

# *CRISIS*



## MANAGEMENT WORKBOOK

### Fairfax County Public Schools

**The Office of Safety and Security**  
**Revised October 14, 2015 to include:**

**Clarification of acceptable school Off-Site Evacuation Locations (pages 21-23, 32 and 36).**

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## Section 1- Base Plan

### Introduction

Virginia law requires that every school develop a written “school crisis, emergency management, and medical emergency response plan.” This workbook, along with the Facility Crisis Management Security Plan [online template], conforms to the requirements outlined in the *Code of Virginia, §22.1-279.8., School safety audits and school crisis, emergency management, and medical emergency response plan*, in that, they provide “*the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities.*”

Pre-incident crisis, emergency management, and medical response planning is essential in preparing for a multitude of hazards that can adversely affect the safety of our schools and the health, and/or general welfare of students, faculty, staff, visitors, and individuals with disabilities and special needs. Schools that use a multi-hazards approach to emergency planning and adopt the national standard command and management structure, National Incident Management System (NIMS), are better prepared to mount a rapid, coordinated, effective response when a crisis or critical incident does occur.

This workbook is organized into three Sections. Section 1 is the Base Plan that provides an overview of the school division’s school-based emergency management organization and procedures. It also cites the legal authority for emergency planning and conducting emergency operations, identifies the hazards that schools should be prepared to address, explains Fairfax County Public Schools’ (FCPS) general approach to emergency response (concept of operations), and assigns emergency roles and responsibilities to school-base staff. Section 2 is the Hazard-Specific Appendices which provide guidance and detailed response actions for handling specific incidents or situations that have a high probability of occurring. Section 3 consists of a listing of acronyms, definitions of key terms (glossary) and acknowledgement of reference materials used to develop this workbook.

This workbook does not specifically address the limitless, diverse threats that confront schools; instead it provides general operating goals, guidelines, and procedures for the critical events and emergencies outlined in the *Code of Virginia, §22.1-279.8., School safety audits and school crisis, emergency management, and medical emergency response plan*. Nothing in this workbook shall limit the use of experience, good judgment, common sense, discretion, flexibility, and ingenuity to adapt to any type of critical event, emergency and the complexities which exist under emergency conditions.

FCPS personnel will strive to preserve and protect life, reduce emotional trauma, assist in emotional recover from trauma, minimize personal injury and damage to property and cooperate with local emergency preparedness agencies.

This workbook is a revision of the Fairfax County Public Schools Crisis Management Workbook published in January 2001.

## **Purpose**

The Fairfax County Public Schools (FCPS) Crisis Management Workbook was developed to assist schools administrators, crisis management team members, faculty, staff, students and local first responders in the planning, development, exercising, and the execution of crisis, emergency management and medical emergency response plans by providing clear policies, guidelines, definitions, procedures and operational concepts.

## **Goals**

The primary goals of this workbook are to:

- Develop effective crisis and security plans that will promote the safety and welfare of students and school staff, protect school property, and regulate the operation of the schools during a crisis incident, critical incident or medical emergency.
- Prepare students and school staff to take appropriate actions in response to a natural, technological, or school specific hazards.
- Provide parents and community stakeholders with the policies, guidelines and procedures that schools will be utilizing during an emergency.

## **Authorities and References**

Virginia law requires that “each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical response plan.” “The local school division superintendent shall certify in writing to the Virginia Center for School Safety no later than August 31 of each year” that the plans have been reviewed (Code of Virginia, §22.1-279.8.D).

The Fairfax County School Board’s Strategic Governance requires that “updated emergency management plans are in place, that key personnel receive training as appropriate, and that a collaborative and effective working relationship is maintained with local, state, and federal emergency management representatives.” “The division superintendent will maintain a system that conforms to policies of the school board, the regulations of the Virginia Department of Education, applicable county, state, and federal laws and regulations and ensures that procedures exist for the review and revision of these policies.”

FCPS Regulation 8613, School Emergency Management Plans and Procedures, requires that “each school principal, in consultation with staff members, is required to develop a crisis and security plan using the template provided by the Office of Safety and Security (OSS). Such plans shall be submitted for approval to OSS by September 30 of each year. “

FCPS Regulation 2102, First Aid, Emergency Treatment, and Administration of Medication for Students, establishes procedures for the administration of health-related services in the schools, including first aid, emergency treatment, and administration of medications for students.

Section III of this workbook provides a comprehensive list of resources and references that portions of this plan have been adapted from.

## **Policy**

Crisis Management is a central component of a comprehensive school safety program. The primary objectives of Crisis Management is to promote the health, safety and welfare of students, staff and visitors, protect school property, and regulate the operation of schools during an emergency. The key to successful crisis management is preparation. This workbook cannot cover all aspects of emergency preparedness but will provide a general understanding of activities that should be undertaken.

While policy provides the foundation and framework for crisis management, leadership is necessary to ensure effective implementation and maintenance of preparedness. The school based Crisis Management Team is critical to the successful management of school emergencies. Leadership by the school principal is crucial for effective school-based crisis management. As the highest level executive in the school, the principal bears responsibility for all school-based decisions and activities. Leadership involves making crisis management a priority and communicating its importance — "What is a priority to the principal becomes important to everyone at the school."

When an emergency has the potential to overwhelm a school's ability to deal with the incident, or there is more than one incident occurring, or an area wide incident that affects multiple sites, the FCPS Leadership Crisis Management Team (LCMT) will be activated, as specified in the FCPS Systemwide Emergency Operations Plan. The LCMT will assume responsibility for resource management of FCPS assets, coordination with the leadership of emergency service and law enforcement agencies, the release of information to the School Board, and other local officials and the public, allowing school-based staff to deal with the immediate needs of students, staff, and parents.

## **Scope**

For purposes of this Crisis Management Workbook, school crises are organized into three (3) categories: crisis incident, critical incident and medical emergency. Listed below are brief descriptions and examples.

“Crisis incidents” shall include situations that do not occur on school property or at a school event but negatively affect schools and to which schools must respond, but typically do not require an emergency response. Examples include death of a student, school personnel, or a member of a student’s immediate family by suicide, illness, or accident; non-school incidents injuring or victimizing a student or staff member; perceived crises such as tensions arising from racial incidents and rumors of potential violence between rival students. School administrators, guidance counselors, and other student services professionals typically have primary responsibilities in responding to crises incidents. The school principal shall have the discretion to determine what qualifies as a crisis incident and when to convene the Crisis Management Team.

“Critical incidents” are events requiring an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. They typically involve activation of a school Crisis Management Team. Critical incidents include but are not limited to natural and technological disasters and security emergencies that adversely affecting the normal operation of the school. Examples include tornados, severe thunderstorms/weather incidents, terrorist attacks, fire, hazardous material spills, school shootings, situation involving hostage and/or kidnapping, threats involving weapons; explosions; fugitive/suspect being pursued near a school by law enforcement.

“Medical emergencies” are those possible life-threatening situations arising from health conditions as well as unintentional and intentional injuries. Examples include cardiac arrest, serious illness or condition, drug overdoses, seizures, playground accidents and serious athletic injuries, and acts of violence (assaults) that require emergency medical treatment. School administrators, school nurses, and local emergency medical personnel typically have primary responsibilities in responding to medical emergencies. Drug overdoses and acts of violence will also require law enforcement involvement.

A crisis incident, critical incident or medical emergency can vary in scope and intensity. Situations can range from a non-emergency school crisis involving a single student to a life threatening situation affecting the entire school division. Incidents and emergencies can occur before, during or after school hours; on or off school property.

This workbook supports, complements and should be used in conjunction with the following resources:

- FCPS Facility Crisis Management and Security Plans (online template)
- FCPS Systemwide Emergency Operations Plans
- FCPS Pandemic Influenza Plan
- FCPS Safety Manual
- FCPS Regulation 2102, First Aid, Emergency Treatment, and Administration of Medication for Students
- FCPS Regulation 2111, Procedures for Conducting a Threat Assessment
- FCPS Regulation 8613, School Emergency Management Plans and Procedures

## **Concept of Operations**

Fairfax County Public Schools is committed to working with local emergency planning and response agencies to develop strategies to mitigate, prevent, prepare for, respond to, and effectively recover and restore the safety and security to the school community. FCPS has formal and informal agreements with the following agencies to assist in planning, training, emergency response and recovery:

- City of Fairfax Fire and Rescue Department
- City of Fairfax Police Department
- Fairfax County Fire and Rescue Department
- Fairfax County Health Department
- Fairfax County Office of Emergency Management
- Fairfax County Police Department
- Fairfax-Falls Church Community Services Board
- Fairfax Joint Local Emergency Planning Committee
- Fort Belvoir Directorate of Plans, Training, Mobilization and Security
- Fort Belvoir Fire Department
- Fort Belvoir Police Department
- Town of Herndon Police Department
- Town of Vienna Police Department

It is important that FCPS and emergency planning and response agencies continue to strengthen relationships, and coordinate emergency management planning. The content of the workbook is consistent with current FCPS Directives and memorandums of understanding (MOU) with local agencies.

## **Crisis Management Team (CMT)**

The single most effective way of dealing with a crisis situation, critical incident or medical emergency is through the use of a Crisis Management Team (CMT). The CMT is an organized group of school-based faculty and staff members created to assist the principal in planning for and responding to school emergencies. These staff members must be trained in the implementation of the school's Facility Crisis Management Security Plan. Each principal must designate staff members to serve on the CMT and designate a CMT member to act in the principal's absence. There may be instances when time-sensitive decisions have to be made quickly by the principal without consulting the CMT.

The membership of each school's CMT should consist of an immediately accessible core group of school personnel who have the knowledge and skills to deal with an emergency situation. There are no formal standards for the number of members that should be on the team. The CMT composition varies depending upon the size and type of school, the availability and expertise of the individual members, and the potential hazards threatening the school. In addition to the school principal and assistant principals, membership may include guidance counselor(s), directors of student activities and services, the school nurse or health room aide(s), school psychologist(s) and/or school social worker(s), administrative assistant(s), custodian /building supervisor,

building engineer, school security personnel, school resource officer(s) and select teacher(s). The CMT members that are teachers and have classroom responsibilities must either have another pre-designated faculty member assigned to assume responsibility for the selected teacher's students or open class periods during the school day. The selected teacher would be free to assist with other tasks such as first aid, parent and student reunification or information/media liaison. School resource officers serving on their respective school's CMT should take the lead in responding to any crisis involving a violation of law or threat to public safety. Individual roles and responsibilities of team members are recorded in the school's online Facility Crisis Management Security Plan Template. CMT members should be equipped with portable radios and/or cell phones.

This team cannot be put together when the crisis, critical incident or emergency is unfolding. Each member must be in place and comfortable with his or her role before an incident occurs. The CMT needs to become a formal part of each school. The CMT should meet on a regular basis and discuss not only the crisis management plan but also any areas of concern in the school. All members should receive information and training regularly.

Crisis planning involves more than developing procedures for responding to critical incidents. Members of the CMT need to have the ability to identify alarming changes in a student's behavior or recognize community events or incidents that could affect the school. Once these changes or events have been identified, the CMT must take action; this may mean arranging counseling for a student or scheduling a staff or community meeting, but in either case, the end result is addressing the needs of the school population.

### **Incident Command System (ICS)**

In November 2005, the Fairfax County government adopted by resolution the federally mandated National Incident Management System (NIMS) as the county standard method for planning and responding to emergency situations. NIMS incorporates the use of the Incident Command System (ICS) to address critical incidents and/or crises when a multi-agency response is required. ICS is an on-scene, all-hazards emergency management system designed to enable effective and efficient management of incidents by facilitating priority-setting, interagency cooperation, and the efficient flow of resources and information necessary during a crisis. Fairfax City and the Towns of Herndon and Vienna governments have adopted NIMS and ICS as their standards for incident management.

The U.S. Department of Education and U. S. Department of Homeland Security recommend that school divisions adopt NIMS and ICS as their standards for incident management. NIMS and ICS will enable schools to coordinate the management of incidents and emergencies with local emergency responders using standardized sets of concepts, principles, and terminology. This coordination of management provides for a more effective transfer of authority, acquisition of resources, and communications during the emergency.

The standard ICS principles, procedures, processes, and terminology used by local emergency responders to manage a critical incident differ from the day-to-day command

and control structure of the school administration. Within the ICS organizational structure personnel may report to other personnel to whom they do not usually have a reporting relationship. As the severity and complexity of the emergency increases, assignments may change in the ICS organizational structure – meaning staff member’s position in the ICS may change during the course of a single emergency. Furthermore, the principal can utilize the ICS to activate roles according to the school’s needs. For very small incidents, the principal may perform all the roles of the ICS structure. However, if an incident grows in magnitude and complexity, the principal can activate the CMT and implement ICS.

The principal or his/her designee is the Incident Supervisor for school emergencies until public safety officials assume that role. The Incident Supervisor’s role officially passes to the fire chief during fire/HAZMAT incidents and/or to the ranking law enforcement officer following a criminal act, after the principal briefs the public safety official on the situation and notifies the CMT of the transfer. Although a public safety official may have assumed the Incident Commander’s role, the principal is still the leader of his/her own staff/students and the various functions that they’ve been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials will form what is called a “Unified Command,” where the principal and public safety officials share in the decision making process.

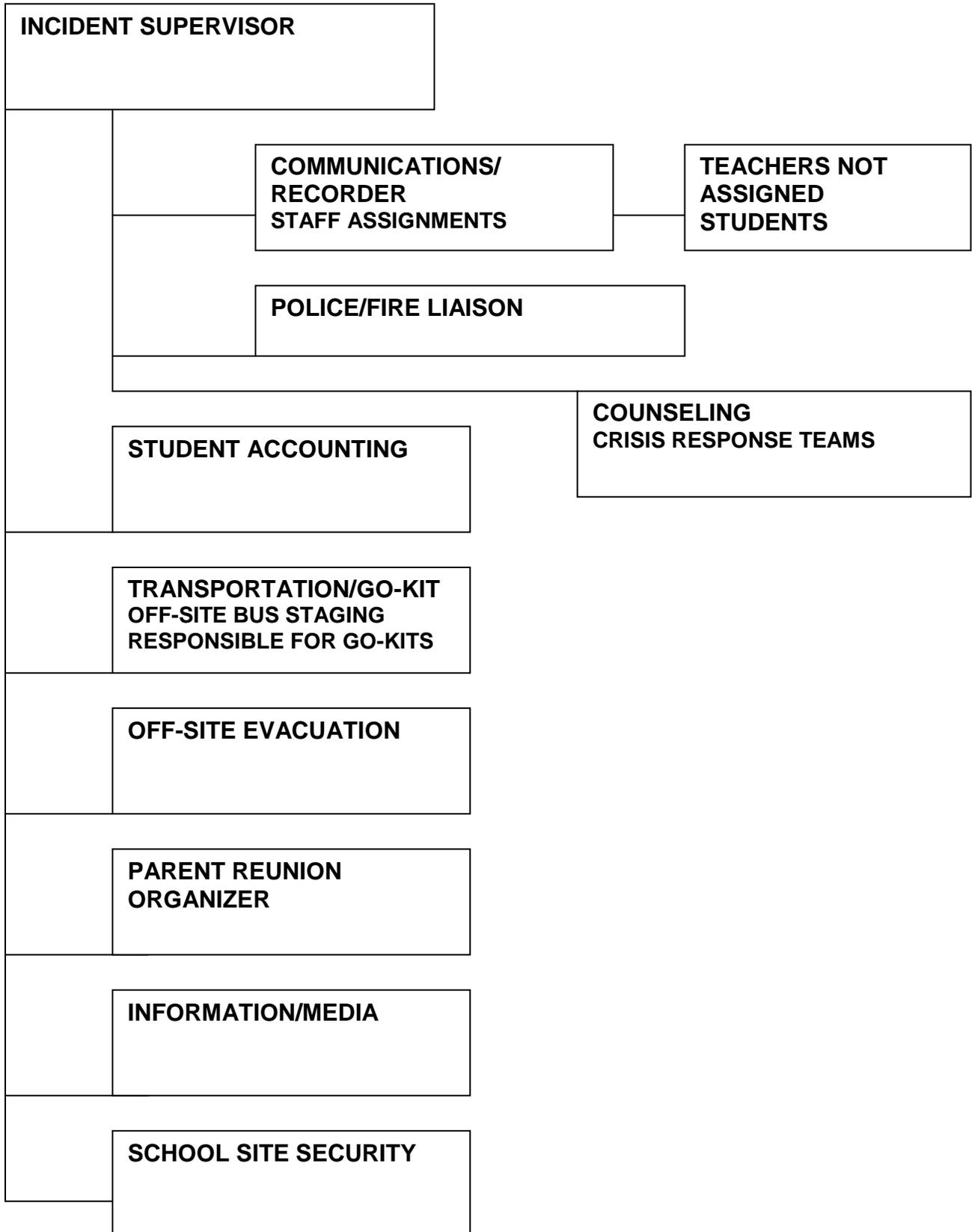
CMT Roles	Duties & Responsibilities
Incident Supervisor	As the highest level executive in the school, he or she provides leadership for the development and execution of the Facility Crisis Management Security Plan. Verify crisis and initiates activation of the CMT. Establishes a command post. Makes decisions based on information/suggestions by CMT members. Relinquishes overall incident leadership role to fire officials during a fire/hazardous materials incident and/or to the ranking law enforcement officer following a criminal act. May assume leadership role within a “unified command” structure with responding agencies. Provides notifications to applicable Leadership Team member(s) or department(s).
Police/Fire Liaison	Provides information to local law enforcement and fire and rescue department personnel about what has taken place and the plans the school has implemented to ensure the safety of the students. Maintains contact with police/fire operations throughout the incident. During some incidents, the incident supervisor can accomplish this liaison assignment; however, a large incident should have someone whose sole responsibility is to act as a liaison.

CMT Roles	Duties & Responsibilities
Off-Site Evacuation	Organizes use of off-site location to include: selecting evacuation routes, planning the safe movement of students to the location; assisting with student accounting once they are moved; planning for the movement of special needs students and staff. Coordinates with Incident Supervisor, Transportation, Student Accounting and Parent Reunion Organizer to manage the move and parent reunification process.
Parent Reunion Organizer	Organizes, manages and coordinates the safe and orderly release of students to their parents/guardians during a school emergency. Establishes pre-identified location where parents can wait to be reunited with their children; answers procedural questions; calms anxious parents and provides information concerning the emergency. Coordinates with Incident Supervisor and Information Media representative concerning the notification of parents and release of information to parents. Also coordinates with Police/Fire Liaison and Student Accounting, as necessary.
Counseling	Plans, organizes and provides crisis intervention and prevention counseling. Coordinates post-event counseling program to help students, parents, faculty, and the community to recover from an incident. Coordinates professional community services, when required.
Communications/Recorder	Confirms that 911 have been called. Documents events as they occur, including decisions and actions taken with time annotations. Make notifications, orders resources and provides informational updates as directed by the Incident Supervisor. Assists Incident Supervisor with monitoring communication devices.
Information/Media	Establishes the media staging area. Ensures media doesn't gain access to student or faculty during the incident. Controls rumors by providing school staff with information about the incident. Assists DCCO staff as directed.
Transportation/Go-Kit Liaison	Transportation/Go-Kit Liaison: Organizes, manages and coordinates off-site evacuation transportation services, as well as, early or late releases with the FCPS transportation representative. He or she is responsible for maintaining, updating and removing the Go-Kit from the building and ensures that the medical Go-Kit is removed from the school during an emergency. Coordinates with Off-site Evacuation Organizer and Incident Supervisor.

CMT Roles	Duties & Responsibilities
Student Accounting	Ensures that all teachers have an accurate accounting of students. Coordinates efforts in accounting for missing and extra students. Coordinates with Incident Supervisor and Parent Reunion Organizer as necessary.
School Site Security	Assesses crisis and evaluates student and staff safety. Initiate protective security measures to separate students and staff from threat, if necessary. Assists student and staff and maintains safety, order and discipline. Prohibits media representative(s) contact with students. Coordinates with CMT members, as needed.

CMT members can find additional information on the features, principles, and organizational structure of NIMS and ICS at the Federal Emergency Management Agency (FEMA) website under FEMA Independent Study Programs; the online FEMA Independent Study courses IS-100SCa. Introduction to the Incident Command System for Schools and IS-700.a National Incident Management System (NIMS) an Introduction.

# INCIDENT COMMAND SYSTEM (ICS)



## **Situations and Assumptions**

A school-centered emergency management program examines potential emergencies and disasters based on the risk posed by likely hazards; develops and implements programs and actions aimed toward reducing the impact of these events on the individual school; prepares for those risks that cannot be eliminated; and prescribes the actions required to deal with the consequences of the events and takes action to quickly recover from the event.

Emergency planning focuses on the four (4) phases of emergency management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

## **Mitigation and Prevention**

### **Definitions**

“Mitigation” is any sustained activity that schools take to reduce the loss of life and damage related to events that cannot be prevented. These activities may occur before, during, or after an incident.

“Prevention” is any step that schools can take to decrease the likelihood that an incident will occur.

## **Hazard Analysis and Risk Assessment**

Hazards are conditions or situations that have the potential for causing harm to people, property, or the environment. Hazards can be classified into three categories: natural, technological, and school specific-hazards. An examination of the potential natural, and technological hazards, and school specific-hazards formed the basis for the planning assumptions upon which the Facility Crisis Management Security Plan is developed.

Each school has special and unique characteristics that influence the development of an individualized, comprehensive, multi-hazards school crisis, emergency management, and medical response plan. The school-based Crisis Management Team (CMT) should conduct hazard vulnerability and risk assessments to determine the strengths and weaknesses of their individual building and grounds; the school’s social, emotional, and cultural climate; community and staff resources; and the unique concerns of individuals with disabilities and special needs. There is no standard method for prioritizing school hazards. All risk determinations are subjective and vary depending on the community and factors unique to the school. However, one commonly used method is to compare hazards based upon the likelihood of an event occurring and the extent of damage and trauma the event could cause the school. Assessment data must be routinely gathered

and analyzed by the CMT and update the Facility Crisis Management Security Plan as necessary.

The Hazard-Specific Appendices (section 2) of this workbook contain incident response procedures to reduce loss of life and minimizing damage and trauma that cannot be prevented.

## **Natural Hazards**

Due to its geographical location, Fairfax County is vulnerable to a wide array of hazards. To determine the natural hazards that present the greatest threat, the “Hazard and Risk Assessment” that was completed by the Northern Virginia Regional Commission in 2005 as part of the Northern Virginia Regional Natural Hazard Mitigation Plan (NVRHMP) was consulted. PBS&J, the consulting firm that prepared the NVRHMP, used a quantitative and qualitative methodology using historical and anecdotal data, community input and professional judgment regarding expected hazard impacts to rank and prioritize those natural hazards which pose the most significant threat.

The NVRHMP identified the following six (6) primary natural hazards as having the greatest impact on the school community:

1. Tornadoes
2. Hurricanes and Tropical Storms
3. Severe Thunder Storms
4. Severe Winter Storms
5. Floods
6. Extreme Temperatures

While these primary hazards have their own characteristics, effects, and dangers, they often occur in conjunction with other weather and environment conditions that exacerbate the effects, i.e., lightning, high winds, hail, snow, sleet, freezing rain, and drought.

The National Weather Service can usually provide advance notice of severe weather events. To prepare and mitigate the adverse affects of severe weather, every school is equipped with at least one weather radio designed to receive alerts from the National Weather Service. Additionally, school employees who use FCPS-issued VHF portable radios (walkie-talkies) can receive National Weather Service bulletins by tuning their radios to **channel 14** or **channel 15**. The National Weather Service radio signal for channel 15 originates from a transmitter in Fort Washington, MD. Schools in the southern portion of the county should experience better reception on channel 15 versus channel 14. Each school should assign staff to monitor the National Weather Service radio during school hours. For those key staff members who are registered in the FCPS Message Alert System, they can choose to receive severe weather alerts directly to their email and cell phones. This weather group selection can be managed in the FCPS Message Alert System.

For more information on Weather Safety, refer to the Facilities and Transportation Services website on the FCPSNET.

## **Technological Hazards**

Technological hazards are a direct result of the failure of a manmade system or the exposure of the population to a hazardous material. Usually, little or no warning precedes incidents involving technological hazards. The CMT should prepare for hazards that might arise from technological hazards in and around their school. The following three (3) primary technological hazards could pose the greatest impact on the FCPS community:

1. Fire/Explosion (electric/natural gas )
2. Hazardous Materials Incidents (gas leaks, petroleum or chemical spills)
3. Critical Infrastructure Disruption/Failure (electric, natural gas, water, sewer, transportation, communications)

Hazardous materials come in the form of explosive, flammable and combustible substances, poisons, and radioactive materials. They can cause death, serious injury, long lasting health effects, damage to buildings and the environment. These substances are most often released as a result of transportation accidents, improper handling or disposal. Varying quantities of hazardous materials are transported, used and stored daily in the community; from pipelines, railroad cars, trucks, airports, military bases, bulk natural gas and petroleum tank farm facilities, service stations, hospitals, swimming pool and landscaping companies, among others.

Electrical, communications and infrastructure disruption or failure become a challenge when school(s) are directly affected and/or the failure in technology interferes with education, public safety, public works, and critical medical services.

## **School Specific Hazards**

School specific hazards include those dangers that could occur within the school building, on school grounds or property (school buses). Some examples of school hazards include:

1. Bomb/Bomb Threat
2. School Shooting/Stabbing
3. Bullying
4. Fire
5. Violence on school buses, school property and at school activities (riots, gang violence, targeted violence by students or intruders)
6. Hostage Situation
7. Hazardous Materials-Biological (infectious diseases and exposure to bodily fluids)
8. Hazardous Materials-Chemical (inside the building and outside the building)
9. Disappearance or kidnapping of student(s)
10. Gun, knife or other dangerous weapons threats
11. Incidents involving acts of terrorism

The CMT should routinely inspect the building, facilities and grounds for potential hazards and address as appropriate. In addition, the CMT can use the "FCPS Annual

Safety Audit” and the “Virginia School Safety Survey” as tools to assess school conditions and identify school hazards. The “Virginia Annual Report on Discipline, Crime and Violence” and the “Virginia High School Safety Study” can be used to identify student safety and discipline issues.

The social, emotional and cultural climates of the school community can contribute to or even create hazards. The crime rates in the surrounding neighborhoods (both minor and serious offenses), gang activity, drug usage and trafficking, sexual misconduct, suicide, political protests or demonstrations, instances of racial or religious discrimination may contribute to the potential for acts of violence at school. In situations where a student makes an explicit or implicit threat, or if the student’s behavior indicates that a threat is reasonably likely to be carried out, school officials will conduct a threat assessment, consistent with established FCPS policy as a prevention measure.

## **Preparedness**

### **Definition**

The Preparedness phase readies schools to respond in a rapid, coordinated and effective manner to an emergency. Because it is not possible to completely mitigate against every hazard that poses a risk, preparedness measures can help to reduce the impact of the remaining hazards by taking specific actions before an emergency event occurs.

An important aspect of preparedness is plan development. Each school principal, in consultation with the CMT and other staff members, is required to develop a crisis and security plan using the online template entitled Facility Crisis Management Security Plan provided by the Office of Safety and Security (OSS). Such plans shall be submitted for approval to OSS by September 30 of each year. Plans shall be submitted online via the established procedures. Any changes to the plan made during the year must be resubmitted to OSS for approval. Individual school crisis, security, and emergency management plans are specifically exempted from release to the public, as described in the Virginia Freedom of Information Act.

The following preparedness activities and measures are incorporated into the FCPS Facility Crisis Management Security Plan online template:

- Establishment and institutionalization of an Incident Command System
- Lists identifying CMT members and their respective roles, school staff not assigned students and/or not assigned specific duties, and the staff contact list;
- Identification of on-site and off-site command posts, media staging areas, parent reunion areas and evacuation areas;
- Standardization of school-based emergency response and protective procedures for evacuations, lock downs, secure the building, stay put, stay tuned, and shelter in place;
- Integration of students with disabilities and special needs into emergency response and crisis management planning, i.e. FESA (Fire Evacuation Staging Area) room and name & room number of students requiring special assistance;

- Drill, exercise and training schedules, requirements and documentation procedures;
- Detailed floor plans, site maps, location of utility cutoffs, and exterior door numbering system are provided to all schools. Maps depicting hazardous material site buffer zones and flood inundation zones distributed to affected schools;
- Identification of communications protocol and redundant systems to warn and communicate with occupants in school buildings, the community, and local response agencies during an emergency. Typical methods of communication are bell and fire alarm systems, portable radio, public safety radio, telephone, cell phone, callback/intercom system, email, bullhorn, Message Alert System (MAS), Keep in Touch (KIT), electronic mass media outlets and the FCPS webpage. After-school and athletic programs will contact local emergency response agencies directly in case of emergency;
- Locations of Automated External Defibrillators (AED), Go-Kit, public safety radio on-site;
- Crisis intervention services (FCPS Crisis Response Teams, local and state victim services agencies) for students and staff members affected by a crisis;
- Identification of school-based staff trained to render emergency medical aid i.e. cardiopulmonary resuscitation (CPR), AED, first aid, glucagon and epinephrine administration.
- Conduct debriefing to help analyze how school personnel and first responders function during an exercise or actual emergency. The lessons learned can be used to proactively develop and enhance plans and procedures that will ensure the safety of the entire school community.

The following security activities and measures are incorporated into the FCPS Facility Crisis Management Security Plan template:

- Identifies exterior doors, classrooms and department workrooms, storage and mechanical rooms and utility closets that are locked during the school day;
- Visitor control and access control measures i.e. signs posted on all exterior doors directing visitors to report to the office, all visitors check-in at main office, school issued ID and employee badges displayed while on FCPS property, all visitors' check-out and exit via the main entrance, and empowering employees to challenge visitors without an ID badge.

Developing school specific procedures and protocols are an essential element of critical incident and emergency response planning. CMT should use the following guidance when developing their individual school plans:

### **Emergency Evacuation Kit (Go-Kit)**

The emergency evacuation kit is commonly referred to as a go-kit, and is intended to ensure that important information and materials are removed from the school during a crisis evacuation. The go-kit should contain supplies, materials, and information about the school and its students that will assist both school personnel and first responders in addressing the emergency. The kit should be maintained and updated on a regular basis; stored in a central location, with a member of the CMT and an alternate being responsible for its removal from the school during an emergency. The go-kit should be

routinely utilized to develop the habit of its use. The kit should contain the following recommended items:

- Student Emergency Care Cards
- Master roster of all classes
- Master bus schedule
- Copy of the Facility Crisis Management Security Plan
- Bell schedule
- Faculty roster with emergency contact information
- Site plan and school floor plan
- School phone directory
- List of internal phone numbers and location of the phone
- Flashlights (batteries refreshed every six months)
- Note pads, pens and clipboard
- First aid kit
- Disposable gloves (latex and non latex)
- Emergency sharps container (quart size)
- List of personnel with portable radios
- Location and instructions for mechanical systems cut-offs (water, electric, gas, cable TV, etc.)
- List of students with special needs

In addition to the above items, the visitor log and any extra school radios, batteries, and cell phones should be placed in the kit prior to leaving the building. Most schools use a large wheeled duffel bag to store and transport their emergency evacuation kit items.

Emergency Medical Bags are specifically intended for storing medications and medication orders for use in school emergencies when the school building is evacuated or the school health room is displaced. A one-day supply of any medication ordered by a physician for the school day will be prepared for the Emergency Medication Bag for use in emergency situations. A protocol for updating and monitoring the bag's content should be developed by the school staff members responsible for removing the bag from the school during an evacuation. Basic first aid supplies, epinephrine auto-injectors (Epi-Pens) and an Automated External Defibrillator (AED) may be additional medical items needed during an evacuation.

### **CMT Command Post**

Command posts are locations which serve as an assembly point for the CMT and the initial emergency responders to perform primary tactical-level, on-scene incident command functions. The Incident Supervisor is responsible for establishing and staffing the CMT command post. Local emergency responders may decide to establish a unified command post somewhere on or near the school grounds, regardless; communications with the CMT command post will be required for information, planning and coordination. Schools should identify two CMT command posts: On-site and Off-site.

During emergencies when the school is not evacuated, and the Incident Supervisor has activated the CMT, the designated On-site command post serves as an assembly point for the CMT. The On-site command post should be large enough to accommodate the

CMT, have access to telephone service, FCPS webmail system, wireless communications i.e. school-based radios, cell phones, and public safety radios, and have access to the school public address system or bull horn. Hard copies of the Facility Crisis Management Security Plan, building floor and site plans, emergency contact numbers, and student emergency care information should be stored at the command post or have access to the contents of the Emergency Evacuation Kit (Go-Kit).

The Off-site command post should be established if the school is evacuated. The designated Off-site command post should be close to the school building but in a safe area from hazards such as gunfire or bomb threats. In the event of a hazardous material spill or release, the command post may have to be relocated. Identify wind direction and weather conditions that may expose the command post and the evacuees to dangerous flumes and vapors, and respond accordingly.

Security of the command post should be considered; only authorized persons should be allowed access. As additional resources begin to arrive, on-scene police officers or FCPS uniform security officers may provide security or police tape should be stretched around the command post area with one designated area for entrance and exit.

### **Media Staging Area**

The Media Staging Area can be any location in which media representatives and their equipment can be temporarily housed or parked while awaiting news releases and briefings. While controlling the media is not a top priority for an Incident Supervisor during an emergency, but failing to prepare for the media response can easily become a public relations disaster. The local media is responsible for providing coverage of local events. A crisis or emergency at a Fairfax County school is a major news story and will solicit the response of countless news organizations. CMT must prepare for the media response and understand that ignoring the media is not an option during a crisis. All local emergency response agencies have designated offices whose job it is to deal with the media. These entities have established good working relationships with the local media representatives and are well trained in public information. A problem schools face during a crisis is that media representatives arrive simultaneously with police or fire department personnel.

Schools should identify two media staging areas: On-site and Off-site. The Information and Media Liaison will establish the On-site or Off-site media staging areas predicated on the magnitude of the crisis, the quantity of public safety resources responding to the school, and the available open space on the school site. Either media staging locations should be close enough to the school for information access and for reporters to view the area safely, but far enough away so as not to impede the efforts of police, fire, and school personnel. The area must be large enough to contain numerous media vehicles without infringing on the traffic flow. Also, this area needs to be located away from other staging areas to prevent any interference between media representatives and the command post or students. Everyone should know the location of the media staging areas; to allow for quick direction of incoming media vehicles and control over media representatives.

Scheduled news conferences should be announced and held at the media staging area. Media should be discouraged from interviewing students and faculty at the scene.

A representative from the FCPS Department of Communications and Community Outreach should be located with the media to provide current information and keep the media abreast of the conditions.

Additional guidance for dealing with the media can be found in the Response Phase of this workbook under the heading, "Basic Guideline for Dealing with the Media."

### **Student Off-site Evacuation Location**

There are two primary types of evacuations utilized by schools. One is the typical on-site evacuation, where students and staff are evacuated from school building to a safe location on the school grounds. The most common on-site evacuation is a fire drill where students are directed to leave the building and assemble at a safe location at least 50 feet from the building.

The second type is off-site evacuation, where students and staff are moved off school grounds to another location for their safety. An off-site evacuation requires authorization from the Division Superintendent, the deputy superintendent, the chief operating officer, or their designees (See regulation 8613.) to facilitate the coordination and mobilization of resources required for such movement. Off-site evacuation may require bus transportation or the school population may be able to walk to the off-site evacuation location. If walking to the off-site location is the preferred option, faculty, staff, visitors, students and individuals with disabilities and special needs must be up to the challenge.

Schools should designate two off-site evacuation locations: a primary location which may also be the designated off-site parent reunion area and an alternate location that can be used until students are transported to an off-site parent reunion area or dismissed from the off-site location. Students should never be released from any evacuation area but only released from the parent reunion area where proper student accounting and release procedures can be conducted.

Selection criteria for an off-site evacuation location:

Elementary Schools must utilize a Middle School or High School as their off-site evacuation locations.

Middle Schools / High Schools must utilize a High School as their off-site evacuation locations.

During a school evacuation, weather conditions and the length of time out of the school building are two factors that should be considered by the principal or incident supervisor in choosing an off-site location. If an incident is expected to be prolonged or if conditions are not suitable for remaining outdoors, buses can be requested and staged to house the students. In higher academic grades, early dismissal may be the answer to a lengthy evacuation in bad weather conditions. In lower grades, this is not always an option given the need for parent supervision of younger students.

Many FCPS school buildings are located with close proximity to each other. This situation presents a good opportunity for a school experiencing an emergency situation to relocate the student population into a neighboring school. This type of arrangement

with partner schools has many advantages during an emergency. Computers, phone systems, and School Administrative Student Information (SASI) database are accessible and dismissal of students can easily take place using the school's bus area. Another advantage of having a partner school is the ability to store crisis response kits at the host school, which ensures access to the information when needed during a critical incident. Like all emergency planning, partnering with a school requires advance coordination of all aspects of the arrangements. Space inside the school must be located which can house a second student population and the impact on the host school must also be considered. This will require the host school to be prepared to alter class schedules and address the emotional impact of involving the host school's students in the emergency. The CMT from both schools should be informed and fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

### **Bus Staging Area**

If the student off-site evacuation locations are not capable of handling additional school bus traffic, a bus staging/loading area must be identified. The bus staging/loading area will be used if students need to be transported to the parent reunion area, to another off-site evacuation location or depending on the time of day and severity of the incident, students may be dismissed from this off-site evacuation location and require bus transportation home.

The Transportation Liaison is responsible for coordinating transportation services with the FCPS transportation representative(s); to include: selecting a bus staging/loading area, the arrival of buses and the loading of students onto the proper buses. If private property will be used for bus staging/loading area, advance permission must be obtained from the property owner to avoid any confusion or delays. If police officers are needed for traffic control, then coordinate with the Police/Fire Liaison. These tasks can be simplified with advanced planning to include updated bus rosters and planned bus routes into the staging area.

### **Parent Reunion Area**

During school incidents that involve violence or a risk of injury to students, television and radio media agencies will quickly release news reports on the crisis with limited information. When parents learn of the crisis from these media outlets, they usually rush to the school to check on the welfare of their child. The arrival of parents at the school may disrupt the efforts of those dealing with the crisis. To allay parents' concerns and curtail unnecessary response to the school, timely and accurate information about the incident should be provided via the FCPS mass-notification and communications tools. The FCPS Keep In Touch messaging system, FCPS public web page, text crawl messages on Channel 21 and local radio and television station should be used to provide specific information and direction to the parents. Normally, in a school emergency, all media calls and inquiries should be referred to the Dept. of Communications and Community Outreach.

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency. A well organized parent reunion area and preplanned student release process will reunite parents and students in an

orderly and accountable fashion. Schools should identify two parent reunion areas: On-site and Off-site. Both the on-site and off-site parent reunion areas should be established in a non-danger area and away from other staging areas; therefore, it could be some distance from the school building. The area should be clearly identified with signage. All personnel involved in the incident must be aware of the parent reunion location and be able to direct parents to the area. If the parent reunion area is off-site, someone needs to remain at the school site to direct parents to the parent reunion area.

When choosing a parent reunion area, plan for the worst case scenario so that the location can support a large number of parents and vehicles, provide shelter and possibly offer a isolated quiet area. Possible assembly areas include school auditoriums, parking lots, and nearby schools. Depending on the type of incident, parent reunion area may require security and traffic direction, which should be identified in advance and coordinated with the police department.

The Parent Reunion Organizer, associated staff and security/police should be present at parent reunion areas. The Parent Reunion Organizer should communicate with the Information and Media Representative and obtain information about the school emergency that can be released to the parents. The Parent Reunion Organizer should also coordinate with the Student Accounting Coordinator, Counseling and Off-site Evacuation Organizer and Transportation Liaison, if applicable.

### **Training for Preparedness**

Conducting critical incident drills and emergency exercises involving the CMT, teachers, support staff, including food service, custodial, transportation, health workers and students are essential for the successful implementation of crisis plans. They offer opportunities for everyone to evaluate what works, what needs to be improved, and how well students and staff respond and cooperate during the drills and emergencies. By participating in different types of exercises, schools can identify the appropriate methods for preventing, preparing for, responding to, and recovering from crises.

FCPS conducts and participates in five types of critical incident training and emergency exercises:

Orientations are introductions to the Facility Crisis Management Security Plan. The purpose of an orientation is to familiarize the CMT and staff with roles, responsibilities, plans, procedures and equipment operation. Orientations can also resolve questions of coordination, assignment of responsibilities, chain of command, and prioritization of objectives. An orientation session should be conducted prior to the start of the school year.

Drills test a specific operation or function of crisis and emergency plans. The goal of a drill is to practice aspects of the response plan and prepare CMT, staff and students for more extensive exercises in the future. Schools generally conduct evacuation, shelter-in-place, lockdown and tornado drills to demonstrate the steps they should take in an emergency. The procedures as well as the responsibilities of all involved (i.e., students, teachers, staff and emergency personnel) are addressed. These exercises may include local public safety agencies.

Tabletop exercises analyze an emergency event in an informal, stress-free environment. They provide participants with an emergency scenario to analyze and increase their awareness of the roles and responsibilities of individuals who need to respond, stabilize, mitigate, resolve and help others recover from emergencies. They are designed to prompt a constructive discussion about existing emergency response plans as participants identify, investigate and resolve issues.

Functional exercises test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event. The exercise is facilitated by controllers and role players, participants respond to simulated emergency events. Evaluators observe exercise play and critique the exercise and the participants' performance. Functional exercises can also be conducted in a Department Operations Center.

Full-scale exercises evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual conditions. Full-scale exercises test and evaluate most functions of the emergency response-operational plan, including the mobilization of emergency personnel, equipment and resources.

Recognizing and responding to a crisis takes practice. The more a plan is practiced, reviewed and improved, the better that plan will be implemented. In addition to the FCPS required drills/training outlined in the Facility Crisis Management Security Plan template, the CMT and staff should continue to review the roles, responsibilities, relationships, communication strategies and resources that would be critical should an actual crisis occur.

Members of the CMT should seek out additional in-depth and specialized training opportunities designed for their area of responsibility. The Federal Emergency Management Agency (FEMA) website ([www.fema.gov](http://www.fema.gov)) has critical incident and emergency management Independent Study Programs online courses. The FEMA Independent Study courses IS-100SCa. Introduction to the Incident Command System for Schools and IS-700.a National Incident Management System (NIMS) an Introduction are good basic incident command system courses.

## **Communications**

The delivery of timely and accurate information before, during and after an incident is a critical component of crisis and emergency management. Ensuring that students, faculty and staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the CMT and Dept. of Communications and Community Outreach (DCCO).

During any critical incident or emergency, schools will use several modes of communication to provide warnings, disseminate information, and make notifications. To avoid confusion, use plain language when communicating via any communication medium. Modes to be used include:

- The telephone landline system and cellular telephone are to be used as primary means of communication, unless they are compromised. Emergencies may pose limitations on communication due to power

outages, downed phone lines or an overwhelming number of landline and/or cellular calls.

- The CMT and school staff will use two-way radios, FCPS issued portable VHF radios and 800 MHz public safety radios, for tactical communications on-site and with local public safety agencies.
- FCPS System-wide e-mails and the FCPS Message Alert System (MAS) can be used to communicate with school-based and school division staff.
- FCPS Keep in Touch (KIT) and the internet and intranet web pages will be used to disseminate emergency notifications and information.
- The school public address/intercom/fire alarm and bell systems and bullhorns are to be used as the primary means of providing immediate notification and warning to students and staff on-site.
- Signs can be posted on-site to provide directions and information.
- Fax machines can be used to transmit and receive information, as required
- Runners, who are staff or reliable students, can be used to shuttle messages on site.
- Backpack letters are carried home by students to provide parents with notice and information. DCCO has samples of Backpack letters on their intranet web page.

### **Basic Guidelines for Handling the Media**

In a school emergency, all media calls should be referred to the Dept. of Communications and Community Outreach. If a representative from the school needs to talk with members of the press about an emergency situation at your school, here are a few basic guidelines that will help you:

- Plan what you want to say before you meet with reporters; write down the most important points you want to make. Limit your points to three.
- Keep your sentences short and your words clear.
- Practice.

Here are some key phrases that can help you organize your thoughts:

- "The important facts are . . ."
- "What I can tell you is . . ."
- "What we have done to ensure the safety of our staff and students is . . ."
- "We take this very seriously."
- If you don't know the answer, say "I will get the information and get back to you. What is your deadline?"

Be sure you know whose responsibility it is to answer the question. Direct the media accordingly:

- "This matter is under police investigation."
- "This is a medical issue. Please contact the health department."
- "Only the School Board can change school policy."

As the principal of the school--or the principal's representative--you must set the parameters of the interview.

- You set the place. If you want members of the press to remain outside the school, you can meet them on the sidewalk. If, on the other hand, you want a more relaxed interview, invite the reporters into your office.
- You set the timing. It is courteous to inquire of the reporter if he or she is on deadline and to respect that deadline. At the same time, you have responsibilities to the students in your building that must also be respected.
- You set the topics. In a television interview, always ask the reporter before the camera is rolling what questions he or she would like to ask. Tell him or her what you feel free to talk about and what you cannot comment on. A reporter wants to tape a good interview or write a good story. He or she will most likely work with you. You can conclude an interview--politely but firmly--if you can't negotiate the subject matter.
- Have confidence when you engage in an interview. Be polite. Be forthcoming with all the information that you can. Educate the reporter. Show the reporter how the story can help support the mission of the schools (e.g., send a message to the community that schools take threats of violence seriously or send a message to parents that they must talk with their children about the dangers of abusing over-the-counter medications).

Before you start an interview, be sure you can get out gracefully:

- "Thank you very much for coming."
- "You can help us . . . "
- "When we have more information, we will . . ."

## **Response**

### **Definition**

When emergencies arise, schools must quickly implement the policies and procedures developed in the prevention-mitigation and preparedness phases to effectively manage the crisis and protect the school community. Throughout the response phase, efforts focus on de-escalating the emergency and taking accelerated steps toward recovery.

Examples of response activities include:

- Activating the CMT, delegating responsibilities and establishing an incident command post;
- Deploying resources;
- Activating the communication, accountability, decision making, and primary response procedures;
- Documenting all actions, decisions and events e.g., what happened, what worked and what did not work;
- Account for all students, staff and resources during and immediately following the emergency.

During an emergency, there are five universal responses:

Lockdown is used to describe enhanced security measures taken to protect against potentially violent intruders that may be inside the building or on the school site. The response secures students and staff, usually in classrooms, to prevent access or harm to the occupants of the lockdown locations. This may also involve quickly moving students and staff from unsecured locations i.e., cafeteria or gymnasium, to secure locations. School staff will advise the Public Safety Communications Center (911) and public safety workers on-scene if lockdowns procedures are enacted.

Secure the building is used to prevent unauthorized entry if the threat is outside the building i.e., a robbery in proximity to the school. Outside activities are cancelled; all exterior doors are secured while staff and students are free to move about inside their building.

Shelter-in-place procedures are used to temporarily separate people from a hazardous outdoor atmosphere, such as in a hazmat or WMD incident i.e., chemical, biological, or radiological agent releases; the building is placed in a secure the building status and measures are taken to shut down the intake of outside air. No one is allowed to enter the school until public safety officials give the “all clear.” School staff will advise the Public Safety Communications Center (911) and public safety workers on-scene if shelter-in-place procedures are enacted.

Stay Put, Stay Tuned is implemented at the request of public safety officials to limit the impact on the transportation infrastructure i.e., a staged or phased evacuation of residents from an affected area, large-scale incident that impacts the roadway system or a tornado warning issued by the National Weather Service. Normal end-of-day release will not occur until authorized by competent authority. Parents are allowed to “check out” their student from school.

Evacuation is used when locations outside of the school building are safer than inside the school. It involves the controlled movement of students from the building to a pre-specified safe location, either to an area on the school grounds or to an off-site location. An off-site evacuation requires authorization from the Division Superintendent, the deputy superintendent, the chief operating officer, or their designee (See regulation 8613.) to facilitate the coordination and mobilization of resources required for such movement.

The Crisis Management and Security Plan and the Hazard-Specific Appendices (Section 2) of this workbook contain incident response procedures. The plan and appendices are specific enough to give directions for immediate action, but flexible enough to allow for adjustments and change as unexpected situations develop.

## **Recovery**

### **Definition**

Proper preparation and effective response to incidents can minimize the time required for recovery. The Recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in schools. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, faculty and staff, but a school’s physical (buildings and grounds), fiscal (daily business operations) and academic (a return to classroom learning) recuperation. Strong partnerships with public safety and mental health communities are essential for effective recovery efforts. The type and extent of activities will vary in relation to the size and scope of the crisis.

There are four components of recovery:

- Physical/structural
- Business Continuity
- Restoration of academic learning
- Psychological/emotional

Physical/structural recovery begins with the assessment and evaluation of physical and structural damage to buildings and infrastructure, availability of transportation, food services, and assessing the functionality of educational capabilities and office equipment e.g., computers, lab equipment. Damage assessment teams from the Department of Facilities and Transportation Services and the Department of Information Technology would be responsible for these assessments. Data from the assessment will facilitate decision-making about repairs and timelines to resume normal activities.

Business recovery is the restoration of administrative and business functionality and services by activating the continuity of operations plan (COOP). The Leadership Crisis Management Team (LCMT) will decide what components of the COOP to implement, whether to cancel or postpone classes or to use alternative locations. The FCPS Systemwide Emergency Operations Plan, section VIII Direction and Control, delineates the Leadership Team's chain-of-command and lines of succession. Additionally, lines of succession and continuity of operations plans for individual departments and offices can be found in the FCPS Pandemic Influenza Response Plan.

Restoring the academic learning environment may involve conducting classes in offsite locations, implementing online learning or other continuity of learning activities as outlined in the FCPS Pandemic Influenza Response Plan. FCPS and the School Board will confer with the Virginia Department of Education about changes to class schedules, academic calendars and graduation requirements, if needed. The Department of Communications and Community Outreach will ensure that the media, faculty, staff, students, and families have accurate and timely information concerning the progress of the restoration and recovery phase.

Psychological/emotional recovery involves the assessment of the emotional needs of all students, faculty, staff, and their families, and identifies those who need intervention by a school counselor, social worker, school psychologist (FCPS Crisis Response Team), or other mental health professional. Additional community mental health resources are available from the Fairfax-Falls Church Community Services Board, the Virginia Department of Criminal Justice Services, and the Virginia Criminal Injury Compensation Fund. Through this community collaboration, students, faculty, and staff will have the opportunity to receive short and long-term mental health services, or obtain referrals for long-term counseling. In addition to providing mental health services for students, it is important to offer such services to workers who were involved in the recovery efforts or who experienced adverse effects from the incident.

The FCPS Office of Safety and Security will within 6 hours, contact the Virginia Criminal Injury Compensation Fund at telephone #1-800-552-4007 or email address: [cicfmail@vwc.state.va.us](mailto:cicfmail@vwc.state.va.us) and the Virginia Department of Criminal Justice Services at telephone #1-804-840-4276 or <http://www.dcj.virginia.gov/research/reportemergency/> pursuant to Code of Virginia, §22.1-279.8, in instances when a school's Facility Crisis Management Security Plan and/or the FCPS Systemwide Emergency Operations Plan has been implemented and students and staff are victims of crimes as defined by Code of Virginia §19.2-11.01. Code of Virginia §19.2-11.01, section B, defines "Victim" as (i) a person who has suffered physical, psychological or economic harm as a direct result of the commission of a felony or of assault and battery in violation of § [18.2-57](#) or § [18.2-57.2](#), stalking in violation of § [18.2-60.3](#), sexual battery in violation of § [18.2-67.4](#), attempted sexual battery in violation of § [18.2-67.5](#), maiming or driving while intoxicated in violation of § [18.2-51.4](#) or § [18.2-266](#).

### **Workbook Maintenance**

This workbook will undergo an annual review and a revision whenever:

- It fails during an emergency.
- Exercises, drills, or real-world implementation of this plan reveal deficiencies or "shortfalls" provided via individual after-action debriefs.
- Regulatory or "best practices" change
- Potential "events" need to be addressed
- Any other circumstances change that affect protocols or conditions

## Section 2 – Hazard Specific Appendices

### Universal Response Procedures:

#### Evacuation and Off-site Evacuation Procedures

Three types of evacuation locations should be pre-identified:

- On-site evacuation location within the school (i.e. auditorium, gym, cafeteria, etc)
- On-site evacuation location outside of the building (i.e. playground, football stadium)
  - Off-site evacuation location with a partner school ES to MS/HS, MS to HS, HS to HS.

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

- Bomb threats: If assessment of threat justifies evacuation, principal/CMT notifies teachers/staff of evacuation route dictated by known or suspected location of a device
- Fire: Follow primary routes unless blocked by smoke, fire or obstructions. Know the alternate route. Fire evacuation routes are posted in each classroom.
- Hazardous Materials Spill Inside the Building: Total avoidance of hazardous materials is necessary as chemical and natural gas vapors can overcome people within a short period of time.

Off-site evacuation involves the movement of students and staff to another facility or location due to an emergency event.

### When implementing EVACUATION procedures:

#### Principal/Crisis Management Team (CMT)

- Public safety (911) shall be notified immediately when an evacuation of a school occurs
- Determine evacuation routes based on location of the incident and types of emergency
- Communicate the need to evacuate the building or a specific area of the building (utilizing on-site evacuation location inside the building) to the building occupants by activating the fire alarm or plain language via public address system or bullhorn
  - Communicate changes in evacuation routes based on location and types of emergency

- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred
- Designated staff assigned radios and/or cell phones should wear their lime green vest
- The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag should be moved outside with the evacuees
- Monitor the situation and provide updates and additional instructions as needed
- During inclement weather, consider requesting buses for sheltering students
- Communicate when it is safe to re-enter the building or re-occupy a section of the school that was evacuated i.e., bell system, radio transmission, public address system or bull horn

### **Teachers/Staff**

- Exit the building using the designated emergency exit routes or as directed by the principal/CMT. Emergency exit routes are diagramed on the school floor plan drawing posted near the light switch inside each room
  - Use a secondary route if the primary route is blocked or hazardous
- Exit routes and the location of the on-site inside the building evacuation location will be selected and communicated by the principal/CMT at the time of the emergency and the evacuation
- Assist those needing special assistance
- During fire events, assist those needing special assistance to the FESA (Fire Evacuation Staging Area) rooms in multiple story buildings and await the arrival of emergency response personnel, as assigned
- Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Take class roster with you
- Go to designated evacuation assembly area (minimum of 50 feet from building required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building or other directed evacuations)
- When outside the building or on-site inside the building evacuation location:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- Wait for additional instructions

## When implementing OFF-SITE EVACUATION procedures:

### Principal/Crisis Management Team (CMT)

- Public safety (911) should be notified immediately when an evacuation of a school occurs
- On-site evacuation procedures should be executed prior to initiating an off-site evacuation
  - Designated staff assigned radios and/or cell phones should wear their lime green vest
  - The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved outside the building with the evacuees
- Determine if circumstances require students and staff to be evacuated to a off-site location
- Prior to initiation of an off-site evacuation, the principal, program manager or designee, shall consult with and obtain authorization from the Division Superintendent, the Deputy Superintendent, the Chief Operating Officer, or their designee.
- Notify teachers and staff of the plan to evacuate to an off-site location
- Notify the receiving site prior to initiation of the off-site movement
- Notify the Department of Communications and Community Outreach, the Office of Safety and Security, and the Office of Transportation (if buses are required)
- Announce evacuation
  - Specify any changes in off-site evacuation routes based on location and types of emergency
- Implement student release procedures at the off-site location, if applicable
  - Document the release of any students to an authorized family member or legal guardian

### Teachers/Staff

- Implement teachers/staff **EVACUATION** procedures for on-site evacuation location outside of the building (listed above)
- Follow direction of principal/CMT concerning movement to off-site location
- Remain with your class while enroute to the off-site location
- Take attendance upon arriving at the off-site location
  - Check for injuries
  - Immediately report any missing, extra or injured students to Student Accounting Coordinator
  - Continue to maintain control of students
- Wait for additional instructions

For additional information refer to FCPS Regulation 8613, "School Emergency Management Plans and Procedures"

## Lockdown Procedures

**Lockdown procedures are used to isolate building occupants from potentially violent intruder(s).**

**When implementing LOCKDOWN procedures:**

### **Principal/Crisis Management Team (CMT)**

- Communicate the need to lockdown the building via the public address system
  - If you know the whereabouts of the violent intruder e.g., outside the library or on the second floor, etc., include this information in the lockdown announcement or any subsequent announcements; that way students and staff can gauge whether they have an opportunity to evacuate versus lockdown. If individuals and classes are able to evacuate, they should move to the Student Off-site Evacuation Location, if accessible. If not they should choose a location far enough away to ensure safety
  - If known, relay the type of weapon the intruder is in possession of; firearm, knife, etc.
- Notify the police (911) of the emergency and the need for immediate assistance
- Direct all students and visitors to the nearest classroom or secured space occupied by staff members(s)
- DO NOT** attempt to lock exterior hallway doors which are unlocked
- No one enters the school, except public safety personnel.
- Advise students and staff to disregard the fire alarm and bells

- **Lockdown Announcement - Class in Session (no lunches in progress)**

Attention teachers, this is a lockdown. At this time secure your students in your classrooms and take roll, students report directly to the nearest room with a staff member. Disregard any fire alarms.

- **Lockdown Announcement - Class Change in Progress**

Attention teachers, this is a lockdown. At this time secure students in your classrooms and take roll, students report directly to the nearest room with a staff member. Disregard any fire alarms.

- **Lockdown Announcement - During Lunch Periods**

Attention teachers, this is a lockdown. At this time secure your students in your classrooms and take roll. Students in the cafeteria are to remain in the cafeteria and staff will secure the doors. Students outside of their classroom or the cafeteria report directly to the nearest room with a staff member. Disregard any fire alarms.

- When the threat has been mitigated, students and teachers/staff will be evacuated by law enforcement personnel

### Teachers/Staff

#### The following guidelines can be used by teachers and staff to determine if evacuation is a viable option versus lockdown:

- If you know the whereabouts of the violent intruder and you feel that you and the students in your charge can safely evacuate the building and move to the student off-site evacuation location, if accessible, then do so. If not accessible, choose a location far enough away to ensure safety
  - o Factors to consider in making the decision to evacuate versus lockdown:
    - Mobility-are the students and staff able to move quickly or is their mobility limited due to age and/or special needs issues.
    - Distance and/or concealment -is there sufficient distance between you and the intruder to allow enough time to move your class and reach safety and/or sufficient concealment along your evacuation route to move undetected
    - Type of weapon the intruder has in his or her possession-knife versus a firearm may affect your decision to lockdown or evacuate

#### Implement Lockdown procedures:

- Clear all students, staff and visitors from hallways into classrooms
- Assist those with special needs accommodations
- Close and lock all windows and doors; window blinds closed, door windows obscured with paper
- Block door with furniture, if appropriate
- Turn lights off
- Prepare a plan of action if the intruder gains entry e.g., all out assault on the intruder
- DO NOT OPEN THE DOOR** until evacuated by law enforcement personnel
- If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible
- Direct students to an area of the room, unobservable from outside and potential lines of fire.
- Take Roll
- Stay away from all doors and windows
- BE QUIET!** Turn off the ringer on all cell phones
- Classes outside the building **SHOULD NOT** enter the building
- Move outside classes to primary off-site evacuation location or far enough away to ensure safety
- Persons in trailers remain inside locked trailers.
- Students and staff members will disregard fire alarms and bells.
- If you've evacuated the building, call 911 to report your location and situation. Also notify the Office of Safety and Security

For additional information refer to FCPS Regulation 8613, "School Emergency Management Plans and Procedures"

## Secure the Building Procedures

Secure the building procedures are used to protect building occupants from potential dangers outside the building, e.g., police in pursuit of armed robbery suspect or hostage/barricade situation near the school.

- Outside activities are cancelled and students are moved inside
- All exterior doors on classroom trailers and buildings are secured
- Students and staff are free to move about inside the building/trailers

When implementing **SECURE THE BUILDING** procedures:

### Principal/Crisis Management Team (CMT)

- Communicate the need to secure the building via the public address system and school portable radio
- No students allowed outside of buildings and trailers (no P.E., no recess, etc.)
- All building/trailer exterior doors are closed & locked
- Staff members and students are free to move about inside buildings/trailers.
- Staff posted at building main entrance to control visitor access, issue passes, and provide directions to parent reunion area, if applicable
- If the fire alarm has been activated, evacuate the building and contact the police department and the Office of Safety & Security to provide security while the students are outside the building
- If buses are scheduled to arrive or depart from school during the secure the building status, contact Office of Transportation Services and advise them of the situation; buses will stage off-site until the situation is resolved
- When the threat has been mitigated, make announcement to return to normal operations

### Teachers/Staff

- All outdoor activities are cancelled and students and staff are moved inside the building
- Close and lock all exterior doors
- Do not allow students to exit the building/trailers unless directed by principal/CMT
- DO NOT OPEN EXTERIOR DOOR**
- If a fire alarm has been activated, evacuate the building
- Persons in trailers remain inside locked trailers

For additional information refer to FCPS Regulation 8613, "School Emergency Management Plans and Procedures"

## Shelter-in-Place Procedures

**Shelter-in-place procedures are used to temporarily separate students and staff from a hazardous outdoor atmosphere, such as an airborne chemical release, or the deployment of a weapon of mass destruction.**

**It is implemented when there is not time to evacuate and it may be harmful to leave the building.**

**When implementing SHELTER-IN-PLACE procedures:**

### **Principal/Crisis Management Team (CMT)**

- Public safety (911) shall be notified immediately when shelter-in-place procedures are implemented at school
- “Shelter-In-Place” announcement via public address (PA) system and school portable radio
- Advise students and staff to disregard the fire alarms, do not evacuate **UNLESS** fire or smoke is visible or directed to evacuate by the principal/CMT based on guidance from the Fire and Rescue Department
- Students and staff members moved into main building from trailers, unless movement is life-threatening due to outside environmental contamination.
- Staff member shut off main electrical circuit to the building. This will shut down HVAC, exhaust, and roof ventilators.
- All windows and doors are closed, locked and sealed, with tape, towels, and other materials, if available, that will hinder air flow.
- Elevators shall not be used (elevator movement may pump outside air into building) and elevators will not operate because the main electrical circuit has been interrupted.
- Signs placed on the front door making notification of Shelter-in-Place Emergency
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that shelter-in-place procedures have been implemented at the school
- No one will be allowed to enter the building until public safety officials arrive and assess
- Exposed or contaminated people will be kept separate from rest of school population and directed to wash with soap & water.
- If possible, alternative clothing for exposed individuals will be provided and contaminated clothing will be removed and sealed in plastic bags.
- Principal/CMT will be provided updates and additional instructions from public safety officials
- When the threat has been mitigated, make announcement to return to normal operations.

### **Teachers/Staff**

- Students and staff members moved into main building from trailers, unless movement is life-threatening due to outside environmental contamination.
- All windows and doors are closed, locked and sealed, with tape, towels, and other materials, if available, that will hinder air flow.
- Designated staff members shut off main power to the building. This will shut down HVAC, exhaust, and roof ventilators.
- Elevators not used (elevator movement may pump outside air into building).
- Clear all students, staff and visitors from hallways into classrooms
- Assist those needing special assistance
- Take attendance and report any missing or extra students to the Student Accounting Coordinator
- Wait for further instruction

For additional information refer to FCPS Regulation 8613, "School Emergency Management Plans and Procedures"

## Stay Put, Stay Tuned Procedures

**Stay Put, Stay Tuned procedures are implemented at the request of public safety officials to limit the impact on the public transportation infrastructure.**

**This response may be appropriate during large-scale events that require limitations on movement and transportation, e.g., terrorist attack with mass casualties. Normal end-of-day release will not occur until authorized by public safety officials. Parents are allowed to “check out” their children from school.**

**When implementing STAY PUT, STAY TUNED procedures:**

### **Principal/Crisis Management Team**

- Communicate the need for the school to Stay Put, Stay Tuned via PA system and school portable radio.
- Normal end-of-day release will not occur.
- No unsupervised release of students is to occur until directed
- Parents are allowed to “check out” students with proper identification
- Principal/CMT will monitor local media and the FCPS Messaging Alert Systems for updates.
- Keep in Touch (KIT) message shall be initiated by affected schools.

### **Teachers/Staff**

- Continue to maintain control of your students
- Wait for further instruction

For additional information refer to FCPS Regulation 8613, “School Emergency Management Plans and Procedures”

## Hazard Specific Response Procedures

### Bomb Threat

All bomb threats must be taken seriously until they can be assessed. The principal/CMT is primarily responsible for assessing the threat, taking into account all available information. Any decision to evacuate rests with the principal/CMT; the police will only offer guidance. If a device is located, police or fire personnel will take command of the incident.

**WARNING: BECAUSE THERE IS A SLIGHT RISK THAT DETONATING DEVICES MAY BE ACTIVATED BY RADIO WAVES, USE OF TWO-WAY RADIOS AND CELL PHONES SHOULD BE AVOIDED WITHIN 300 FEET OF THE BUILDING OR SUSPECTED LOCATION OF ANY EXPLOSIVE DEVICE, UNLESS ABSOLUTELY NECESSARY TO FACILITATE URGENT COMMUNICATIONS.**

#### Upon receiving a BOMB THREAT:

##### Telephoned bomb threats

The person receiving the call shall:

- Direct someone else to also listen to the call, if possible.
- Take notes for police investigation. Record the caller's exact words.
- Attempt to determine the caller's gender, age, accent or other distinguishing speech characteristics, and demeanor.
- Listen for background noises that may help in identifying the location of the caller.
- Ask the caller the following questions:
  - o When is the bomb going to explode?
  - o Where is the bomb now?
  - o What does the bomb look like?
  - o What kind of bomb is it?
  - o What will cause the bomb to explode?
  - o Did you place the bomb?
  - o Why was the bomb placed?
  - o What is your address?
  - o What is your name?

##### Electronic (e-mail and web site received) threats

The person accessing the threat shall:

- Save the message on the system; DO NOT delete the item.
- Print copies of the message to turn over to the police and to the Department of Information Technology and others who may require them.

- Notify the Department of Information Technology Service Desk at 703-503-1600. The Service Desk will provide additional guidance in how to deal with the message.

### Written threats

#### The person receiving the written threat shall:

- Preserve evidence for police
  - If written threat, place note in paper envelope to preserve fingerprints
  - If the threat is written on a wall, photograph it

### Principal/Crisis Management Team (CMT)

- CALL 911** to notify the police
- Assess the threat based on all available information. Recognize that an actual bomb incident with an accompanying threat is an extremely rare event
- If the threat assessment points to a low probability that the bomb threat is credible, then:
  - Consider a limited response:
    - Keep students in class
    - If school is equipped, review video surveillance records for suspicious activity
    - Conduct search of public areas inside the school, school grounds, as well as, storage rooms, closets, etc.
    - If search is fruitless; return to normal operations
- If the threat assessment points to a high probability that the bomb threat is credible, then:
  - If the threat included a time for the bomb to detonation and time permits, conduct a search of the evacuation routes and student assembly areas
    - School personnel should search their work areas for suspicious items and/or items that are out-of-place
    - A search of public areas inside the school, school grounds, as well as, storage rooms, closets, etc. should be conducted
    - If search reveals no suspicious items but you feel the threat is still credible, then initiate evacuation procedures
    - If the search uncovers suspicious item(s), alter evacuation routes and clear the building
  - If time does not permit a thorough search of evacuation routes and assemble areas perform at a minimum a cursory search of the exit routes and assembly areas, alter exit routes accordingly and initiate evacuation procedures
  - If school is equipped, review video surveillance records for suspicious activity
  - Police should supervise the search
  - When conducting a search:
    - No two-way radios or cell phones should be used.
    - Searches should be systematic:

- First, search the floor and area up to waist high;
- Second, search waist high to chin high; and
- Third, search chin-high to the ceiling.
- o Suspicious objects should not be disturbed and the police should be notified immediately
- Document all actions taken and findings by staff
- Notify the Office of Safety and Security, Department of Communications and Community Relations and appropriate Cluster Assistant Superintendent.

### **Teachers/Staff**

- Scan classroom or assigned areas for suspicious items
- Do not touch any suspicious devices, packages, etc. If a device(s) is located, they should be pointed out to the police
- Notify CMT of findings

### **If Evacuation Procedures are initiated:**

#### **Principal/Crisis Management Team (CMT)**

- Communicate the need to evacuate the building using plain language over the public address system, bullhorn or by messenger/runners. Limit the cell phones, or radios because of risk of activating an explosive device
- Ensure evacuation routes and area(s) are clear of suspicious items
  - o Alter evacuation routes as necessary
- Weather conditions and special needs issues may necessitate the use of buses as temporary shelters

### **Teachers/Staff**

- Implement on-site evacuation procedures and move to assembly areas a minimum of 300 feet from buildings and parked vehicles.

For additional information refer to FCPS Regulation 8613, "School Emergency Management Plans and Procedures"

## Bus//Vehicle Crash

**Principal/Crisis Management Team member(s) should respond to the scene of local bus and/or vehicle collisions involving injured students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.**

### **When responding to the scene of a local BUS/VEHICLE CRASH:**

#### **Principal/Crisis Management Team (CMT)**

- Ensure that 911 has been called
- If crash involves a school bus, ensure that FCPS Office of Transportation is aware
- Report to the accident scene unless it is not safe to do so
  - Determine if any students or staff have been injured and the extent of injuries
  - Determine if they will be transported to the hospital, if so, which hospital
  - Obtain Emergency Care Information forms for transport to the hospital
  - Notify parents, guardians or emergency contact designee
  - Accompany injured student(s) or staff member(s) to the hospital
  - If victims are transported to multiple hospitals request additional CMT members to accompany victims
- Provide emotional support student(s) and/or staff accident victim(s)
- Brief parents and guardians
- Arrange for crisis counseling if necessary
- Refer all media inquiries to police media representative or FCPS Department of Communications and Community Outreach
- Consult with the Department of Communications and Community Outreach (DCCO) regarding dissemination of information about the accident and condition of victims to the school community

## Death/Suicide

**The death or serious injury to a student or staff member by accident, illness or suicide has the potential for disrupting the school environment. The response to these crises should be time-limited, problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive, appropriate responses.**

**In the event of a student or staff member DEATH/SUICIDE or serious injury:**

### **Principal/Crisis Management Team (CMT)**

- Verify the information concerning the death or serious injury of a student or staff member
  - Direct staff and others not to repeat information concerning death or injury until verification is obtained
- Notify appropriate assistant superintendent and Department of Communications and Community Outreach (DCCO)
- Notify the Office of Safety & Security (OSS) and the Office of Risk Management if a death or serious injury occurred on school grounds, on a school bus or during a school sponsored activity
- Request Crisis Response Team from the Department of Special Services
- Notify the CMT, faculty and staff
  - Preferably in-person during an emergency staff meeting
  - If the incident occurred during non school hours, schedule a staff meeting as soon as the staff returns to school
- Prepare formal statement or announcement
  - Provide facts that will reduce rumors
- Designate rooms to be used for counseling
- Identify other/additional students, staff, and parents likely to be affected by news
- Make official announcement
- Provide grief support to students and staff
- Provide substitute teachers for absent/affected teachers
- In case of death, provide funeral/visitation information if affected family has given permission
- Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members
- Notify bus drivers to be alert for students who show signs of emotional distress

## Demonstration

**Student participation in demonstrations on school property could give rise to a violation of school regulation or a violation of the VA criminal code i.e., trespassing.**

**If a DEMONSTRATION is on school property during school hours:**

### **Principal/Crisis Management Team (CMT)**

- Determine if FCPS students are involved in the demonstration
  - If no FCPS students involved in the demonstration, direct that the demonstrators leave school property
  - If they refuse, contact the police department for prosecution
- If appropriate, institute **Secure the Building** procedures
- If safe, meet with the students or demonstrators to determine the purpose of the demonstration
- Encourage teachers and staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Contain the demonstration to a single area that does not impact vehicular and/or pedestrian traffic flow
  - Ensure safe entry into and exit from the building
- Determine if the demonstration is disruptive to the educational process
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)
- Notify and consult with police personnel
  - Develop an action plan
- CMT member assigned Information/Media should prepare media staging area
- Principal or designee, in the presence of other adults, should instruct the demonstrating students to attend classes or move to designated area i.e., if demonstration is occurring at lunch time; move to the cafeteria
  - Inform students that they will be disciplined if they do not comply with request
- Notify parent or guardian of involved students
- Document all actions taken by staff
- Take appropriate disciplinary action

## Earthquake

### CRITICAL INFORMATION

An earthquake is a sudden, rapid shaking of the earth caused by the breaking and shifting of rock beneath the earth's surface. Earthquakes generally occur without advance warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation (broken gas and/or water lines, exposed electrical wires) and the below procedures should be implemented in response to all earthquakes regardless of magnitude.

To reduce the likelihood of injury and death during an earthquake one should immediately "DROP, COVER and HOLD ON".

DROP down to the floor onto your hands and knees

COVER your head and neck (and your entire body if possible) by crawling under a nearby table or desk. Cover your eyes by leaning your face against your arms.

HOLD ON to the table or desk until the shaking stops.

If there isn't a table or desk nearby, cover your head, neck and face with your arms as best you can and crouch in an inside corner of the building. Stay away from windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.

Modifications for people with disabilities or access and functional needs: If a person(s)' mobility is limited and they are unable to perform the DROP, COVER and HOLD ON, it is important that they do not try to move to a "safer place" or attempt to move outside during an earthquake. Movement will be very difficult and the risk of injury by falling or being struck by toppled and flying objects are great; instead, they should protect their head, neck and face with a pillow or their arms, and bend over if able.

The main goal of "DROP, COVER and HOLD ON" is to afford protection from falling and flying debris and increase the chance of surviving a building collapse. Studies of injuries and deaths caused by earthquakes over the last several decades show that people are much more likely to be injured by toppled, falling or flying objects (loose items on shelves and counters, shattered window glass, unsecured bookcases and computers, etc) than die because of a collapsed building.

## In the event of an EARTHQUAKE:

### If inside a building

#### Teachers/Staff

- Upon the first indication of an earthquake, teachers/staff should direct students to **DROP** down to the floor onto their hands and knees, seek **COVER** under a nearby desk or table, and **HOLD ON** to the furniture legs. If they cannot find shelter beneath furniture, have them cover their head, neck and face with their arms and crouch in an inside corner of the building away from windows.
- Remain covered until the shaking stops
- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students
- Continue to maintain control of students
- Wait for further instruction
- If evacuation of the building is initiated, **perform a test run of the elevator car(s) without passengers before using for the transportation of passenger(s).**

### If outside a building

#### Teachers/Staff

- Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury.
- Once in the open, students and staff should **DROP** to the ground onto their hands and knees before the earthquake knocks them off their feet.
- If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should **DROP** down to the ground onto their hands and knees, **COVER** their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area.
- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students
- Continue to maintain control of students
- Wait for further instruction

### People with disabilities or access and functional needs

#### Teachers/Staff

- If a student and/or staff member's mobility is limited and they are unable to perform the **DROP, COVER and HOLD ON**, it is important that they do not try to move to a "safer place" or attempt move outside during an earthquake. Movement will be very difficult and the risk of injury by falling or being struck by

topped and flying objects are great; instead, they should protect their head, neck and face with a pillow or with their arms, and bend over if able.

### Principal/Crisis Management Team (CMT)

- Upon the first indication of an earthquake, personally execute the **DROP**, **COVER** and **HOLD ON** procedures.
- If appropriate and time permits, assign staff to assess the safety and accessibility of evacuation routes and assembly sites before initiating an evacuation order. Avoid exit routes with overhanging building facades, overhead utility wires, large trees and expansive glass windows. Alter exit routes and assembly sites accordingly.
- When the earthquake is over, initiate the evacuation of the building.
- Communicate the need to evacuate the building by using plain language over the public address system, bullhorn or messenger/runner. **Do not use the fire alarm.**
- CALL 911** if your school experiences fire/explosion, hazardous materials spill/release, medical emergency or extensive damage that may have compromised the building's structural integrity.
  - provide emergency call taker with information about the emergency
  - Confirm address of school
  - Provide exact location of the emergency
  - Assign staff to meet with responding fire and police personnel
- Weather conditions and special needs issues may necessitate the use of buses as temporary shelters.
- The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved out of the building
- Assign staff to inspect the building, if it can be done safely.
- Contact the FCPS office of facilities management to report damage to masonry, electrical, plumbing, mechanical systems, and other structural issues.
- Determine if circumstances require students and staff to be evacuated to a off-site location
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred
- Monitor the situation and provide updates and additional instructions as needed
- Communicate when it is safe to re-enter the building i.e. bell system, radio transmission, public address system or bull horn
- Document all actions taken by staff

## Fire/Explosion

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

**In the event of FIRE/EXPLOSION and/or SMOKE:**

### **Principal/Crisis Management Team (CMT)**

- CALL 911** and provide emergency call taker with information about the emergency
  - Confirm address of school
  - Provide exact location of smoke, fire, or gas odor
- Ensure fire alarm has sounded
  - If known, communicate changes in evacuation routes based on location of the fire, smoke or gas smell
- Designated staff assigned radios and/or cell phones wear a lime green vest
- Meet with responding fire and police personnel
  - Identify the location of fire, smoke, explosion or gas smell
  - Advise location of injured persons
  - Advise if the FESA room is occupied
  - Provide names of any missing persons
- The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved out of the building
- Determine if circumstances require students and staff to be evacuated to an off-site location
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred
- Monitor the situation and provide updates and additional instructions as needed
- Communicate when it is safe to re-enter the building i.e., bell system, radio transmission, public address system or bull horn
- Document all actions taken by staff

### **Teachers/Staff**

- Upon discovery of a fire, observing smoke, smell of gas, or experiencing an explosion, activate the fire alarm system by accessing the nearest manual pull station.
- Contact the principal and the main office and provide information about the emergency
- Implement **Evacuation** procedures
- Evacuate the building using emergency exit routes that are diagramed on the school floor plan drawing posted near the light switch inside each room
  - Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not use elevators during fire evacuation

- Assist those needing special assistance to the FESA (Fire Evacuation Staging Area) rooms in multiple story buildings and await the arrival of emergency response personnel as assigned
- Close classroom doors but do not lock doors when leaving
- Do not stop for student or staff belongings
- Move in an orderly fashion to the designated evacuation site a minimum of 50 feet from the building
- Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers
- When outside the building:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- Wait for additional instructions

For additional information refer to FCPS Regulation 8633, "Safety Procedures-Fires, Fire Alarms, Fire Drills, and Fire Safety Manual"

## Flood/Dam Failure

**Dam break or failure is the catastrophic event characterized by the sudden, rapid, and uncontrolled release of impounded water.**

**Because the vast majority of FCPS school sites are not located within floodplains and therefore not susceptible to flooding associated with excessive precipitation levels and water runoff within the watershed of a stream or river, this hazard-specific appendix will deal with flooding associated with a dam breach. Currently, only three FCPS school sites are threatened by flood waters occurring from a dam failure. If a dam failure were to occur at Lake Barcroft Dam, Woodglen Lake Dam or Lake Mercer Dam, the affected school would follow the site specific evacuation instructions contained in the SCP (School Crisis Plan)-Flood Inundation layer located on page 1, between the Site and Floor Plans access buttons in the online Facilities Crisis Management Security Plan template.**

**In the event of FLOOD due to DAM FAILURE:**

### **Principal/Crisis Management Team (CMT)**

- Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the FCPS Message Alert System
- Review the flood inundation layer evacuation procedures with teachers and staff
- If public safety agency advises to evacuation, do so immediately
- Contact the Student Off-site Evacuation Location and advise that you need space at their facility
- Notify Office of Transportation Services of any transportation needs
- Communicate the need to evacuate the building using plain language via public address system or bullhorn
  - Communicate changes in evacuation routes based on type of emergency
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred
- Designated staff assigned radios and/or cell phones should wear their lime green vest
- The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag should be moved outside with the evacuees
- Monitor the situation and provide updates and additional instructions as needed

## Teachers/Staff

- Initiate **Evacuation** procedures as directed
  - Take class roster with you
- Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers
- Upon arrival at the designated evacuation site:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- Wait for additional instructions

## Hazardous Materials Spill/Release

**Hazardous materials are any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.**

**In the event of a propane or natural gas leak or odor INSIDE a building – EVACUATE THE BUILDING IMMEDIATELY.**

**In all other hazardous materials incidents, emergency response personnel (fire and rescue) will take command of the situation and determine the steps to be taken regarding evacuation, shelter-in-place and ventilation systems (HVAC).**

**In the event of a HAZARDOUS MATERIAL incident inside a school building:**

### **Principal/Crisis Management Team (CMT)**

- CALL 911** and provide emergency responders with information about the hazardous materials incident
  - Confirm address of school
  - Provide exact location of hazardous materials spill/release
- Communicate the need to evacuate the building to school occupants using plain language via public address system or bullhorn
  - Communicate changes in evacuation routes based on location and types of emergency
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred
- The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved outside with the evacuees
- Designated staff assigned radios and/or cell phones should wear their lime green vest
- Provide the Material Safety Data Sheets (MSDS) for public safety
- Meet with responding fire and police personnel
  - Identify the location of hazardous materials spill/release
  - Report any students or staff missing or injured
  - Provide names of any missing persons
- Determine if circumstances require students and staff to be evacuated to an off-site location
- Monitor the situation and provide updates and additional instructions as needed
- Communicate when it is safe to re-enter the building i.e., bell system, radio transmission, public address system or bull horn.
- Document all actions taken

### Teachers/Staff

- If teacher and/or staff member is made aware of hazardous material spill or release, notify the principal and/or main office
  - Report location and type (if known) of the hazardous material
- Move students away from the immediate area
  - If safe, close doors to the affected area
- Await instruction from the principal/CMT

### In the event of a HAZARDOUS MATERIAL incident outside a school building:

#### Principal/Crisis Management Team (CMT)

- CALL 911** and provide emergency responders with information about the hazardous materials incident
  - Provide exact location of hazardous materials spill/release
  - Identification of hazardous materials, if known
- Implement **Shelter-in-Place** procedures, if appropriate
- If time permits, consider implementing Off-site Evacuation procedures
  - If there is an airborne release, close exterior doors, windows, and shutdown ventilation system (HVAC)
- If students and staff are outside the building move them back inside the building, if safe, or to a safe location on school grounds upwind from the spill/release or to the student off-site evacuation location
- Initiate decontamination procedures for student and/or staff exposed to hazardous materials, if applicable.
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS), Safety Section of the hazardous materials spill/release
  - Consult with emergency response personnel
  - Develop an action plan with emergency responders
- Document all actions taken

### Teachers/Staff

- Implement **Shelter-in-Place** procedures, if directed to do so
- If students are outside the building on school grounds, move them away from the spill/release and upwind from the immediate vicinity of the danger
  - If appropriate move students back inside the school building
  - If appropriate, move students to off-site evacuation location
- Initiate decontamination procedures for student and/or staff exposed to hazardous materials, if applicable

## Intruder/Trespasser

**An Intruder is an unauthorized person who enters school property and does not report to the office for a visitor pass.**

**If the intruder's purpose is not legitimate, ask him/her to leave. Notify the police and the Office of Safety & Security if the intruder refuses to leave.**

**In the event an unauthorized person (INTRUDER/TRESPASSER) enters school property**

### **Principal/Crisis Management Team (CMT)**

- Respond to call for assistance from staff
  - Advise the intruder that they are trespassing and need to leave the school and if they do not leave the police will be notified
- If the subject refuses or his or her purpose is not legitimate:
  - Consider initiating Lockdown procedures
  - **CALL 911** and notify the police
    - Advise the police if the intruder is still in the building or on the property
  - Give the police a full description of the intruder(s): subjects name (if known), clothing and other descriptors, note if the subject is carrying a weapon or package
  - Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape for both you and the intruder
  - To the extent possible, maintain visual contact with the intruder (maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later to locate him/her)
- Document all actions taken by staff
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) if the police arrest the intruder/trespasser

### **Teacher/Staff**

- Politely greet intruder and identify yourself
  - Consider asking another staff person to accompany you before approaching intruder
- Inform subject that all visitors must report to the main office
  - Ask subject the purpose of his/her visit
  - If possible, attempt to identify the individual and/or vehicle
  - Escort the subject to the main office
- If the intruder's purpose is not legitimate, ask him/her to leave and accompany them to exit
- If intruder refuses to leave:
  - Notify principal, if applicable and the police

- Give the police a full description of the intruder(s): subjects name, clothing and other descriptors, note if the subject is carrying a weapon or package
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape for both the you and the intruder
- To the extent possible, maintain visual contact with the intruder (maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later to locate him/her)
- Should the situation escalate quickly, the principal may decide at anytime to initiate lockdown procedures

For additional information refer to FCPS Regulation 7001, "Reporting Serious and Unusual Incidents"

## Medical Emergency

**School personnel, the clinic room aide, and School Age Child Care (SACC) personnel are responsible for providing health care and emergency treatment until Emergency Medical Services (EMS), or parent or guardian arrives to assume health care responsibility.**

**When a student becomes seriously ill or injured the parent or guardian and the school principal or designee should be notified immediately. In serious cases in which immediate medical attention is needed, call EMS (911); otherwise, contact the parent or guardian first, and he or she will assume responsibility.**

**In the event of a NON-RESPONSIVE or LIFE-THREATENING INJURY or ILLNESS:**

### **Principal/Crisis Management Team (CMT)**

- Ensure **911** was called and provide emergency call taker with any updated information about the emergency
  - Confirm address of school
  - Describe the nature of the emergency (illness or injury) and how many people are involved, if more than one
  - Provide exact location inside or outside the school (inside school provide the door number or best entry point)
- Have a staff member meet emergency medical personnel to expedite their movement to the patient
- Notify victim(s) parents, legal guardians or emergency contact of illness or injury; including type of injury/illness, medical care being given, and location of child
- If child is being transported to a medical facility, request parent, guardian, or emergency contact to meet the child and school staff member at the medical facility
- Have Student Emergency Care Information forms and if applicable, the Health Information form, available for emergency medical personnel
- Activate CMT, if necessary
- Hold the bells if emergency situation is in a common area where students travel during class change
- If needed, assign a staff member to accompany victim(s) to the hospital
- Notify the Department of Communications and Community Relations and appropriate Cluster Assistant Superintendent
- Activate **Recovery** procedures as appropriate
  - Conduct a debriefing
  - Crisis counseling
- Document all actions taken by staff

## Teachers/Staff

- Immediately summon help (school Public Health Nurse, clinic room aide, school staff trained to administer specific health care procedures, another adult) and **CALL 911**
  - Describe the nature of the emergency (illness or injury) and how many people are involved
  - Provide exact location inside or outside the school (inside school provide the door number or best entry point)
- Notify principal and main office staff
- DO NOT** move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern (fire present, explosive atmosphere, etc.)
- Assess victim and if applicable, begin CPR
- Check victim for medical alert bracelet or necklace
- Assess and if applicable, request an Automated External Defibrillator (AED) to be brought to the scene
- Disperse onlookers and keep others from congregating in the area
  - If possible, isolate the victim(s)
- Direct someone e.g., staff, student to meet and guide the first responders
- Remain to assist emergency medical personnel
- Document all actions taken

For additional information refer to FCPS Regulation 2102, “First Aid, Emergency Treatment, and Administration of Medication for Students”; FCPS Regulation 2104, “Health Services – School Health-Related Needs”; and “School Health Care Emergencies, Suggestions for Temporary Care”

## Missing or Abducted/Kidnapped Student(s)

**A student is missing if they are unaccounted for at school, on school property, at a school activity or while traveling to and from school**

**Abduction/kidnapping is the unauthorized and unlawful removal of a student from school property, a school activity i.e., field trip, sporting event, or from a school bus without consent either from school officials and/or parent(s)/guardian(s).**

**In the event of a MISSING student:**

### **Principal/Crisis Management Team (CMT)**

- Contact parent(s)/guardian(s) to report absence/status
- Provide CMT and school personnel with description of missing student
- Assign CMT members to organize search
- If event is happening during the school day, consider holding the bells until the student is located or the school has been completely searched
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO) and the Office of Safety & Security (OSS)
- Interview friend(s) of missing student and last person to see the student
- If incident occurred while student was on the way to or from school, contact bus driver, crossing guard or safety patrol, if applicable
  - Double check circumstances:
    - Could the child have ridden the wrong bus;
    - walked to or from school instead of taking transportation;
    - received a ride from a friend or neighbor;
    - at another activity or appointment
- Call 911**, police department, for assistance
- Document all actions taken

### **Teachers/Staff**

- Verify the child is missing
- Notify the principal and the main office
  - Provide a physical description of the student, if needed
- Assist with any search of the school building and grounds
- If student is located, notify the principal and main office

## In the event of an ABDUCTION/KIDNAPPING of a student

### Teachers/Staff/Principal/CMT

- Verify that a child has been abducted
- Ensure the principal, CMT and all school personnel are aware of the abduction
- CALL 911**, the police department
- Contact parent(s) or guardian(s) and report the abduction
- Activate the CMT and decide what additional resources and support will be needed
- Gather information about the abduction, description of the perpetrator and any vehicle involved
  - Obtain information on possible witnesses, friends, and last person to see the student
- If appropriate, institute **Secure the Building** procedures,
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)
- Check abducted student's file for any restraining orders or other background information
- Provide police with physical description of the student:
  - Sex, height, weight, skin color, eye color, clothing, backpack, etc, if known
  - Student photograph, if available
  - Victim's home address, phone number, parents' contact information
- Arrange for crisis counseling if necessary
- Refer all media inquiries to police media representative and/or FCPS Department of Communications and Community Outreach
- Document all actions taken

## Missing Student(s) with Cognitive Disabilities or Autism

**Students with cognitive disabilities or autism require pre-incident planning as part of a crisis management strategy. These students generally have no real sense of danger and have a history of unpredictable behaviors that include straying at home and/or school.**

**Maintaining updated behavior intervention plans (BIPs) that outline replacement behaviors, reinforcement preferences and reactive measures for each student at risk, along with monitoring and analyzing behavior data to determine potential behavioral triggers, should help prepare staff to facilitate a rapid, coordinated, effective response when a child goes missing. Develop a list of possible places the student may be trying to reach, e.g. home, pool, or favorite store. Provide information to the police of known potential hiding places and hazardous locations in close proximity to the school, e.g. sheds, parks, lakes, ponds, swimming pools, railroad tracks, etc,**

**Having multiple copies of the students' photographs readily available for search teams will prove helpful to staff who are not familiar with the student and first responders assisting in a search.**

**The Office of Safety and Security can perform a classroom and site assessment upon request. Classroom doors can be equipped with an alarm system to notify staff that the door is being opened. The school yard can have additional perimeter fencing installed, if appropriate.**

**Provide portable two-way radios to appropriate staff members.**

**In the event of a MISSING student:**

### **Principal/Crisis Management Team (CMT)**

- Call 911**, police department, for assistance
- Contact parent(s)/guardian(s) to report absence/status**
  - Discuss any antecedent events that might have occurred at home
  - Discuss possible places of interest where the student might go
- Notify the staff that a student is missing via the school public address system or by portable two-way radio**
- Provide CMT and school personnel with a physical description and photograph of missing student**
- Assign CMT and school personnel to search all known "hiding places" within the school and on school grounds**
- Assign CMT and school personnel to search all known hazardous locations in close proximity to the school**
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO) and the Office of Safety & Security (OSS)**
- Interview friend(s) of missing student and last person to see the student**

- If incident occurred while student was on the way to or from school, contact bus driver, crossing guard or safety patrol, if applicable
  - Double check circumstances:
    - Could the child have ridden the wrong bus;
    - walked to or from school instead of taking transportation;
    - received a ride from a friend or neighbor;
    - at another activity or appointment
- Document all actions taken

### **Teachers/Staff**

- Verify the child is missing
- Notify the principal and the main office
  - Provide a physical description of the student, if needed
- Arrange to have another teacher cover your class
- Assist with any search of the school building and grounds
- If student is located, notify the principal and main office

### **After the missing student has been located:**

- Contact parent(s)/guardian(s) of student and advise them that their son/daughter has been located
  - Provide information on the child's wellbeing.
- Consider any modifications that may need to be made to the classroom, building or school grounds to ensure that the student will not be able to leave the school grounds again.
- Consider the need for additional staff members at critical times of the school day.
- Consider the need to inform other parents of the incident, as well as safety measures that have been put into place following the incident. Coordinate any notifications with DCCO.

## Parent Reunion/Student Release

The **parent reunion area** is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

**When implementing PARENT REUNION/STUDENT RELEASE procedures:**

### **Principal/Crisis Management Team (CMT)**

- Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form or the WeCare wireless emergency care information database
  - If using a FCPS facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.
  - Provide the appropriate Assistant Superintendent, Department of Communications and Community Outreach and the Office of Safety & Security with the location of the parent reunion area
- Work with emergency responders to provide traffic and crowd control for the parent reunion area
- The Parent Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7 tables
  - Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z
  - Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such a manner so that it is visible to adults standing in line
  - Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable
- When an adult makes an in-person request for the release of student(s) at the parent reunion area:
  - Obtain the name of student(s)
  - Request a picture ID to verify the identity of the adult
  - Verify that he or she is authorized on the Student Emergency Care Information form or the WeCare wireless emergency care information database to pick-up the student
    - Do not release students to people not listed on the student emergency care information form
    - Document to whom the student has been released along with date and time and obtain signature from adult

- ❑ Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area
  - Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student
  - If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification
- ❑ Inform parents of the location and availability of crisis counseling services
- ❑ If the adult making the request for the release of a student is not listed on the Emergency Care Information form or the WeCare wireless emergency care information database, the student shall not be released
- ❑ Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison through the FTS Transportation Route Supervisor
- ❑ Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

## Severe Weather

### Tornado/Severe Thunderstorm/High Winds

**Watches:** Are issued by the National Weather Service (NWS) when the risk of a hazardous weather or hydrologic event has increased significantly, but its occurrence, location, and/or timing is still uncertain. It is intended to provide enough lead time so that those who need to set their plans in motion can do so.

**Warnings:** Are issued by the NWS when a hazardous weather or hydrologic event is occurring, is imminent, or has a very high probability of occurring. A warning is used for conditions posing a threat to life or property.

**Tornado** is a violently rotating column of air, in contact with the ground, visible as a funnel cloud. Thunder, lightning, heavy rain, hail and strong winds often precede a tornado. The sky will have very dark clouds, often greenish or near black. Tornadoes make a very loud roaring noise that is similar to the noise made by a speeding train. Most tornadoes have winds less than 110 mph and last from one to ten minutes. However, stronger tornadoes will last 20 minutes or longer and can have winds greater than 205 mph.

**Severe thunderstorms** are characterized by the presence of heavy rain, lightning, thunder, damaging straight-line winds of 58 mph or stronger, and/or hail at least  $\frac{3}{4}$ " in diameter. Tornadoes occasionally develop in areas in which severe thunderstorm watches or warnings are in effect.

**High winds** are surface winds of 40 mph or greater lasting for 1 hour or longer, or winds gusting to 58 mph or greater regardless of duration

**If a tornado or severe thunderstorm WATCH has been issued for the area encompassing your school:**

#### **Principals/Crisis Management Team (CMT)**

- Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the FCPS Message Alert System
- Notify appropriate members of the CMT of the potential severe weather
  - Notify building engineer and/or building supervisor of potential utility failure
- Advise staff to stay alert for any of the warning signs of an approaching severe thunderstorm or tornado
- Consider bringing all students and staff on school ground inside the building(s)
- Consider closing windows
- Review tornado drill procedures and location of shelter areas

## Teachers/Staff

- Review tornado and severe weather procedures, contained in the Crisis Management and Security Plan Classroom Guide for Teachers with the students

**If a tornado WARNING has been issued for the area encompassing your school, or a tornado has been spotted near your school:**

## Principals/Crisis Management Team (CMT)

- Notify all CMT members of the change in weather status (watch upgraded to a warning).
- Advise staff to stay alert for any of the warning signs of an approaching tornado
- Evacuate students and staff from any temporary structures such as trailers, modular buildings or any other nonmasonry structure into the main building
- Move students and staff from the second and third floors to the first floor
- Delay bus departures
- Parents picking up students should be advised of the tornado warning and invited to stay with their child inside the school
- Continue to monitor the National Weather Service (NWS) weather radio, FCPS Message Alert System and/or television stations that broadcast local weather conditions and take appropriate action when tornado warning is issued or a tornado is sighted to include:
  - Make tornado warning announcement via public address system (PA) and school portable radios. **The Fire Alarm Must Not Be Used For Tornado Warnings.**
  - Direct all students and staff to the tornado shelter areas in the building.
  - Direct students to sit on the floor in the shelter areas and wait for additional instructions.
- Designated staff assigned radios and/or cell phones should wear their lime green vest
- Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.
- Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers, because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school. Principals should include logistical planning in their tornado emergency procedures so that students with physical disabilities will have time to move to their shelter area before the other students fill the hallways
- Monitor the situation and provide updates and additional instructions as needed
- Communicate when it is safe to resume normal school operations via bell system, radio transmission, and public address system or bull horn.
- Call 911** (Fire and Rescue Department) to report any injuries and/or structure damage
- If the building sustained structural damage, attempt to safely shut off the main electrical disconnect switch and natural gas main valve, if applicable
- Implement on-site or off-site evacuation procedures, if necessary

## Teachers/Staff

- Evacuate students to tornado shelter area as directed
- Close classroom doors
- Classroom teachers wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers
- Carry a class roster with you
- Assist those needing special assistance
- Direct students to sit on the floor in the shelter areas and wait for additional instructions
- Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.
- Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers, because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school.
- Close all hallway fire doors to limit possible wind tunnel effect
- Stay alert for any of the warning signs of an approaching tornado i.e., loud roaring noise similar to a speeding train
- Give command to assume a protective posture at the appropriate time
- Ensure that everyone stays in a protective posture
- Remain in shelter area until further advised
- In the event of building damage, evacuate students to safer areas of the building or evacuate the building completely
  - If evacuation does occur, do not re-enter the building unless advised
  - Use caution regarding broken glass, down utility wires, smell of natural gas, damaged trees, etc.
- Upon evacuation from the building:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- Wait for additional instructions

## School Bus Drivers

- If a tornado warning is received near or during dismissal time, the release of students shall not occur until the expiration of the warning.
- If time permits, buses that are transporting students may report to the nearest school, discharge passengers and have them assume a protective posture inside of the building
- If the driver is unable to report to a nearby school due to imminent danger posed by a tornado, the bus occupants should seek shelter inside a solidly built masonry structure. Remember to avoid a structure that has a large free-span roof or a large amount of glass windows.

- Once inside, students and transportation staff should assume a protective posture
- ❑ Based on available information, a bus driver may disregard the recommendation to report to a nearby school and continue on their route. This decision shall be based on direct observations of weather conditions, and the location of specific severe weather in relationship to the bus' location. The safety of students and transportation staff is the paramount concern.

**If severe thunderstorm WARNING has been issued for the area encompassing your school:**

**Principals/Crisis Management Team (CMT)**

- ❑ Notify all CMT members of the change in weather status (watch upgraded to a warning).
- ❑ Evacuate students and staff from any temporary structures such as trailers, modular buildings or any other nonmasonry structure into the main building if sustained wind speeds of the thunderstorm are forecast to exceed 75 mph
- ❑ Continue to monitor the National Weather Service (NWS) weather radio, FCPS Message Alert System and/or television stations that broadcast local weather conditions
- ❑ Monitor the situation and provide updates and additional instructions as needed

**If a High Wind WATCH has been issued for the area encompassing your school:**

**Principals/Crisis Management Team (CMT)**

- ❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging.
- ❑ Notify appropriate members of the CMT of the potential severe weather
  - Notify building engineer and/or building supervisor of potential utility failure
  - Advise staff to anchor outdoor equipment that could become flying projectiles in high winds
- ❑ Consider closing windows

**If a High Wind WARNING has been issued for the area encompassing your school:**

**Principals/Crisis Management Team (CMT)**

- ❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging.
- ❑ Notify all CMT members of the change in weather status (watch upgraded to a warning).
  - Notify building engineer and/or building supervisor of potential utility failure
  - Advise staff to anchor outdoor equipment that could become flying projectiles in high winds

- ❑ Consider closing windows
- ❑ If winds are forecasted to be sustained or gusting in excess of 75 mph, notify teachers in temporary structures (trailers, modular buildings, or any other nonmasonry structures) to move their students into the main school building. It is not necessary to use tornado shelter areas. Any available rooms in the main building can be used, such as the media center, cafeteria, or gymnasium.

For additional information refer to FCPS Regulation 8625, “Safety Procedures-High Winds, Severe Thunderstorms, Tornadoes, and Tornado Drills”

## Sexual Assault

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

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

- **A rape or sexual assault occurs on school property**
- **A member of the victim's family or friend requests intervention**
- **Rumors and myths of the alleged incident are widespread and damaging**

**In the event of a SEXUAL ASSAULT or notification of a sexual assault:**

### **Principal/Crisis Management Team (CMT)**

- Call 911 and request that police respond; also if immediate medical attention is needed request emergency medical personnel
- If there is a crime scene related to the assault, isolate the area and assign a staff member to safeguard it
- Isolate the victim from the crime scene, suspect(s) and witnesses
- Victim should not be questioned beyond obtaining a description of the perpetrator
- The victim should not eat or drink, change clothes, or shower, while awaiting police arrival
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)
- If victim is a FCPS student, contact parent or guardian
- Confidentiality must be maintained during the investigation
  - o Direct the individual (student or staff) not to repeat any information elsewhere in the school
  - o Take action to control rumors
- Notify Crisis Response Team
- Document all actions taken by staff

### **Teachers/Staff**

- Notify the principal immediately
- DO NOT LEAVE THE VICTIM ALONE**
- Determine if immediate medical attention is needed, if so summon help
- Isolate the victim from the crime scene, suspect(s) and witnesses
- Victim should not be questioned beyond obtaining a description of the perpetrator
- If appropriate, preserve all physical evidence of the crime

## Shooting

### Assess the situation

In most cases, initiate **LOCKDOWN** procedures, to isolate the students and staff from danger

### Provide first aid to injured

**CALL 911** requesting police and medical assistance for injured parties

Do not become a victim by unnecessarily exposing yourself to danger

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

### Principal/Crisis Management Team (CMT)

- Assess the situation
- Initiate **Lockdown** procedures
- CALL 911** and request police and emergency medical assistance
  - Provide the following information, if known:
    - Location of shooter(s) – use exit door numbers as a reference
    - Description, identity and number of shooters
    - Description of weapon(s)
    - Number of shots fired
    - Is shooting continuing?
    - Number of injuries
- Provide first aid to injured
- Notify victim(s) parents, legal guardians or emergency contact if an injury has been sustained; including type of injury, medical care being given, and location of child
- If child is being transported to a medical facility, request parent, guardian, or emergency contact to meet the child and school staff member at the medical facility
- Have Student Emergency Care Information forms and if applicable, the Health Information form, available for emergency medical personnel
- Hold the bells if the shooting occurred in a common area where students travel during class change
- If needed, assign a staff member to accompany victim(s) to the hospital

- Establish command post and assign CMT as needed, including:
  - Incident Supervisor
  - Communication/Recorder
  - Information/Media Liaison
  - Student Accounting
  - Parent Reunion Organizer
  - Counseling
  - Police and Fire Liaison
  - School site security
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)
- If the suspect is still inside the school, attempt to identify his or her location and begin planning for evacuation once police arrive
- If suspect has exited the building, secure all exterior doors to prevent re-entry
- Organize evacuation to an off-site location, if needed
- Meet with Police and Fire and brief emergency responders with updated information
- Provide liaison for family members of any injured students and/or staff
- Activate **Recovery** procedures as appropriate
  - Conduct a debriefing
  - Crisis counseling
- Document all actions taken by staff

### Teachers/Staff

- Seek immediate shelter if you and students cannot readily and safely escape the area
- Initiate **Lockdown** procedures
- Notify principal/CMT and main office
  - Provide location of the shooting, if known
- Take attendance and notify the CMT of missing students or staff as soon as the threat is mitigated

## Terrorism

**Terrorism** is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorist will likely use Weapons of Mass Destruction (WMD) to achieve their objectives. WMD fall into four categories:

**Conventional** weapons include bombs and other explosive devices

**Chemical** agents are poisonous gases, liquids or solids that have toxic effects. Most chemical agents cause serious injuries or death.

**Biological** agents are organisms or toxins that have illness-producing effects. They can be dispersed as aerosols or airborne particles.

**Nuclear** weapons present a threat of not only blast effect but also exposure to radiation.

In the event of a **TERRORIST** attack within the United States:

### Principal/Crisis Management Team (CMT)

- Monitor the situation
- Implement directive(s) provided by the Leadership Crisis Management Team (LCMT)
  - If school is in session, the LCMT may consider a division-wide Secure-the-Building or student release
- Keep teachers and staff informed
  - Notify parents or legal guardians of actions taken by FCPS i.e., Secure-the-Building, early release procedures
- Re-evaluate action plan as new information develops
- Consult with appropriate assistant superintendent as needed

## Teachers/Staff

- Inform students of incident in an age appropriate manner
- Stay calm and address student concerns
  - Limit access to media outlet e.g., television, radio, internet
  - Answer student questions honestly
  - Do not allow student to speculate or exaggerate graphic details
- Decide whether or not to temporarily suspend regular learning programming
  - Alter lesson plans to include discussion and activities that address the event
- Monitor student behaviors and reactions and make referrals to the appropriate student services staff

## In the event of a **TERRORIST** attack that directly impacts your school:

- Implement appropriate **UNIVERSAL RESPONSE PROCEDURES**

## Utility Failure

**Utility failure or incidents are common occurrences and may happen anytime. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water pipe may cause extensive damage to buildings and property. Electric power failure will cause disruption of heating, ventilation, and air conditioning (HVAC)**

### **In the event of UTILITY FAILURE**

#### **Principal/Crisis Management Team (CMT)**

##### **Gas Line Break:**

- EVACUATE** the building immediately
- CALL 911** and report that your school has a gas leak and have evacuated the school
- Direct the appropriate staff member to close the main gas shut off valve
- Notify the Work Order Branch of Facilities Resource Management Section, appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that your school has a gas leak and have evacuated the school
- Do not reenter the building until fire or utility officials say it is safe

##### **Electrical Power Failure:**

- If there is a danger of fire, evacuate the building
- Notify the power company and the Work Order Branch of Facilities Resource Management Section
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)

##### **Water Line Break**

- Direct the appropriate staff member to shut off the affected water supply line
- Notify the Work Order Branch of Facilities Resource Management Section
- Relocate articles that may be damaged by water

##### **Phone Service Disruption-Total Building**

- Call the Department of Information Technology (DIT) Service Desk
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)

## Weapons Violations

**Student access to weapons creates significant risk within a school environment and must be treated seriously. Early intervention may reduce or eliminate the escalation of the incident to a crisis.**

**Prepare to LOCKDOWN the school if the situation escalates.**

**If you are aware of a WEAPON on school property:**

### **Principal/Crisis Management Team (CMT)**

- CALL 911**, and notify the police, that a weapon is on school property
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
  - Develop an action plan for response
- As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive
- If the weapon is located on an individual, isolate the individual
  - Without confronting the suspect, a CMT member should go to the area where the suspect is reported to be and observe him or her until police arrive
- If the weapon is in a locker, a backpack or a motor vehicle on school grounds, prevent access to those areas
  - Do not allow the suspect to pick-up or carry his own belongings
- Assign a recorder to document events and decisions made as they take place
- Determine whether to initiate Lockdown, Evacuation or other enhanced security procedures to safeguard building occupants
- Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS)
- Conduct weapon search, if reasonable suspicion exists
- If weapon is located during search, the police should take possession of it
- Searches are to conform to FCPS policy
- 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 or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to put the weapon down
  - Use the individual's name, if known, while talking to them
  - Allow for escape routes for you and the individual with the weapon
  - Back away with your hands up – create distance between you and the individual
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff

### Teachers/Staff

- Immediately notify and provide the principal and the main office with the following:
  - Location, identity and description of the individual with the weapon
  - How did the person reporting the weapon violation come by the information
  - Description and location of weapon(s)
  - If known, has the individual threatened him or herself or anyone else
- If a student is reporting the weapon violation, isolate him or her in the office
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the student and the weapon
- As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive

For additional information refer to the Code of Virginia § 18.2-308.1. "Possession of firearm, stun weapon, or other weapon on school property prohibited" and FCPS Regulation 2601, "Students Responsibilities and Rights"

### **Section 3 – Reference Materials**

#### **Acronyms**

<b>AED</b>	Automated External Defibrillator
<b>CMT</b>	Crisis Management Team
<b>COOP</b>	Continuity of Operations Plan
<b>CPR</b>	Cardiopulmonary Resuscitation
<b>DCCO</b>	Department of Communications and Community Outreach
<b>DIT</b>	Department of Information Technology
<b>EMS</b>	Emergency Medical Services
<b>FCPS</b>	Fairfax County Public Schools
<b>FEMA</b>	Federal Emergency Management Agency
<b>FESA</b>	Fire Evacuation Staging Area
<b>HVAC</b>	Heating, Ventilation and Air-Conditioning
<b>ICS</b>	Incident Command System
<b>KIT</b>	Keep in Touch
<b>LCMT</b>	Leadership Crisis Management Team
<b>MAS</b>	Message Alert System
<b>NIMS</b>	National Incident Management System
<b>NVRHMP</b>	Northern Virginia Regional Natural Hazard Mitigation Plan
<b>NWS</b>	National Weather Service
<b>OSS</b>	Office of Safety and Security
<b>SACC</b>	School Age Child Care
<b>SASI</b>	School Administrative Student Information
<b>WMD</b>	Weapons of Mass Destruction

## Glossary

**Assembly area:** A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here.

**Automated External Defibrillator (AED):** is a portable electronic device that automatically diagnoses the potentially life threatening cardiac arrhythmias of ventricular fibrillation and ventricular tachycardia in a patient, and is able to treat them through defibrillation, the application of electrical therapy which stops the arrhythmia, allowing the heart to reestablish an effective rhythm.

**Biological agents:** Living organisms or the materials derived from them that cause disease in or harm to humans, animals, or plants or cause deterioration of material. Biological agents may be used as liquid droplets, aerosols, or dry powders.

**Chemical agent:** A chemical substance that is intended to kill, seriously injure, or incapacitate people through physiological effects.

**Contamination:** The undesirable deposition of a chemical, biological, or radiological material on the surface of structures, areas, objects, or people.

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

**Crisis intervention:** The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote return to normal functioning.

**Crisis management:** The measures taken to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or act of terrorism.

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

**Damage assessment:** The process used to appraise or determine the number of injuries and deaths, damage to public and private property, and the status of key facilities and services

**Decontamination:** The reduction or removal of a chemical, biological, or radiological material from the surface of a structure, area, object, or person.

**Disaster:** An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries.

**Emergency:** Any natural or human-caused situation that results in or may result in substantial injury or harm to the population or substantial damage to or loss of property.

**Emergency Medical Services (EMS):** Services including personnel, facilities, and equipment required to ensure proper medical care for the sick and injured.

**Evacuation:** Organized, phased, and supervised dispersal of people from dangerous or potentially dangerous areas.

**Federal Emergency Management Agency (FEMA):** is a federal agency tasked with supporting the citizenry and first responders to ensure that as a nation we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.

**Fire Evacuation Staging Area (FESA):** is an upper floor room to which students with physical disabilities report to if they are unable to evacuate the building without using the elevator when the fire alarm sounds. FESA rooms serve as transition areas for students with disabilities as they await removal by the fire department.

**First responder:** Local police, fire, and emergency medical personnel who first arrive on the scene of an incident and take action to save lives, protect property, and meet basic human needs.

**Hazard:** A source of potential danger or adverse condition.

**Hazard mitigation:** Any action taken to reduce or eliminate the long-term risk to human life and property from hazards.

**Hazardous material (HazMat):** Any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

**Incident Command System (ICS):** Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications.

**Incident supervisor:** Highest ranking school official in charge and responsible for the emergency/disaster operations.

**Keep in Touch (KIT):** is a mass-notification and communications tool for FCPS and individual schools for emergency and outreach messages. E-mail and telephone messages may be sent through Keep in Touch

**Lockdown:** A lockdown is a universal response procedure that secures students and staff, usually in classrooms, to prevent access or harm. This may also involve quickly moving students and staff from unsecured locations to secure locations.

**Mitigation:** Those actions taken to reduce the exposure to and impact of an attack or disaster.

**National Incident Management System:** A organizational and management system that provides a proactive approach guiding government agencies at all levels, the private sector, and nongovernmental organizations to work seamlessly to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

**Natural hazard:** Naturally-occurring events such as floods, earthquakes, tornadoes, and severe thunderstorms that strike populated areas. A natural event is a hazard when it has the potential to harm people or property.

**Nuclear, biological, or chemical weapons:** Also called Weapons of Mass Destruction (WMD). Weapons that are characterized by their capability to produce mass casualties.

**Preparedness:** Preparedness is the process of the school division and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

**Recovery:** The long-term activities beyond the initial crisis period and emergency response phase of disaster operations that focus on returning all systems to a normal status or to reconstitute these systems to a new condition that is less vulnerable.

**Response:** Executing the plan and resources identified to perform those duties and services to preserve and protect life and property.

**School Resource Officer (SRO):** is a sworn police officer assigned to provide the law enforcement expertise and resources required to assist the school administrators in maintaining safety, order and discipline within their assigned school

**Schools Administrative Student Information (SASI):** is a computer database system used by FCPS to enter and maintain student information.

**Shelter in place:** Procedure designed to protect individuals from an outside hazardous environment such as release of chemicals. Procedures include: closing doors and windows; placing tape or wet towels around doors, windows and vents; and turning off air conditioning and exhaust fans. No one leaves the building until instructed by emergency responders.

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

**Terrorism:** The unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

**Threat:** Any indication, circumstance, or event with the potential to cause loss of, or damage to an asset.

**Threat assessment:** A continual process of compiling and examining all available information concerning potential threats.

**Unified command:** A unified team effort which allows all agencies with responsibility for the incident to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

**Universal Response Procedures:** are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Lockdown, Secure the Building, Shelter in Place, and Stay Put, Stay Tuned.

**WeCare:** is a secure web based application that allows parents to update their students' emergency care information and provides first responders in schools with access to emergency care information via wireless devices.

## **Acknowledgments**

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