

**2012**

**IOWA  
SCHOOL  
SAFETY  
GUIDE**

This guide book was created by a committee of State Agencies, Education Associations, and First Responders. It represents a template which schools should use to enhance their current safety programs. The purpose of this document is to give the schools of Iowa a planning resource to reference when creating their school safety plans. Each school can decide how much or how little of this document they would like to incorporate into their current plan.

## **Iowa School Safety Guide Partnering Agencies**

**Iowa Homeland Security and Emergency Management**

**Iowa Department of Education**

**Iowa Department of Public Safety – Intelligence Fusion Center**

**State of Iowa Fire Marshal’s Office**

**SAI: School Administrators of Iowa**

**ISEA: Iowa State Education Association**

**IASB: Iowa Association of School Boards**

**AEA: Heartland Area Education Agency**

**Des Moines Police, School Resource Officers**

## **OVERVIEW**

This document was developed for the schools of Iowa to use as a template to enhance current school safety programs; the creation of this document was a partnered effort at the state level between the aforementioned agencies. The purpose of this document is to give school districts and individual schools a planning resource to use when creating their school safety plans. Ultimately, schools can decide how much of this document they would like to incorporate into their current plan. The original document was created by the Minnesota Department of Homeland Security, and its use was granted to Iowa Homeland Security in 2011. Iowa pulled together a panel of experts to make this document specific to Iowa's schools, and laws.

It's important to note the partnership created by this document is intended to continue through information sharing in relation to critical assets, infrastructure protection, and school safety. Iowa Homeland Security is a representative in the Iowa Department of Public Safety, Division of Intelligence Fusion Center. This partnership allows for streamlined information sharing to the critical infrastructure owner/operators across the state. The current plan for information sharing is through the Iowa Homeland Security and Emergency Management, Threat Information and Infrastructure Protection Program (TIIPP) to the Iowa Department of Education for processing and dissemination statewide. Depending on the type of information being released it could be specific to a school, district or the education sector statewide.

## Table of Contents

School Emergency Planning: Roles and Responsibilities	6
Basic Disaster / First Aid Kit	9
Staff Skills Inventory	10
State of Iowa Code Provisions for schools	11
Federal Code Provisions for Schools	12
<b>Event Driven Procedure Templates</b>	<b>13</b>
Evacuation/Relocation Procedures	14
Lockdown Procedures	16
Reverse Evacuation Procedures	18
Severe Weather Shelter Procedures	19
Shelter-In-Place Procedures	20
Student Reunification/Release Procedures	21
<b>Emergency Response Flip Chart</b>	<b>24</b>
Emergency Contacts	25
Assault	26
Bomb Threat	27
Demonstration/Student Unrest	29
Fire	30
Hazardous Materials	31
Hostage	33
Intruder	34
Media Inquiry	36
Medical Emergency	38
Severe Weather (Tornado, Thunderstorm, Flooding)	39

Sexual Assault	41
Armed Assailant	42
Suicide Threat or Attempt	43
Suspicious Package or Mail	44
Threat	46
Threat Incident Report Form	47
Weapons	48
Pre-Incident Indicators	49
Threat Scenarios (Exercise Planning)	50
Training Courses	51
Acronym List	52
Self Assessment	53

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## **School Emergency Planning: Roles and Responsibilities**

### **The local districts have the authority to:**

- Develop a plan for school emergencies and crises
- Obtain legal advice on recommended policies and procedures
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster
- Coordinate with other agencies in developing general standards for local school system emergency plans
- Establish a district school emergency/crisis plan review committee to approve and coordinate all school disaster plans. The review committee should include:
  - The local emergency manager (County, Regional, or State Level)
  - A school system emergency coordinator
  - Individual school and building representatives
  - Parents, students, teachers, and association representatives
- Require all students and staff to participate in emergency preparedness training, drills and exercises
- Review school construction, renovation projects and general operations for safety

### **Superintendent and other administrative staff should:**

- Recommend school safety, violence prevention (including bullying/cyber bullying programs) and emergency preparedness programs to the local school board
- Assign selected faculty members to be a part of the District Response Team
- Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans
- Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
- Implement change in school emergency plans based on evaluation of local policies, needs and experiences
- Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood
- Be informed of neighboring school system emergency management policies and make mutual aid agreements
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers
- Arrange notification systems for staff and families

### **Principals should:**

- Appoint designee or act as the school emergency coordinator
- Assign selected staff to be a part of the Building Response Team
- Ensure the building emergency plan coordinates with the district's mission/vision
- Assign school emergency responsibilities to staff as required
- Monitor staff participation in training and competencies
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum
- Conduct drills and initiate needed plan revisions based on drill evaluations

- Arrange for procurement, storage and maintenance of emergency supplies and equipment
- Keep parents informed of the emergency notification system(s)
- Supervise periodic safety checks of school facilities and transportation vehicles
- Provide copies of the school emergency plan to the district superintendent and local emergency manager
- Keep the district superintendent informed of actions taken and resources needed
- Work with Local Law Enforcement, Fire Fighters, and Emergency Management

**Teaching staff should:**

- Participate in developing the school emergency plan
- Participate in the execution of school emergency plan exercises, drills and trainings
- Provide instruction and practice in universal emergency response procedures
- Help students develop confidence in their ability to care for themselves and help others
- Provide leadership and activities for students during a period of enforced emergency confinement
- Be familiar with the psychological needs of children in the stress of an emergency situation

**Nursing staff should:**

- Participate in the development and implementation of the school emergency plan and training
- Render first aid, treat injuries and prepare victims for transport to hospitals
- Supervise and train first aid teams and medical emergency response teams
- Advise students and teachers of emergency health and sanitation measures
- Inform the principal of needed emergency supplies and equipment
- Coordinate school health services with community health services
- Advise on necessary accommodations for persons with special needs during all types of emergencies

**Buildings and Grounds staff should:**

- Inspect facilities for structural safety and report areas of concern
- Identify shutoff valves and switches for gas, oil, water, electric, etc., and post charts for reference in an emergency
- Provide emergency protocol for ventilation systems (HVAC)
- Post location of all protective equipment
- Maintain an inventory of tools and equipment needed for emergency response
- Advise the building response teams of hazardous and shelter areas of school facilities, available emergency equipment and alternate power sources
- Maintain maps and blueprints, if available, of school facilities

**Transportation staff should:**

- Instruct children and practice emergency bus evacuation procedures
- Be prepared to render aid in an emergency
- Inform school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans
- Follow district policies to ensure students' safe arrival at home (e.g. unscheduled releases)
- Keep emergency equipment, procedures and telephone numbers in the bus
- Be aware of emergency shelter facilities along transportation routes and within the local community
- Service vehicles regularly and be ready to transport evacuees in an emergency

**Food service staff should:**

- Maintain adequate supplies of food and water for emergency use
- Contract or prepare with a local supplier for times of extended emergencies that may require large amounts of needed water and nutrients
- Rotate supplies to ensure freshness
- Plan for mass feeding under emergency conditions
- Practice kitchen health and safety laws, rules and regulations at all times

**Media center staff should:**

- Collaborate with teachers and administrative staff to research, evaluate and make recommendations for the acquisition of teaching aids and literature relevant to school safety, violence prevention and emergency preparedness programs

**Parents should:**

- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools
- Provide volunteer services for school emergency preparedness
- Provide the school with requested information concerning emergency situations, early and late dismissals, and other related release information
- Practice emergency preparedness in the home to reinforce school training and ensure family safety
- Be familiar with the school's reunification plan if children won't be picked up at school

**Students should:**

- Cooperate during emergency drills and exercises
- Be responsible for themselves and others in an emergency
- Understand the importance of reporting situations of concern
- Develop an awareness of natural and technological hazards
- Take an active part in school emergency response, as age appropriate



## Basic Disaster Supplies Kit

\*Important to note, this kit is not a requirement of staff members or a requirement of building administrators to provide. It is a reference from [ready.gov](http://ready.gov) on disaster preparedness.

A basic emergency supply kit could include the following recommended items:

- Students (from your classroom), special needs (w/description of needs), and staff lists.
- Building Administrators should have a list of School Activities (On Site and Off Site for accountability)
- Water, one gallon of water per person per day for at least three days, for drinking and sanitation
- Food, at least a three-day supply of non-perishable food
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight and extra batteries
- First aid kit
- Whistle to signal for help
- Dust masks to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Local maps (School *Evacuation Routes, Blue Print*; DOT Maps)
- Cell phone with chargers, inverter or solar charger
- Age appropriate student activities

## First Aid Kit

Knowing how to treat minor injuries can make a difference in an emergency. You may consider taking a first aid class, but simply having the following things can help you stop bleeding, prevent infection and assist in decontamination.

- Two pairs of Latex or other sterile gloves for Latex allergies
- Sterile dressings to stop bleeding
- Cleansing agent/soap and antibiotic towelettes
- Antibiotic ointment
- Burn ointment
- Adhesive bandages in a variety of sizes
- Eye wash solution to flush the eyes or as general decontaminant
- Thermometer

Non-prescription drugs:

- Aspirin or non-aspirin pain reliever
- Anti-diarrhea medication
- Antacid
- Laxative

Other first aid supplies:

- Scissors
- Tweezers

## Staff Skills Inventory

Name \_\_\_\_\_ School \_\_\_\_\_ Room \_\_\_\_\_

During an emergency situation, it is important to draw from all available resources. The special skills, training and capabilities of staff play a vital role in coping with the effects of any emergency. The purpose of this inventory is to pinpoint staff members with equipment and the special skills that might be needed. It was not intended to be the source of extra work or additional duties outside of emergency situations. *Please indicate the areas that apply to you and return this sheet to your administrator.*

**Please check any of the following in which you have expertise & training. Indicate the certified level of any of the below questions. (i.e. Firefighter 1, EMT B)**

\_\_\_\_\_ EMT (Exp Date: \_\_\_\_\_)      \_\_\_\_\_ Basic First Aid (Exp Date: \_\_\_\_\_)  
 \_\_\_\_\_ CPR (Exp Date: \_\_\_\_\_)      \_\_\_\_\_ AED [Level of Medical Training: \_\_\_\_\_]

\_\_\_\_\_ Hazardous Materials      \_\_\_\_\_ Firefighting      \_\_\_\_\_ Triage  
 \_\_\_\_\_ Emergency Planning      \_\_\_\_\_ Emergency Management      \_\_\_\_\_ Search/Rescue  
 \_\_\_\_\_ Law Enforcement      \_\_\_\_\_ Training in Conflict Resolution  
 \_\_\_\_\_ Incident Command Training

\_\_\_\_\_ Construction (electrical, plumbing, carpentry, etc.)  
 \_\_\_\_\_ Bus/Truck Driver (class 1 or 2 license - yes / no)  
 \_\_\_\_\_ Bi/Multi-lingual (if so, what language(s)? \_\_\_\_\_)

\_\_\_\_\_ Other \_\_\_\_\_

Do you keep an emergency kit: In your room?    yes /    no      In your car?    yes /    no

Do you have materials in your room that would be of use during an emergency? (i.e., athletic bibs, traffic cones, carpet squares)      yes      no

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency?      yes      no

Please list equipment and materials:

What would make you feel more prepared should an emergency occur while you are at school?

Comments:

## Key Legal Provisions for Schools in Iowa Code

### **Iowa Good Samaritan Law: 613.17: Emergency assistance in an accident.**

A person, who in good faith renders emergency care or assistance without compensation, shall not be liable for any civil damages for acts or omissions occurring at the place of an emergency or accident or while the person is in transit to or from the emergency or accident or while the person is at or being moved to or from an emergency shelter unless such acts or omissions constitute recklessness. For purposes of this section, if a volunteer fire fighter, a volunteer operator or attendant of an ambulance or rescue squad service, a volunteer paramedic, a volunteer emergency medical technician, or a volunteer registered member of the national ski patrol system receives nominal compensation not based upon the value of the services performed, that person shall be considered to be receiving no compensation. The operation of a motor vehicle in compliance with section 321.231 by a volunteer fire fighter, volunteer operator, or attendant of an ambulance or rescue squad service, a volunteer paramedic, or volunteer emergency medical technician shall be considered rendering emergency care or assistance for purposes of this section. For purposes of this section, a person rendering emergency care or assistance includes a person involved in a workplace rescue arising out of an emergency or accident. C71, 73, 75, 77, 79, 81, § 613.17; 82 Acts, ch 1198, § 1] 91 Acts, ch 182, §1; 96 Acts, ch 1219, § 74

### **Iowa Code 22.7 (50) – Confidentiality of Emergency Preparedness Information**

Information concerning security procedures or emergency preparedness information developed and maintained by a government body for the protection of governmental employees, visitors to the government body, persons in the care, custody, or under the control of the government body, or property under the jurisdiction of the government body, if disclosure could reasonably be expected to jeopardize such employees, visitors, persons, or property.

*a.* Such information includes but is not limited to information directly related to Vulnerability assessments; information contained in records relating to security measures such as security and response plans, security codes and combinations, passwords, restricted area passes, keys, and security or response procedures; emergency response protocols; and information contained in records that if disclosed would significantly increase the vulnerability of critical physical systems or infrastructures of a government body to attack.

### **280.17A. Procedures for handling dangerous weapons**

The board of directors of a public school and the authorities in control of a nonpublic school shall prescribe procedures requiring school officials to report to local law enforcement agencies any dangerous weapon, as defined in [section 702.7](#), possessed on school premises in violation of school policy or state law.

### **280.17B. Students suspended or expelled for possession of dangerous weapons**

The board of directors of a public school and the authorities in control of a nonpublic school shall prescribe procedures for continued school involvement with a student who is suspended or expelled for possession of a dangerous weapon, as defined in [section 702.7](#), on school premises in violation of state law and for the reintegration of the student into the school following the suspension or expulsion.

### **280.21B. Expulsion--weapons in school**

The board of directors of a school district and the authorities in charge of a nonpublic school which receives services supported by federal funds shall expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school or knowingly possessed a weapon at a school under the jurisdiction of the board or the authorities. However, the superintendent or chief administering officer of a school or school district may modify expulsion requirements on a case-by-case basis. This section shall not be construed to prevent the board of directors of a school district or the

authorities in charge of a nonpublic school that have expelled a student from the student's regular school setting from providing educational services to the student in an alternative setting. If both this section and [section 282.4](#) apply, this section takes precedence over [section 282.4](#). For purposes of this section, *õweaponõ* means a firearm as defined in [18 U.S.C. § 921](#). This section shall be construed in a manner consistent with the federal Individuals with Disabilities Education Act, [20 U.S.C. § 1400 et seq.](#)

### **702.7. Dangerous weapon**

A *õdangerous weaponõ* is any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed, except a bow and arrow when possessed and used for hunting or any other lawful purpose. Additionally, any instrument or device of any sort whatsoever which is actually used in such a manner as to indicate that the defendant intends to inflict death or serious injury upon the other, and which, when so used, is capable of inflicting death upon a human being, is a dangerous weapon. Dangerous weapons include but are not limited to any offensive weapon, pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.

## **Key Legal Provisions for Schools in Federal Code**

### TITLE 34--EDUCATION

#### PART 99\_FAMILY EDUCATIONAL RIGHTS AND PRIVACY

#### Subpart D\_May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Sec. 99.36 What conditions apply to disclosure of information in health and safety emergencies?

- (a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- (b) Nothing in this Act or this part shall prevent an educational agency or institution from--
  - (1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;
  - (2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or
  - (3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.
- (c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulated and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination; the department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

## **Event Driven Procedures Templates**

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## Evacuation/Relocation Procedures

### Critical Definition:

Evacuation procedures are used when conditions are safer outside the building than inside the building.

Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device
- Fire: Follow primary routes unless blocked by smoke or fire, but know the alternate route and practice the alternate route.
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly

When implementing Evacuation procedures:

### **Building Administration**

- Determine evacuation routes based on location and type of emergency
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Monitor the situation and provide updates and additional instructions as needed
- Announce ðall clearö signal once it is safe to re-enter the building

### **Staff**

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to assembly area

*When outside the building:*

- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

When implementing Evacuation and Relocation procedures:

**Building Administration**

- Determine whether students and staff should be evacuated to a relocation center
- Alert school emergency response team of emergency type and evacuation
- Notify relocation center
- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Notify superintendent's office and district public information office of relocation center address
- Implement reunification procedures at the relocation/reunification site (Reference Page 22)
- Document the reunification of all students released
- When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).
- An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability.

**Staff**

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Remain with class en route to the relocation center
- Take attendance upon arriving at the center
- Immediately report any missing, extra or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

**Relocation Centers:**

Primary Relocation Center

Secondary Relocation Center

Address:

Address:

Phone:

Phone:

## Lockdown Procedures

### Critical Definitions:

Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.

Lockdown with Warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

Lockdown with Intruder occurs when there is a threat or intruder inside the building

When implementing Lockdown with Warning procedures:

### **Building Administration**

- Announce lockdown with warning
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Disable all bells
- Direct any movement by announcement only
- Announce all clear signal when the threat has ceased

### **Staff**

- Lock all exterior doors
- Cover exterior windows\*
- Keep students away from windows
- Continue classes. Move on announcement only
- Wait for further instructions

\* Check with local law enforcement agencies regarding the covering of windows and doors.

When implementing Lockdown with Intruder procedures:

### **Building Administration**

- Announce lockdown with intruder
- Repeat announcement several times.
- Be direct. DO NOT USE CODES
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space
- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce all clear signal when threat has ceased as authorized by law enforcement



**Staff**

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special accommodations
- Close and lock all windows and doors
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

**Special Considerations:****Lockdown prior to school starting**

- Staff gathers all students in the hallways into their classrooms, or other rooms
- Preschool activities leaders gather students and report attendance
- Admin and custodial staff check the hallways and exterior of the building
- Administration posts an individual at the drop off location alerting parents and kids
- Staff takes attendance of students in their room
- At all clear, students report to their home room or first class to gain attendance

**Lockdown during passing periods**

- Staff gathers all students in the hallways into their classrooms, or other rooms
- Admin and custodial staff check the hallways and exterior of the building
- Staff takes attendance of students in their room
- At all clear, students report to home room or next class to gain 100% attendance

**Lockdown during afterschool activities**

- Event leaders gather students and take attendance
- Admin or Custodial staff checks the hallways and other rooms

## **Reverse Evacuation Procedures**

### **Critical Definition:**

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

When implementing Reverse Evacuation procedures:

### **Building Administration**

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce all clear signal when the emergency has ceased
- Implement a reporting process to know where all the schools classes are every hour of every day

### **Staff**

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to your classroom
- Take attendance
- Report any missing, extra or injured students to building administration
- Wait for further instructions

## Severe Weather Shelter Procedures

### Critical Definition:

Severe Weather Shelter procedures are implemented during a severe weather emergency. *ōDROP* and *TUCKō* procedures are used in severe weather emergencies or other imminent danger to building or immediate surroundings.

When implementing Severe Weather Shelter procedures:

### **Building Administration**

- Make an announcement or sound alarm for severe weather emergency
- Move students and staff from any portable classrooms into a permanent building
- Announce *ōall clearō* signal when the severe weather has ceased
- Monitor NOAA weather stations
- Consider shutting off the gas feeds to buildings

### **Staff**

- Take emergency go-kit and class roster
- Take the closest and safest route to shelter in designated safe area
- Use secondary route if primary route is blocked or dangerous
- If outside, return to main building
- If in a portable classroom, go to a permanent building and designated safe area
- Assist those needing additional assistance
- Do not stop for personal belongings

### *Once in safe area*

- If appropriate, implement *ōdrop* and *tuckō* procedures
- Take attendance
- Report any missing, extra or injured students to building administration
- Remain in safe area until *ōall clearō* is given by building administration
- Wait for additional instructions

When implementing *ōDROP* and *TUCKō* procedures:

- Face an interior wall
- Drop to your knees and roll forward to the balls of your feet
- If physically unable to perform, sit on the floor
- Tuck your head down and place your hands on top of your head and neck
- Do not lie flat on the ground

## Shelter-In-Place Procedures

### Critical Definition:

Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

When sheltering-in-place:

### **Building Administration**

- Announce students and staff must go to shelter areas
- Close all exterior doors and windows, if appropriate
- Turn off ventilation system (HVAC), if appropriate
- Monitor the situation
- Provide updates and instructions as available
- Announce all clear when the emergency has ceased

### **Staff**

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take emergency go-kit and class roster
- Take attendance and report any missing or extra students to building administration or incident commander
- Do not allow anyone to leave the classroom or shelter area
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

*If sheltering-in-place because of an external gas or chemical release*

- Close and tape all windows and doors
- Seal the gap between the floor and the bottom of the door

*If sheltering-in-place because all evacuation routes are blocked*

- Seal door
- Open or close windows as appropriate
- Limit movement and talking
- Communicate your situation to administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

## Student Reunification/Release

### Critical Definition:

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the beginning of the school year.

When implementing Student Reunification/Release procedures:

### **Building Administration**

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
- Notify district administration and public information officer
- Coordinate messages to parents with public information officer
- Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
- Activate staff assigned to set up the location for reunification.
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies
- Request transportation for students and staff including special needs transportation
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students (keep a log)
- Zero tolerance policy on unauthorized adults attempting to pick up children.

## Planning for Student Reunification

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Reunifying students and parents at an off-site location is a complex process. Successful reunification requires significant pre-planning, coordination and organization.

### Planning for reunification

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including office staff, student support services, administration and transportation are ideal choices to support the process. Members of the school emergency response team, technology personnel and facility management staff may also play important roles in planning and leading the reunification. Ideally all staff should be trained on reunification procedures. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

### Pre-selecting a reunification site

Several factors should be considered when selecting a reunification site. First evaluate the selected building's potential capacity to accommodate the student body, staff and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility and building access control.

If the reunification site is not another district-owned building, a written agreement must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. It is ideal to designate one reunification site for the entire district with at least one additional site for backup.

Two reunification sites may be necessary if a single site will not accommodate the entire student body. When planning for two reunification sites, building administrators should pre-designate division of the student body based on location and communicate plans to staff, students and parents to minimize confusion.

### Planning transportation and site set up

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator.

Transportation for students with special needs should also be pre-arranged.

Transportation and arrival at a reunification site must be well-organized. Administrators should pre-determine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents, if possible
- Designate holding area for students and staff near restrooms, if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow

- Pre-assign staff for reunification duties and locations

## **Reunification process**

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook. Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

## **Reunification materials and supplies**

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

## **Administrative Go-Kits**

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit. Consider including these items:

- Vests or hats to identify reunification staff
- Communication devices for the registration area, student and parent holding sites, counselors, nurses and student services staff
- Signs pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with areas designated

## **Roles for community emergency responders**

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part of reunification planning. While schools manage certain aspects of the reunification process, other roles including traffic control, crowd control or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.

# Emergency Response Flip Chart

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# Emergency Phone Numbers

## Fire, Ambulance, Police Emergency 911

Dispatch Center \_\_\_\_\_  
*(to contact local police, fire, and emergency medical services)*

### Public Utilities:

Electricity: Company \_\_\_\_\_ Contact Person \_\_\_\_\_ Position \_\_\_\_\_

24-hr emergency number(s) \_\_\_\_\_

Gas: Company \_\_\_\_\_ Contact Person \_\_\_\_\_ Position \_\_\_\_\_

24-hr emergency number(s) \_\_\_\_\_

Water: Company \_\_\_\_\_ Contact Person \_\_\_\_\_ Position \_\_\_\_\_

24-hr emergency number(s) \_\_\_\_\_

### Emergency Management Agencies:

Local emergency management director \_\_\_\_\_  
(Name and numbers)

County emergency management director \_\_\_\_\_  
(Name and numbers)

Poison Control Center: \_\_\_\_\_

Crime Victim Services: \_\_\_\_\_

County Social Services (Child Protection): \_\_\_\_\_

Post-Crisis Intervention/Mental Health Services: \_\_\_\_\_

## **Assault**

### **Critical Definition:**

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

When an assault occurs:

### **Staff (Initially confronted with the situation)**

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- Defuse the situation, if possible, without putting yourself in harm's way
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses
- Document all activities

### **Building Administration or Designee**

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

## Bomb Threat

### Critical Definition:

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:

### **Building Administration or Designee**

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Incident Report Form (Page 47)
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document all actions taken by staff

### **Staff**

- Notify building administration
- Preserve evidence for law enforcement
  - If written threat, place note in paper envelope to preserve fingerprints
  - If the threat is written on a wall, photograph
  - If phoned threat, document all relevant information
- Complete Threat Incident Report Form (Page 47)

If the bomb threat is determined to be credible:

### **Building Administration or Designee**

- Initiate appropriate Evacuation procedures
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated
- Limit the use of cell phones and radios in the building

### **Staff**

- Implement appropriate Lockdown procedures
- Scan classroom or assigned areas for suspicious items
- Staff will be the best at telling what is out of place, or potential indicators.
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings
- Limit the use of cell phones and radios in the building

If Evacuation Procedures are initiated:

**Building Administration or Designee**

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

**Staff**

- Implement Evacuation procedures
- Take emergency go-kit and class roster

*\*\*When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.*

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## Demonstration/Student Unrest

### Critical Information:

Demonstrations on school property could be deemed trespassing.

If demonstration is near, but not on school property:

#### **Staff**

- Notify building administration

#### **Building Administration or Designee**

- Preplan for this by designating protest area around the building.
- Notify district administration
- Notify and consult with law enforcement in developing a plan of action
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)
- Consider lockdown with warning procedures (see Lockdown procedures)

If demonstration is on school property:

#### **Staff**

- Notify building administration

#### **Building Administration or Designee**

- Notify district administration
- Notify and consult with law enforcement
- Identify who asks the demonstrators to leave
- Develop an action plan
- Notify building staff
- Consider lockdown with warning procedures (see Lockdown procedures)
- Ensure safe entry into and exit from the building
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)

# Fire

## Critical Information:

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

In the event of fire or smoke:

### **Staff**

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
- Implement evacuation plan for any students needing special assistance
- Evacuate students and other staff to designated areas
- Take emergency go-kits and class roster
- If primary route is blocked or dangerous, use closest, safe exit
- If trapped by fire, search for the safest way to get out
- Shut doors behind you, if possible
- Once outside, assemble a safe distance from building
  - Take student attendance
  - Report missing, with last known location
  - Report extra or injured students to building administration

### **Building Administration**

- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire, if known, if unknown provide general location
- Ensure fire alarm has sounded
- Notify district administration
- Meet with fire officer
- Identify the location of fire
- Advise location of injured persons
- Provide names of any missing persons
- Bring blue prints of facility; point out location of control panel, annunciators, and sprinklers
- Determine if students need to be transported to an evacuation site
- Notify parents or legal guardians of student reunification and release procedures (consider adding procedures to student handbook)
- Signal ðall clearö when safe to re-enter school building

### **Additional Considerations**

- Plan for accommodations for students or staff with special needs
- Ensure teachers have class, and staff rosters

## Hazardous Materials

### Critical Information:

In the event of a natural or propane gas leak or odor ó EVACUATE IMMEDIATELY.

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

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

### **Staff**

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

### **Building Administration**

- Call 911 and notify emergency responders
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
- Notify district administration
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document all actions taken

### **Recommended resources for your chemicals:**

- DOT HAZMAT Emergency Response Guidebook
  - Located at: (<http://www.phmsa.dot.gov/hazmat/library/erg>)
- NIOSH Guide Book
  - Located at: (<http://www.cdc.gov/niosh/npg/>)

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

**Staff**

- Notify building administration
- Report location and type (if known) of hazardous material
- Move students away from the immediate vicinity of the danger
- If outside, implement Reverse Evacuation procedures
- Avoid turning on and off lights

**Building Administration**

- Monitor situation
- Notify district administration
- Consult with emergency responders
- Identify the need for evacuation
- Consider implementing Shelter-in-Place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken
- Provide known hazardous materials list to the fire department
- Develop an action plan with emergency responders



## Hostage

### Critical Information:

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

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

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

If you witness a hostage situation:

### **Staff**

- Do not put yourself in harm's way.
- Notify building administration immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

### **Building Administration**

- Preplan how local Law Enforcement will identify themselves to staff during clearing procedures
- Use of department identification badges with photos
- Distribute information to staff and practice it.
- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following:
  - Identity and description of the individual
  - Description and location of the incident
  - Number of hostages
  - Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, they will take control of the situation
- Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken

*In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.*

## Intruder

### Critical Information:

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

*When interacting with a stranger at school, use the “I CAN” rule.*

***Intercept***

***Contact***

***Ask***

***Notify***

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

### **Staff**

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

### **Building Administration**

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

## Mitigation

- Develop and implement a 100% visitor identification process.
  - Create an easily identifiable visitor sign that all visitors must wear at all times.
  - Create an environment within the school that encourages all staff and students to challenge all unregistered visitors.
- Ensure all staff and students know the visitor process, and their role in accomplishing security.
- Reporting procedures should be included in the student handbook.
- Create a hall monitor program, through volunteers, or staff.
- Encourage school resource officer, administration, and janitorial staff to do random work-arounds before, during, and after school.

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## Media Inquiry

### Critical Information:

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

When communicating with the media during an emergency:

### **Joint Information Center (JIC)**

The State of Iowa's Joint Information Center (JIC) provides a coordinated release of public information during disasters and emergencies. Housed in the State Emergency Operations Center at the Joint Forces Headquarters near Johnston, IA, the JIC acts as a one-stop shop for the gathering and dissemination of incident-related information. Activities performed in the JIC include: developing press releases and other written products; facilitating news conferences; updating websites with pertinent disaster information; providing information via social media outlets such as Facebook and Twitter; monitoring media and social media reports for accuracy; planning tours for the governor and state officials to disaster-impacted areas; and responding to public inquiries. The JIC is staffed by HSEMD public information officers (PIOs) and other staff along with PIOs from other state agencies involved in the disaster response. For a very large or lengthy disaster response, PIOs from other State agencies may be asked to work in the JIC. The JIC is only operational when the Emergency Operation Center (EOC) is activated, in a State level emergency. The JIC also coordinates with partners at the local and federal government levels, along with the private sector, to ensure consistent messages are being delivered to the public.

### **Superintendent or Designee**

- Prepare and coach district spokesperson
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media know when to expect the next update
- DO NOT say "No comment." It is okay to say "I don't know"
- Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media

### **Building Administration or Designee**

- Notify district administration, board and all staff of emergency event
- Direct all media contacts to superintendent, or media point of contact
- Relay all factual information to superintendent, or media point of contact
- If directed by administration, designate a site spokesperson
- Update staff throughout the emergency, review details of the emergency and dispel rumors
- Inform superintendent and points of contact of any media presence at the building. Request onsite assistance with media if necessary

**Staff**

- Direct all media inquires to these points of contact.

**Communication Contacts**

List the district spokesperson and public information officer along with their alternates in case the primary contact is unavailable during a crisis. Consider pre-designating building or site spokespersons.

**District Public Information Officer (PIO)      Alternate District (PIO)**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Contact Number

**District Spokesperson**

**Alternate District Spokesperson**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Contact Number

## Medical Emergency

### Critical Information:

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. (Good Samaritan Law ó Page 11)

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

### **Staff**

- Determine whether the individual has a health plan on file which would assist in providing the appropriate treatment
- Send for immediate help (notify health office staff or school nurse) and Call 911
- Describe injuries, number of individuals and give exact location
- If in locations with chemicals, provide MSDs to responders
- Notify building administration
- DO NOT move the individual(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check individual for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the individual(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report (Medical Policy) and/or document all actions taken

### **Building Administration or Designee**

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team (Staff Skills Inventory (Page 10))
- Ensure someone (e.g. staff, student) meets and directs first responders
- Provide any additional information about the status of the individual(s)
- Provide information from the individual(s) medical emergency profile
- If needed, assign a staff member to accompany individual(s) to the hospital
- Notify district administration
- Notify individual(s) parents, legal guardians or emergency contact (Insure the most accurate information is passed)
- Activate Recovery procedures as appropriate (debriefing, or coordinate counseling resources)
- Document all actions taken by staff
- Conduct After Action Review (AAR)

For medical emergencies related to life-threatening allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to all school personnel
- Check to see if the individual has an EpiPen on their person or close by
- Students should advise staff and nurse on EpiPen locations. (Teachers should request training by Nurse)
- Encourage all employees with special health considerations to alert building administration

## Severe Weather (Tornado/Severe Thunderstorm/Flooding)

### Critical Information:

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas. Having your building assessed by an appropriate individual (engineer, safety professional and/or some insurance agencies staff inspectors) is the recommended way to designate safe areas.

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

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

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

### **District Administration**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Notify impacted schools, buildings and programs in the district

### **Building Administration or Designee**

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

### **Staff**

- Review "Drop and Tuck" procedures with students

If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

### **District Administration**

- Notify impacted buildings and programs in the school district
- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Provide any updated information to impacted schools, buildings and programs

**Building Administration or Designee**

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate Severe Weather Shelter Area procedures
- Move students and staff out of portable classrooms and into a permanent building
- Notify parents and legal guardians according to district policy

**Staff**

- Initiate Severe Weather Shelter Area procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure students are in otuckö positions
- Take attendance and report any missing, extra or injured students to building administration
- Remain in shelter area until an öall clearö signal is issued
- In the event of building damage, evacuate students to safer areas
- If evacuation does occur, do not re-enter the building until an öall clearö signal is issued by the incident commander (Local Law Enforcement or Fire Personnel)

If flooding occurs near or at a school:

**District Administration**

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials and transportation coordinator
- Notify any impacted buildings or programs in the district

**Building Administration or Designee**

- Know the flood level at which the building is protected
- Review evacuation procedures with staff
- Notify relocation centers (Plan for locations outside of your immediate community)
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
- Notify parents or guardians of evacuation and relocation

**Staff**

- Initiate Evacuation procedures as directed
- Take emergency go-kit and class roster
- Take attendance and report any missing, extra or injured students to building administration



## Sexual Assault

### Critical Information:

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

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

- An alleged rape or sexual assault occurs on campus
- A member of the individual family or friend requests intervention
- Rumors of an alleged incident are widespread and damaging

In the event of an alleged sexual assault or notification of a sexual assault:

### **Staff**

- Notify building administration immediately
- Complete all required reports (Law Enforcement, state law or district policy)
- Maintain confidentiality during the investigation
- Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct alleged victim
- *Do not leave the alleged victim alone*
- Ensure the short-term physical safety of the alleged victim
- Notify the school nurse or student services to provide care and secure immediate medical treatment, if needed
- Preserve all physical evidence
- Preserve personal effects, as well as the potential crime scene

### **Building Administration or Designee**

- Maintain confidentiality during the investigation
- If a staff person heard the report, remind them the information is protected by federal law and instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred on campus notify appropriate law enforcement
- Designate a school counselor or staff member who has a positive relationship with the alleged victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the alleged victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file
- Without putting staff or students in harm's way, secure the potential crime scene until Law Enforcement arrives

## Armed Assailant

### Critical Information:

Armed Assailant term solicits the same response no matter the dangerous weapon. School policies should address who has the authority to initiate lockdown procedures in all schools and buildings.

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

### **Staff**

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

### **Building Administration or Designee**

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known:
  - Location of shooter(s)
  - Description, identity and number of shooters
  - Description of weapon(s)
  - Number of shots fired
  - Is shooting continuing?
  - Number of injuries
- Notify district administration
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures

*\*Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year. Exercise Armed Assailant drills with Staff and Local law Enforcement for effective responses in a variety of different conditions and times of day.*

## Suicide Threat or Attempt

### Critical Information:

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. (Reference potential indicators (Page 49))

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

### **Staff**

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

### **Building Administration or Designee**

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

*\*School staff must exercise caution when discussing an attempted suicide or death by suicide with students. All actions should be in accordance with federal and state privacy laws, and where appropriate local board policy. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

## Suspicious Package or Mail

### Critical Information:

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

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

#### **Staff**

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

#### **Building Administration or Designee**

- **CALL 911** and notify law enforcement
- Notify district administration
- Document all actions taken by staff
- Mitigation: Train staff, volunteers, or students on mail procedures annually
- Mitigation: Post information on suspicious packages in mail room or mail opening area

If a letter/package contains a written threat but no suspicious substance:

#### **Staff**

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form (Page 47)

#### **Building Administration or Designee**

- **Call 911**
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- Document all actions taken by staff

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

#### **Staff**

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

- Complete Threat Incident Report Form

**Building Administration or Designee**

- Call 911
- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
  - Need for decontamination of the area and the people exposed to the substance
  - Need for evacuation or shelter-in-place
- Notify district administration
- Notify parents or legal guardians according to district policies

*\*When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.*



## Threat

### Critical Information:

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

In the event of IMMEDIATE danger:

### **Staff**

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify building administration

### **Building Administration or Designee**

- Initiate Lockdown with Intruder procedures
- **CALL 911**
- Notify district administration
- Document the incident

If threat is identified but there is no immediate risk:

### **Staff**

- Complete a Threat Incident Report Form (Page 47)
- Notify building administration and student services staff
- Maintain confidentiality

### **Building Administration or Designee**

- Convene the appropriate staff to evaluate the threat
- Notify law enforcement
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify district administration
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

<b>Threat Incident Report Form (Locate this by Phone)</b>									
<b>All Threats</b>									
Date:		Time:		Location:					
Recorded By:									
Means of Threat:									
	Phone		Written		Face		Package		
Students Involved:									
Staff Involved:									
<b>Phone Threat</b>									
Phone Number shown on Caller ID:									
Exact words of the threat:									
<i>Questions for the Caller:</i>									
Where is the bomb, chemical or hazard?									
What does it look like?									
What kind of bomb or hazard is it?									
When is it going to explode or be activated?									
What will cause it to explode or be activated?									
Did you place the bomb or hazard?									
If no, Who did?									
Why did you place the bomb or hazard?									
What is your name?									
Where are you calling from?									
What is your address?									
<b>Callers Voice (Circle all that apply)</b>									
Calm	Stutter	Giggling	Laughter	Stressed	Disguised	Slow	Distinct	Deep	
Nasal	Lisp	Sincere	Crying	Loud	Soft	Angry	Squeaky	Raspy	
Slurred	Drunken	Broken	Rapid	Excited	Normal	Young	Middle Aged		
Old	Incoherent								
Accent:									
Is the voice familiar? Who?									
<b>Background Noises (Circle all that apply)</b>									
Voices	Airplanes	Street Noises	Vehicles	Music	Clear	Static	Horns		
Bells	Motor	PA System	Trains	Factory	House Noises	Party			
Quiet	Phone Booth								
Animals:									
Other:									

## Weapons

### Critical Information:

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

If you are aware of a weapon on school property:

### **Staff**

- Notify building administration immediately and provide the following information:
  - Location, identity and description of the individual
  - Description and location of weapon(s)
  - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

### **Building Administration or Designee**

- Call 911 to report that a weapon is in school
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
- Develop an action plan for response
  - If the weapon is located on an individual, isolate the individual
  - If the weapon is in a locker or in a backpack, prevent access to that area
- Determine whether to initiate Lockdown, Evacuation or other procedures
- Notify district administration
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him/her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to place the weapon down
  - Use the individual's name while talking to them
  - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to district policy

*Staff members should be familiar with definitions of weapons within their school district's policies.*



## Pre-incident Indicators

In May 2002, the U.S. Secret Service and the U.S. Department of Education published the results of the *School Safety Initiative*. This study of 37 incidents of targeted school violence between December 1974 and May 2000 examined the thinking, planning and pre-attack behaviors of attackers. The eleven key findings were:

- Incidents of targeted school violence are rarely sudden, impulsive acts
- Prior to most incidents, other people knew of the attacker's intent, idea or plan to attack
- Most attackers did not directly threaten their targets prior to the attack
- There is NO accurate or useful profile of students who engage in targeted school violence
- Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help
- Most attackers were known to have difficulty coping with significant losses or personal failures
- Many had considered or attempted suicide
- Many attackers felt bullied, persecuted or injured by others prior to the attack
- Most attackers had access to and had used weapons prior to the attack
- In many cases, other students were involved in some capacity
- Despite prompt law enforcement responses, most acts of targeted violence were stopped by means other than law enforcement intervention

Research in 200 incidents of workplace violence showed the following indicators; for the purpose of this document consider these indicators for anyone in the school workplace:

- Increased use of alcohol and/or illegal drugs
- Increase in absenteeism
- Decrease in attention to appearance or hygiene
- Decrease in school participation and grades
- Withdrawal from group, or enjoyable activities
- Depression
- Outbursts of anger or rage
- Threatening or abusive to co-workers or others
- Difficulties with authority or supervisors
- Suicidal comments, thoughts, or tendencies
- Loss of weight
- Giving personal belongings away
- Noticeable change in behavior, emotional responses, or mood swings
- Paranoia
- Off the cuff comments: "I have a plan" or "Just wait until"
- General resistance, or over reaction to changes
- Talking more about prior violent incidents, weapons or tactics
- Empathy for individuals who committed violence
- Fascination with violence
- Repeated violations of standards or policies
- Increase in domestic problems

*\*\*If you feel a student in your school is showing potential indicators of violent tendencies you should report it immediately to Local Law Enforcement by calling 911. Remember you're allowed to release personal information about a student showing indicators of violence when deemed as a threat to others. Reference the Federal Law on page 11.*

## Threat Scenarios

*Use the following scenarios for your specific student's age at your school. At the district or higher levels you can run these scenarios for a variety of student's ages and schools specialties. These scenarios will be updated annually by Iowa Homeland Security for the State of Iowa Education Sector and will be distributed through the Department of Education. These scenarios are intended to allow school officials and local law enforcement the ability to exercise their school plans.*

**#1)** At approximately 9:30 am the nearest bank to your school is being held up, and the armed suspect ( recent graduate student) is in a high speed chase with police. After the short chase the suspect abandons the car in front of the school and takes off on foot into your building. He enters the building during a passing period with the hallways full. He has a short lead on police and disappears into the crowd during the confusion. The police walk into the building not knowing where the suspect had gone. They now walk into the administration offices.

**Procedures to table top, or discuss:**

- Lockdown procedures
- Identification of law enforcement during clearing operations
- Armed Assailant

**#2)** At approximately 1 pm, a teacher reports a student missing from his/her class room. A quick check of the bathrooms, hallways, and common areas does not turn up the missing student. Placing a call to the parents reveals domestic issues, but no student.

**Procedures to table top, or discuss:**

- Lockdown procedures (Depending on students age)
- Accountability procedures
- Notification to Law Enforcement (SRO, or PD)
- IEP, 504 Plan or Health Plan

**#3)** On a Saturday during the school year, an EF5 tornado destroys your school. What do you tell parents/teachers for the weeks and months to come?

**Procedures to table top, or discuss:**

- Continuity of Operations Plan
- IASB's Natural Disasters Toolkit (<http://www.ia-sb.org/Main.aspx?id=7188>)

**#4)** At approximately 9 am, the education sector is advised of an increased threat specific to the State of Iowa, but not specific to a school. The threat calls for an unidentified attack unknown time, unknown location. Guidance from the state is to continue normal operations, with increased security, and reporting of incidents.

**Procedures to table top or discuss:**

- Discuss the increased security plan (with local responders)
- Reporting techniques from staff to administration, and administration to law enforcement

## Training Courses

The following courses are available for registration through the Independent Study Program at the FEMA training website (<http://training.fema.gov/IS/>).

<u>Course Number</u>	<u>Course Name</u>
IS-7	A Citizen's Guide to Disaster Assistance
IS-22	Are you Ready? An In-depth Guide to Citizen Preparedness
IS-100.b	Introduction to Incident Command System
IS-100.HE	Introduction to the Incident Command System for Higher Education
IS-100.SCa	Introduction to the Incident Command System for Schools
IS-106.11	Workplace Violence Awareness Training 2011
IS-235.a	Emergency Planning
IS-241.a	Decision Making and Problem Solving
IS-247	Integrated Public Alert and Warning System (IPAWS)
IS-362.a	Multi-Hazard Emergency Planning for Schools
IS-393.a	Introduction to Hazard Mitigation
IS-547.a	Introduction to Continuity of Operations
IS-700.a	National Incident Management System (NIMS), An Introduction
IS-906	Workplace Security Awareness
IS-907	Active Shooter: What You Can Do

EMC Insurance Companies (Online Training)

- Policy number maybe required for log in
- <http://www.emcins.com/losscontrol/industries/Schools.aspx>

FEMA School Training: Student Tools for Emergency Planning (STEP)

- <http://www.fema.gov/privatesector/step.shtm>

### Exercise

Table top or full scale exercise can be coordinated through Iowa Homeland Security and Emergency Management [www.iowahomelandsecurity.org](http://www.iowahomelandsecurity.org) or 515-725-3231.

## Acronyms List

AAR ó After Action Report  
AED ó Automated External Defibrillator  
CIKR ó Critical Infrastructure Key Resource  
CPR- Cardiopulmonary Resuscitation  
DHS ó Department of Homeland Security  
DOT ó Department of Transportation  
DPS - Department of Public Safety  
DRT ó District Response Team  
EM ó Emergency Manager  
EMT ó Emergency Medical Technician  
EOC ó Emergency Operation Center  
FC ó Fusion Center  
HAZMAT ó Hazardous Materials  
HSEMD ó Homeland Security and Emergency Management Division  
HVAC ó Heating, Ventilation, and Air Conditioning  
ōI CANō Rule ó Intercept, Contact, Ask , Notify  
JIC ó Joint Information Center  
LE ó Law Enforcement  
LLE- Local Law Enforcement  
NIOSH - National Institute for Occupational Safety and Health  
NOAA ó National Oceanic and Atmospheric Administration  
PA system ó Public Address System  
PIO ó Public Information Officer

SELF ASSESSMENT	YES	NO	N/A	COMMENTS
<b>EMERGENCY PLANNING</b>				
Is your current emergency plan all hazard?				
Is your current emergency plan coordinated with local first responders?				
Is your current plan communicated to the response agencies?				
Have you updated responding agencies with blue prints of the facility?				
Plan takes into consideration all daily activities? (before, during and after school)				
<b>PROCEDURES (My Plan Includes:)</b>				
Lockdown				
Evacuation/Relocation				
Severe weather shelter				
Shelter-in-place				
Reverse Evacuation				
Reunification				
<b>INCIDENTS (My Plan Includes:)</b>				
Emergency Contacts				
Assault				
Bomb Threat				
Demonstration/Student Unrest				
Fire				
Hazardous Materials				
Hostage				
Intruder				
Media Inquiry				
Medical Emergency				
Severe Weather				
Sexual Assault				
Armed Assailant				
Suicide Threat or Attempt				
Suspicious Package or Mail				
Terrorism				
Threat				
Weapon on Campus				

<b>DRILLS</b>				
Lockdown				
Fire				
Severe Weather				
<b>BUILDING ACCESS</b>				
Is there a single point for visitor access to each building?				
Is the access point monitored?				
Does the facility use a visitor badge?				
Visitors are required to show ID prior to receiving a badge?				
Vendors are required to sign in and out?				
Visitors are required to sign in and out?				
Are students given hall passes?				
Is signage visible for visitor access, and prohibited items?				
Does the staff have written procedures on access of the buildings?				
Staff members present after normal business hours required to sign in/out, or swipe in/out?				
<b>Key Control</b>				
Is there a master key control system to monitor keys, cards?				
Keys or cards are audited at least annually?				
The school has a Knox box?				
The fire department has walked through the facility?				
The staff have pictured ID cards?				
Staff are required to turn in ID Cards, or Keys upon termination?				
<b>STAFF TRAINING</b>				
Staff are trained in all required drills?				
Staff are trained in CPR and First Aid?				
Staff are trained in the use of AEDs?				
Emergency response teams are identified, and trained?				
Are assigned areas to monitor in higher threat situations?				

FACILITY				
Areas of the grounds that need security are fenced?				
Gates are secure when not in use?				
Any mechanical, electrical, water, or other utility connections are surrounded by a protective enclosure?				
Trees, shrubs, and other foliage are trimmed to allow visibility?				
Posted signs indicate restricted areas?				
Ground floor windows are in good repair, and have functional locks?				
Roof access is restricted to staff only?				
At night, areas are reasonably lit?				
Personnel closing the facility daily, ensure all doors are locked, and log checks?				
Bus loading areas are clearly marked?				
Parents pick up areas, and drop off areas are clearly marked?				
Fire zones are maintained free of obstacles and cars?				
Student cars are properly marked?				
Staff cars are properly marked?				
Checks of the parking lots are performed several times during the day?				
Deliveries are accepted at designated areas?				
Deliveries are documented?				
All deliveries are inspected by trained personnel?				
Class rooms can be locked from the inside?				
Rooms not in use are always locked?				
Any utility rooms are not marked, and have limited access?				
All rooms have emergency procedures/evac routes listed?				
Phones are present at the primary work areas of all staff members?				

Procedures manuals are located by each phone?				
The school has a security camera system?				
Is the camera system monitored?				
Is the camera system recorded?				
Does the school have a dedicated SRO?				
How often is the SRO on site?				
If an outside of school even is hosted the school provides supervision?				
There is a specific person dedicated to secure the facility after an event or school day?				
School staff is trained in recognition of suspicious activities?				
Staff knows who to report suspicious activities?				
School has an alarm?				
Response agencies have walked though the facility to familiarize themselves?				
School has a weather radio which is listened to during operational hours?				
<b>COMMENTS:</b>				