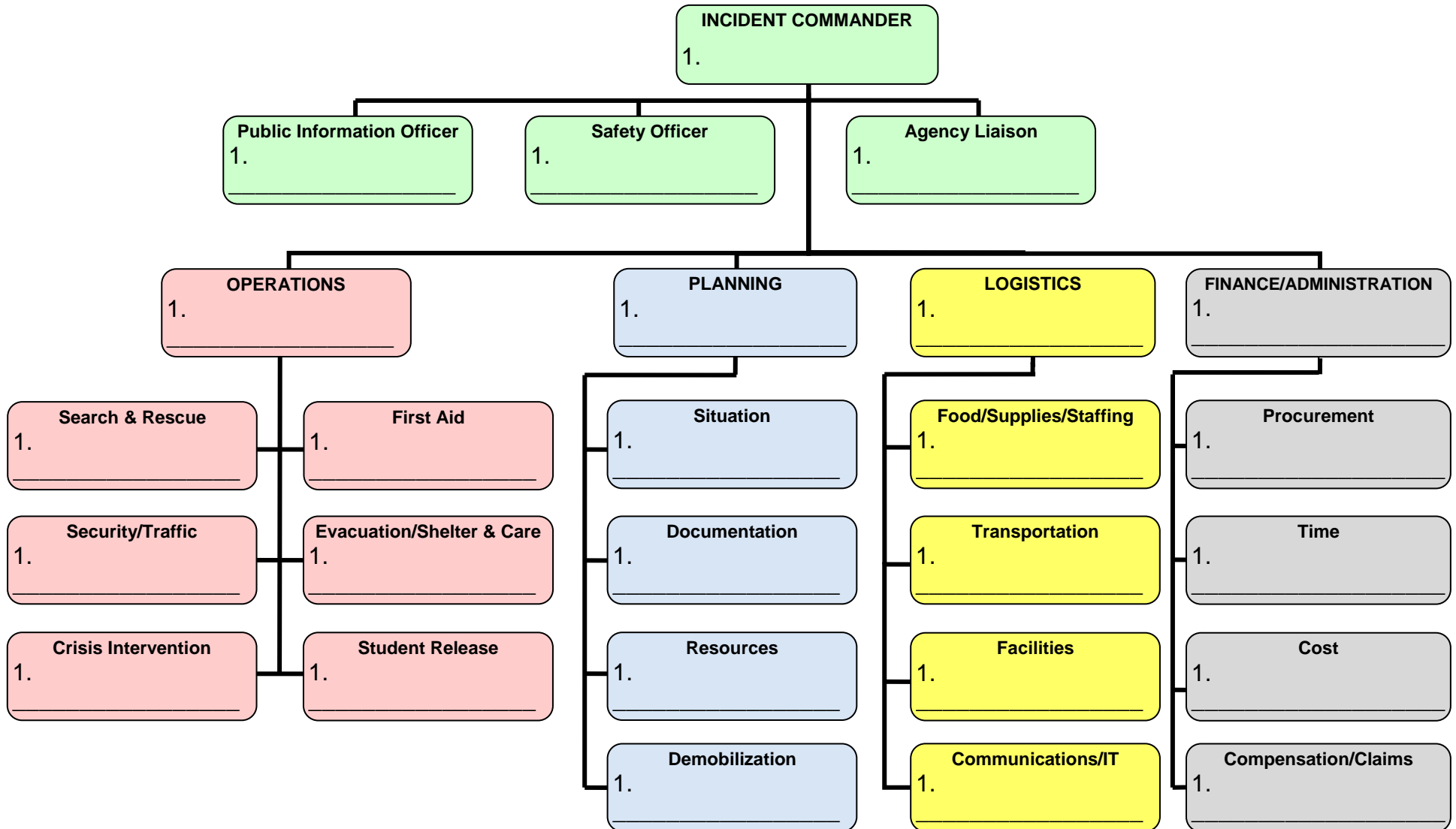
Title	Role, Responsibility
MANAGEMENT: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
OPERATIONS: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides on-site counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
PLANNING: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
LOGISTICS: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.






FINANCE/ADMINISTRATION: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.
---	---






SCHOOL INCIDENT COMMAND SYSTEM (ICS): FUNCTIONAL REFERENCE MODEL








SCHOOL INCIDENT COMMAND SYSTEM (ICS): FULLY-STAFFED TEMPLATE



PREPARED BY:		APPROVED BY:	
<i>Date:</i> _____ <i>Time:</i> _____			
EOC STAFFING LIST			A1
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i> _____		TO: <i>Date/Time</i> _____	
MANAGEMENT STAFF 	OPERATIONS 		
EMERGENCY OPERATIONS DIRECTOR	OPERATIONS SECTION CHIEF		
Public Information Officer	Security/Safety		
Agency Liaison	Facilities Management		
Safety Officer	Shelter and Care		
	Staff Services		
	Medical		
PLANNING 	LOGISTICS 		
PLANNING SECTION CHIEF	LOGISTICS CHIEF		
Documentation	Personnel/Staffing		
Situation	Supplies/Equipment		
Forecasting/Recovery Planning	Food/Water		
Resources/Incident Action Plan	Transportation		
Demobilization	Communications/IT Support		
FINANCE and ADMINISTRATION 	AGENCY REPRESENTATIVES		
FINANCE/ADMIN SECTION CHIEF	American Red Cross		
Personnel Accounting	Fire		
Purchasing/Accounts Payable	Law Enforcement		
Accounting/Recordkeeping	Public Health		
Compensation and Claims	Public Works		

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
ICS STAFFING LIST			A2
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT STAFF 	OPERATIONS 		
EMERGENCY OPERATIONS DIRECTOR	OPERATIONS SECTION CHIEF		
Public Information Officer	Search and Rescue		
Agency Liaison	First Aid		
Safety Officer	Security/Traffic		
	Evacuation/Shelter and Care		
	Crisis Intervention		
	Student Release		
PLANNING 	LOGISTICS 		
PLANNING SECTION CHIEF	LOGISTICS CHIEF		
Documentation	Personnel/Staffing		
Situation	Supplies/Equipment		
Resources/Incident Action Plan	Transportation		
Demobilization	Facilities		
	Communications/IT		
FINANCE and ADMINISTRATION 	AGENCY REPRESENTATIVES		
FINANCE/ADMIN SECTION CHIEF	American Red Cross		
Timekeeping	Fire		
Procurement	Law Enforcement		
Cost	Public Health		
Compensation and Claims	Public Works		
<i>This form corresponds to ICS-203</i>			

PREPARED BY:		APPROVED BY:	
Date: _____ Time: _____			
SECTION TASKS			B1
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT SECTION 		Assigned To:	
OPERATIONS 		Assigned To:	
PLANNING 		Assigned To:	
LOGISTICS 		Assigned To:	
FINANCE/ ADMINISTRATION 		Assigned To:	

PREPARED BY: (Planning Section Chief) <input style="width: 20px; height: 15px;" type="checkbox"/>		APPROVED BY: (EOC Director) <input style="width: 20px; height: 15px;" type="checkbox"/>	
<i>Date:</i> _____ <i>Time:</i> _____			
EOC ACTION PLAN			B2
FOR OPERATIONAL PERIOD: FROM: <i>Date/Time</i> _____		TO: <i>Date/Time</i> _____	
SITUATION SUMMARY			
MAJOR INCIDENTS/ EVENTS IN PROGRESS			
TYPE OF INCIDENT	LOCATION	SUPPORT REQUESTED	
OVERALL OBJECTIVES			
PUBLIC INFORMATION MESSAGE			
ATTACHMENTS			
<input style="width: 20px; height: 15px;" type="checkbox"/>			
<input style="width: 20px; height: 15px;" type="checkbox"/>			

SECTION ACTIVITY LOG			B3
SECTION:		OPERATIONAL PERIOD: <i>From:</i> _____ <i>To:</i> _____	
SECTION CHIEF:		PAGE _____ of _____	
PERSONNEL ASSIGNED		POSITION	
TIME	PHONE MESSAGES, NOTES EVENTS, DECISIONS	ACTION TAKEN	INITIAL
<input type="checkbox"/> If additional space is needed, ✓ box and use duplicate of this form			

This form corresponds to ICS-214

INCIDENT NAME:		PREPARED BY:	
<i>Date Prepared:</i>		<i>Time Prepared:</i>	
		POSITION:	
INCIDENT BRIEFING		B4 Page 1 of 4	
MAP SKETCH Include total area of operations, incident site/area, impacted buildings and other graphics depicting situational and response status.			
CURRENT SITUATION Include type of incident, location, approximate number and age range of individuals affected.			
<i>This form corresponds to ICS 201</i>			

INCIDENT NAME:		PREPARED BY:	
<i>Date Prepared:</i>		<i>Time Prepared:</i>	
		POSITION:	
INCIDENT BRIEFING			B4 Page 2 of 4
INITIAL RESPONSE OBJECTIVES			
CURRENT ACTIONS, PLANNED ACTIONS and POTENTIAL ACTIONS			

INCIDENT NAME: <i>Date Prepared:</i> _____ <i>Time Prepared:</i> _____		PREPARED BY: _____	
INCIDENT BRIEFING		POSITION: _____	
INCIDENT BRIEFING		B4 Page 3 of 4	
CURRENT ORGANIZATION			
<div style="margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 300px; margin: 0 auto;">INCIDENT COMMANDER</div> <div style="border: 1px solid black; height: 30px; width: 300px; margin: 5px auto;"></div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-bottom: 20px;"> <div style="text-align: left;"> Safety Officer Agency Liaison Public Information </div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 80px; width: 80px; margin: 0 auto;"></div> <div style="border-bottom: 1px solid black; width: 80px; margin: 0 auto;"></div> <div style="border-bottom: 1px solid black; width: 80px; margin: 0 auto;"></div> <div style="border-bottom: 1px solid black; width: 80px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 180px; text-align: center;">OPERATIONS</div> <div style="border: 1px solid black; padding: 5px; width: 180px; text-align: center;">PLANNING</div> <div style="border: 1px solid black; padding: 5px; width: 180px; text-align: center;">LOGISTICS</div> <div style="border: 1px solid black; padding: 5px; width: 180px; text-align: center;">FINANCE/ADMIN</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; height: 40px; width: 180px;"></div> <div style="border: 1px solid black; height: 40px; width: 180px;"></div> <div style="border: 1px solid black; height: 40px; width: 180px;"></div> <div style="border: 1px solid black; height: 40px; width: 180px;"></div> </div>			

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
MANAGEMENT SITUATION REPORT			C1 of 3
OPERATION START:	<i>Date</i>	<i>Time</i>	
ACTIVATION /DECLARATIONS/ ORDINANCES	SUBJECT		DATE/TIME
District EOC Activation			
Local Emergency Declaration			
Gubernatorial Declaration			
Presidential Declaration			
Resolution or Ordinance No.			
Resolution or Ordinance No.			
ACTION PLAN OBJECTIVES FOR TOMORROW			
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form			

[illegible]

Essential Plan Components: Appendices

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
RESOURCE REQUEST			D1
SECTION:		TELEPHONE:	No.
SECTION CHIEF:		OPERATIONAL PERIOD	
		<i>From:</i>	<i>To:</i>
REQUEST TO LOGISTICS			
Resource Needed:			
Type/Size of Resource:			
Number/Amount Needed:			
Special Instructions:			
NEEDED BY:	<i>Date:</i>	<i>Time:</i>	
DELIVER TO/TRANSPORTATION NEEDED:			
RESPONSE FROM LOGISTICS			
FROM:		TELEPHONE:	<i>Date/Time:</i>

CHECK-IN / CHECK-OUT						D2
OPERATION PERIOD:		<i>From:</i> <i>To:</i>		CHECK IN LOCATION:	PAGE ____ of ____	
#	TIME		PRINT NAME	SECTION/POSITION	INITIAL	
	IN	OUT				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

☐ If additional space is needed, ✓box and use duplicate of this form

This form corresponds to EOC-511

ADDITIONAL RECIPIENT(S)				
MANAGEMENT	OPERATIONS	PLANNING	LOGISTICS	FINANCE/ADMIN
<input type="checkbox"/> Director/IC	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief
<input type="checkbox"/> PIO	<input type="checkbox"/> Safety/Security	<input type="checkbox"/> Situation	<input type="checkbox"/> Supplies	<input type="checkbox"/> Personnel
<input type="checkbox"/> Agency Liaison	<input type="checkbox"/> Facilities Mgmt	<input type="checkbox"/> Documentation	<input type="checkbox"/> Staffing	<input type="checkbox"/> Purchasing/AP
<input type="checkbox"/> Safety Officer	<input type="checkbox"/> Shelter & Care	<input type="checkbox"/> Resources	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recordkeeping
<input type="checkbox"/> Legal	<input type="checkbox"/> Medical	<input type="checkbox"/> Recovery	<input type="checkbox"/> Communications	<input type="checkbox"/> Comp/Claims
<input type="checkbox"/>	<input type="checkbox"/> Staff Services	<input type="checkbox"/> Demobilization	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SIGNATURE/POSITION:				




PREPARED BY:		APPROVED BY:		
<i>Date:</i>		<i>Time:</i>		
SITUATION STATUS REPORT INITIAL ASSESSMENT			E1 of 6	
OPERATION START:	<i>Date:</i>	<i>Time:</i>		
<i>This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.</i>				
IMMEDIATE ASSISTANCE REQUIRED				
NONE				
MEDICAL				
FIRE				
SEARCH & RESCUE				
LAW ENFORCEMENT				
PUBLIC WORKS				
STUDENT/STAFF STATUS				
<i>Names on Form E-2 and E-3, respectively</i>				
	MISSING	TRAPPED	INJURED	DECEASED
STUDENTS				ALL ACCOUNTED
STAFF				
OTHERS				
CONDITION OF SCHOOL BUILDING AND GROUNDS				
LOCATION		STRUCTURAL DAMAGE		
<i>Building/Classroom No.</i>		<i>e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.</i>		
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-6				
CONDITION OF NEIGHBORHOOD				
<i>e.g., fallen power lines, debris-cluttered streets, flooding, mudslide</i>				
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-6				

STUDENT STATUS REPORT INITIAL ASSESSMENT				E2 of 6
OPERATION START:		<i>Date:</i>		<i>Time</i>
CONDITION OF STUDENTS				
MISSING				
Possible Location	NAME			
TRAPPED				
Location	NAME			
INJURED				
Location	Type of Injury	NAME		
DECEASED				
Location	NAME			
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-4				

STAFF STATUS REPORT INITIAL ASSESSMENT				E3 of 6
OPERATION START:		<i>Date:</i>		<i>Time:</i>
CONDITION OF STAFF				
MISSING				
Possible Location		NAME		
TRAPPED				
Location		NAME		
INJURED				
Location		Type of Injury	NAME	
DECEASED				
Location		NAME		
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-4				

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
SITUATION STATUS REPORT UPDATE			F1 of 2
OPERATIONAL START:	<i>Date:</i>	<i>Time:</i>	
NO. OF STUDENTS REMAINING AT SCHOOL		NO. OF STAFF REMAINING TO CARE FOR STUDENTS	
ASSISTANCE REQUIRED			
MEDICAL			
WATER			
FOOD			
BLANKETS			
ADDITIONAL PERSONNEL TO ASSIST WITH CARE			
OTHER			
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form			

PREPARED BY: <i>Date:</i> _____ <i>Time:</i> _____		APPROVED BY: _____			
SITUATION STATUS REPORT UPDATE (2)			F2 of 2		
OPERATIONAL START:	<i>Date:</i> _____	<i>Time:</i> _____			
<i>Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.</i>					
DAMAGE ASSESSMENT					
TYPE	SEVERITY None Slight Severe Hazardous			LOCATION/ROOM NO	
<u>UTILITIES</u>					
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural gas lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water heater/boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>HAZARDOUS MATERIALS</u>					
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>PHYSICAL HAZARDS</u>					
Broken glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walkways, bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NOTES: <i>(description of trouble, location, severity or hazardous materials):</i> 					
FINDINGS: <input type="checkbox"/> Building or room is SAFE for reoccupancy <input type="checkbox"/> Building or room is CLOSED due to hazardous condition					
CORRECTIVE MEASURES NEEDED : <i>(to be completed prior to reoccupancy)</i> 					
<input type="checkbox"/> If additional space is needed, ✓box and use reverse side of this form					

PREPARED BY: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <i>Date:</i> <i>Time:</i> </div>		
DEMOBILIZATION CHECKOUT		G1
1. INCIDENT NAME:	2. DATE/TIME	3. NO.
4. UNIT/PERSONNEL RELEASED		
5. TRANSPORTATION TYPE/NO.		
6. ACTUAL RELEASE DATE/TIME	7. MANIFEST? <input type="checkbox"/> Yes <input type="checkbox"/> No NUMBER:	
8. DESTINATION	9. AGENCY/REGION NOTIFIED Name Date	
10. Unit leader responsible for collecting performance rating		
11. UNIT/PERSONNEL You and your resources have been released subject to signoff from the following: <i>(Demobilization Unit Leader check the appropriate box)</i>		
LOGISTICS		
<input type="checkbox"/> Supplies/Equipment		
<input type="checkbox"/> Communications		
<input type="checkbox"/> Facilities		
<input type="checkbox"/> Transportation		
PLANNING		
<input type="checkbox"/> Documentation		
FINANCE/ADMINISTRATION		
<input type="checkbox"/> Timekeeping		
OTHER		
<input type="checkbox"/>		
<input type="checkbox"/>		
12. REMARKS		

This form corresponds to ICS-221

CONTENTS	PAGES
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Special Staff Skills and Equipment	267
Emergency Drill Record	268
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SCHOOL STAFF SKILLS SURVEY

School _____

School Year _____

As part of the development of the School Emergency Management Plan, and in accordance with district policy, please complete the following survey and return it to the school office. The information provided will be used to update our Emergency Management Plan in order to be fully prepared for an emergency situation on campus.

NAME: _____ DATE _____

HOME PHONE: _____ EMAIL _____

I. Emergency Response:

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

- | | | |
|--|--|---|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Search and Rescue | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations | <input type="checkbox"/> Incident Debriefing |

Please explain or clarify items checked _____

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

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

III. Emergency Support Personnel

Public employees may be subject to such disaster service activities as may be assigned to them by their superiors or by law. As such, school employees are responsible for the students during and after the emergency. If a disaster occurs during school hours, you may be required to remain at school for 72 hours or longer.

SPECIAL STAFF SKILLS AND EQUIPMENT

School _____ School Year _____

EXPERIENCE/EQUIPMENT	NAME OF EMPLOYEE
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	

Prepared By _____ Date Prepared _____

HARD COPY EMERGENCY DRILL RECORD

School _____ School Year _____

School Year _____

[illegible]

LOCAL RESOURCES

Experience has shown that local and even regional manufacturers and suppliers are very effective in providing services after an event. However, pre-event planning should be undertaken between the school district and the local emergency services agency to anticipate key issues that will need quick solutions if an event occurs. This includes determining what spaces will be available and how many people can be accommodated, signing a pre-contract, agreement or Memorandum of Understanding, looking at strategies for continued operation in the event some spaces are occupied by refugees, and the possible provision of food and sanitary supplies by the district.

School _____ School Year _____

Resource/Agency	Resource Person's Name	Phone No/ E-mail
Fire		
Transportation		
Communications		
Search/Rescue		
Medical Care		
Student Care at School		
Food Preparation		

Engineering/Structural Safety		

Prepared By _____ Date Prepared _____

OUR SCHOOL'S CRISIS RESPONSE TEAM MEMBERS

For School Year Starting _____ and Ending _____

Name	Room / Position	Work Phone	Cell/Pager	Home Phone

STAFF TRAINING LOG

Once a School Crisis Response Plan is completed, all personnel need to be oriented to it. The Federal Emergency Management Agency (FEMA) recommends that this orientation:

- Be Informal
- Not be part of a simulation
- Includes a discussion of Roles and Responsibilities
- Introduces related Policies, Procedures, Plans and Responsibilities

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for staff training events and drills.

Month	Training Event	Who is to be trained	Location	Person Responsible	Comments
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

ANNUAL REVIEW POLICY

Once the School Crisis Response Plan has been developed, your school is responsible for updating its plan on an annual basis and distributing updated copies to appropriate stakeholders, as documented below.

Date Reviewed:	Person Responsible:	New Copies Distributed to:

EVACUATION PLAN: OUTSIDE THE SCHOOL BUILDING

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

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, and balconies (which may fall from buildings).

2. Designate each of the following in the Assembly Area:

Command Post_____

Access for emergency vehicles_____

Student assembly areas (by grade level or team)_____

First aid area_____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access)_____

Psychological first aid area_____

Student release_____

Media area_____

EVACUATION PLAN: ALTERNATE BUILDING LOCATION WITHIN WALKING DISTANCE

In inclement weather, it may be necessary to move students to an alternate building location rather than using the typical outdoor location. Use the following worksheet to plan for evacuation from the building to an off-site building location within *walking distance* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

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

Alternate Building Location

Lead Contact / Phone

(Address)

Secondary Location

Lead Contact / Phone

(Address)

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

EVACUATION PLAN: ALTERNATE BUILDING LOCATION REQUIRING TRANSPORT

Use the following worksheet to plan for evacuation from the building to an off-site building location *requiring transport* from the school. Remember to coordinate your planning with the Central Office, other schools, and community stakeholders as appropriate.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, and others as appropriate to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other). See Section (g) for more information on developing partnerships with local schools and other agencies.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
(Address)	
Secondary Location	Lead Contact / Phone
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
(Address)	

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

EMERGENCY CONTACT NUMBERS FOR OUR SCHOOL

Complete the form below with your district or regional emergency resources. **List local hospitals/health care centers, emergency management agencies, mental health agencies, other schools/childcare centers in the community, American Red Cross, utilities/water sources, neighboring states emergency contacts,** and others that will be critical in handling an emergency at your school.

Agency	Contact Name – Title	Numbers

TEACHER SURVEY: STUDENTS NEEDING SPECIAL ASSISTANCE

The School Crisis Response Team should ask teachers to fill in the name of any student in their class who will require special assistance in the event of an emergency. Issues to be considered include:

- Limited mobility -- debris may obstruct mobility, elevators may not be available for those in wheelchairs
- Hearing disabilities
- Visual impairments
- Students who may become upset if normal routines are disrupted
- Special needs for medicine, power supplies or medical devices – may not be available in emergency shelters
- Whether assigned staff is sufficiently trained

STUDENT NAME

ASSISTANCE NEEDED

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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When to Miss School

If your child says she doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?' Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition*, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.

SYMPTOM	Keep your child home if:
FEVER	He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100 but she is achy, pale or tired.
STOMACH ACHE	He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.
SNEEZING OR RUNNY NOSE	He/she is sneezing a lot, and his/her nose won't stop running.
SORE THROAT	He/she has tender, swollen glands and a fever of 100 or higher.
COUGH	He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.
EAR ACHE	His/her pain is constant or severe—a sign of otitis media.
RASH	The rash blisters, develops pus, or is uncomfortable, which signals chicken pox or impetigo.

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection.

A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

For children who need take medication at school, send an authorization form signed by a parent and the health care provider with the medication.

School Nurse

Phone Number

Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students and we want to maintain a healthy school environment for your children.

From experience we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their family and school staff.

Your child may be contagious if you observe the following symptoms:

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

Your child should be kept at home. If these signs persist, contact your physician.

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

Prompt care and isolation of a sick child will minimize the total time school days lost by your child and/or other children. Regular attendance at school is necessary for your child to receive full benefit from school.

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your school nurse if you have questions.

Sincerely,

School Nurse

Phone Number

Sample Parent Information Letter – Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (***specify event, whether death, fire, etc.***) which has deeply affected us. Let me briefly review the facts (***give brief description of incident and known facts***).

We have implemented our school's Emergency Management Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (***Specify needed information such as memorial services, possible changes in classroom locations, alterations school operating hours, etc.***).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (***loss, tragedy, etc.***).

Sincerely,

Principal
(***Phone***)

Sample Parent Information Letter – Death of a Student or Staff Member

(*Date*)

Dear Parent/Guardian:

We are saddened to learn of the death of our (***teacher or student***), (***name of teacher or student***), who died on (***date***). We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child's behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating, or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem pre-occupied, argumentative, less cooperative or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. (***Reference any handout that you may decide to enclose.***)

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [*Student Services Department*] will be glad to answer any questions or provide support and guidance as needed. Please call (***name of Counselor/Intervention Advisor***) at (***telephone number***).

(***Insert information on funeral arrangements, if known***)

Sincerely,

[Principal's Name]

[Name of Counselor/Intervention Advisor]

MEMORANDUM

To: All Staff
From:
Date
Re: Special Needs Evacuation Plan

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning special evacuation needs.

We are concerned with any problems you anticipate having in an evacuation, such as hearing or sight impairments, that would make it difficult to perceive emergency alarms. We recognize that your particular needs may require elaboration. You may be able to use the stairs, but only with difficulty, or you may be able to see, but not in low light.

Please provide specific details so that we can clearly understand and appropriately respond to your needs.

If you determine that you have any emergency evacuation issues, or if you have any questions, contact _____ at _____.

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SCHOOL EMERGENCY SUPPLIES

These are suggested basic supplies, separated into functions as part of an emergency plan.

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review and adjust the lists for their individual needs.

CLASSROOM BACKPACK - Approximately 20 to 30 students

Hang on red hook at shoulder height in each classroom near the marked exit

POPULATION ID/ASSESSMENT

	✓ ACQUIRED
<input type="checkbox"/> current class attendance rooster	
<input type="checkbox"/> clipboard (with roster attached)	
<input type="checkbox"/> population assessment cards: green laminated page marked "ALL CLEAR" red laminated page marked "NEED HELP"	
<input type="checkbox"/> pre-printed name tags or adhesive sheet labels with student names	
<input type="checkbox"/> Emergency Response Actions Flipchart	
<input type="checkbox"/> Student Release Model Guide	
<input type="checkbox"/> Personal Cell Phone	

FIRST AID KIT (Immediate)

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> adhesive tape	1 roll	
<input type="checkbox"/> antiseptic pads	20	
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> pre-moistened towelettes	20	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile gauze pads, 4x4"	20 packages	
<input type="checkbox"/> Telfa pads	1 box	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or non- latex gloves	4 pair	

EMERGENCY SUPPLIES

<input type="checkbox"/> cyalume light sticks	20	
---	----	--

<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> orange vest marked with title		
<input type="checkbox"/> sunblock		
<input type="checkbox"/> mylar blankets	4	
<input type="checkbox"/> tissues	4 packages	
<input type="checkbox"/> trash bags	2	
<input type="checkbox"/> whistle		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> black marking pen	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pen	<input type="checkbox"/> red pen
<input type="checkbox"/> notepad 5x7"	<input type="checkbox"/> yellow highlighter
<input type="checkbox"/> pencil	<input type="checkbox"/> Ziploc bag

CLASSROOM LOCKDOWN KIT - Approximately 20 to 30 students)

Store in bucket with a lid that can be transformed into a portable toilet

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> AM radio with batteries		
<input type="checkbox"/> duct tape	1 large roll	
<input type="checkbox"/> food energy bars	30 bars	
<input type="checkbox"/> moist towelettes - 100	100	
<input type="checkbox"/> mylar blanket, large		
<input type="checkbox"/> portable toilet		
<input type="checkbox"/> portable toilet liner	2	
<input type="checkbox"/> toilet disinfectant	2 packs	
<input type="checkbox"/> toilet paper	4 rolls	
<input type="checkbox"/> water packets, 4 oz	30	
<input type="checkbox"/> whistle		
<input type="checkbox"/> plastic tarp (opaque) as curtain		

STUDENT RELEASE FILE BOX

Store in Front Office and evacuate file box with staff

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Student Emergency Contact Cards		
<input type="checkbox"/> Student Attendance Roster		
<input type="checkbox"/> Master Roster of students and staff	2	
<input type="checkbox"/> blank Student Request forms (to be filled out by authorized adult for pick up)		
<input type="checkbox"/> vests marked with staff titles	4	
<input type="checkbox"/> hard hats marked with staff titles	4	
<input type="checkbox"/> dividers for Student Contact Cards		
<input type="checkbox"/> dividers for Student Request forms		

<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> clipboards, 8.5x11"	4	
<input type="checkbox"/> clipboards, 5x7" for parent use	12	
<input type="checkbox"/> file box marked STUDENT RELEASE		
<input type="checkbox"/> sign marked "STUDENT RELEASE"		
<input type="checkbox"/> sign marked "STUDENT REQUEST"		
<input type="checkbox"/> labels, blue and orange - 3/4" round		
<input type="checkbox"/> masking tape		
<input type="checkbox"/> stapler and box of staples		

Optional, as needed:

<input type="checkbox"/> portable tables	2	
<input type="checkbox"/> chairs	2 to 4	

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> binder clips	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black marking pens	<input type="checkbox"/> red pens
<input type="checkbox"/> black pens	<input type="checkbox"/> rubber bands
<input type="checkbox"/> notepads	<input type="checkbox"/> yellow highlighter pen
<input type="checkbox"/> paper clips	<input type="checkbox"/> pencils

INCIDENT COMMAND CENTER (ICC) BOX

Store in Principal's office OR in Front Office with Student Release file box

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> butcher paper (for signage needs)	1 roll	
<input type="checkbox"/> clipboards	2	
<input type="checkbox"/> Communication Plan to District Office, MCOE, local Mutual Aid and phone tree		
<input type="checkbox"/> current staff roster		
<input type="checkbox"/> current student roster		
<input type="checkbox"/> envelopes, 9x12"	1 dozen	
<input type="checkbox"/> file folders	1 dozen	
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> fresh batteries for distribution		
<input type="checkbox"/> hard hats (for authorized volunteers)	5	
<input type="checkbox"/> ICS organization chart		
<input type="checkbox"/> Incident Commander hard hat with title		
<input type="checkbox"/> Incident Commander vest with title		
<input type="checkbox"/> list of students with special needs		
<input type="checkbox"/> master keys		

<input type="checkbox"/> name tags, blank	1 dozen	
<input type="checkbox"/> notepads, 5x7"	2	
<input type="checkbox"/> portable table	1	
<input type="checkbox"/> Pubic Information Plan		
<input type="checkbox"/> Rubbermaid box (marked ICC)		
<input type="checkbox"/> School Emergency Plan and Staff Release Plan		
<input type="checkbox"/> School site Emergency Plan map (i.e.: traffic closures, emergency vehicle lane, medical area, evacuation routes, student release set up, morgue)		
<input type="checkbox"/> School Site Map with detailed floor plan, leads for water, gas, electricity, alarm and sprinkler systems		
<input type="checkbox"/> SEMS Checklist		
<input type="checkbox"/> Sign: "INCIDENT COMMAND CENTER"		
<input type="checkbox"/> stapler and box of staples		
<input type="checkbox"/> Student Release Plan		
<input type="checkbox"/> tape, clear, duct and masking	3 rolls of each	
<input type="checkbox"/> vests (for authorized volunteers	10	
<input type="checkbox"/> Walkie-talkies, charged (quantity depends on campus size and logistics		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> binder clips	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> black marking pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pens	<input type="checkbox"/> red pens
<input type="checkbox"/> colored markers	<input type="checkbox"/> rubber bands
<input type="checkbox"/> paper clips	<input type="checkbox"/> yellow highlighter pens

MEDICAL SUPPLIES

Store student medication with nurse's Medical Backpack and evacuate WITH personnel

MEDICAL AREA SUPPLIES – *Store with emergency supply cache*

<input type="checkbox"/> ACE bandage <input type="checkbox"/> adhesive tape <input type="checkbox"/> anti-bacterial hand wipes <input type="checkbox"/> anti-bacterial ointment <input type="checkbox"/> anti-bacterial soap (waterless) <input type="checkbox"/> antiseptic towelettes <input type="checkbox"/> aspirin-free pain reliever <input type="checkbox"/> bed sheets, flat (white) <input type="checkbox"/> biohazard bags <input type="checkbox"/> blankets (hypo-allergenic) <input type="checkbox"/> bodily fluid disposal kit <input type="checkbox"/> butterfly closure bandages <input type="checkbox"/> canopy (w/ sides) <input type="checkbox"/> cold packs, instant <input type="checkbox"/> cotton tip applicators <input type="checkbox"/> CPR mouth barriers (disposable) <input type="checkbox"/> eye wash kits <input type="checkbox"/> face masks <input type="checkbox"/> finger splints <input type="checkbox"/> flashlights (standing) w/ batteries <input type="checkbox"/> gauze pads (sterile) <input type="checkbox"/> hydrogen peroxide solution <input type="checkbox"/> Insulin and syringes with RX order for diagnosed diabetics <input type="checkbox"/> glucose tablets to treat low blood sugar <input type="checkbox"/> Iodine <input type="checkbox"/> nitrile or non-latex gloves (boxes) <input type="checkbox"/> oval eyepads	<input type="checkbox"/> pain relieving gel, burn gel <input type="checkbox"/> paper towels <input type="checkbox"/> saline <input type="checkbox"/> sanitary napkins <input type="checkbox"/> scissors <input type="checkbox"/> mylar blankets <input type="checkbox"/> source of sugar for diabetic students <input type="checkbox"/> splints (adult and child sizes) <input type="checkbox"/> stretchers (backboards) <input type="checkbox"/> sterile gauze pads (all sizes) <input type="checkbox"/> tape, hypo-allergenic <input type="checkbox"/> tarps <input type="checkbox"/> thermometers, disposable covers <input type="checkbox"/> tissues <input type="checkbox"/> toilet paper – 5 rolls <input type="checkbox"/> tongue depressors <input type="checkbox"/> trash bags, 13 g, 39 g <input type="checkbox"/> triangle bandages (slings) - <input type="checkbox"/> tweezers <input type="checkbox"/> water packs <input type="checkbox"/> water, sterile <input type="checkbox"/> wound dressing gauze rolls – <input type="checkbox"/> terry cloth bath towels (white) <input type="checkbox"/> terry cloth wash cloths (white) <input type="checkbox"/> restricted use OTC medication (e.g., Tylenol, Ibuprofen, anti-diarrhea cream, anti-acids, Ipecac, Benadryl, antibiotic cream)
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EMERGENCY MEDICAL DOCUMENTATION

- ☐ Emergency First Aid instructions
- ☐ Advanced First Aid instructions
- ☐ Shock/Trauma response instructions
- ☐ clipboards
- ☐ legal responsibility release forms (keep assembled in red folder)
- ☐ list of students with allergies
- ☐ list of students with special needs requiring medication
- ☐ student emergency cards (in separate Ziploc bag)
- ☐ student medical cards w/ medical needs defined (in separate Ziploc)
- ☐ triage and/or medical tags
- ☐ sign marked "MEDICAL AREA"
- ☐ orange vests and hardhats, marked with Red Cross

Loose items stored in Ziploc bag labeled with two-year expiration date:

- | | |
|--|---|
| <input type="checkbox"/> black marking pens | <input type="checkbox"/> pencils (presharpened) |
| <input type="checkbox"/> black pens | <input type="checkbox"/> Post It packages |
| <input type="checkbox"/> yellow highlighter pens | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> notepads | <input type="checkbox"/> Ziploc bags |

RECOMMENDED GENERIC MEDICATIONS

This is a list recommended for districts to use as a guideline for treating conditions requiring First Aid intervention. Districts at their discretion may wish to provide additional medications for general treatment.

The “Good Samaritan Act” covers persons who in their best judgment assist individuals needing medical attention in an emergency/disaster situation until Professional Staff are available.

CONDITION	MEDICATION
Allergic Reaction	<input type="checkbox"/> Epi-pen (prescription only) for severe allergic response <input type="checkbox"/> Benadryl (oral) 25 mg.
Asthma/Wheezing/Breathing Difficulty	
Bites	<input type="checkbox"/> Calamine Lotion
Burns	<input type="checkbox"/> Burn Sheets – sterile disposable
Cuts (small), Scratches and Scrapes	<input type="checkbox"/> Clean with tap water or clean water 1% Povidine <input type="checkbox"/> Polysporin/Neosporin ointment (opt.) Apply Steri-strips
Cough	<input type="checkbox"/> Hard candy/Jolly Ranchers
Diarrhea	<input type="checkbox"/> Pepto-Bismol for small general gastrointestinal upset <input type="checkbox"/> Gatoraide <input type="checkbox"/> Pedialyte
Eye Irritation	<input type="checkbox"/> Eye Irrigating Solution (5 6 oz, bottles)
Fainting	<input type="checkbox"/> Aromatic Spirits of Ammonia
Fever	<input type="checkbox"/> Acetaminophen/Tylenol Child & Adult Tablets
Fractures, Dislocations, Sprains, Strains	<input type="checkbox"/> Ibuprofen/Motrin (muscle) Child & Adult Tablets
Itching, Rashes, Stings	<input type="checkbox"/> Ice/Benadryl/Calamine Lotion
Pain	<input type="checkbox"/> May give Tylenol or Motrin. Alternating these may help with pain control for severe pain
Wound Irrigation	<input type="checkbox"/> 5-gallon water dedicated to clean wounds <input type="checkbox"/> 35 cc. Syringe for irrigation

LIGHT SEARCH & RESCUE SUPPLIES – Supply for two teams

Store in Front Office or in school disaster supply trailer

ITEM	QUANTITY	ACQUIRED [✓]
<input type="checkbox"/> garbage cans (sturdy) on rollers w/ tight lids (marked SEARCH & RESCUE)	2	
<input type="checkbox"/> axes (with protective covers)	2	
<input type="checkbox"/> backpacks	2	
<input type="checkbox"/> black marker pens	4	
<input type="checkbox"/> bolt cutters	2	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> chalk	2 boxes	
<input type="checkbox"/> crowbars	2	
<input type="checkbox"/> cyalume light sticks (30 minutes)	20	
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> face masks	10	
<input type="checkbox"/> fire extinguishers	2	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hack saws	2	
<input type="checkbox"/> headlamps w/ extra batteries	4	
<input type="checkbox"/> hard hats marked with title for ID	4	
<input type="checkbox"/> keys to all rooms		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> nylon rope (50 ft)	2	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pliers, channel lock	2	
<input type="checkbox"/> rain ponchos	4	
<input type="checkbox"/> saw		
<input type="checkbox"/> school site map		
<input type="checkbox"/> screw drivers, assorted	2 sets	
<input type="checkbox"/> shovels	2	
<input type="checkbox"/> sledge hammers	2	
<input type="checkbox"/> tarps	2	
<input type="checkbox"/> utility knives	4	
<input type="checkbox"/> walkie-talkies	4	
<input type="checkbox"/> water packs	20	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wrenches, adjustable crescent	2	
<input type="checkbox"/> wrenches, adjustable pipe	2	

FIRST AID/ TRAUMA SUPPLY KITS (2)

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eyedrops	1 bottle	
<input type="checkbox"/> facemasks		
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> nitrile or non-latex gloves	4 pair	

BUILDING SAFETY/DAMAGE ASSESSMENT SUPPLIES

Store in school disaster supply trailer OR custodial room in steel garbage can with a tight lid

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguishers	3	
<input type="checkbox"/> architectural blueprint and site map of school buildings with floor plan and leads for water, gas, electricity, cable, telephone, alarm & sprinkler systems		
<input type="checkbox"/> axe (with protective cover)		
<input type="checkbox"/> batteries AA , D)	24 each	
<input type="checkbox"/> bolt cutters		
<input type="checkbox"/> bungee cords	4	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> channel lock		
<input type="checkbox"/> coiled wire	2	
<input type="checkbox"/> crow bar		
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> emergency cones	24	
<input type="checkbox"/> emergency vehicle access signs and parking lot signs		
<input type="checkbox"/> extension cord, 100-foot reel		
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> face masks	8	
<input type="checkbox"/> glow-in-the-dark tape	2 rolls	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hammers		
<input type="checkbox"/> hard hats marked with title	4	
<input type="checkbox"/> headlamps w/extra batteries	4	
<input type="checkbox"/> hose bibs for fire extinguishers* <i>*(set in toolbox, set in each room</i>		
<input type="checkbox"/> laminated map and priority shut-off list for utilities		
<input type="checkbox"/> lantern		

<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> master keys to supply container, electrical panel, all rooms, locked fences		
<input type="checkbox"/> nails (16 penny, 8 penny) – box each	1 box each	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pocket knives/box cutters	4	
<input type="checkbox"/> rope (50', 100')		
<input type="checkbox"/> School site Emergency Plan map (with traffic closures, emergency vehicle lane, medical area, evacuation points, student release set up, morgue, etc.)		
<input type="checkbox"/> saws		
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> screwdrivers (flathead, Philips)	4	
<input type="checkbox"/> shovel		
<input type="checkbox"/> stakes for fencing		
<input type="checkbox"/> tarp (15'x20')	2	
<input type="checkbox"/> trash bags, 13 gallon and 39 gallon	1 box each	
<input type="checkbox"/> utility shutoff tools (e.g., water meter key to shut off water from the meter)		
<input type="checkbox"/> vice grips		
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wire cutters	2	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> wrench set		

TRAFFIC/CROWD CONTROL

Store in school emergency cache trailer

<input type="checkbox"/> caution tape	<input type="checkbox"/> signboard (blank)
<input type="checkbox"/> directional signs	<input type="checkbox"/> signboard pens
<input type="checkbox"/> duct tape	<input type="checkbox"/> traffic cones
<input type="checkbox"/> hard hats marked with title	<input type="checkbox"/> walkie-talkies
<input type="checkbox"/> notepads, 5x7"	<input type="checkbox"/> white board
<input type="checkbox"/> orange vests marked with title	
<input type="checkbox"/> Site map (enlarged) with key areas highlighted (First Aid Station, Student Request and Release gates)	
<input type="checkbox"/> Site map handouts, highlighted with walking area to Student Request gate	

SCHOOL BUS/AUTOMOBILE EMERGENCY SUPPLIES

Store in school disaster supply trailer OR custodial room

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguisher		
<input type="checkbox"/> 3600 calorie food rations	3	
<input type="checkbox"/> AM portable radio		
<input type="checkbox"/> Aqua blox, purified drinking water pkgs	30	
<input type="checkbox"/> batteries for flashlight/radio	4	
<input type="checkbox"/> body fluid clean-up kit mask, sterile wipes, fluid absorbent, cleanser, towels		
<input type="checkbox"/> CB radio		
<input type="checkbox"/> cell phone		
<input type="checkbox"/> cyalume lightsticks	30	
<input type="checkbox"/> disposable camera		
<input type="checkbox"/> emergency reflectors	3 or more	
<input type="checkbox"/> flashlight with batteries taped outside		
<input type="checkbox"/> orange vest		
<input type="checkbox"/> sanitation supplies		
<input type="checkbox"/> mylar blankets	6	
<input type="checkbox"/> tissues	6 small pkg	
<input type="checkbox"/> trash bag for waste		

FIRST AID (immediate) KIT- accessible, moisture-proof and plainly marked

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> 3" gauze	4 rolls	
<input type="checkbox"/> bandages/gauze pads: 1", 3", 4"		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eye dressing packs (cotton eye pads, adhesive eye pads)	3 sets	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile wipes	20	
<input type="checkbox"/> triangular bandage,	40"	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or nitrile non- latex gloves	4 pair	

SCHOOL SHELTER SUPPLIES – For approximately 100 students

Stored in school disaster supply trailer

ADMINISTRATION/COMMAND CENTER

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> batteries, size AA, C, D		
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> colored paper		
<input type="checkbox"/> envelopes 9x12"	20	
<input type="checkbox"/> file folders and labels	1 box	
<input type="checkbox"/> flashlight with batteries attached outside		
<input type="checkbox"/> notepads, 5x7"	3	
<input type="checkbox"/> orange vests – marked with titles	3	
<input type="checkbox"/> paper clips	1 box	
<input type="checkbox"/> Post Its	3 pkg	
<input type="checkbox"/> radio-solar/crank/battery		
<input type="checkbox"/> rubber bands	1 pkg	
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> SEMS team assignments		
<input type="checkbox"/> signboards	3	
<input type="checkbox"/> staple remover		
<input type="checkbox"/> stapler and staples	2	
<input type="checkbox"/> Student Contact Cards		
<input type="checkbox"/> Staff and Student Directory		
<input type="checkbox"/> tape – masking, clear and duct	3 rolls of each	
<input type="checkbox"/> tissues	1 box	
<input type="checkbox"/> water – approximately 1 gal per day per person – see storage comments below		
<input type="checkbox"/> whistle		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> pens (black, red, blue)	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags

SANITATION SUPPLIES

<input type="checkbox"/> antibacterial soap (waterless)
<input type="checkbox"/> clothes pins
<input type="checkbox"/> directional signs to toilets
<input type="checkbox"/> duct tape
<input type="checkbox"/> moist towelettes

<input type="checkbox"/> non-antibacterial wipes
<input type="checkbox"/> paper towels
<input type="checkbox"/> portable toilet liners
<input type="checkbox"/> portable toilets
<input type="checkbox"/> signs marked "BOYS" and "GIRLS"
<input type="checkbox"/> tarps to screen toilets
<input type="checkbox"/> toilet disinfectant
<input type="checkbox"/> whisk brooms

MISCELLANEOUS

<input type="checkbox"/> ant traps
<input type="checkbox"/> books
<input type="checkbox"/> chairs
<input type="checkbox"/> clothing (from Lost and Found) – all laundered
<input type="checkbox"/> flashlights or headlamps with batteries taped to outside
<input type="checkbox"/> fire extinguisher - 3A:40BC
<input type="checkbox"/> flip charts
<input type="checkbox"/> games
<input type="checkbox"/> light (battery-operated) for ceiling – 2
<input type="checkbox"/> maximum/minimum thermometer
<input type="checkbox"/> mylar blankets (1/person)
<input type="checkbox"/> pillows with disposable pillow covers
<input type="checkbox"/> portable generator
<input type="checkbox"/> portable tables
<input type="checkbox"/> rain ponchos
<input type="checkbox"/> solar flashlights
<input type="checkbox"/> solar radio
<input type="checkbox"/> toothbrushes
<input type="checkbox"/> trash bags
<input type="checkbox"/> triage tent
<input type="checkbox"/> water hose

FOOD SUPPLIES for preparation, distribution and clean-up

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> aluminum foil	2 rolls	
<input type="checkbox"/> buckets for washing dishes	3	
<input type="checkbox"/> can opener		
<input type="checkbox"/> cutting board		
<input type="checkbox"/> dining canopy		
<input type="checkbox"/> dishwashing soap		
<input type="checkbox"/> knives		
<input type="checkbox"/> large serving bowls		
<input type="checkbox"/> non-antibacterial wipes		
<input type="checkbox"/> paper cups		

<input type="checkbox"/> paper napkins		
<input type="checkbox"/> paper plates		
<input type="checkbox"/> paper towels		
<input type="checkbox"/> plastic spoons, knives and forks	6 pkg each	
<input type="checkbox"/> potholders	4	
<input type="checkbox"/> quart size storage bags		
<input type="checkbox"/> rubber gloves	8	
<input type="checkbox"/> serving ladle	2	
<input type="checkbox"/> serving spoons	6	
<input type="checkbox"/> sponges	4	
<input type="checkbox"/> tongs	2	
<input type="checkbox"/> water purification tablets		
<input type="checkbox"/> waterproof matches	2 boxes	
<input type="checkbox"/> Ziploc storage bags (quart)	1 box	

FOOD/DRINKS

Water

Store one gallon per person per day. Before purchasing water, consider age of students and how water will be distributed. For individual consumption and immediate use, store water pouches, Aqua Blox or small bottles with five-year shelf life. Store 7-gallon containers (purified and replaced annually) for cooking, cleaning and hygiene use).

Food

Select foods that require no refrigeration, preparation or cooking and little or no water. Preferable foods have a long shelf life and are compact, lightweight, not salty, and easy to store and carry. Recommended foods include:

<input type="checkbox"/> food bars (e.g., Datrex, Mayday) with five-year shelf life (3 per person/day) – avoid tropical oils, which may exacerbate allergies
<input type="checkbox"/> jerky
<input type="checkbox"/> applesauce
<input type="checkbox"/> powdered hot chocolate
<input type="checkbox"/> sugar/sweetener/powdered cream
<input type="checkbox"/> instant coffee, tea bags, powdered Tang
<input type="checkbox"/> raisins
<input type="checkbox"/> ready-to-eat canned meats, fruits, and vegetables – bulky and heavy
<input type="checkbox"/> canned juice, milk, and soup (if powdered, store extra water).
<input type="checkbox"/> high-energy foods - granola bars, trail mix
<input type="checkbox"/> glucose tablets to treat low blood sugar
<input type="checkbox"/> dried foods - nutritious but contain salt, which promotes thirst
<input type="checkbox"/> freeze-dried foods - tasty and lightweight, need water for reconstitution
<input type="checkbox"/> instant meals - cups of noodles or soup but need water for reconstitution & salty
<input type="checkbox"/> snack-sized canned goods with pull-top or twist-open lids
<input type="checkbox"/> prepackaged beverages in sealed foil packets and foil-lined boxes

SHELF LIFE OF FOODS FOR STORAGE – A SAMPLING

Source: FEMA Emergency Food Supplies - <http://www.fema.gov/library/emfdwtr.shtm>

Use within six months:

- powdered milk (boxed)
- dried fruit (in airtight container)
- dry, crisp crackers (in airtight container)

Use within one year:

- canned condensed meat and soups
- canned fruits, fruit juices and vegetables
- ready-to-eat cereals and uncooked instant cereals (in metal containers)
- peanut butter (note: this may exacerbate allergies in some individuals)

- jelly

May be stored indefinitely (in airtight containers and proper conditions):

- bouillon
- dry pasta
- instant coffee, tea, powdered cocoa
- non-carbonated soft drinks
- salt
- vegetable oils
- Vitamin C
- white rice

EMERGENCY CACHE – SUPPLIES NEEDED

[illegible]

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EMERGENCY ACTIONS

ALL CLEAR	Signifies the end of the ACTION that was initiated.
DIRECTED TRANSPORTATION	Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved to an area of lesser danger.
DUCK, COVER AND HOLD ON	Used during earthquakes or other imminent danger to the building or immediate surroundings. Students and staff should immediately drop to the floor, get under a desk, chair or table and hold on. Desks should be arranged so that they do not face windows.
EVACUATION/LEAVE BUILDING	The orderly movement of students and staff along prescribed routes from inside school buildings to another area, when conditions outside are safer than inside.
LOCKDOWN	Lockdown is used when there is an immediate or imminent threat to the occupants of a school building. The concept of lockdown involves a "no one in, no one out" scenario. Teachers and other staff members should immediately lock doors of the rooms they are in and have students lie on the floor. Close any shades or blinds if it appears safe to do so. Teachers and students remain on the floor until a staff member they recognize assures them that the situation has been resolved and it is safe to unlock doors.
REVERSE EVACUATION	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
SHELTER IN PLACE	When conditions outside the building are unsafe, staff and students remain in the rooms or move to the hallway or the other side of the building. This can also be used during external chemical release and hazardous materials spills, shelter in place may involve sealing windows and doors and shutting down air conditioning systems to prevent exposure to outdoor airborne contaminants.
STAND-BY	If outside, teachers are to return students to their classrooms. If inside, teachers will keep students in classrooms pending further instructions. Stand-by must be followed by another ACTION or return to normal school.

ACRONYMS

AED	Automatic External Defibrillator
ARC	American Red Cross
CDC	Centers for Disease Control and Prevention
CERT	Community Emergency Response Training
CISM	Critical Incident Stress Management
CPR	Cardio-Pulmonary Resuscitation
DHHS	Department of Health and Human Services
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOC	Emergency Operation Center
EOP	Emergency Operation Plan
FEMA	Federal Emergency Management Agency
HazMat	Hazardous Materials Response
ICISF	International Critical Incident Stress Foundation
ICP	Incident Command Post
ICS	Incident Command System
MOU	Memorandum of Understanding
NIMS	National Incident Management System
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Service
ROC	Recovery Operations Center
SAR	Search and Rescue
SCRT	School Crisis Response Team
SERT	Schools Emergency Response Training
SOPs	Standard Operating Procedures
TENS	Telephone Emergency Notification System
USAR	Urban Search and Rescue
WHO	World Health Organization

NIMS GLOSSARY

From the NIMS Incident Command System Forms Glossary: ICS 010-1

Source: http://www.nimsonline.com/download_center/#ics

AGENCY	A division of government with a specific function, or a non-governmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or providing resources and/or assistance).
CACHE	A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.
COMMAND	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
COMMAND POST	(See Incident Command Post)
COMMAND STAFF	Consists of the Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander and may have an assistant(s), as needed.
COMMUNICATIONS UNIT	An organizational unit in the Logistics Section responsible for providing communication services at an incident. A Communications Unit may also be a facility (e.g., trailer or mobile van) used to provide the major part of an Incident Communications Center.
COST UNIT	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
DIRECTOR	The ICS title for individuals responsible for supervision of a branch.
DISPATCH	The implementation of a command decision to move resources from one place to another.
DELAYED TREATMENT	Second priority in patient treatment. These people require aid, but injuries are less severe.
DOCUMENTATION UNIT	Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to the incident.
EMERGENCY OPERATIONS CENTER (EOC)	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
EMERGENCY OPERATIONS PLAN	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
EMERGENCY TRAFFIC	A term used to clear designated channels used at an incident to make way for important radio traffic for a firefighter emergency situation or an immediate change in tactical operations.

EMT I (Emergency Medical Technician I)	An individual trained in Basic Life Support according to the standards prescribed by the Health and Safety Code and who has a valid, current EMT-I certificate in the State of Rhode Island issued pursuant to the Health and Safety Code.
EMT-D	An Emergency Medical Technician-I with training and certification in defibrillation.
EMT-II	An individual with additional training in limited Advanced Life Support according to the standards prescribed by the Health and Safety Code and who has a current and valid certificate issued pursuant to the Health and Safety Code.
EVACUATION	The removal of potentially endangered persons from an area threatened by a hazardous incident. Entry into the evacuation area should not require special protective equipment.
EXCLUSION ZONE	The innermost of the three zones of a hazardous materials site, where contamination does or could occur. Special protection is required for all personnel while in this zone.
EXPANDED MEDICAL EMERGENCY	Any medical emergency that exceeds normal first response capabilities.
FACILITIES UNIT	Functional unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, and sanitary facilities.
FINANCE/ ADMINISTRATION SECTION	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation and claims.
FIRST RESPONDERS	Personnel who have responsibility to initially respond to emergencies such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
FULL-SCALE EXERCISE	Evaluates the operational capability of emergency response management systems in an interactive manner. Includes the mobilization of emergency personnel and resources required to demonstrate coordination and response capability. Tests total response capability as close to a real emergency as possible.
FUNCTION	Refers to the five major activities in ICS, i.e., Management, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function.
FUNCTIONAL EXERCISE	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles and responsibilities.
FUNCTIONAL NEEDS	Any individual who might have disabilities, who live in institutional settings, who are elderly, who are from diverse cultures, who have limited English proficiency or who are non-English speaking, who are children, or who have transportation disadvantages.

HAZARDOUS MATERIAL	Any material that is explosive, flammable, poisonous, corrosive, reactive, or radioactive, or any combination, and requires special care in handling because of the hazards it poses to public health, safety, and/or the environment.
IMMEDIATE TREATMENT	A patient who requires rapid assessment and medical intervention for survival.
INCIDENT	An occurrence, either human caused or by natural phenomena, that requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources
INCIDENT ACTION PLAN	Contains objectives reflecting the overall incident strategy, specific tactical actions and supporting information for the next operational period. The Plan may have a number of forms as attachments (e.g., Traffic Plan, Student Release Plan, Communications Plan, site map.
INCIDENT COMMAND POST (ICP)	The location where the primary command functions are deployed.
INCIDENT COMMAND SYSTEM (ICS)	A standardized on-scene emergency management concept specifically designed to allow its users to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries.
INCIDENT COMMANDER	The individual responsible for the management of all incident operations at the incident site.
INCIDENT MANAGEMENT TEAM	The Incident Commander, appropriate Command and General Staff personnel assigned to an incident.
INCIDENT OBJECTIVES	Statements of guidance and direction necessary for the selection of appropriate strategies and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.
INITIAL RESPONSE	Resources initially committed to an incident.
JURISDICTION	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, state, or federal boundary lines) or functional (e.g., police department, health department, etc.).
JURISDICTIONAL AGENCY	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
LIAISON OFFICER	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
LOGISTICS SECTION	Responsible for providing facilities, services, and materials for the incident.
MAJOR MEDICAL EMERGENCY	Any emergency that would require the access of local mutual aid resources.

MESSAGE CENTER	Part of the Incident Communications Center and co-located or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.
MITIGATION	Refers to any action taken to reduce the adverse effects of an emergency and the likelihood of loss of life or property. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency. It applies to pre-crisis planning, as well as crisis intervention techniques designed to reduce the psychological and emotional effects following a traumatic event.
MOBILIZATION	The process and procedures used by all organizations federal, state, and local for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.
MULTIJURISDICTION INCIDENT	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation
MUTUAL AID AGREEMENT	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.
OPERATIONAL PERIOD	The period of time scheduled for execution of a given set of operational actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although not over 24 hours.
OPERATIONS COORDINATION CENTER (OCC)	Primary facility where multi-agency coordination of operations occurs. It houses the staff and equipment necessary to perform the multi-agency emergency functions.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biologic hazards that may be encountered at a hazardous materials incident.
PLANNING SECTION	Responsible for the collection, evaluation, and dissemination of tactical information related to the incident, and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident.
PROCUREMENT	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
PUBLIC INFORMATION OFFICER	The official spokesperson designated by an organization to coordinate internal and external communications. A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Public Information Officer per incident.
REFUGE AREA	An area identified within the Exclusion Zone, if needed, for the assemblage of contaminated individuals in order to reduce the risk of further contamination or injury. The Refuge Area may provide for gross decontamination and triage.

RESOURCES	Personnel and equipment available, or potentially available, for assignment to incidents. Resources are described by kind and type, e.g., ground, water, air, etc., and may be used in tactical support or overhead capacities at an incident.
RESOURCES UNIT	Functional unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.
SAFETY OFFICER	A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.
STAGING AREA	Locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
SUPPLY UNIT	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
TABLETOP EXERCISE	Simulates an emergency situation in an informal, stress-free environment. Designed to elicit discussion as participants examine and resolve problems based on existing emergency management plans.
TRIAGE	The screening and classification of sick, wounded, or injured persons to determine priority needs in order to ensure the efficient use of medical personnel, equipment and facilities.
UNIFIED COMMAND	A unified team effort in the ICS that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

....more terms from the plan

Assembly Area: A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on-scene support.

Briefing: An educational and informational presentation to groups following a crisis or critical incident. Objectives would include: sharing the official nature and scope of the event to reduce and dispel rumors; providing details concerning the plan of action the school is taking to manage the crisis and mitigate its effects; and providing group education in stress management within naturally occurring support systems.

Coping skills: A range of thoughts, feelings and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crisis: A state in which coping skills are overwhelmed leaving the individual feeling out of control, helpless and anxious.

Crisis Intervention: The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote the return of normal functioning. Crisis intervention practice over the past 20 years has been multidisciplinary. Paraprofessionals and volunteers have been primary caregivers (Caplan, 1964).

Critical Incidents: Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

Critical Incident Stress Management (CISM): A comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a crisis or disaster. These services enhance and complement the delivery of traditional mental health services. These services include:

1. Pre-crisis preparation - set expectations, improve coping
2. Individual Consultation - symptom driven
3. Briefing - share information, provide consultation and stress management information

4. Defusing - post-crisis (12-24 hrs) symptom/event driven - small group process
5. Debriefing (Critical Incident Stress Debriefing, CISD) - post-crisis, (1-10 days) symptom/event driven, small group process
6. Parent/family/organization consultation - group process - event driven, provides education, support
7. Referral/follow-up transfer of crisis counseling to longer term providers

Debriefing (CISD): A group process utilizing both crisis intervention and educational processes targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event. A debriefing is a peer driven process in partnership with mental health professionals who provide oversight and guidance. Although its application was developed and utilized primarily with emergency personnel it has been modified and utilized extensively in workplace settings, the military and with survivors of crisis and disasters. It is only one intervention in a framework of interventions ranging from pre-crisis to follow-up.

Defusing: A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences. (This is often referred to as classroom discussions or classroom defusings)

Drop-in-room: A safe, welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher. (Also referred to as the Safe Room)

Emergency Management Protocols: The step-by-step procedures for schools to implement in the event of an emergency.

Flight Team: The SCR Flight team is a multi-discipline group of members drawn from each building based SCRT. It is assembled based on the need presented by the critical event.

The reason to have a flight team is that when additional assistance is needed at one building, gathering assistance is pre-determined and written into the district wide plan. When the Flight Team is activated the individual SCRT is always in charge. The building principal never gives up authority.

Individual Consultation: A crisis intervention technique utilized by a trained peer counselor or mental health professional in a one-on-one confidential meeting using a structured model.

Joint Information Center (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should coordinate at the JIC.

Peers (teachers/staff – non-mental health professionals): Emergency service providers and trained school personnel who provide crisis intervention services following crises and disasters.

Practice: A series of drills, tabletop exercises, orientation for staff, etc. so students and staff become familiar with emergency procedures. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

Preparedness: The process of district and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Psychological First Aid: An evidence-informed modular approach for assisting children, adolescents, adults and families in the immediate aftermath of a disaster or terrorist activity. IT is designed to reduce the initial distress caused by traumatic experiences, and to foster short- and long-term adaptive functioning. (*National Center for Child Traumatic Stress, 2005*)

Recovery: The process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery *during* an emergency can address immediate short-term needs, while *ongoing* recovery can last for months or years.

Referral: During individual and group crisis intervention sessions, trained peers and mental health professionals are actively assessing and monitoring the overall status of survivors. Any indication of the need for medical supervision or the threat of harm to self or to others requires immediate transfer to appropriate level/provider of care.

Response: The implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety and well being of individuals.

School Crisis Response Plan (SCRП): A written consolidated plan to prepare for, respond to, and recover from emergencies. It is the modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes School Crisis Response Team roles, emergency numbers, protocols, etc.

School Crisis Response Team (SCRT): School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The Team develops the plan to meet individual school needs, and implements the plan should the need arise, if needed.

Shock: A psychological and emotional defense shield characterized by numbness, confusion and disorientation during which time the full impact of an emergency/disaster is not totally absorbed by the survivor.

Shelter in Place: A procedure designed to protect individuals from an outside influence such as the release of chemicals. Usual procedures can include: closing doors and

windows; placing tape or wet towels around doors, windows and vents; and turning off pilot lights, air conditioning and exhaust fans. No one leaves the room until further instructions are given.

Social Support: A term utilized by social scientists to describe positive interactions among people. These exchanges may involve passing along information, offering material help or providing emotional support. The health implications of these exchanges are especially important during times of stress, life transitions and crises. One's relationship with a spouse, friends, family, co-workers and neighbors can buffer stress and have a positive effect on physical and mental health. Research with disaster survivors demonstrates the importance of social support to their recovery. Supportive relationships are equally important to emergency service workers in coping with stress and maintaining health. (CMHSE)

Student Release: A pre-planned process to assure the reunification of students with their families. May involve setting up separate request and release stations to insure accountability and crowd control.

Unified Command (UC): The structure that allows for coordinated command of an incident when there are multiple agencies handling the event. When there is unified command in the ICS, as opposed to a single Incident Commander, all agencies with responsibility for the incident, either geographical or functional, manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

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Rhode Island Emergency Management Agency:
www.riema.ri.gov/preparedness/schoolsafety

Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals
<http://www.bhddh.ri.gov/>

Rhode Island Department of Education:
www.ride.ri.gov

Rhode Island Department of Health:
www.health.ri.gov

International Association of Chiefs of Police (IACP):
www.iacp.org

National Association of School Nurses Disaster Resources:
www.nasn.org/ToolsResources/DisasterPreparednessLinks

National School Safety Center:
www.nssc1.org
www.schoolsafety.us/home

Safe Havens International, Inc.:
www.safehavensinternational.org

School Safety Advocacy Council:
www.schoolsafety911.org

U.S. Department of Education Disaster Planning Website:
<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

U.S. Secret Service National Threat Assessment Center:
www.secretservice.gov/ntac.shtml

Federal Emergency Management Agency
www.fema.gov

Readiness and Emergency Management for Schools
www.rems.ed.gov

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.ssamhsa.gov

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State Agencies:

- Rhode Island Association of School Principals
- Rhode Island Critical Incident Stress Management Team
- Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH)
- Rhode Island Department of Education
- Rhode Island Department of Health
- Rhode Island Division of the State Fire Marshal
- Rhode Island Fire Chiefs Association
- Rhode Island Police Chiefs Association
- Rhode Island School Superintendents' Association
- Rhode Island State Police

Local Agencies:

- The Diocese of Providence
- American Red Cross of Rhode Island
- Central Falls School District
- Cumberland Police Department
- Johnston Public Schools
- Moses Brown School
- The Wheeler School