



LANDER COUNTY SCHOOL DISTRICT

Standardized Emergency Operations Plan District Master Plan

450 E. 6th St.

Battle Mountain, NV. 89412

Prepared by



Prepare Today to Survive Tomorrow
July 1, 2022

APPROVAL AND IMPLEMENTATION

The Lander County School District Standardized Emergency Operations Plan

This Emergency Operations Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

LCSD SUPERINTENDENT OR DESIGNEE

DATE

RECEIVED BY LANDER COUNTY SHERIFF'S OFFICE

DATE

RECEIVED BY LANDER COUNTY FIRE

DATE

RECEIVED BY LANDER COUNTY EMERGENCY MANAGER

DATE

LCSD BOARD OF EDUCATION DESIGNEE

DATE

RECORD OF CHANGES

Lander County School District Standardized Emergency Operations Plan

Change #	Date of Change	Change Entered By	Date Entered
1	11/01/18	Update to reflect new laws, SSO Inc. Jeff Kaye	11/01/18
2	06/09/2020	Re-write and update to reflect new laws at State and Federal Level, Jeff Kaye, SSO Inc.	06/10/2020
3	05/14/2021	Update for 2021 DEM Submission done by Jeff Kaye SSO Inc. Updates to new laws and LCSD Lines of Succession	05/15/2021
4	07/01/2022	Update for DEM submission done by Jeff Kaye SSO Inc. Updates include new lines of succession, additional statutory information, updated ICS information, and updates to the Active Assailant and Reunification annexes.	05/20/2022

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1.0 INTRODUCTION

The Lander County School District (LCSD) Emergency Operations Plan (EOP) is the result of a coordinated effort of community members, local law enforcement, local fire departments, local health agencies, Lander County School District administration, the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) division, Federal Emergency Management Agency (FEMA), the United States Department of Homeland Security, and the National Incident Management System (NIMS). School districts are considered “Local Authorities” under the Homeland Security Act of 2002. As such, they must adopt NIMS and apply all related principals to their emergency managements systems per Homeland Security Presidential Directive 5 (HSPD5) prior to July 1, 2005.

A standardized “All Hazards” school emergency operations plan addressing the four phases of emergency management, (Prevention/Mitigation, Preparedness, Response, and Recovery), is a NIMS concept and the recommended best practice for emergency planning. Presidential Policy Directive 8 (PPD8) also mandates an EOP addresses the Five Mission Areas of Prevention, Protection, Mitigation, Response, and Recovery. The Federal Emergency Management Agency (FEMA) recommends that the EOP is based on an assessment of the frequency and intensity of hazards facing a jurisdiction, and the emergency management program be based on that assessment. The LCSD Standardized All-Hazards EOP is based on a Hazard and Vulnerability Assessment performed in the district in August of 2019. as part of the Nevada Rural School District Collaborative program, and will be updated yearly as needed based on future assessments.

The U.S. Department of Education Readiness and Emergency Management for Schools, in conjunction with FEMA and the U.S. Department of Homeland Security, published the Guide For High Quality School Emergency Operations Plans in July of 2013. This guide was based on the National Preparedness Goals codified in Presidential Policy Directive 8 in 2011. The Department of Education Guide was established as the Federal template for compliance when writing school Emergency Operations Plans. The State of Nevada adopted the U.S. Department of Education Guide as the template used for the State Model Plan in 2014 in order to comply with NRS 388.253, which mandates the state have a model Emergency Operations Plan for Nevada schools. The U.S. Department of Education Guide and the accompanying Companion Guide which was published in 2019 were used as templates in creating the Lander County School District All-Hazards Standardized Emergency Operations Plan to ensure compliance with the State Model Plan.



Standardized emergency management provides a clear, consistent, and integrated response structure which includes the National Incident Management System (NIMS), the Incident Command System (ICS), Multi-Agency Coordination Systems (MACS), Mutual Aid Agreements, and an Operational Area Concept. These principles are addressed in the LCSD EOP and will be practiced in all district emergency management programs, operations, and training.

Emergency management based on the concepts and principles of NIMS and ICS provides a consistent template to enable all government, private sector, and nongovernmental organizations to work together during domestic emergency incidents. NIMS is a comprehensive approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. Incorporating NIMS and ICS into school emergency operations will allow LCSD to work together with emergency responders in planning for and accepting response to emergency incidents. Coordinated planning and response efforts have proven to be best practices for ensuring optimal school safety.

2.0 PROMULGATION

The Lander County School District EOP was written to provide a basis for emergency prevention and preparedness for the Lander County School District and its schools. The plan includes response instructions, emergency information, and guidelines to protect the safety and well-being of students and staff during localized emergencies and across a wide array of potential disasters.

The Lander County School District EOP is promulgated by the Superintendent and is implemented at the time of a disaster at the direction of the Superintendent or their designated alternate. School site emergency plans are implemented by school Principals upon the occurrence of an emergency under the direction of the Superintendent. In the absence of orders from the Superintendent, each school Principal is authorized and directed to implement their emergency plan, or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

The Lander County School District is committed to the safety and security of students, faculty, staff, and visitors on its campuses. In order to support that commitment, a thorough review of this plan discussing the emergency concepts of Prevention, Protection, Mitigation, Response, and Recovery relevant to natural and human-caused disasters is provided. If these five Mission Areas are properly addressed in an emergency management program, the school district is considered prepared to face any natural or manmade emergency or disaster incident.

The District's Standardized Emergency Operations Plan that follows is the official plan and is a blueprint that relies on the commitment and expertise of individuals within and outside of the community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential. The LCSD Standardized All-Hazards Emergency Operations Plan is compliant with all aspects of the State of Nevada Model Plan per Nevada Revised Statute Section 388.253.

The Lander County School District Master Emergency Operations Plan will be adapted to each individual school, but the plan itself will not be deviated from in areas related to emergency preparedness and response procedures. Any deviation from the LCSD Master Emergency Operations Plan at a school site must be approved by the LCSD School District Emergency Operations Plan Development Committee prior to implantation per NRS 388.249.

3.0 PLAN DETAILS

3.1 Plan Purpose

This plan was developed for the District, its schools, students and parents, to standardize and coordinate the emergency preparedness measures taken, and to integrate each school's emergency response procedures within the District. The plan must be adapted by each school to address the requirements, specific needs, and capabilities of each site. The principal or their designee will be responsible for adding and updating site specific information to the master emergency operations plan.

This plan will be reviewed and updated if needed on an annual basis by the LCSD School District Emergency Operations Plan Development Committee at the district level, and by the School Committees at each LCSD school. The District plan will be approved by the Superintendent and each school plan will be approved by the respective school Principal. This plan will be distributed to district and school personnel who have roles and responsibilities for planning and responding to emergencies and disasters. The Standardized Emergency Operations Plan will be shared with community emergency response partners and the Nevada Department of Emergency Management.

3.2 Planning Procedure

LCSD has a functioning School District Emergency Operations Plan Development Committee in place per NRS 388.243. Committee membership is set statutorily under NRS 388.241. This committee was previously called the School District Development Committee but was changed statutorily to School District Emergency Operations Plan Development in 2021 under NV. Senate Bill 36, which has since been codified into the Nevada Revised Statutes. This committee is charged with review and approval of the Standardized All-Hazards School Emergency Operations Plan (EOP) for the district and each individual school. Per NRS 388.243 Section 2(a), the EOP must be complaint with the NV. State Model Plan, which is the Federal Guide for Developing High Quality School Emergency Operations Plans published by the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) section. This guide is used as a template in creating the LCSD EOP to ensure statutory compliance.

LCSD is part of the fourteen-district Nevada Rural School District Collaborative as it relates to school emergency management planning and training. This program is sponsored by the Nevada Public Agency Insurance Pool (POOL PACT). The program goal is to maintain standardization of emergency management planning and training programs within the participating districts, and compliance with all State and Federal laws or codes related to school emergency management and crisis response.

As part of this program, Subject Matter Experts from the POOL PACT contract consultant company School Safety Operations Inc. (SSO Inc.) write draft district master EOP's for each school district. The draft EOP is forwarded to the School District Emergency Operations Plan Development Committee through the School Safety Specialist at each school district for review and approval. The School District Emergency Operations Plan Development Committee writes portions of the EOP specific to the school district, and these are added to the master plan. Upon approval, SSO Inc. finalizes the EOP and returns it to the district for approval and promulgation by the Superintendent. The district master EOP is then customized to each school by SSO Inc. for creation of the individual school EOP's. These are then forwarded to the School Committees for addition of any site specific policies, and approval by the Principal.

This program has been in effect since 2015 and works well for the fourteen rural school districts, as they do not have designated Emergency Managers responsible for writing Emergency Operations Plans. Having person(s) with an emergency management background write school EOP's instead of assigning it as an ancillary duty to person(s) within the district who do not possess the proper experience to write the plans is a recommended best practice.

The district's master Standardized All-Hazards EOP and five Functional Annexes covering Active Assailant Response, Student-Family Reunification, Earthquake Response, Continuity of Operations Planning (COOP), and Pandemic Response are written by SSO Inc. and submitted to the School District Emergency Operations Plan Development Committee for review and approval. In addition to these plans, the committee is responsible for writing and approving plans to address Suicide Prevention, Emergency Communications Planning, Student Accountability during emergencies, Emergency Communications Planning, and Behavioral Threat Assessment programs. These plans are district specific and include localized response coordinated with outside emergency response agencies. These plans are also required under NRS 388.243.

The LCSD School District Emergency Operations Plan Development Committee uses the REMS Six-Step Planning Process when writing or reviewing emergency plans. This is the recommended best practice from the U.S. Department of Education and includes:



1. Formation of a collaborative team.
2. Understanding the situation.
3. Determining goals and objectives.
4. Plan Development (identifying courses of action).
5. Preparing, Reviewing, and Approving the plan.
6. Implementation and Maintenance of the plan.

Once emergency plans are reviewed and approved by the School District Emergency Operations Plan Development Committee, they are forwarded to the LCSD Superintendent for approval and promulgation for use within the district. A Statement of Promulgation is included in Section 2.0 of this EOP. Only emergency plans promulgated by the LCSD Superintendent are approved for use within the district.

The LCSD Standardized All-Hazards Emergency Operations Plan is shared with local law enforcement and fire agencies. These are protected documents under NRS 388.257 and cannot be shared with anyone outside the school district other than local and state emergency response agencies and the NV. Department of Education.

The LCSD Emergency Operations Plan is updated yearly by SSO Inc. Upon review and approval of the School District Emergency Operations Plan Development Committee and promulgation by the LCSD Superintendent, the plan is submitted to both the NV. Department of Education through the department's Emergency Response Plan Portal prior to July 1st each year. This meets statutory requirements of submitting the EOP to the NV. Division of Emergency Management, which is the state's Department of Homeland Security. The Department of Emergency Management receives the report through the Department of Education portal which is found on their website.

3.3 Plan Format

The plan is comprised of five major parts:

Part I: Focuses on preventative measures, including the legal requirements of emergency planning for schools and outlines the District's and school's emergency management policies and procedures.

Part II: Outlines the concept of emergency operations and includes the emergency organization and disaster-related roles and responsibilities.

Part III: Comprised of emergency procedures for specific incidents and checklists, forms, lists of trained personnel and other response specific information.

Part IV: Outlines recovery planning and reporting requirements.

Part V: Includes five Functional Annexes addressing specific high impact incident responses. The annexes accompanying the LCSD EOP are:

- School Active Assailant Response, (to include lockdown/lock out procedures).
- Earthquake Preparedness and Response.
- Student/Family Reunification.
- Continuity Of Operations Planning (COOP).
- Pandemic Response Planning.

The School District Emergency Operations Plan Development Committee is responsible for the creation of functional annexes covering the topics of Communications, Accountability, and Suicide Prevention. The Suicide Prevention Plan covers district specific procedures for Prevention, Intervention, and Postvention related to student suicides. Requirements for the Suicide Prevention Plan can be found in NRS 388.243, NRS 388.1455 titled Safe Voice, and NRS 388.14538 titled Handle With Care. These topics are referenced in the EOP with the NRS source reference, but since these are district specific emergency response activities, creation of a functional annex by the School District Emergency Operations Plan Development Committee is recommended.

3.4 Plan Requirements

The LCSD EOP meets the requirements of the National Incident Management System (NIMS), the recommended best practices from the U.S. Department of Education Readiness and Emergency Management System (REMS) EOP Assist Tool, the U.S. Department of Education and FEMA Guide For High Quality School Emergency Operations Plans published in 2013, the Companion Guide published in 2019, the U.S. Department of Homeland Security (DHS) recommended best practices for school emergency response planning, the Americans with Disabilities Act (ADA), and all applicable Nevada Revised Statutes (NRS) relating to school emergency operations planning. It also defines the primary and support roles of the individual schools in response to an emergency and post-incident damage assessment and reporting requirements.

To the maximum extent practical, the school and district plans present a standardized approach to emergency management, including an emergency response organization which is consistent



with NIMS. This includes the incorporation of the Incident Command System (ICS) into all school and district emergency response actions. Use of these systems facilitates communication and coordination between the sites, the District, and local public safety agencies during disasters or emergency incidents. The plans also provide a means of support and communication through Lander County and State of Nevada Emergency Operations Centers.

The NIMS and ICS concepts related to Area Command, Unified Command, Unity of Command, Joint Information Systems, and Multi-Agency Coordination Systems are particularly pertinent to effective school emergency response. These concepts are covered in Section 13.0 titled “School Emergency Organization” of this EOP. They are also incorporated into all school emergency response training presented to LCSD.

3.5 Plan Objectives

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the District's facilities and property.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites, the District Emergency Operations Center, outside first responder agencies, and County, State, or Federal support if necessary.
- Standardized emergency operations planning incorporating NIMS and ICS will assist LCSD in a localized large scale emergency through participation with the Lander County Emergency Operations Center, as the principles of NIMS and ICS are utilized there.
- Facilitate Continuity of Operations and return to normalcy post-incident.

3.6 Plan Scope

This plan encompasses all schools within LCSD and addresses a broad range of potential emergencies, such as earthquakes, hazardous materials spills, lockdowns, Active Assailant response, widespread power outages, crimes committed on school grounds, student/parental reunification, and similar events affecting more than one site.

Within the preparedness measures and incident response procedures are recommendations and strategies to prepare for and protect against the hazards that may threaten the District and school sites. Each specific school site may have greater or lesser risks therefore, the measures and recommendations included should be tailored to and implemented by each site.



The LCSD Master Standardized All-Hazards Emergency Operations Plan is the only plan approved for use within the district. The Master EOP is adapted to each individual school with site specific information, but no school is authorized to make changes in the plan without approval from the LCSD School District Emergency Operations Plan Development Committee.

4.0 DISTRICT PROFILE

The Lander County School District (LCSD) is a pre K-12 district comprised of four schools. There is an Elementary School, a Jr. High School, and a High School located in the county seat, which is the town of Battle Mountain. In the town of Austin there is a K-12 School for the students that live in this rural area of northern Nevada. In addition to the schools, LCSD has two district facilities which are also located in the town of Battle Mountain. The Austin K-12 school is located approximately 90 miles away from the schools and district facilities located in Battle Mountain. State Highway 305, a two-lane highway, connects Battle Mountain and Austin.

The LCSD schools are located in a rural area of northeastern Nevada. The town of Battle Mountain is located on Interstate 80, which is a major transportation route. The population of Battle Mountain is 3,635, (2010 census statistics), this actual population of the area can increase on any given day due to increased traffic. The area also is the location of a large gold mining operation, and employees of the mines stage in Battle Mountain for bus transport to the mines on a daily basis. Vulnerabilities related to the location of the major transportation route and the increased population of mine employees were covered in the LCSD Hazard and Vulnerability Assessments, and factored into all aspects of emergency response included in this EOP.

Law enforcement services to all LCSD schools and facilities are provided by the Lander County Sheriff's Office. The Sheriff's Office also has a Resident Deputy assigned to the town of Austin, so there is a law enforcement presence in the area of that school. The Nevada Highway Patrol also has a presence in the Lander County area. Law enforcement response times to a LCSD school or facility are expected to be well below the national average of three to nine minutes. Response times to the Austin school could be longer based on the location of law enforcement personnel at the time of the emergency. Per statute, response times by law enforcement to LCSD schools should be discussed between the district and the Sheriff's Office, and then factored into all areas of school emergency response and training.

Fire services to the LCSD schools and facilities are provided by the Battle Mountain Volunteer Fire Department and the Austin Volunteer Fire Department. Lander County also has an Emergency Management Agency. All agencies are active in the LCSD emergency management programs, and will be provided copies of LCSD EOP pursuant to Nevada Revised Statute Section 388.245. LCSD also participates in the County Local Emergency Planning Committee (LEPC) as an active member agency.



Hazards and vulnerabilities specific to the areas of Lander County where LCSD schools are located were assessed in August of 2018 by the School Safety Operations Inc. assessment team. Mitigation recommendations to address these hazards and vulnerabilities were detailed in the Lander County School District Hazard and Vulnerability Assessment Report submitted to the district in August of 2019. Plans to respond to these hazards and vulnerabilities will be outlined in this Emergency Operations Plan.

The following is a list of all Lander County School District schools and facilities:

Table 4-1. Physical Locations of all LCSD School Sites and District facilities

School	Address	Phone
Battle Mountain Elementary School	650 Altenburg Ave. Battle Mountain, NV. 89820	(775) 635-2889
Eleanor Lemaire Jr. High School	985 W. Humboldt St. Battle Mountain, NV. 89820	(775) 635-2889
Battle Mountain High School	425 Weaver Ave. Battle Mountain, NV. 89820	(775) 635-5436
Austin K-12 School	200 Hwy. 305 North Austin, NV. 89310	(775) 964-2467
Lander County District Office	450 6 th St Battle Mountain, NV. 89820	(775) 635-2886
LCSD Maintenance and Transportation Facility	985 Humboldt St. Battle Mountain, NV. 89820	(775) 635-2886

5.0 LINES OF AND ORDERS OF SUCCESSION

Lines of Succession is the designation of an individual to act for and exercise the powers of an official in the event of that official's absence, death, incapacity, or resignation and until that official is appointed by appropriate authority. Orders of succession enable an orderly and predefined transition of leadership within the organization.

Under normal circumstances, the school Principal would be in charge of making major decisions affecting the school during an emergency response, and the Superintendent would be in charge of district level emergency operations. Immediately following an emergency or disaster the Principal or Superintendent may be out of the district, incapacitated, or unavailable for other reasons, but the school's responsibilities and functions must continue without interruption regardless of the availability of any individual.

For this reason, it is important to appoint a successor to key positions at the school and district levels in the event an emergency incident occurs and the primary individual is not available to run the emergency response. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve in the appointed position until that person is again able to serve or is replaced permanently. Individual school plans will reflect Lines of Succession for their respective campuses. The LCSD Master EOP will reflect the Lines of Succession at the District level and at all school sites. A formal communication to school and District staff stating who the Superintendent or Principal designee will be during an emergency response should be put out anytime the Superintendent or Principal is out of the District or otherwise unavailable for an extended period of time.

The Superintendent or designee will determine the lines of succession for the specific key administrative positions and alternates at the LCSD District Education Offices. These will be reviewed yearly and updated as needed in order to standardize information released to school sites. A formal communication to all LCSD administrative staff stating who the Superintendent's designee is should be put out anytime the Superintendent is out of the district for an extended period of time. Clear lines of succession are important during emergency incidents, as only the Superintendent or designee can close a school or order reunification at a school site.

Lines of Succession should be updated by the LCSD School Safety Specialist whenever there is a change and updated in this EOP. The following table lists current Lines of Succession within LCSD:



Table 5-1. LCSD Lines of Succession

LCSD Superintendent Office

Name: Russell Klein Title: Superintendent	Phone: (775) 455-7941 Cell: (775) 455-7941 Email:
1 st Alternate: Toby Melver Title: Program Administrator	Phone: (775) 635-6114 Cell: (775) 842-6813 Email: tmolver@landernv.net

Battle Mountain Elementary School

Name: Scott Shakespeare Title: Principal	Phone: (775) 635-2889 Cell: (435) 459-2311 Email: sshakespeare@landernv.net
1 st Alternate: Amber Goddard Title: Secretary	Phone: (775) 635-2889 Cell: Email: agoddard@landernv.net

Eleanor Lemaire Jr. High School

Name: Kent Jones Title: Principal	Phone: (775) 635-2114 Cell: (775) 560-1924 Email: kjones@landernv.net
1 st Alternate: Shannon Ramirez Title: Secretary	Phone: (775) 635-2114 Cell: (775) 365-8114 Email: sramirez@landernv.net

Battle Mountain High School

Name: Kevin Lords Title: Principal	Phone: (775) 635-5496 Cell: (385) 391-9710 Email: klords@landernv.net
1 st Alternate: Cori Warwood Title: Dean of Students	Phone: (775) 635-5496 Cell: (208) 948-0433 Email: cwarwood@landernv.net

Austin K-12 School

Name: Scott Shakespeare Title: Principal	Phone: (775) 964-2467 Cell: (435) 459-8745 Email: sshakespeare@landernv.net
1 st Alternate: Shawna Mabe Title: Teacher	Phone: (775) 964-2467 Cell: Email:

LCSD Maintenance Department

Name: Gorgon Hunt Title: Supervisor	Phone: (775) 635-8745 Cell: Email: ghunt@landernv.net
1 st Alternate: Title:	Phone: Cell: Email:

LCSD Transportation Department

Name: Tammy Lowe Title: Supervisor	Phone: (775) 635-8745 Cell: Email: tlowe@landernv.net
1 st Alternate: Title:	Phone: Cell: Email:

The head of each individual LCSD department should also determine lines of succession for their department. Each department within a district facility should have persons in charge of accountability during any emergency incident. This entails knowing who is present at work during any given day and if they are working in the offices or off-site. Accountability for staff during an emergency incident is essential, and breaking down this accountability system into the smaller components of individual offices works best for effectiveness. This is especially important when evacuating or locking down a district facility. Persons working together in individual offices should remain together as a group whenever safe to do so. The individual responsible for accountability in each office should communicate with the person in charge of the facility to advise on full accountability for the office, or if there are persons missing. This concept should be practiced in all drills and also factored into office policies.

6.0 AUTHORITIES, REFERENCES, AND DEFINITIONS

The following are summaries of emergency crisis related Nevada Revised Statutes, State Codes, and Federal Government Codes, and other sources of reference that pertain to school safety and emergency management. Refer to the entire citation for specific requirements.

Homeland Security Presidential Directive 5 (HSPD-5)

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5, directing the Secretary of Homeland Security to develop and administer a National Incident Management System and a National Response Framework. HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants, contracts, and other activities by July 1, 2005. HSPD-5 states in part:

“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to support the implementation of NIMS. Award recipients of the Department of Education’s Readiness and Emergency Management for Schools (REMS) funding are required to implement, in conjunction with community partners, identified NIMS compliance activities.”

Presidential Policy Directive 8 (PPD8)

PPD8 is a National Preparedness document that describes the Nation’s approach to preparing for threats and hazards that pose the greatest risk. PPD8 states National preparedness is the shared responsibility of our whole community, including individuals, private and non-profit sectors, faith based organizations, and Federal, state, and local governments. The requirements for Emergency Operations Plans to address preventing, protecting, mitigating, responding to, and recovering from emergency and disaster incidents are covered in PPD8.

Homeland Security Act of 2002

This act defines school districts as “Local Agencies” which requires them to be compliant with HSPD-5 and PPD8. It also requires school districts to have emergency operations plans per the U.S. Government Accountability Office.



The U.S. Department of Education and FEMA Guide for Developing High Quality School Emergency Operations Plans

This guide was created in March of 2013 based on directives contained in Presidential Policy Directive 8, which set National Preparedness Goals. It replaces all existing school emergency operations planning guides. This guide lists criteria for school emergency operations plans to be considered in compliance with PPD8. The guide also addresses the creation and usage of school emergency planning committees. A companion guide was published by the U.S. Department of Education REMS Department in 2019. This guide was adopted as the NV. State Model Plan for school pursuant to NRS 388.243. All school Emergency Operations Plans in NV. must adhere to this guide to be considered compliant with NRS.

The Readiness and Emergency Management For Schools (REMS) Technical Assistance Center

The REMS T/A provides multiple tools for assessment, evaluation, and creation of a school Emergency Operations Plan. These tools are based on recommended best practices related to school emergency management and the recommendations listed in the FEMA Guide For Developing High Quality Emergency Operations Plans.

Nevada Revised Statutes (NRS)

NRS Chapter 388, subsections 388.229 through 388.261 address crises and emergency response in public schools as they are applicable to school emergency operations planning. Section 392.450 addresses drills, training, and evacuations. These sections of the NRS were referenced when creating this EOP, but the following sections are pertinent to emergency management in Nevada public schools:

- NRS section 388.231 defines a *Crisis* as it relates to emergency planning and operations as a traumatic and sudden event or emergency condition that:
 1. Involves violence.
 2. Profoundly or negatively affects or will affect pupils or employees of a public school.
 3. Occurs on the property of a public school, at an activity sponsored by a public school, or on a bus while the bus is engaged in its official duties for a public school.
 4. May involve serious injury or death.
- NRS 388.232 addresses the formation of School District “Development Committees” for school emergency management. The committee is charged with duties related to the development and maintenance of the school district Emergency Operations Plan, (see page 39).

- NRS 388.261 exempts development and school committees from open meeting laws in order to make them effective for creation and review of emergency operations plans in schools.
- NRS 388.247 addresses formation of School Committees for emergency management at the individual school sites. This includes maintenance of the school site Emergency Operations Plans.
- NRS 388.910 creates the position of School Safety Specialist for each school district. This position is further covered in Section 11.6 p.35 of this EOP.
- NRS 388.253 addresses school Emergency Operations Plan and the creation of a model plan that school districts must follow. The U.S. Department of Education Guide For High Quality School Emergency Operations Plans has been adopted at the State of Nevada Model Plan. The LCSD EOP is compliant with this State Model Plan.
- NRS 388.256 requires school districts to develop a suicide prevention plan for grades 7 to 12, to include instruction for identification of indicators of suicidal behavior. Subsection 5 of this statute stat the Nevada Department of Education Office of Safe and Respectful Learning Environment will develop a model Suicide Prevention Plan to assist with guidance to school districts in creating these plans. The Suicide Prevention Plan is further addressed in Section 17.19 p.139 of this EOP.
- NRS 388.253 addresses the use of an Assessment Tool to assist in responding to a threat against the school by a pupil or pupils. Threat assessment is referenced in multiple sections of this EOP and the accompanying functional annex for Active Assailant response. If a specific assessment tool is adopted by the LCSD, an appropriate training program to include policies and procedures for use should be established in support of the tool.
- NRS 388.245 addresses yearly update of school Emergency Operations Plans by the School District Emergency Operations Plan Development Committees and requires school districts to provide yearly training in emergency response.
- NRS 388.257 addresses the duties of a school site principal to notify emergency responders if a crisis or emergency arises at a school.

- NRS 388.259 protects the confidentiality of the school Emergency Operations Plan and restricts it from public access. The EOP cannot be released outside of the school district unless it is to law enforcement, fire services, the local Office of Emergency Management, or upon court order signed by a judge with the proper jurisdiction.
- NRS section 392.450 addresses appropriate procedures to be followed in emergencies, including drills and posting evacuation routes in each classroom. Evacuation routes must be approved by the Fire Chief. This section states school district must provide at least one drill per month during the school year to instruct pupils in the appropriate procedures to be followed in the event of a fire or other emergency. Up to three of those drills may include instruction in the appropriate procedures to be followed in the event of a chemical explosion, related emergencies, or other natural or manmade disasters. This section has been amended to mandate that at least half of these drills must cover appropriate procedures used during a Lockdown incident response. Fire drills must be approved by the Fire Chief having jurisdiction of the school, and Lockdown drills must be observed by person(s) approved by the governing board of the district.
- NRS section 392.4638 addresses the reporting of unlawful activity on school grounds and anonymous reporting systems to be supplied to students to report unlawful or other acts. The Safe Voice program is currently used by all school districts in Nevada for anonymous reporting.
- NRS 388.253 requires all Nevada school districts to develop and maintain an Emergency Communications Plan. The plan must put into place formalized procedures for communications internally within the school, within the school district, with emergency response agencies, with parents, and with the media during school emergency incidents. This plan is district and school specific. It should be developed by the School District Emergency Operations Plan Development Committee with the assistance of local law enforcement agencies. This must be a formalized procedure promulgated by the Superintendent and used throughout the school district. Communication's planning is further referenced in Section 10.12 of this EOP.

NV. Senate Bill 36 (SB 36)

SB36 is a 2020 bill that revised portions of the Nevada Revised Statutes (NRS) pertaining to plans for emergency response in schools. The bill revises NRS 388.232 and changes the name of the School District Development Committee to the School District Emergency Operations Plan



Development Committee. Part of this revision is to include at least one member of the County or Local Board of Health to the Development Committee. The State Department of Education is also required to include information regarding an epidemic into the State Model Emergency Operations Plan. SB36 also includes a requirement that the parent member of the Development Committee is not an employee of the school district.

SB36 also requires individual schools to consider emergency response needs specific to each school. This includes discussions with law enforcement and fire agencies regarding response times to each individual school. The bill removes the requirement for school districts to consult with local emergency management agencies when creating the Emergency Operations Plans.

The requirement under NRS 394.1688 (3a) for posting of NRS Statutes and Notice of Completion for Emergency Operations Plan updates at each school site was also amended by SB36. These notices are now allowed to be posted on the websites for the district and each school.

NRS 388.261 (9) which states Open Meeting Laws do not apply to certain meetings has also been revised under SB36. School Board meetings to discuss Emergency Operations and Response Plans are exempt from the Public Meeting Laws.

Nevada Senate Bill 57 (SB57)

Section 3 of this bill require schools and school districts to the most current copy of facility blueprints, diagrams, and plans showing the layout of the schools to law enforcement and other emergency response agencies. It also prohibits release of these documents to unauthorized persons except pursuant to a lawful court order.

Nevada Senate Bill 205 (SB205), State Model Plan

In 2015 SB205 required development of a model plan for schools in Nevada for the management of a crisis or emergency incident that involves public or private schools. It also required plans for responding to emergency incidents and updates all Nevada Revised Statutes as they relate to school emergency management in Nevada. SB 205 has since been codified into the NRS 388.253 as it relates to school emergency planning and training. The U.S. Department of Education Guide for High Quality School Emergency Operations Plans has been adopted as the State of Nevada Model Plan. All school Emergency Operations Plans must be in compliance with this Guide in order to fulfill the statutory requirements of NRS 388.253.

Nevada Assembly Bill 127 (AB127), Drills

This is a 2017 Assembly Bill that amended portions of the Nevada Revised Statutes (NRS) sections 388 and 392 relating to school safety. This bill included updated definitions in areas related to lockdowns and amended NRS 392.450 pertaining to emergency drills in schools. Drills must be done at least once per month during the school year. At least three of these drills cover procedures to be followed during a chemical explosion, fire, or natural disaster. At least half of the drills must include instruction in the appropriate procedures to be followed in a lockdown. These changes and a further description are included in section 10.11 of this EOP, titled “Training and Drills” for further information.

Safe Voice Program

Safe Voice is the anonymous reporting tool adopted by the state of Nevada for use in schools under NRS 388.1455. See Section 6.2 of this EOP for further information.

Safe Voice Notification Team (NRS 388.14553)

NRS 388.14553 requires the Board of Trustees for each NV. school district is responsible for having a team of at least three members at each school appointed to receive, review, and follow up on reports received through the Safe Voice anonymous reporting system. See Section 6.3 of this EOP for further information.

Handle with Care Program (NRS) 388.14538

The Handle With Care Program was established under the NV. Department of Education Office of Safe and Respectful Learning Environment through NRS 388.14538. See Section 6.4 of this EOP for further.

Hazard and Vulnerability Assessments

These are Mandatory under Presidential Policy Directive 8 and NRS 388.910. See Section 6.1 of this EOP for further information.

“Protecting America’s Schools,” U.S. Secret Service Report (2019)

This U.S. Secret Service report is an analysis of targeted school violence incidents. The report provides background information on the incidents themselves, and what data was missed prior to the actual incidents of violence. The report is used as source reference for the need to conduct Behavioral and Digital Threat Assessments in school. The report was released by the U.S. Department of Homeland Security Secret Service National Threat Assessment Center and is open-source data designed for use in school safety.

The Marjory Stoneman Douglas After Action Report (2019)

This report was released by the National Police Foundation in August of 2019. The official title of the report is ***“Recovering and Moving Forward: Lessons Learned and Recommendations Following the Shooting at Marjory Stoneman Douglas High School.”*** The report details the February 14, 2018, attack at the Marjory Stoneman Douglas High School in Parkland, FL. The report covers the incident itself, the events leading up to it, and the recovery efforts post-incident. The report also outlines recommendations schools can use to plan and train for proactive measures in school safety to safeguard against similar attacks. The report was completed by the Marjory Stoneman Douglas High School After-Action Task Force and is open-source data for use in school safety. It is used as source reference for target hardening, planning, training, and threat assessment programs in schools.

The Sandy Hook Advisory Commission Final Report (2015)

This report was completed by the Sandy Hook Advisory Commission in the aftermath of the December 14, 2012, Sandy Hook Elementary School massacre in Newtown, CT. The report details the incident itself, the events leading up to it, the killer’s method of entry into the school and classrooms, and post-incident recovery operations. The report is open-source data for use in school safety. It is used as a source reference for infrastructure target hardening, planning, and training in schools for all areas of school safety.

Family Education Rights to Privacy Act (FERPA)

Code of Federal Regulations (CFR) part 99 as it applies to vital records storage and release of student information, and release of video footage of students. FERPA also applies to release of records and information related to student health. This includes immunization records and any information related to the Americans with Disabilities Act (ADA). There are emergency exceptions to FERPA based on immediate threats to health and safety.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Schools are typically not HIPAA covered entities unless healthcare is provided to students through the school. HIPAA prohibits sensitive medical information from being released without permission, but only through healthcare providers. Medical records and information are already covered under FERPA for schools.

Americans With Disabilities Act (ADA) 42USC

Codes as they relate to individualized emergency plans and procedures for persons with disabilities. This includes providing evacuation routes and methods of evacuation from buildings

for persons with Access and Functional Needs (AFN) requirements. Each student or staff member covered under ADA should have specific plans addressing any AFN requirements.

The following are definitions of programs, activities, and positions pertinent to school safety, school emergency response, and emergency management planning and training:

6.1 Hazard and Vulnerability Assessments

The Hazard and Vulnerability Assessment (HVA) process is designed to identify areas of risk or vulnerability in schools. Perimeter security, target hardening, training programs, emergency management programs, and other issues related to safe school culture and climate are assessed during this process. These assessments are required under Presidential Policy Directive 8 (PPD8), which sets standards for infrastructure target hardening for facilities in the U.S. The assessments are also mandatory in Nevada under NRS 388.910, which created the position of School Safety Specialist. Yearly facility assessments are required and the School Safety Specialist is also required to submit a report listing risks and target hardening to the NV. Department of Education yearly. The School Safety Specialist is responsible for these assessments and the subsequent reports.

LCSD is part of the Nevada Rural School District Emergency Management Program that is provided by the NV. POOL PACT. As such, these assessments are provided to the district by POOL PACT sub-contract consultants. The assessment and reports provided to LCSD through this program fulfill both the federal and state statutory requirements related to Hazard and Vulnerability Assessments. They also fulfill the NRS requirement of having law enforcement tour the schools at least once every two years, as law enforcement personnel are invited to participate in the assessment. It is the responsibility of the school district to schedule these Hazard and Vulnerability Assessments.

6.2 Safe Voice Program

Safe Voice is the anonymous reporting tool adopted by the state of Nevada for use in schools under NRS 388.1455. The program is run by the NV. Department of Education Office for a Safe and Respectful Learning Environment (OSRLE). The system is designed to allow students or any other persons to anonymously report any unlawful activity, violent behavior, threats of possible violent behavior, suicidal behavior, or at-risk behavior related to any school or student activities. The program is standardized throughout the state and school districts have the statutory obligation for compliance. Reporting and follow up procedural guidelines are established by the Safe Voice Program Director. The program does not replace school staff mandated reporting requirements and an anonymous report by a school staff member does not constitute a report



under mandated reporting criteria. The OSRLE has the statutory requirement of providing training on the Safe Voice program to school districts.

6.3 Safe Voice Notification Team

NRS 388.14553 requires the Board of Trustees for each NV. school district is responsible for having a team of at least three members at each school appointed to receive, review, and follow up on reports received through the Safe Voice anonymous reporting system. This team must receive notification if the Safe Voice Support Center receives a report of any dangerous, violent, threatening, or unlawful activity is occurring at school, school sponsored activity, or bus is being conducted by a student. This team has the statutory obligation to take the appropriate actions on each report based on the training they have received. Recommended team membership is in the statute. These teams should also receive training in Behavioral Threat Assessment programs referenced in this EOP. Team members are granted immunity from liability for lawful and proper actions taken while fulfilling their duties related to the Safe Voice program under NRS 388.14555.

6.4 Handle With Care Program

The Handle With Care Program was established under the NV. Department of Education Office of Safe and Respectful Learning Environment. The program allows for law enforcement to contact the school or school district anytime a student is exposed to a traumatic event that may affect their ability to succeed at school. Training requirements and program procedures for school staff are written into this statute. This program should be integrated with the responsibilities of the Safe Voice and Threat Assessment Teams. NRS Section 388.14538 details this program.

6.5 Behavioral Threat Assessment

The U.S. Secret Service released a report in July of 2018 titled *“Enhancing School Safety Using A Threat Assessment Model.”* This report was generated as a result of multiple school Active Assailant incidents, including the 2018 Marjorie Stoneman Douglas school killings. Pre-incident suspect behaviors that might have led to intervention prior to the killings were identified in each case in post-incident investigations. The purpose of the Threat Assessment programs is to identify this type of at-risk or violent behavior prior to it escalating to acts of violence. The Secret Service Guide set the standard for requiring schools and school districts to have threat assessment programs and trained teams in place.

The NV. Department of Education has a standardized Behavioral Threat Assessment program in place that contains a training component. The program is based on the Community and School Threat Assessment Guide (CSTAG) model of threat assessment, which is a Nationally accepted program. The U.S. Secret Service report is source referenced in the NV. programs and the CSTAG model. Threat assessment teams in schools and school districts must receive specialized training in order to properly identify at-risk or potentially violent student behavior pre-incident so intervention can be done. The threat assessment teams also factor into the Safe Voice program (NRS 388.14553) and the Suicide Prevention Plan requirements (NRS 388.253). Formation of teams and ensuring proper training is the responsibility of the School Safety Specialist appointed by the Board of Education (NRS 388.910).

6.6 Digital Threat Assessment

Digital Threat Assessment (DTA) is the component of Behavioral Threat Assessment that examines on-line at risk or potentially violent student behavior. DTA is an evidence based program that can assist school or district Threat Assessment Teams in early identification of this type of at-risk behavior prior to it escalating to violence at a school. DTA is also referenced in the U.S. Secret Service report on Behavioral Threat Assessment, as pre-attack digital information was present in several cases of school violence, but it was not discovered until post-incident investigations. DTA examines open-source social media in order to identify potentially at-risk behavior pre-incident. This is a highly specialty field that typically cannot be handled in-house in school districts. The school and district Threat Assessment Teams can receive training on how to factor information gained from DTA into their threat assessment programs. DTA is a necessary component in the Behavioral Threat Assessment programs and a recommended best practice in school safety.

6.7 National Incident Management System

The National Incident Management System (NIMS) is a standardized approach to incident management developed by the United States Department of Homeland Security (DHS). The program was established in response to Homeland Security Presidential 5. It is intended to facilitate coordination between all responders, including all levels of government agencies, non-governmental agencies, local authorities, and special districts. School Districts are among the local authorities required to incorporate NIMS into all areas of emergency management planning and training.

The four components of NIMS are:

1. Incident Command System (ICS): A standardized all-hazards management approach that allows multiple resources to work together during an emergency incident.
2. Emergency Operations Center (EOC): The organizational coordination and support of an emergency incident from a centralized location.
3. Multi-Agency Coordination Systems (MACS): Allows multiple agencies to work together for a coordinated response to an emergency incident.
4. Communications: To include the four key principles of Interoperability, Reliability, Resiliency/Redundancy, and Security.

All four NIMS components are important for inclusion in the school district's emergency management planning and training programs. Incorporation of the NIMS principles into the school emergency response allows for safe and effective management of an emergency incident affecting a school or schools.

The NIMS components schools need to implement are:

- Command and Management; the use of the Incident Command System (ICS), Multi-Agency Coordination Systems (MACS), and Public Information Systems.
- Preparedness actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.
- Resource Management to coordinate the application of tools, processes and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, equipment, and supplies.
- Communication and information Management; the means to develop a common operating picture for communications and system interoperability.

The National Incident Management System places requirements for standardized training in courses on NIMS and ICS. School staff should be trained according to their responsibilities during an emergency or disaster. Staff members who may be considered emergency personnel should complete ICS100, ICS200, and IS700 courses at a minimum. IS-0362.a, titled Multi-Hazard Emergency Planning for Schools is also recommended for staff members involved in managing school emergency management and response activities. If these FEMA courses are not taken, the concepts from them should be included in school emergency response training conducted by trained individuals.

6.8 Incident Command System

The Incident Command System (ICS) is a standardized approach to the command, control, and coordination of emergency response providing a hierarchy within which responders from multiple agencies can be effective. ICS is designed for use as a management by objective approach to breaking down an emergency incident response into manageable components using the concepts of Span of Control and Incident Action Plan. ICS is designed to be used from the onset of an incident until the requirements for incident management are no longer needed.

The ICS management system is composed of Command Staff and General Staff functions. ICS position descriptions and organizational charts are located in Section 14.0 of this plan. School districts are required to use ICS in all emergency planning and response as of July 1, 2005, under Homeland Security Presidential Directive 5 (HSPD5).

6.9 Incident Command System Training

In order to properly implement the principles of the Incident Command System into the school emergency response system, staff members playing key roles in the emergency management systems at school site and district levels should receive training in the Incident Command System. On-line training is available at no cost on the FEMA website in the Emergency Management Institute (EMI) section. The on-line training gives school staff members a base knowledge of the Incident Command System that can then be factored into and improved on through hands-on tabletop exercises and drills facilitated by persons approved to conduct this type of training.

The Superintendent is ultimately responsible for setting standards of emergency response training and who is responsible for obtaining the different levels of training. Staff members who would be placed in a management position in the Incident Command System during a school emergency should receive a higher level of training. These staff members are referred to as “Key Personnel” in the Incident Command System during an emergency incident. Recommended FEMA classes for the Key Personnel are:

- IS-100.c: An Introduction to ICS.
- IS-700.b: An Introduction to NIMS.
- IS/ICS-200.c: Basic Incident Command System for Initial Response.
- IS/ICS-800.d: National Response Framework, An Introduction.
- IS-362.a: Multi-Hazard Emergency Planning for Schools.

School and district level staff members who would not be placed in a management position in the Incident Command System structure, but would be responsible for any duties related to the emergency response are referred to as General Personnel. In a school district the size of, most on-duty staff members on any given day would be involved in some manner during a school emergency response. Recommended FEMA classes for General Personnel are:

- IS-100.c: An Introduction to ICS.
- IS-700.b: An Introduction to NIMS.

LCSD staff members wishing to take the FEMA on-line training courses will need to register on the FEMA site to get an identification number. Once the FEMA Identification Number is obtained, all certification of completion are stored by FEMA for tracking purposes. All information is at www.FEMA.gov.

Identification of Key and General Personnel should be done pre-incident in order to properly provide training. As staff members promote to different positions and become Key Personnel, additional training should be provided. The LCSD School Safety Specialist will be responsible for coordination of the internal training program.

6.10 Area Command

The National Incident Management System concept of Area Command is used to oversee the management of multiple Incident Command Posts at multiple locations involved in the same emergency response incident. This is typically done from a centralized location referred to as the Emergency Operations Center. This is pertinent to school districts when multiple schools are involved in an incident related to a manmade or natural threat to safety at the school or in the area of the school. The individual school response actions are supported by the Superintendent or designee from a centralized location at the district level.

6.11 Unified Command

In the Incident Command System, Unified Command is an authority structure in which the role of the Incident Commander is shared by two or more individuals, each having authority in a different responding agency involved in the incident response. Unified Command is a way to carry out command of an incident in which responding agencies share the incident management.

If Unified Command is needed, Incident Commanders representing agencies that share responsibility for the incident manage the response from a single Incident Command Post.



Unified Command allows agencies with different legal, geographical, and functional authorities and responsibilities to work together. The school district is its own individual agency during an emergency response and should maintain its own Incident Command management structure. The school district coordinates its response activities with other involved agencies under the Unified Command structure.

6.12 Emergency Operations Center

The centralized location at the school district from where the Superintendent and administrative staff can support operations in a multi-school incident under the Area Command concept. The Superintendent or designee acts as the Emergency Operations (EOC) Director and has oversight of all operational aspects. The five ICS positions are staffed in the EOC to mirror the operations at the individual school sites. EOC operations are covered in Section 13.0 of this plan.

6.13 Unity of Command

Unity of Command is a concept of the National Incident Management System that means each individual participating in an emergency response is assigned to and reports to only one supervisor. In the school district, school staff report to the Principal at the school site level and the Superintendent at the district level during emergency response activities. Unity of Command is used for direction of internal emergency response actions within the schools and school district, and by no means is intended for school staff to disregard orders or direction from emergency responders in areas related to safety or dealing with an immediate threat.

6.14 Public Information Officer

In the Incident Command System, the Public Information Officer (PIO) is responsible for interfacing with the public, media, and other organizations with information related needs. This includes release of information internally within the district and externally with the community during an emergency response at a school. The PIO should be designated by the Superintendent and should be the only person releasing information regarding school operations during the incident response. The school district PIO should not release any information regarding response actions being taken by any other agency involved in the incident affecting the schools or school district. The school district PIO coordinate with the PIO's from the other agencies involved in the emergency response under the Joint Information System. Any LCSD school staff member who might be acting in the PIO position at either the school or district level during an emergency response should take the FEMA on-line course IS-29 titled *Public Information Officer Awareness*



prior to filling that position. FEMA courses can be found at www.fema.gov in the Emergency Management Institute (EMI) training section of the site.

6.15 Joint Information System

The Joint Information System (JIS) integrates incident information and public affairs into a unified organization that provides consistent, accurate, and timely release of information to the public and all stakeholders involved in an emergency incident. School districts are responsible for their own release of information and communications internally and externally during an emergency incident response within the school district. No other involved agency should release information regarding the school or school district operations during an emergency response. School district related information is released by the designated school district Public Information Officer (PIO) after approval by the Superintendent. This system is compliant with the sections of Nevada Revised Statute 388.253 as they apply to school emergency communications plans.

6.16 Joint Information Center

The Joint Information Center (JIC) is a facility established as the central point of contact for news media and agencies involved in an emergency incident response to coordinate information activities at the scene of an incident. This FEMA concept involves the Public Information Officer (PIO) from each involved agency to work together at a centralized location to insure factual information release regarding each agency's response activities. The lead emergency response agency for the incident will typically select the location for the JIC. The school district PIO should be aware of the location of the JIC and participate in information release activities there.

6.17 Vital Records

School records are considered vital records and need to be protected. Each LCSD student has a permanent file that is kept at the individual school site. The Permanent Record is on the LCSD student information system and is stored electronically. Once a student has graduated, the student file is kept at the school for at least one year. The Permanent Record is scanned at the District's office. It is ultimately the responsibility of the principal to see this data is properly entered and stored, but this responsibility is normally delegated to the school secretary. Vital Records are protected under the Federal Education Right to Privacy Act (FERPA) and must be stored in a secure manner.

6.18 The Americans with Disabilities Act and Persons with Access and Functional Needs

The District and Schools must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans with Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand.

Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, each LCSD school will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care and sheltering. It may, therefore, take additional time to deal with the needs of individuals with disabilities. District and School sites should attempt to pre-identify employees or students with special needs that may need additional assistance in the event of an emergency.

Any student covered under the ADA or with ASN requirements should have emergency plans specific to their needs as part of their Individualized Education Program (IEP). School Committees should consider the following when addressing specific emergency plans related to ADA or ASN:

1. Identify the student's special needs.
2. Maintain a confidential roster of students with special needs.
3. Build on current accommodations, modifications, and services.
4. Teach students with disabilities crisis response strategies.
5. Inform and train all stakeholders including parents, staff and first responders about inclusion of students with disabilities into the emergency response planning.

7.0 DISTRICT EMERGENCY POLICIES

The Lander County School District has established certain policies governing emergency preparedness and response within the District which relate directly to this plan. These include:

- The safety of the students is of primary concern. All actions taken shall bear in mind the safety and well-being of both students and District employees.
- LCSD will designate a district level employee as the School Safety Specialist in accordance with NRS. 388.910. The School Safety Specialist will oversee the emergency management programs at the district and school site levels.
- In the event of a major disaster during school hours, school will not be dismissed without the express approval of the Superintendent or their designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities. LCSD has a Student/Family Reunification Annex to this EOP outlining Reunification operations.
- If parents or guardians come to the school and properly identify themselves, their students will be released to them per procedure outlined in the LCSD Student/Family Reunification Plan.
- Because the District is expected to assist in post-disaster care of students, District employees should prearrange for their families' care in order to permit discharge of this emergency responsibility.
- Each school site will have a designated Emergency Supervisor (the principal or their designee) who shall supervise the planning, and implementation of the School Emergency Plan and the activities of the School Committee. An alternate person shall be assigned to serve in this position in the absence of the Emergency Supervisor.
- The Emergency Supervisor shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.
- Each principal shall conduct a survey of staff to determine each employee's status in terms of disaster preparedness training, medical training and emergency experience. Records of the status will be kept current as changes of personnel occur. Copies of records will be kept on file in the principal's office.
- Students may be included in the planning and implementation of the School Plan if desired, although they should not be involved in writing or updating emergency procedures that are already standardized. Student organizations should be encouraged

to become a source of leadership among students in first aid and disaster preparedness and response training.

- Parent groups may be involved in organizing disaster response activities at the school site level with the permission of the Principal, and at the district level with the permission of the Superintendent.
- In preparation for the possibility of a long stay at schools, the Emergency Supervisor should prepare a list of students and staff who have special conditions requiring medications or special attention. This information must be given voluntarily in accordance with the Federal Education Right to Privacy Act (FERPA) and should be used only in emergency situations where the special needs may pose a threat to safety if left untreated. Health information may not be shared unless there is a threat to safety, (see p. 19 for reference).
- The LCSD Superintendent will ensure emergency response training is provided to all LCSD staff members per NRS 388.245(4h). This includes incorporating the Principles of the Incident Command System into emergency response training. See Section 10.3 p.41 of this EOP for further.
- The LCSD Superintendent will ensure all schools are performing emergency response drills per NRS 392.450. See Section 10.3 p.41 of this EOP for further.
- LCSD will incorporate the principles of the National Incident Management System (NIMS) and the Incident Command System (ICS) into all emergency management planning, training, and response actions to any emergency or crisis incident occurring within the district.
- The LCSD Superintendent or designee will ensure staff members involved in the district's emergency management system receive proper training in both NIMS and ICS to allow them to coordinate school emergency response actions with response actions of other involved agencies.

Situations and Assumptions

The following are situations that have some probability of occurring in areas of LCSD schools or facilities. These incidents would affect operations within LCSD, so regardless of the likelihood of occurrence, they should be included in emergency response planning and training.

Assumptions inherent in the District's response to any disaster include:

Aircraft Crash	Fire
Air Pollution	Hazardous Materials
Animal Disturbance	Intruder on Campus
Bomb Threat	Medical Emergency
Bus Accident	Pandemic or Influenza
Criminal Activity	Poisoning/Contamination
Earthquake	Shooting and Active Assailant
Explosion	Utility Failure
Terrorist Act	War
Mass Casualty Incident	Suicide
Evacuation	Reunification

- All school emergencies are reported to the Principal or designee, who will ensure the LCSD Superintendent is immediately notified as soon as it is safe to do so.
- The principles of the Incident Command System (ICS) will be used when handling emergency incidents at LCSD. ICS position checklists and descriptions are referenced in Sections 14.0 and 15.0 of this EOP.
- All release of information during emergencies, including parental communications, cyber or social media communications, and communications with emergency response agencies, will be coordinated with the school and district Public Information Officers. In the absence of the Public Information Officer, these duties will be handled by the LCSD Superintendent or designee. The Joint Information System will be utilized between LCSD and responding emergency agencies to ensure release of factual information.
- No emergency information will be released without the approval of the LCSD Superintendent or designee by any LCSD staff member in order to ensure factual release of information.
- LCSD may implement their Emergency Plans independent of any local agency, City, or County plans if necessary during a school specific incident. Approval from outside agencies is not needed for LCSD to implement the school or district Emergency Operations Plans.

- Depending on the severity and scope of the incident and the impact on the individual sites, the School Emergency Operations Plan and its Incident Command System structure may or may not be activated. This will be the decision of the Principal or designee acting in the position of Incident Commander, in conjunction with the Superintendent acting in the Area Command position overseeing the incident at the district level.
- The School ICS structure will be partially or fully activated if needed, and will fulfill the roles of the emergency organization, as deemed necessary by the school Incident Commander.
- During any multi-school emergency incident response, the LCSD Emergency Operations Center will be activated in order to support and coordinate the response. The Superintendent or designee will act in the position of Emergency Operations Director and have ultimate authority over supervision of the incident. This includes all policy and procedure decisions. All five Incident Command System positions will be activated in the Emergency Operations Center.
- Each school involved in an emergency incident response will have its own Incident Command System structure operating independently of other schools. The Principal or designee at each school will be the Incident Commander at their school and remain in charge of all school emergency response operations. Incident Commanders from other agencies will not take over school operations absent exigent circumstances requiring them to do so.
- Individual school Incident Command System structures will be supported from a centralized location from the designated LCSD Emergency Operations Center under the Area Command concept. Communications during an emergency response will go from the individual school to the Emergency Operations Center, and then be disseminated to other LCSD schools from there in order to maintain clear and factual information flow.
- In the Area Command system, there can only be one Emergency Operations Center (EOC) activated during an emergency response. The emergency response agency with the highest level of authority during the incident is responsible for EOC activation. During a largescale emergency incident in Lander County, the county EOC would be activated. LCSD will then send at least one staff member with EOC training to the Operations Section of the county EOC to coordinate response efforts between the school district and other response agencies involved in the incident. The LCSD school Emergency Operations Center would then become a District Operations Center (DOC) and remain in support role for the emergency response actions within the district. School district response and decision making activities would not be the responsibility of the County EOC, so coordination is important.

- Unified Command will be used to coordinate proper school response with emergency response agencies. The school Liaison Officer position will be activated to work with emergency response agencies if they are responding to the incident.
- When a local disaster is declared, the School's policies and procedures outlined in this plan immediately become effective.
- Only the LCSD Superintendent or designee during an emergency response can order a school to be closed. Should an outside agency request a school closure related to an emergency incident, that request should go to the Command Section at the LCSD Emergency Operations Center. This does not preclude any emergency response agency from ordering the immediate evacuation of a school due to safety concerns related to the emergency incident. In those cases, the evacuation order should go directly to the Principal acting as the Incident Commander at the school and the Principal should then advise the District Emergency Operations Center.
- If a school closure is necessary due to an emergency incident, the school district and individual school Incident Commander will remain responsible for any and all activities related to a Student/Family Reunification. Emergency response agencies may assist with certain aspects of the Reunification, but the school district remains responsible for the Reunification response. This would include selecting an off-site secondary reunification location if needed, mode of transportation to move students to the secondary reunification site, and staffing of the reunification process. Additional staffing from other schools or the district level might be needed.
- The individual school Incident Command System structure is responsible for maintaining 100% student and staff accountability throughout the incident. Accountability should be completed each time the students are moved from one location to another.
- The individual school Incident Commander is responsible for ensuring effective communications from the School to the Superintendent or Emergency Operations Center throughout the incident.
- Continuity Of Operations Planning remains in effect within the district until Reconstitution and full Return to Normalcy has occurred. The LCSD Continuity of Operations Planning (COOP) Annex will be activated by the Superintendent at the district level when needed during an emergency response incident.

When a local disaster is declared by the respective jurisdiction the school is located within, the District's Emergency Plans become effective. It is incumbent upon the school district to ensure the school and school district emergency response operations are carried out independent of outside agencies. Each agency is responsible for their own emergency operations.

8.0 PHASES AND MISSION AREAS OF EMERGENCIES

There are four phases of emergency management described by FEMA which must be incorporated into all school emergency operations:

Phase I – Mitigation/Prevention addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.

Phase II – Preparedness focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

Phase III – Response presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

Phase IV – Recovery focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

There are additionally five Mission Areas as designated in Presidential Policy Directive 8 and the FEMA Guide for High Quality School Emergency Operations Plans that must be addressed in school emergency management programs. If these five mission areas are addressed properly, the school district is considered prepared for all hazards they may face. The five Mission Areas are:

1. **Prevention**, which includes those capabilities necessary to avoid, prevent, or stop a threatened or actual manmade or natural disaster incident.
2. **Protection**, which includes capabilities to safeguard against manmade and natural disasters. This includes target hardening, training, and planning pre-incident.
3. **Mitigation**, which includes those capabilities necessary to reduce loss of life and property by lessening the impact of disasters. The Hazard and Vulnerability Assessment process is a necessary component of the Mitigation process as it relates to school safety.

4. **Response**, which includes those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.
5. **Recovery**, which includes those capabilities necessary to assist communities and schools affected by an incident in recovering effectively. It is focused on a timely restoration, strengthening, and revitalization of the infrastructure, economy, health, and culture of the school community. This includes all Continuity Of Operations Planning and response directed at Reconstitution and Return to Normalcy. In schools, the Student/Family Reunification process is often the first step in the post-incident Recovery Mission Area.

The LCSD Standardized All-Hazards Emergency Operations Plan incorporates all Phases and Mission Areas of Emergency Management into planning and response actions to an emergency or crises incident occurring within the district. This includes emergency response during school hours, after school hours, and during designated school or district extracurricular activities.

9.0 INTEGRATION WITH OTHER PLANS

This LCSD Emergency Operations Plan is based on the National Incident Management System (NIMS) and supports all District school plans. The plan will also be coordinated with local, state, and federal response agencies to coordinate and collaborate for needed resources for the care of students and employees.

LCSD schools are faced with a wide range of emergency concerns, from natural disasters to rare criminal incidents. The focus of the emergency management program is the safety and security of students and staff in LCSD schools. This is accomplished through the standardized All-Hazards Emergency Operations Plan and emergency operations programs. Upon request, outside agency emergency management teams may respond to school districts to perform mutual aid emergency management functions if needed.

The Emergency Operations Plans and accompanying response procedures of all local emergency response agencies are also NIMS compliant. The principles of the Incident Command System (ICS) are used as the organizational management structure by all local agencies. The LCSD Emergency Operations Plan is also NIMS and ICS compliant, so it is interoperable with the plans of all local response agencies. This is an important aspect of Unified Command during response to any emergency incident at an LCSD school or facility.

The LCSD Emergency Operations Plan is updated yearly and filed with the NV. Department of Emergency Management per statute prior to July 1st each year. A certification of update is also filed with the NV. Department of Education yearly. This insures the LCSD emergency plans are updated and interoperable with the response plans from other agencies that might be involved in an emergency incident response within the district.

10.0 MITIGATION PROCEDURES

10.1 Hazard Assessment

Understanding the greatest risks to the District and individual schools in the District is a critical step in identifying areas of concern for effective school emergency management. The information gathered during a hazard and risk assessment also enables prioritization of preparedness efforts and an ability to identify capability requirements within the District and surrounding community. A Hazard and Vulnerability Assessment report for LCSD was completed prior to the preparation of the standardized Emergency Operations Plan, but hazard assessment in schools must be a continuing program.

NRS 388.910 requires school districts to conduct yearly Hazard and Vulnerability Assessments in order to identify areas where improvement is needed for physical security. A yearly recommendation report is required to be submitted to the Department of Education's Office of Safe and Respectful Learning Environment (OSRLE). This report must contain recommendations for improving school safety and security. The statute states the School Safety Specialist is responsible for ensuring these assessments are completed.

LCSD is part of the Nevada Rural School District Collaborative project funded by the State Risk Management Pool (POOL PACT). As such, these Hazard and Vulnerability Assessments are provided to the district and are conducted by a team of Subject Matter Experts contracted by POOL PACT. A recommendation report is submitted to the district as part of this process. The recommended best practice for these assessments is to have them completed by persons independent from the district and from sales of any products. This enables the recommendation report to also be used as funding justification for grants, bonds, etc. LCSD participates in this program to ensure statutory compliance. The participation of the LCSD School Safety Specialist in these assessments ensures LCSD is in compliance with NRS 388.910. A recommendation report is submitted to the district upon completion of the assessment process. This report can then be forwarded to the OSRLE per statute.

Daily hazard assessments for areas of physical dangers such as slip and fall, burned out lighting, or problems with communications systems should be conducted routinely within LCSD schools and facilities in order to identify areas of deficiency. Any such conditions should immediately be reported to the appropriate office for correction. Inspections will be conducted at all schools and the District administrative buildings. For administrative buildings, a designee from the Maintenance and Operations Department will conduct the inspection. At schools, the principal



will designate the proper person(s) to complete the hazard assessments. The purpose of the hazard assessment process is to prevent any potential dangers for occupants of the LCSD facilities, and mitigate any damages to LCSD facilities that may occur resulting from an emergency or disaster. Appendix A to this EOP is a sample Hazard Assessment Form for use by schools during the daily assessment process.

Additional mitigation procedures are required by the Occupational Safety and Health Administration (OSHA) for hazardous materials safety, including the proper storage of chemicals, posting requirements, and correct labeling of all containers. This is primarily to lessen the chance of secondary hazards created by chemical spills resulting from an earthquake or fire. Each school will need to adapt the recommendations according to the level of risk at their site. Documentation of training and inventory are kept at each individual site.

10.2 Facility Map

Each school emergency plan should have a map of the site's buildings and grounds, indicating the location of all exits, utility shut-offs, fire extinguishers, emergency equipment and supplies, and designated evacuation areas. Nevada Revised Statutes (NRS) Section 388.257 requires evacuation maps to be posted in each classroom. These maps may be posted in each room adjacent to the evacuation procedures. This section has been updated through Nevada Senate Bill 57 (SB57) in July of 2019 to require all schools to supply updated maps, diagrams, or blueprints of each school to local law enforcement and fire service agencies. These maps and diagrams may not be shared outside of the school district or emergency services agencies and should not be posted on any websites or media available for view by the general public. (Attachment B of this EOP is where these site plans are inserted).

10.3 Employee Skills

At the beginning of each school year, all instructional and non-instructional staff should complete an Employee Skills Form, (see Attachment C for sample), to identify those with special skills or experience that may be helpful during an emergency or disaster. The Emergency Supervisor may ask employees with specific skills or certifications to fulfill certain pre-designated emergency response roles, (i.e., first aid, CPR, search & rescue, fire suppression, etc.). Each school Principal will retain and update a list of trained or certified personnel annually (see Attachment D for sample).

10.4 Message to Parents

At the beginning of each school year the Principal should communicate the pertinent components of this plan to parents, in writing. All parents will be asked to sign an emergency medical release form for the child and to designate other persons who are authorized to pick-up their child in the event of a disaster (see Attachment E for sample). Parents should be made to understand the persons listed should have the capability to pick up their children in case of emergency, and at least five persons should be listed if possible.

Parents should also be advised of procedures for communications during any emergency incident. These procedures are outlined in the LCSD emergency Communications Plan, but parents should be aware of them pre-incident to ensure effective communications flow during any emergency incident occurring within the district.

10.5 Posting of Procedures

Room specific evacuation routes and emergency procedures are posted by the doorway in every room on the school site. A master copy of each room's route and procedures should be kept in the Main Office of each school.

It is permissible to store the LCSD Emergency Operations Plan and accompanying Annexes on the school website, if there is a secure location on the site where the public cannot access it, so staff members have access to it. Absent a secure location on the website, the EOP should be distributed electronically to staff via a file sharing method with instructions the document cannot be shared with persons outside the school district. The plan is written in a manner that allows certain portions of it to be printed out for informational purposes without printing the entire document. Should the plan and Annexes be stored in this manner, user access should be restricted to only school employees and the documents should be stored in a PDF format to ensure there are no unauthorized changes made to it.

Web based App's for file sharing and retrieval are also permissible for use, as long as this EOP can be downloaded without wording changes. The EOP approved by the LCSD School District Emergency Operations Plan Development Committee must be the only emergency plan used within the district in order to maintain standardization.

The LCSD District Emergency Operations Plan Development Committee is responsible for ensuring emergency plans and procedures are updated yearly. No Emergency Operations Plans



may be shared with the general public, but parental information on procedures related to emergency informational communications with parents, reunification procedures, or other areas pertinent to parental involvement in emergency response procedures may be shared.

For purposes of parental information, wording similar to “The Lander County School District has Emergency Operations Plans in place that are compliant with the State of Nevada Model Plan. Plans are updated yearly in order to ensure continued compliance,” may be shared with parents. Posting of this type of wording on the district website for parental information is recommended.

The district is also responsible for notification to the State of Nevada Office of Emergency Services yearly when the Emergency Operations Plans are updated. A Notice of Completion of the yearly review and update of Emergency Operations Plans must be posted at each LCSD school. A copy of NRS 388.229 through 388.266 must also be posted at each LCSD site, (source reference NRS 388.245 and 388.249). The locations of these postings should be decided upon by the LCSD School District Emergency Operations Plan Development Committee and the individual School Committees.

10.6 Assembly Areas

The Principal or designee will designate an outdoor Assembly Area(s) where students and staff will gather whenever the building is evacuated. The Assembly Areas shall be listed on the Facility Map in this plan, (see Attachment B). Unless instructed otherwise by public safety officials, students and staff will gather by class and roll will be taken immediately to ensure all students have been evacuated and are present in the safety area. Any student missing should be immediately reported to the Emergency Supervisor. Each assembly area should have an Accountability Coordinator to ensure accuracy, and accountability must be done each time students are moved from one area to another.

A system for establishing student accountability during any emergency response should be in place at each school site. The ICS Operations Section position of Accountability Supervisor should be activated during any emergency response that requires evacuation or movement of students. This position reports to the Operations Section Chief. If that position is not activated, the Accountability Supervisor will report directly to the Incident Commander.

10.7 Classroom Disaster Kit

At the beginning of each school year, instructional staff may prepare a portable classroom disaster kit, containing supplies from a standardized list (Attachment F). Whenever the building



is evacuated, the teacher will take this kit and the current attendance sheet or roster with them to the designated safety area. The class roster will be necessary for accountability.

10.8 Portable Disaster File

A portable disaster file, containing student emergency contact and other disaster information, will be maintained and will be removed by the Emergency Supervisor or designee whenever the building is evacuated. School office staff should have pre-incident plans in place to bring anything necessary for student/family reunification with them to the evacuation staging area or Incident Command Post in case they are unable to return to the office. Refer to the LCSD Student/Family Reunification Annex for further information.

10.9 Bus Driver Procedures

The District has adopted emergency procedures for bus drivers which are posted in all District buses. All bus drivers should maintain current certification in basic first aid and CPR and are trained annually in emergency procedures. First aid kits, bus route maps, and other pertinent references are maintained on each bus.

Students riding buses should receive annual instruction from the bus drivers on safe riding practices and bus evacuation procedures. A notice is sent to all parents or guardians of students informing them that if students are on a school bus when a disaster occurs, they will continue to their designated school or to the nearest District school if the primary location is not accessible.

10.10 Disaster Supplies

The District should establish minimum standards for emergency supplies and equipment to be maintained at each site (Attachment G). Additional first aid supplies are maintained at the school sites (Attachment H) and each classroom may have a portable disaster kit. Employees of the District who are trained in first aid may be available to respond to a situation at any of the school sites requiring medical attention. Any medical emergency will be handled by the local Emergency Medical Services by calling 9-1-1. Stop-The-Bleed equipment and supplies should be stored in a manner where they are easy to retrieve if needed. Staff should be designated to be responsible for retrieval and maintenance of these supplies.

10.11 Suicide Prevention Plan

Each Nevada school district is required by statute to have in place a Suicide Prevention Plan in place (NRS 388.256). The plan must include board approved policies addressing the prevention of suicide among students in grades 7 through 12. These policies should include procedures for intervention with a pupil who is at risk of suicide, and additional procedures for working with community partners in mental health for intervention with a pupil at risk of suicide. The Suicide Prevention Plan created by LCSD should be done in consultation with local mental health professionals, and based on the model policy developed by the Nevada Department of Education's Office of Safe and Respectful Learning Environment.

The Suicide Prevention Plan and accompanying policies and procedures must include:

- Procedures for the prevention of suicide and intervention with a pupil who is at risk of suicide.
- Procedures for outreach to community partners and organizations who may be able to assist with preventions and intervention with a pupil who is at risk of suicide.
- Procedures for training teachers, staff, and students concerning suicide prevention.

School districts are also required by statute to provide a link on the district website to the Statewide Program for Suicide Prevention so it is available to students if needed. The plan developed by each school district must be reviewed and updated every five years. Full plan content requirements can be found in the aforementioned statute. Once the Suicide Prevention Plan is developed, it should be added to this Emergency Operations Plan as a functional annex.

School districts are also required to have a plan in place to provide counselling services to students or staff after any traumatic crisis or emergency incident as part of the Emergency Operations Plan, (NRS 388.253 (7c). Incidents of suicide are specifically referenced in this section of the NRS. Counselling and mental health services are further referenced in NRS 388.256 (2c) as it pertains to development of the Suicide Prevention Plan. The policies and procedures related to providing counselling services available to students and staff after a crisis incident should be formalized by the School District Emergency Operations Plan Development Committee and added to the functional annex for the LCSD Suicide Prevention Plan.

LCSD has added their Suicide Prevention Plan as a Functional Annex to this EOP. The annex was created in a draft format and has since been finalized, so the district is in compliance with NRS 388.256. The LCSD School District Emergency Operations Plan Development Committee has approved this annex and submitted it to the NV. Office of Emergency Services per statute.

10.12 Communications and Accountability Plans

Each Nevada school district is required to have a Communications Plan in place for use during emergency or crisis incident response to assist in communicating with persons within and outside of the schools and school district (NRS 388.253 (2a)). This would include communicating with staff, families of students and staff, the media, and any emergency response agencies responding to an incident. External communications with families is an important area of crisis planning, as getting real time and factual information to families can help to mitigate a panic response to schools during an emergency incident. Communications with media will be further addressed in the Incident Command System sections of this EOP.

A system of real time communication between the school district and law enforcement should be part of the Communications Plan. It is of paramount importance that this information is disseminated to individual schools as quickly and accurately as possible to ensure Principals have factual information to base decision making on. This should be a formalized procedure promulgated by both the school district and the local law enforcement agencies(s). The procedure should include single points of contact at the school district and law enforcement agency to facilitate fast and easy information sharing. The Communications plan should also address information sharing between the school district and each individual school.

This system is more effective than a one-on-one communications system between law enforcement and an individual school. Although that type of immediate communication might be needed in a specific and direct threat to a school, the district communication plan is still effective to ensure proper communications throughout the district on any possible threat to safety. Due to schools often located in clusters, and the fact word of a threat spreads quickly via social media, there are no longer what is considered a single school incident.

An effective communications plan should include redundancies at least three deep in order to account for systemic failure. Examples would be use of phones and cell phones as primary communication, with use of email, social media, and web based Apps as backups. Use of social media for parental and family information sharing is a recommended best practice. Any social media used for emergency communications should be one-way communications with administrative rights given only to persons designated by the Superintendent at the district level and the Principal at the school site level.

The school district Communications Plan should include the following district specific information:



A) Emergency Communications Within the School (Specific to each school)

The internal communications plan should cover all aspects of emergency announcements and two-way communications between classrooms and the office. Communications of threat levels, incident status, and incident specific information within the confines of the school should be the goal of this aspect of the Communications Plan. The plan should include:

- Method of primary emergency announcements.
- Backup methods of emergency announcements.
- Two-way communications between the school Incident Commander and staff, such as handheld radios or classroom phones.
- Methods and procedures for testing systems.

B) Emergency Communications Between the School and District Office

This aspect of the Emergency Communications Plan should be standardized throughout the district and promulgated by the Superintendent. How the Principal or designee running the incident will communicate information to the Superintendent or designee at the district level is crucial to insure the proper incident support. This aspect of the Emergency Communications Plan follows the Incident Command System principles of Area Command. This information must be established and practiced pre-incident in order to test effectiveness of the plan. The plan should include:

- Designated Points of Contact (POC) at the school and district levels.
- Real time contact information for each POC.
- Methods of communications to be used by the POC at the school and district.
- After hours contact procedures for incidents occurring during non-school hours.

C) Communications Between the School District and Law Enforcement or Fire

This aspect of the Emergency Communications Plan should deal with two-way communications between the school district or school and emergency response agencies. The communication of Real time information regarding threat levels during emergency incidents is crucial to effective decision making about emergency response actions taken within the school and school district. This is especially important during a lockdown incident, as NRS 388,243 states a school must stay in lockdown until deemed safe by law enforcement. These types of communications plans must be in place pre-incident. The plan should include:

- Designated Points of Contact and real time contact information for school, school district, and emergency response agencies. Contact information should be a direct phone number

that does not go through voice prompts if possible in order to ensure there is no delay in information.

- How the school contacts law enforcement during an emergency must be determined. Hard line phones should be tested to see if (9) needs to be pushed prior to calling 9-1-1 in order to get an outside line, or if 9-1-1 is called directly. Where 9-1-1 calls go from a cell phone must also be determined. If any type of app or panic button is used for law enforcement notification, a procedure to provide a follow up call to law enforcement to provide information on the nature of the emergency should also be in place.
- The district policy for notification from emergency response agencies should also be in place pre-incident. Points of Contact at the school district level and with emergency response agencies, to include real time contact information should be in place pre-incident.

D) Communications with Parents and Media During and Emergency Incident

NRS also states there must be a plan in place for the school or district to communicate with parents and media during an emergency incident. There should be a redundancy of communications systems at least three deep for this aspect of emergency communications. For example, social media, robo-calls or texts, and web based apps would constitute a redundant communications system for this purpose. The Public Information Officer, Joint Information System, and Joint Information Center principles of the Incident Command System must be used in creating this portion of the Emergency Communications Plan. These principles are further referenced in Sections 6.0 and 15.0 of this EOP. This section of the communications plan should include:

- Name and real time contact information for the designated Public Information Officer at the school district level. There should be at least two back up people for this position in case the primary person is not available.
- The names and real time contact information of designated Public Information Officers at each school site. If the Principal will be handling release of information during an emergency, at least one back up person should be named in case the Principal is occupied with running the incident or is off campus at the time of the incident.
- Names and real time contact information for the Public Information Officers from all local emergency response agencies for coordination under the Joint Information System.

E) Public Information Officer Training

It is important that any LCSD staff member filling the position of Public Information Officer be provided training in that position. Recommended training would include:

- Completion of the on-line FEMA IS-29 Public Information Officer Awareness course found at www.FEMA.gov in the Emergency Management Institute (EMI) section.
- Participation in emergency response training workshops and tabletop exercise within the district.
- Networking and training with Public Information Officers from local agencies during multi-agency drills or training.

The NIMS concepts of Joint Information System (JIS) and Joint Information Center (JIC) will be employed by LCSD during multi-agency emergency response incidents.

F) Suicide Prevention Plan Communications

NRS 388.256(b) requires there must be a communications plan in place with all organizations in the community that would be involved in activities related to prevention, intervention, or postvention in cases of student suicide or attempted suicide. This would include mental health, religious or non-profit organizations. Organizations providing counselling services other than the local mental health agencies should also be included in this section of the Emergency Communications Plan. Real time contact information must be included in this plan, and it should be added to the LCSD Suicide Prevention Plan Annex to this EOP.

Each school district is also responsible to have an Accountability Plan in place to account for all students and staff within a school during a crisis incident. This is particularly important during an evacuation, lockdown, or an Active Assailant incident response. As with the Communications Plan, the Accountability Plan should also have redundancies built into it to maximize effectiveness. Radio communications and web based Apps are excellent systems to assist in accountability. The Accountability Plan should also include procedures for communicating accountability from the staff to the Principal at the school site, and between the Principal and the Superintendent at the district level.

Both the Communications Plan and the Accountability Plan require work at both the district and school level. Both plans must be standardized throughout the district, but individualized to each school site in order to be effective. The district plans should be developed by the School District Emergency Operations Plan Development Committee and the school plans should be developed by the School Committee. The district plans should be included in both the master school district

EOP and the school site EOP's. The school plans are specific to the individual schools and should be included in just the EOP for each school. The School District Emergency Operations Plan Development Committee should review each individual school plan for both Communications and Accountability to ensure effectiveness.

Since the Communications Plan and the Accountability Plan are typically used in concert with each other, it recommended they are included in one functional annex to both the district and school Emergency Operations Plans.

10.13 Training and Drills

Nevada Assembly Bill 127 (AB127) amended the state statutes covering drills in schools effective July 1, 2107. In accordance with amended statute (NRS 392.450), drills to instruct students in procedures to be followed in the event of fire or other emergencies will be conducted once a month in all schools. At least half of these drills are to include instruction to in appropriate procedures to be followed in the event of a lockdown. The lockdown drills must be conducted under the supervision of person(s) designated by the district Board of Education. Fire drills must be approved by the local Fire Chief or designee.

A Lockdown is described by statute as "A circumstance in which persons on school property are restricted to the interior of a school building and isolated from threats until the school property and surrounding vicinity are deemed safe by law enforcement. Lockdown procedures are included in this Emergency Operations Plan, and also in the accompanying functional annex covering Active Assailant Response.

In addition, at least one earthquake Duck-Cover-Hold drill and one Shelter-In-Place HAZMAT drill per year are recommended. All students and staff are required to participate in these mandated drills. A record of the drills will be maintained by the principal and a schedule will be done on an annual basis. A copy of evacuation routes must be posted in each classroom. Per statute, the Principal at each school is responsible for ensuring the provisions of NRS 392.450 are followed.

Staff assigned to the School Emergency Response Team (ERT), the school committee, or who perform management functions during a school emergency should receive additional training related to their assigned emergency response function. This training will be provided or arranged for by the LCSD Superintendent or designee. Updated training is recommended at least once a year, at a minimum, in order to remain in compliance with state statutes.

Per NRS 388.245 Subsection 4 (h), it is the responsibility of the Board of Education to ensure training in all areas of crisis response covered in this Emergency Operations Plan is provided to all school staff at least once per year. This includes, without limitation, training and drills covering evacuation and securing of schools. Updated training is recommended at least once a year, at a minimum, in order to remain in compliance with state statutes.

Delayed evacuation to a fire alarm where there is no indication of a fire or no activation of overhead sprinklers is a recommended best practice. The short delay in evacuation is to allow for a situational assessment by staff to ensure it is safe to evacuate. This procedure is used to avoid a threat to safety posed by persons who might be using a fire alarm as a ruse to lure students and staff out of a position of safety inside the school and into an open area where some type of violent attack can occur. This procedure was approved by the National Fire Protection Association (NFPA) in their 2014 annual report. Should the LCSD approve the delayed evacuation procedure, a formal policy must be written and adopted. The procedure should then be incorporated into all drills and related emergency response training programs.

Stop-The-Bleed training, to include use of a tourniquet and wound packing materials is a recommended best practice for schools. All schools should be training in Stop-The-Bleed response procedures in order to address the potential of a violent incident at a school site.

Training in all areas of crisis and emergency response is available to the Lander County School District through the Nevada Rural School District Collaborative Program sponsored by the State of Nevada Risk Management Pool. Staff training in Behavioral and Mental Threat Assessment procedures are now a recommended best practice in schools included in the Secret Service 2019 Analysis Report on Targeted School Violence. These types of programs will enhance the Nevada Safe Voice Anonymous Reporting Program. It is the responsibility of the School Safety Specialist to ensure training is scheduled within the district and at each school site.

LCSD staff members who fill the Incident Command System structure during an emergency response are also encouraged to take the following FEMA on-line certification courses:

- IS-100.c: An Introduction to ICS.
- IS-700.b: An Introduction to NIMS.
- IS/ICS-200.c: Basic Incident Command System for Initial Response.
- IS/ICS-800.d: National Response Framework, An Introduction.
- IS-362.a: Multi-Hazard Emergency Planning for Schools.

All emergency response agencies use the principles of the Incident Command System (ICS) during their response activities. Completion of these on-line courses will give LCSD staff members a better understanding of the response principals used by area emergency response agencies. Use of ICS is also mandated for school districts under Homeland Security Presidential Directive 5 (HSPD5) and through the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) section. On-line courses can be found at www.FEMA.gov in the Emergency Management Institute (EMI) section. On-line course completion should be followed up with in-person workshops to include tabletop exercises to test and review participant knowledge related to integration of the ICS principles into school emergency response.

11.0 OPERATIONS AND ACTIVATION

11.1 Concept of Operations

The Lander County School District has formed a School District Emergency Operations Plan Development Committee at the district level per NRS 388.232. This committee oversees emergency management programs comprised of activities within the components of the emergency management cycle. These components, and their respective elements, are addressed in both the district and school Emergency Operations Plans. The LCSD Development Committee oversees the District's program and assists sites with the activities of the emergency management program, individual site plan development and implementation, and training and exercises.

The School District Emergency Operations Plan Development Committee is also responsible for ensuring the Emergency Operations Plans are updated yearly and the State Division of Emergency Management is notified of these updates per statute by July 1st each year. A notice of Emergency Operations Plan update is also filed with the NV. Department of Education annually prior to July 1st. Further description of the School District Emergency Operations Development Committee can be found in Section 11.3 of this EOP.

LCSD has also established the position of School Safety Specialist and filled the position with an administrative staff member per NRS. 388.910. The School Safety Specialist oversees the operations of the School District Emergency Operations Plan Development Committee, the district's emergency management program, and the emergency response staff training for the district. Further description of the School Safety Specialist can be found in Section 11.6 of this EOP.

The Principal of each Nevada school is required to establish a School Committee, per NRS 388.247. The members of this committee provide ongoing oversight, coordination and evaluation of the emergency management program at the school site. Further information on the School Committee can be found in Section 11.5 of this EOP.

LCSD incorporates the principles of the Incident Command System into all aspects of school emergency response. It is the responsibility of the Principal at each school site to implement the Incident Command System and activate the appropriate positions needed for response as soon as it is safe to do so. It is the responsibility of the Superintendent to implement the Incident Command System at the district level and activate the appropriate positions needed to support



operations at each school site as soon as it is safe to do so. Incident Command System positions and descriptions can be found in Sections 13.0 through 15.0 of this EOP.

11.2 Classroom Emergency Information Folders

The Lander County School District Emergency Operations Plan is designed so there is a staff response role checklist for each emergency incident. These checklists can be printed individually and kept in a classroom emergency folder for use as a staff reference. There is typically no time during an actual emergency incident to refer to a checklist for response actions, so staff should review these classroom folders routinely pre-incident to ensure a second nature response during an emergency. It is the responsibility of the Principal in concert with the School Committee to ensure emergency folders with the appropriate checklists are in each classroom and a procedure for staff review is in place. The classroom emergency information folders should be incorporated into training and drills at each school site. If any type of classroom folder or flip charts are used other than the checklists contained in this EOP, it is the responsibility of the School Committee to ensure they are compliant with information in this EOP, the National Incident Management System, and the Incident Command System. Any changes or deviations from this EOP must be approved by the School District EOP Development Committee prior to use at an individual school.

11.3 Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency, identifying the level of emergency, and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. The Principal, or designee, has the responsibility and authority to activate this emergency plan without direction from a higher authority during an emergency if necessary.

Plan activation and response actions should be based on the standardized emergency response priorities of:

1. Life Safety.
2. Incident Stabilization.
3. Property Preservation.

Classroom emergency response folders are typically not referenced until the number one priority of Life Safety has been obtained.



11.4 School District Emergency Operations Plan Development Committee

Each School District Board of Trustees must establish, or authorize to be established, a School District Emergency Operations Plan Development Committee. The committee is responsible for the development of one Standardized Emergency Operations Plan that meets the minimum requirements of the State of Nevada Model Plan. This plan is to be used by all public schools within the district for responding to a crisis, emergency, or suicide. The LCSD Emergency Operations Plans are written by Subject Matter Experts through the Nevada Rural School District Collaborative provided by the Nevada Public Agency Insurance Pool (POOL PACT). The plans are then submitted to the School District Emergency Operations Plan Development Committee for approval and distribution.

The Board of Trustees must establish the terms of each committee membership. The committee is responsible for the rules of its own management, to include frequency of meetings and methods for both keeping and storing minutes of meetings. The committee meetings are not open to the public and do not fall under open meeting requirements. The minutes of the meeting are not public documents.

NRS 388.241 Sections 2 and 3 set recommendations for membership of the School District Emergency Operations Plan Development Committee. The recommended membership is:

- At least one member of the Board of Trustees.
- At least one administrator of a school.
- At least one licensed teacher.
- At least one classified district employee who is not responsible for administrative duties.
- At least one parent or guardian of a student who attends s district school.
- At least one representative of local law enforcement agencies.
- At least one representative of a state or local emergency management organization.
- At least one district mental health professional, (counselor, psychologist, social worker, etc.).
- Membership may also include any other person whom the Board of Trustees deems appropriate, to include a pupil in grade 10 or higher, and an attorney residing and working in the county.

NRS 388.243 lists areas of responsibility for the School District Emergency Operations Plan Development Committee. The committee may take on more responsibilities than those listed, but must, at a minimum, ensure the Emergency Operations Plan is in compliance with all areas

of NRS 388.343 Section 1-A through G and Section 2-A through H. It is the responsibility of the Board of Trustees to ensure the Emergency Operations Plan developed by the committee is submitted to the Nevada Department of Emergency Management per established procedure. This is typically done by the Superintendent of the district's School Safety Specialist.

11.5 Annual Review and Update of Emergency Operations Plans and Posting Notification

Per NRS 388.245, each School District Emergency Operations Plan Development Committee is responsible to ensure a review and update of the Emergency Operations Plan has been completed once a year. The committee should consult with the local emergency response agencies during this yearly update. It is the responsibility of the Board of Trustees to ensure a copy of the updated Emergency Operations Plan is filed with the State of Nevada Division of Emergency Management on or before July 1st each year. The Board of Trustees must also confirm the following procedures are followed after the Emergency Operations Plan is updated:

- Post a notice of completion for plan update at each school site.
- File a copy of the notice with the Department of Emergency Management.
- Post a copy of NRS 388.229 to 388.266 at each school site.
- Ensure local emergency agencies included in the plan receive a copy of the plan.
- Ensure each school and district employee has access to or receives a copy of the plan.

Any changes or updates to the district Emergency Operations Plan should be listed on the first page of the plan in the appropriate section. It is the responsibility of the School District Emergency Operations Plan Development Committee to ensure the plans are disbursed to the individual schools, and also to ensure the School Committees are adapting the plans to the individual schools.

11.6 School Committee

Each school Principal will establish a School Committee that will collaborate on issues pertaining to emergency preparedness, response, and recovery at the school site. The principal, or designee, will assign staff to the committee as appropriate, including the designation of specific positions for the school emergency organization. The committee may make recommendations for school emergency preparedness and response planning; assist in the planning, conduct an evaluation of required drills.

Per NRS 388.249, the School Committee is responsible for adapting the Emergency Operations Plan developed by the School District Emergency Operations Plan Development Committee to



the individual school site. The School Committee should consider the specific design and needs of the school when adapting the Standardized Emergency Operations Plan to the school. The School Committee is responsible for yearly review of the school site Emergency Operations Plan. Any changes to the school site or Lines of Succession at the school should be made by the School Committee. The School Committee should consult with the School District Emergency Operations Plan Development Committee when doing updates or making any changes to the school Emergency Operations Plan. There is a provision in NRS 388.251 for a school site to deviate from the master Emergency Operations Plan, but deviations are not recommended in order to maintain standardization. Any proposed deviations should be discussed with the School District Emergency Operations Plan Development Committee prior to being made.

Any changes or updates to the school Emergency Operations Plan should be listed on the first page of the plan in the appropriate section.

11.7 School Safety Specialist

Nevada Senate Bill 89 (2019) created the position of School Safety Specialist. This has since been codified into NRS 388.910. The statute requires each school district Superintendent to designate an employee at the district level to the position of School Safety Specialist. The statute does not require a district to hire a person to fill this position, so it can be assigned as an ancillary duty to an existing staff member. This staff member should hold a supervisory or chair position on the School District Emergency Operations Plan Development Committee.

The responsibilities of the School Safety Specialist include review of policies and procedures, ensuring school staff receive training in areas related to emergency response procedures and mental health issues, and other matters related to safety and security. The School Safety Specialist also acts as the Liaison between emergency response agencies and the school district. A full description of the responsibilities of the School Safety Specialist can be found in NRS 388.910. The School Safety Specialist must also attend training provided by the Nevada Department of Education's Office of Safe and Respectful Learning Environment within one year of appointment to the position.

The School Safety Specialist is also responsible for ensuring a yearly risk assessment of school safety and security. Per statute, a report based on this assessment is to be provided by the School Safety Specialist to the Nevada Department of Education's Office of Safe and Respectful Learning Environment on a yearly basis.



In the Nevada rural school districts, Hazard and Vulnerability Assessments are available to them through the Nevada Public Agency Insurance Pool (POOL PACT) Rural School District Collaborative emergency management program. The assessors provide a report with risk analysis and target hardening recommendations. This report can be submitted to the School Safety Specialist for review by the School District Emergency Operations Plan Development Committee in order to fulfill this portion of the statute.

11.8 Levels of Emergencies

Emergencies are described in the FEMA Guide For High Quality School Emergency Operations Plans in terms of the following three levels:

Level 1 - A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

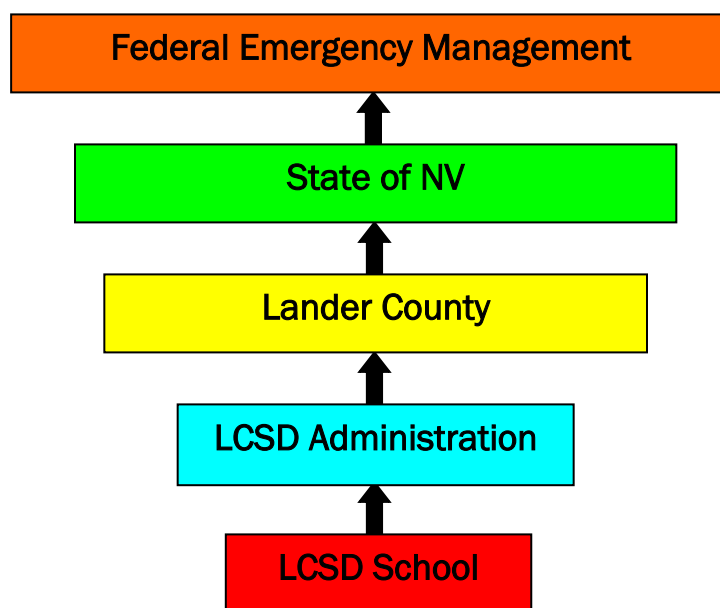
Level 2 - A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of provincial emergencies requiring regional support.

Level 3 - These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (law enforcement, fire, medical, etc.) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

12.0 STANDARDIZED EMERGENCY MANAGEMENT LADDER

Standardized Emergency Management consists of five emergency management levels. The levels represent the hierarchy of government that is followed for reporting, notifications, and resource requests. The following graphic shows the reporting and resource request ladder for public schools and should be used anytime one or more schools activates their emergency organization and throughout the course of the incident. The concept here is requests for assistance should come from the lowest level, up the ladder through proper pre-determined protocols, and move as high up the ladder as needed to accomplish the request for operational or logistical support. These are consistent with the concepts relates to resource allocation and the Multi-Agency Coordination System (MACS).

Figure 12-1. Public School Reporting and Resource Structure



13.0 SCHOOL EMERGENCY ORGANIZATION: NIMS AND ICS PRINCIPLES

Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical, and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended that school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

School Districts in the United States are required to incorporate the principles of the National Incident Management System (NIMS) and the Incident Command System (ICS) under Homeland Security Presidential Directive 5 (HSPD5), which took effect on July 1, 2005. School districts are considered Local Authorities or Special Districts under the Homeland Security Act of 2002, so they are required to comply with HSPD5. The Lander County School District has adopted the National Incident Management System as its emergency management system. As such, the principles of the Incident Command System are incorporated into all areas of emergency management planning, training, and response.

There are six major components of NIMS and ICS that are pertinent to the interaction of a school or school district with emergency response agencies during an emergency incident effecting a Lander County School District school or facility. All emergency response agencies throughout the U.S. use NIMS as their emergency management system, and ICS as their on-scene response system. Having school staff, especially the personnel assigned to management positions in the emergency response structure, understand these core principles is critical to ensuring a coordinated response to a school emergency incident. The following principles of NIMS and ICS will be utilized during any multi-agency school emergency incident response when applicable:

1) Unified Command

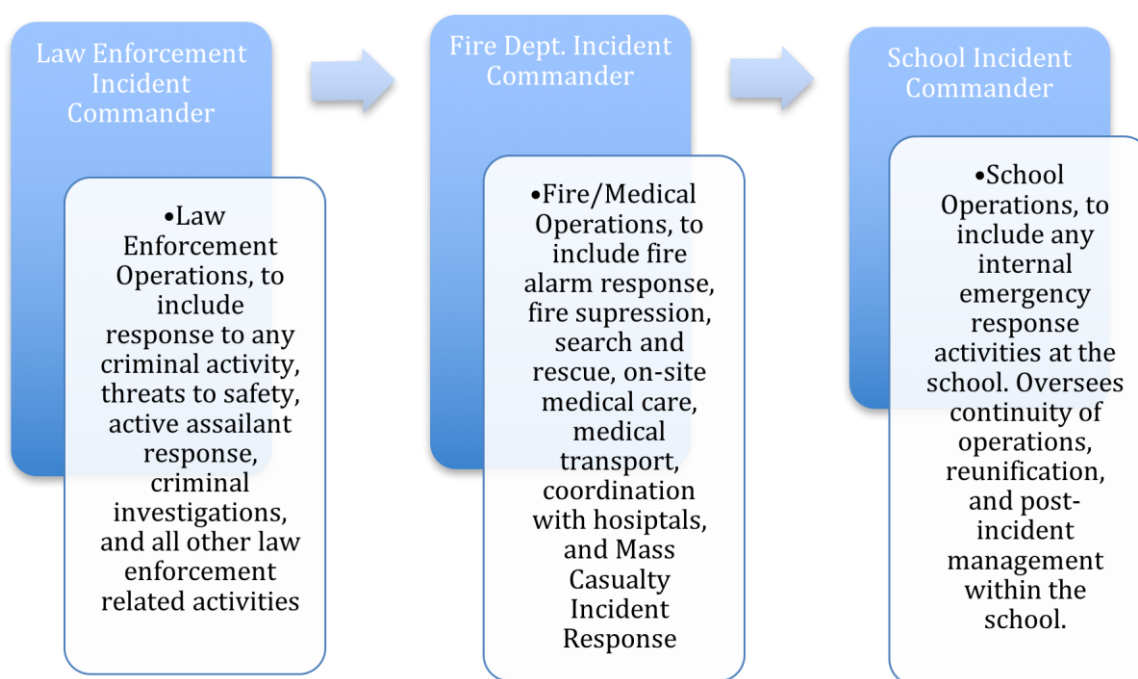
In the Incident Command System, Unified Command is an authority structure in which the role of the Incident Commander is shared by two or more individuals, each having authority in a different responding agency involved in the incident response. Unified Command is a way to carry out command of an incident in which responding agencies share the incident management.



If Unified Command is needed, Incident Commanders representing agencies that share responsibility for the incident manage the response from a single Incident Command Post. Unified Command allows agencies with different legal, geographical, and functional authorities and responsibilities to work together. The school district is its own individual agency during an emergency response and should maintain its own Incident Command management structure. The school district coordinates its response activities with other involved agencies under the Unified Command structure.

The following Figure 13.1 illustrates Unified Command with multiple Incident Commanders involved in a multi-agency response to a school emergency incident:

Figure 13-1. Multi-Agency Unified Command



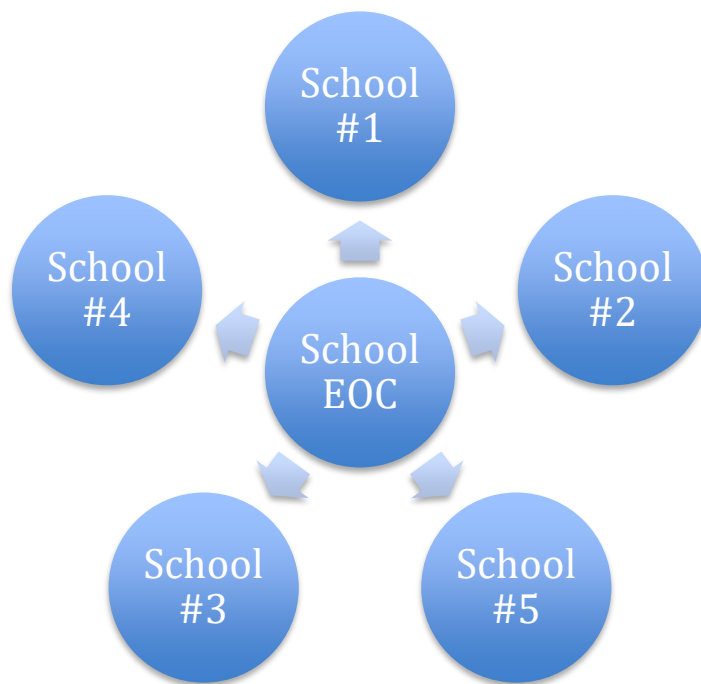
2) Area Command

The National Incident Management System concept of Area Command is used to oversee the management of multiple Incident Command Posts at multiple locations involved in the same emergency response incident. This is typically done from a centralized location referred to as the Emergency Operations Center. This is pertinent to school districts when multiple schools are involved in an incident related to a manmade or natural threat to safety at the school or in the

area of the school. The individual school response actions are supported by the Superintendent or designee from a centralized location at the district level.

The following Figure 13.2 illustrates the Area Command concept of multiple schools involved in the same incident being supported from a centralized location at the School District Emergency Operations Center:

Figure 13-2. Area Command from the School EOC



3) Emergency Operations Center (EOC)

The centralized location at the school district from where the Superintendent and administrative staff can support operations in a multi-school incident under the Area Command concept. The Superintendent or designee acts as the Emergency Operations (EOC) Director and has oversight of all operational aspects. The five ICS positions are staffed in the EOC to mirror the operations at the individual school sites.

The physical location of a school district EOC should be a room at a centralized location, which is typically at the district office. The room should be large enough to accommodate staffing of all ICS positions and ancillary staff to assist with each position or section chief. There are three modes of operation EOC's are kept in:

- **Hot Mode:** The EOC is set up and equipped to be activated 24/7 and used for the sole purpose of running emergency operations. This mode is typically found at local, state, or federal levels and is not recommended for school districts due to typical lack of room availability experienced by most districts.
- **Warm Mode:** The designated EOC is located in a multi-use room such as a large conference room or similar room. It is set up so it can be activated quickly and all five ICS have workstations they can occupy. Communications systems such as hardwired phones, Wi-Fi, and electric outlets are available at each station. Laptop computers can either be stored in the room, or personnel staffing the room can bring their assigned laptops with them when the EOC is activated. A staff sign-in system is in the room, as is all forms needed for each ICS position in the EOC. Video monitoring capabilities for each school site within the district are also available, as is a communications system with the city or county EOC in case that is needed. An EOC in the Warm Mode is a turnkey operation when activation is needed, but it is also a multi-use room that can be used for other district activities when not in use for emergency operations. This is the recommended best practice for school districts as it is an effective use of space, and can also be activated during drills for training purposes.
- **Cold Mode:** There is a designated room to be used as the EOC, but it is not equipped or designed to be immediately used as an EOC. In a school district this is typically the Board Room or another large room centrally located at the district offices. This mode is not optimal as it requires time to set up and activate and cannot be used for training during drills.

Regardless of where the EOC is located, the concepts related to EOC operations and Area Command are more important than the room itself. EOC operations are designed to support the individual school emergency operations, provide logistical support to the schools, make policy and procedure decisions related to the emergency response, and provide coordination with local emergency response agencies.

An important NIMS concept is there can only be one designated EOC for any single incident. If the Lander County Emergency Operations Center is activated during any localized emergency incident effecting LCSD schools, it then becomes the Emergency Operations Center supporting the entire incident response. The LCSD Emergency Operations remains staffed and is then considered a District Operations Center (DOC) still charged with supporting the school emergency response. The County EOC will not directly run or support operations within the schools or school districts. They may at times provide support personnel such as fire, medical, or search and rescue

personnel to the schools, but the school response activities must still be supported from the district levels.

At least one LCSD staff member will be assigned to the County Emergency Operations Center if activated to ensure effective communications and operations between emergency response agencies and the school district. The Superintendent remains in charge of district operations and the individual school Principals remain in charge of school operations throughout the emergency response.

4) Unity of Command

Unity of Command is a concept of the National Incident Management System that means each individual participating in an emergency response is assigned to and reports to only one supervisor. In the school district, school staff report to the Principal at the school site level and the Superintendent at the district level during emergency response activities. Unity of Command is used for direction of internal emergency response actions within the schools and school district, and by no means is intended for school staff to disregard orders or direction from emergency responders in areas related to safety or dealing with an immediate threat.

5) Incident Command Post

The Incident Command Post (ICP) is the physical location of the on-scene tactical level command of an emergency incident. During an emergency incident effecting a school or schools, each school will have its own ICP directing operations for that school and that school only. The ICP at each school will coordinate operations through the school district Emergency Operations Center. The school ICP should be a predetermined location within the school that can provide security for staff and communications with the district EOC. The Principal or designee is always the Incident Commander at the school level and charged with running school operations. For this reason, the Principal's office and administrative offices are typically used as the school ICP. A secondary ICP should also be predetermined for use in an emergency incident that results in the evacuation of the school.

Responding emergency response agencies such as law enforcement and fire will set up and staff their own Incident Command Posts if needed during an emergency response. It is important for the schools to understand these outside agency Incident Command Posts will not be directly involved in running the school emergency response actions, so the school Incident Command Post will still need to be activated. The outside agency Incident Command Posts will be providing support activities to the schools based on the incident response relative to their own agencies,

so coordination between the outside agency Incident Command Post and the school Incident Command Post is imperative.

The optimal method of achieving effective communications is to assign a school staff member to the outside agency Incident Command Post if safe to do so. This provides one-to-one communications. If this cannot be done, there needs to be communications set up between the outside agency Incident Command Post and the school Incident Command Post. This system should be in place pre-incident and practiced through tabletop exercises and drills. If the school district Emergency Operations Center is activated, information flow from the individual school Incident Command Post to the Emergency Operations Center should be on-going throughout the incident.

6) Span of Control

Span of Control refers to the number of individuals or resources that one supervisor can manage effectively during an incident. The optimal span of control is one supervisor to five subordinates (1:5) ratio. However, effective incident management may require ratios significantly different from this. This ratio is a guideline, but incident personnel should use their best judgement to determine the appropriate Span of Control ratio for an incident.

If too much responsibility is given to one supervisor, the Span of Control may become unmanageable. A manageable Span of Control may vary depending upon the type of incident. Maintaining a manageable Span of Control is particularly important at incidents where safety and accountability are a top priority.

In the school ICS management system, the Principal or their designee is always in charge of a school emergency response. An example of Span of Control used here will be a simple school evacuation due to a fire alarm activation. If the Principal attempts to run this on their own without the use of the Incident Command System, they will be responsible for the following tasks:

- Supervise the evacuation.
- Maintain accountability for all students and staff evacuated to staging areas.
- Set up communications within the school, with the district, and with parents if necessary.
- Oversee operations to ensure there are no safety issues.
- Provide logistical support such as shelter, food, restrooms, or water if needed.
- Coordinate with responding agencies such as the fire department.
- Coordinate activities with District Maintenance for cause and reset of the alarm.
- Supervise the return to school when safe to do so.



- Maintain accountability for all students when they have returned to school.
- Write an After Action Report with critique to provide to the Superintendent.
- Prepare a letter or message to parents explaining the evacuation and reason for it.

In this case, the Principal acting in the Incident Commander (IC) position has taken on 11 tasks associated with a common school evacuation. It would be difficult for one person to accomplish all of this while still maintaining the overall supervision of the incident. A basic ICS principle is if the IC does not fill a position, they own the position and all duties related to it. It is very easy for one person to become overloaded in an incident response if proper Span of Control is not maintained regardless of that person's training level. Overload related to improper Span of Control can create safety hazards.

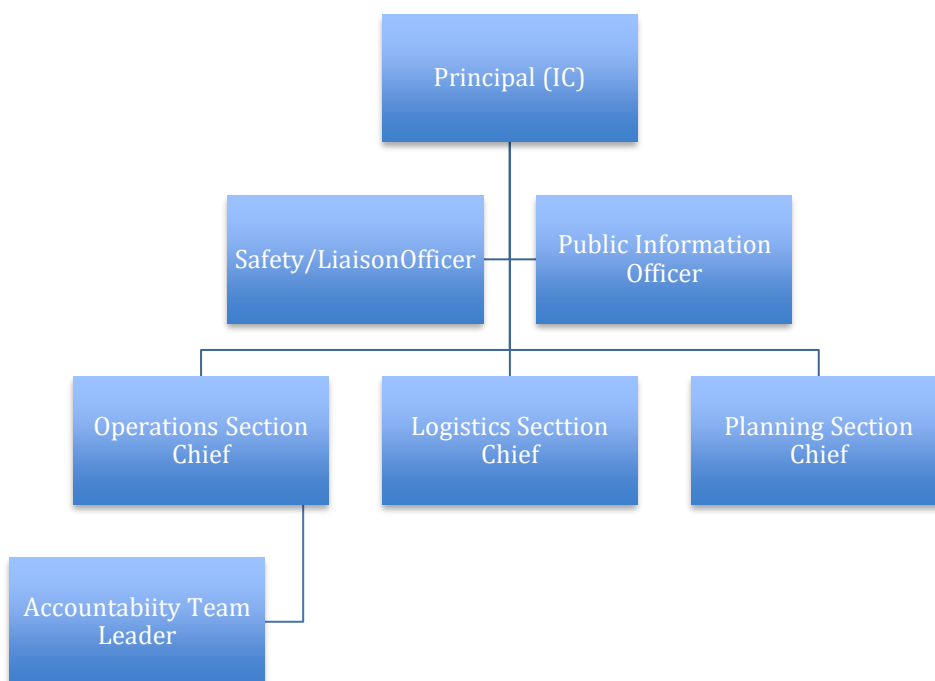
In this evacuation scenario, breaking the response down into ICS positions to maintain a proper Span of Control would make an effective response while allowing the Principal to maintain overall supervision of the incident. Activating the following ICS positions during this evacuation scenario would create an effective Span of Control and emergency response:

- **Incident Commander (Principal):** Overall supervision and responsibility for incident response.
- **Safety/Liaison Officer:** Oversee safety related concerns and coordinate activities with responding agencies. Reports directly to the Incident Commander.
- **Public Information Officer:** Handles all internal and external communications. Reports directly to the Incident Commander.
- **Operations Section Chief:** Responsible for handling all tactical objectives of the incident. These objectives can be broken down into teams as needed. This position reports directly to the Incident Commander. Any teams would have a Team Leader who reports directly to the Operations Section Chief in order to Maintain Span of Control.
- **Accountability Team:** This team is responsible for maintaining student and staff accountability throughout the incident. This is a tactical objective, so it falls under the Operations Section. The accountability Team Leader reports directly to the Operations Section Chief in order to maintain Span of Control. All members of the Accountability Team would report directly to the Team Leader.
- **Logistics Section Chief:** Handles all logistical support, such as providing supplies needed to support the evacuation operations. This position reports directly to the Incident Commander. Any teams formed under this position would report directly to the Logistics Section Chief in order to maintain Span of Control.

- **Planning Section Chief:** This position is responsible for documenting the incident, preparing After Action Reports, preparing parental informational letters, and working with the Operations Section Chief on incident debriefings.

The following Figure 13.1 is an example of what the ICS organizational chart for this incident response would look like:

Figure 13-3. Sample Evacuation ICS Span of Control Chart



This chart illustrates the Span of Control for this evacuation incident response. The Span of Control for the Principal acting in the position of Incident Commander is now 1:5, which is deemed effective. The Span of Control here for the Operations Section Chief is 1:1, which is highly effective. If additional teams were activated under the Operations, Logistics, or Planning Sections, the 1:5 ratios would be maintained. If more than five teams were activated under any section, the Section Chief would appoint a Deputy or Assistant so the Span of Control could be maintained. This effective Span of Control allows the Principal to maintain overall supervision of the incident without reaching overload. The more complex the emergency response, the more this Span of Control ICS organizational chart can be expanded.

The following ICS organizational chart shows the Operations Section expanded into three teams for this evacuation scenario. This maintains a 1:3 ratio for the Operations Section Chief, which is highly effective.

Figure 13-4. Expanded Operations Section Span of Control Chart



Each team can then be expanded as needed to maintain an effective Span of Control as the incident response progresses. The teams are deactivated when no longer needed.

ICS Operational Concepts

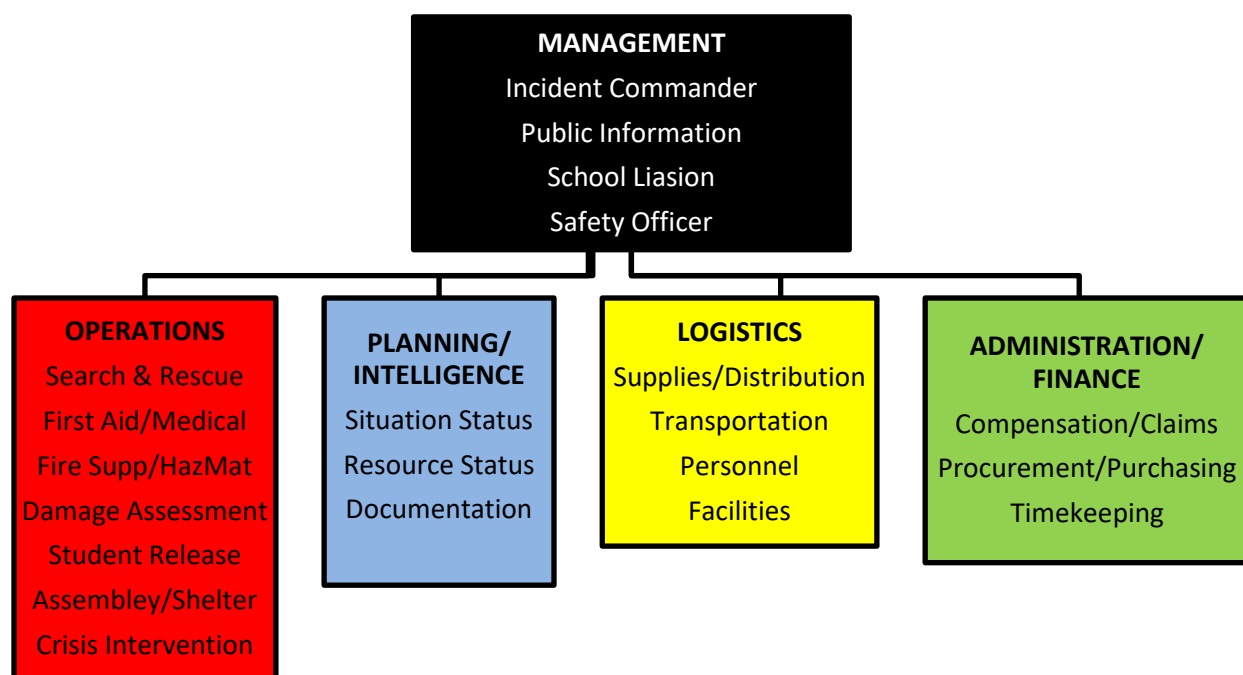
The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command structure, where Incident Commanders from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the emergency response agency Incident Commander(s) to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

Within the Incident Command System (ICS), an emergency response organization consisting of five Sections can be activated, depending on the needs established. An important management concept when using ICS is the system can be expanded or collapsed to meet the needs of the incident. The concept of ICS is "Form follows function." This means only those sections required to address the incident response are activated. Once an ICS position is activated, it can be deactivated when the position functions are no longer needed. This assists in effective management of both resources and personnel assigned to the incident response.

The following ICS organizational chart shows an ICS organization, adapted for a typical school site. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. If activated, each functional position

has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined in Figure 13.1 as follows:

Figure 13-5. ICS Organizational Chart



Management:

Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison. The Incident Management Team is also responsible for facilitating communications among emergency responders.

Operations:

Provides for all tactical response operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, damage assessment, evacuations, and the release of students to parents.

Planning/Intelligence:

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.



Logistics:

Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

Finance/Administration:

Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping, submitting documentation to governmental agencies for reimbursement and recovering school records following an emergency.

School Incident Command System Principles

School emergency response involves the same basic ICS principles used by all emergency response agencies. The difference with school ICS is that in addition to running the emergency incident at the school or within the school district, the school ICS organization must be prepared to properly accept emergency response services from all other agencies involved in the incident effecting the school(s). For this reason, interoperability planning and training pre-incident is critical to an effective emergency response to a school crisis incident.

Another important concept of the school ICS organization is staffing. Some schools, especially smaller ones, do not have enough staffing to fill every role in the ICS management organizational chart. This is a concept that most emergency response agencies do not have to deal with. In the school ICS organizational structure. One staff member may be tasked with carrying out the duties of multiple organizational roles. For example, the Principal may elect to fill the roles of Incident Commander, Safety Officer, and Public information officer during an incident in order to have sufficient staffing to supply a Liaison officer to work with emergency response agencies. Likewise, the Operations Section Chief may also need to fulfill the duties of the Planning Section Chief in order to free up other staff members to perform critical duties during the incident.

Moving staffing from the District Office or from another school to the effected school is also an option for providing sufficient staffing during an emergency response incident. This is especially critical during an off-site Student/Family Reunification. The school district is responsible for running the reunification. Outside agencies can assist with logistical and security related duties, but it is ultimately the responsibility of the school and school district to carry out the actual reunification duties. In order to accomplish this, staff members from other locations are often needed to set up the secondary reunification site prior to the arrival of students and staff from the effected school. This is an important concept for a reunification based on a traumatic or violent incident, as staff members from the effected school may be traumatized or otherwise



incapacitated, making them unable to participate in the actual reunification. This is the reason that cross training in the principles of ICS and all areas of emergency response should be part of pre-incident training, planning, and drills.

Expanding and contracting the school ICS organizational structure is the key to a successful school emergency response. Maintaining Span of Control and management by objective based on an Incident Action Plan with goals, objectives, and a realistic timeline are key ICS components that should be factored into planning, training, and drills. FEMA training courses that can be helpful to assisting LCSD staff members to better understand the ICS structure are referenced in Section 6.0 of this EOP.

It is important to remember the school Incident Command System organizational structure is not a static document. Pre-assigning of positions in the ICS organizational structure is acceptable, but this must be a fluid management system. Positions are activated as needed and filled by staff available at the time of the incident. This requires training staff members in all ICS position functions in order properly activate the system using available personnel. ICS training should involve training of staff in areas related to their primary functions and cross training them for secondary functions.

14.0 INCIDENT COMMAND SYSTEM ORGANIZATION

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

The five major components of ICS, Management, Operations, Planning, Logistics, and Finance, are the foundation upon which the ICS organization develops. They apply during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may be divided into smaller functions as needed and customized for the needs that occur in a school environment.

An important concept of the school ICS system is the school Incident Commander must always remain in charge of the school related activities. Emergency Response Incident Commanders will not take over the role of directing school emergency activities as they relate to evacuation, reunification, or any other school related response. The Unified Command concept of ICS is of paramount importance during a school related disaster or emergency incident.

A similar Incident Command System structure will be present at the LCSD Emergency Operations Center (EOC) during an emergency incident, especially an incident affecting multiple schools. In today's climate of social media, it is rare that only one school is affected by some type of fallout related to an emergency incident. The ICS concept of Area Command is utilized to support individual school sites from the district level and LCSD should be included in those communications.

The Superintendent's role is to support the incident and make policy decisions affecting the individual school affected by the incident. The school Incident Command System structure remains in charge of running the incident at the individual school site. The corresponding sections of the District Incident Command System structure will support the individual school Incident Command Components during a large or multiple school incident. Communications plans between the individual schools and the LCSD EOC should be in place and practiced pre-incident.



The following are Incident Command System position descriptions color coded for standardization with those of emergency response agencies. Not all positions are occupied in every incident, and one person may have to perform multiple positional duties based on the incident and available staffing. Any position not filled become the duties of the Incident Commander.

14.1 The Management Section

Incident Commander: The person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes. At the school site, the Principal or designee is always the Incident Commander responsible for school operations. At the district level, the Superintendent is in charge of the district wide response under the title of Emergency Operations Center Director.

Public Information Officer: Handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander. This position also monitors and handles social media related activities. The school PIO should release only information pertinent to the school activities during an emergency response and should not reference any activities of emergency response agencies. The school PIO should be trained in the concepts related to the Joint Information System, as they will be working closely with the PIO's from emergency response agencies. All information should be promulgated and approved for release by the Superintendent prior to release. If the PIO position is activated at the district level, release of information should come from that position.

Safety Officer: Monitors safety conditions and develops measures for ensuring the safety of all assigned staff. This is environmental safety as well as any issues that might affect physical security or safety. Any safety concerns should immediately be reported to the IC.

School Liaison: This is the on-scene contact for other agencies responding to the incident. The Liaison Officer is tasked with getting information from emergency response agencies and forwarding it to the Incident Commander to ensure proper emergency response. The school Liaison Officer should also establish contact with the district offices to ensure the Superintendent is kept informed of any school emergency response.

Emergency Operations Center Director: This position is activated under the ICS principle of Area Command, where multiple incidents involved in the same emergency response are supported



from a central location. The Superintendent or designee would typically fill this position, and they would be responsible for all policy decisions and requests for logistical support to the school sites. The EOC Director would activate the same ICS organizational chart as found at the school sites, and fill any needed positions at the district level.

14.2 The Operations Section

This section is responsible for handling all tactical objectives and activities related to the incident. The Operations Section Chief may activate the following units if necessary:

Evacuation and Accountability Unit: This unit would be in charge of all activities related to evacuating a school. This would include supervision of multi-story evacuations, sweep teams to ensure all rooms are evacuated, monitoring evacuation routes, setting up the evacuation staging areas, and establishing accountability for all students and staff. This unit would be responsible for monitoring students in the evacuation staging areas, and for supervision of students returning to classes after the all clear signal is given.

Communications Unit: This unit would be responsible for setting up lines of communication within the school, and between the school and district offices. This would include working with the Public Information Office and the Liaison Officer to ensure communications are set up with parents and emergency response agencies.

Search and Rescue Unit: This unit conducts search of every room on campus for victims that may be trapped or injured if safe to do so, and evacuates them from the building to a triage or safe location.

First Aid/Medical Unit: This unit establishes a medical triage area and provides, oversees care given to the injured, and coordinates response with paramedics or medical emergency responders.

Fire Suppression/Hazmat Unit: This unit locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals. Cordons off and evacuates unsafe areas. Activation of this unit would not take the place of Fire Department notification and the unit would not participate in any HAZMAT cleanup activities.

Damage Assessment Unit: This unit performs initial assessment of damage to buildings and structures looking for structural damage if safe to do so, and shuts down utility systems if

necessary. Reports damage to the Incident Commander and completes damage assessment report.

Student Release/Reunion Unit: This unit activates reunification plan, manages the assembly area for students, and ensures proper identification procedures to reunite students with parents or authorized persons.

Assembly Area/Shelter Unit: This unit manages evacuation staging areas, coordinates student accountability, establishes and sets-up shelter facilities for staff and students required to stay at the site is necessary. Sheltering, referred to here, includes moving students and staff to protected areas if necessary. This is not to be confused with Red Cross or emergency service sheltering procedures. If a school is used for an emergency shelter by an outside agency, this school unit would work with that outside agency to coordinate activities at the school site. Any use of the school as a shelter for outside agencies during an emergency must be approved by the LCSD Superintendent.

Crisis Intervention Unit: This unit provides the immediate short term mental health and counselling assistance needed by staff and students immediately after an incident. Any long term issues should be handled by trained professionals. Policies and procedures for obtaining mental health care or counselling services for students in the aftermath of a traumatic incident should be in place pre-incident.

14.3 The Planning Section

This section is charged with documenting the incident and creating the Incident Action Plan based on goals and objectives established by the Operations Section Chief and approved by the Incident Commander. These duties should be performed during any drill or actual incident in order to prepare the After Action Report (AAR) and to properly debrief the response actions.

The following units may be activated:

Situation/Resource Status Unit: This unit is responsible for the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it. Coordinate with the Operations Section to write the Incident Action Plan.

Documentation Unit: This unit maintains a log of all emergency developments, response actions, and any other necessary documentation. Writes the Incident Action Plan and gets approval from



the Incident Commander prior to dissemination. This unit is also responsible for collecting data during the incident debriefing and creating the After Action Report (AAR).

Preparation of the Debriefing: All emergency response incidents and drills should be debriefed in order to identify problems and areas of improvement. The debriefing and any corrective actions identified should be documented.

14.4 The Logistics Section

This section is responsible for procuring any equipment, supplies, or personnel needed to support the incident. This section is also responsible for coordinating with the Operations Section for incident demobilization.

The following units may be activated if needed:

Supplies/Distribution Unit: This unit acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency. Coordinates the distribution of supplies through the Operations Section. This unit also works with the Operations Section for incident demobilization, the Planning Section to document any supplies expended during the incident, and the Finance Section for procurement of any replacement supplies.

Transportation Unit: This unit provides for the transportation of students and staff to evacuation sites and for trucks, buses, and other vehicles needed to support the incident. The unit takes requests from the Operations Section and ensures vehicles are staged, as necessary.

Personnel Unit: This unit coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander. Ensures staff check in at the Incident Command Post with all necessary personal equipment.

Facilities Unit: This unit designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function. The unit also coordinates facilities assessment with the Operations Section, and is responsible for identification of off-site locations for use in reunification or continuity operations if needed.

14.5 The Finance Section

This section is responsible for tracking all costs related to the incident and any Risk Management type incidents that could result in possible future damage claims. This unit works closely with the



Planning Section to track the incident for expenses that might be recoverable through insurance or disaster relief. The Finance Section Chief should be familiar with FEMA Disaster Reimbursement Forms and receive some training related to disaster relief. The Finance Section works closely with the Logistics Section during incident demobilization to replace and supplies expended during incident response.

Some man hours beyond normal working hours are reimbursable during post-incident disaster relief. Likewise, requests for use of school owned equipment such as buses by outside entities might also be reimbursable. FEMA disaster relief team require proper documentation of these types of expenses, so proper documentation is of paramount importance. It is good practice to assign a budget code or tracking number at the onset of all emergency incidents in order to properly track expenses and hours.

The following units can be activated if needed:

Compensation/Claims Unit: This unit processes worker's compensation claims and claims for damages related to the emergency response. The unit advises the Incident Commander of risk or liability related information.

Purchasing/Procurement Unit: This unit arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors. The unit approves purchases, coordinates Memorandums Of Understanding (MOU's) with other agencies participating in the incident, reports expenses to Finance Unit for tracking, assigns supplies to the Logistic Unit.

Timekeeping Unit: This unit maintains a log of all response actions, including financial expenditures, timekeeping, and other necessary documentation. The unit assists the Operations Section in setting up shifts for incident staffing.

ORGANIZATION SUMMARY

Inevitably, at some point in an emergency or large scale disaster, all of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. The rule of **Form Follows Function** should be followed when setting up the ICS organization. A section should be demobilized as soon as it is no longer needed.

Typically, the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. Staff may be assigned to perform more than one role, depending on



the number of school personnel available to respond. The duties of any position not staffed are carried out by the Incident Commander.

It should be noted that this ICS Organization has been adapted for application at a typical school site. Due to limited staffing issues, some of these positions, if activated, could be combined and performed by the same individual(s). (Refer to the sample organizational chart).

At the District EOC level, all of these positions may be activated as well as additional positions designed for specific needs of the District. The Superintendent or designee would fill the role of the Incident Commander, or Emergency Operations Center Director at the district level. Additionally, the Operations, Planning, Logistics and Finance Sections would all have a “Section Chief” assigned to oversee and manage each section.

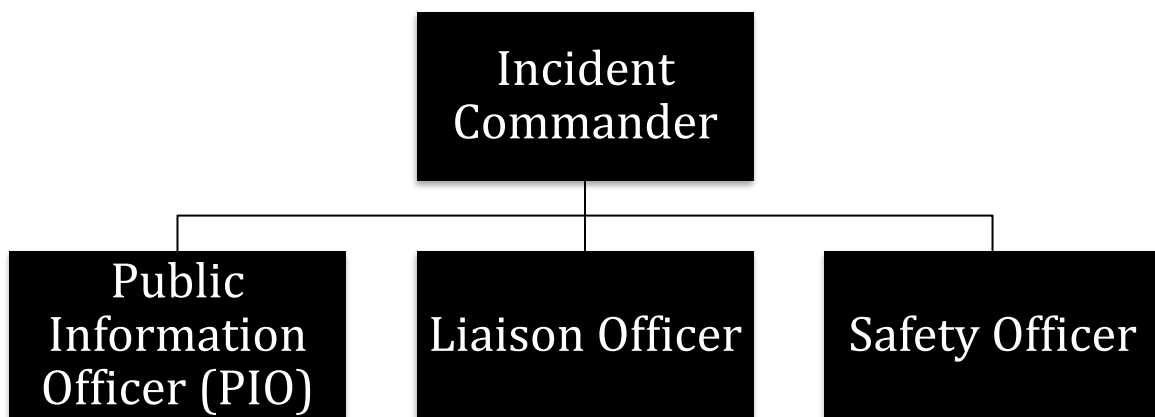
For a multi-school incident response, the ICS principle of Area Command would be in use. Each individual school would have an Incident Command Post being run by the school site Incident Commander. The operations would be supported at the district level through the Emergency Operations Center being run by the Superintendent or Designee. Understanding the Area Command concept is of paramount importance to school emergency management, as there are rarely single-school incidents. An emergency incident impacting one school would most probably have an effect on all schools throughout the district.

The ICS principle of Unified Command would also be in use at the school level and at the district level during any emergency incident where emergency response agencies are responding to schools. Each emergency response agency will have a similar ICS organizational system in place to the one described here. In the Unified Command structure, the Incident Commanders of each agency involved in the incident, including schools, work together to ensure coordination between agencies. Each ICS structure has goals and objectives specific to that agency, but actions must be coordinated to ensure the common goal of safety at the schools.

15.0 ICS POSITION CHECKLISTS

15.1 MANAGEMENT SECTION

Figure 15-1. Sample School Management Section ICS Organizational Chart



MANAGEMENT SECTION – INCIDENT COMMANDER

Primary Responsibilities

- ☐ Confirm event
- ☐ Ensure 9-1-1 has been called if emergency response assistance is needed
- ☐ Overall management of the response to the incident
- ☐ Assess the severity of the incident
- ☐ Make notification to professional/outside emergency responders of the incident
- ☐ Confirm appropriate notifications have been made (9-1-1, District Office, others)
- ☐ Establish the Incident Command Post (ICP)
- ☐ Give appropriate command e.g. (lockdown, evacuation, containment, shelter in place)
- ☐ Set up check-in procedures at the ICP
- ☐ Activate ICS organization positions as necessary
- ☐ Establish objectives for the incident action plan
- ☐ Ensure the safety of students, staff, volunteers and campus visitors
- ☐ Deactivate ICS positions as needed

Start-up Actions

- ☐ Put on personal safety equipment
- ☐ Ensure District communication systems are in place
- ☐ Read position description
- ☐ Assess nature and scope of emergency/disaster
- ☐ Determine level of threat to people and facilities
- ☐ Implement emergency/disaster plan appropriate to situation
- ☐ Meet with activated Management Staff and Unit Leaders
- ☐ Make sure you assign an alternate Incident Commander

Operational Duties

- ☐ Assist law enforcement or fire department if the event calls for the establishment of a Unified Command Post
- ☐ Monitor overall response activities by staying in communication with assigned staff in ICS positions
- ☐ Work with assigned staff to write overall response objectives and revise as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log



- ☐ Initiate Student Release when appropriate (be sure Student Release Unit is set up)
- ☐ Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- ☐ Supervise section activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Terminate all response activities after determining the incident has been resolved
- ☐ Ensure that all pending actions will be completed after deactivation
- ☐ Initiate recovery operations
- ☐ Direct the return of all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached
- ☐ Complete an After Action Report of the incident

MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER

Primary Responsibilities

- ☐ Liaison between the school, the media and the public
- ☐ Appoint Deputy PIO's as needed to assist at the school and district levels
- ☐ Obtain information about the incident to write press releases
- ☐ Get press releases approved by the Incident Commander
- ☐ Deliver press releases to media and public
- ☐ Handle all social media release of information to the public
- ☐ Ensure proper communications between schools and the District office
- ☐ Activate and oversee the District's Communication Plan

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders
- ☐ Designate a media reception area (*with Incident Commander approval*)
- ☐ Advise on-site media of time of first press release or press conference



Operational Duties

- ☐ Keep updated on response activities
- ☐ Ensure communications with families and partner agencies continues throughout incident
- ☐ Schedule regular press conferences, if appropriate
- ☐ Get approval of Incident Commander for all press releases/statements
- ☐ Remind staff/volunteers to refer all questions from parents or the media to the PIO
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- ☐ Arrange for the translation of announcements and response-related information
- ☐ Monitor news broadcasts and correct any misinformation as soon as possible
- ☐ Make sure that the Incident Commander is aware of all media-related incidents
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff
- ☐ Ensure proper communication with parents and between schools
- ☐ Assist in all continuity operations to assure effective communication flow

Deactivation

- ☐ Release PIO staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **Re-state** the nature of the incident; its cause and time of origin.
- **Describe** the size and scope of the incident.
- **Report on the *current*** situation.
- **Speak about the resources** being utilized in response activities.
- **Reassure** the public that everything possible is being done.
- **DO NOT release any names.**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners.
- **Avoid speculation;** do not talk “off the record.”



- **Do not use** the phrase “no comment.”
- **Set up** press times for updates.
- **Control** media location.
- **Do not** make statements or release any information related to other agencies involved in the incident.
- **Ensure** the Joint Information System is utilized with other responding agencies for proper information release.

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE

Date: _____

Release #: 001

Time: _____

TITLE: EARTHQUAKE CAUSES MODERATE DAMAGE TO ABC SCHOOL

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on April 7, 2014, an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC SCHOOL located at 1234 Anywhere Blvd. in City and State names. There are no reports of injuries available. Search and Rescue crews are searching the buildings at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 10 leading to the school is closed. Parents are asked NOT to go to the school as this will hamper rescue efforts to allow emergency responders to access the site.

School Districts throughout the County are instructed to call in to the County Office of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Further details will be provided when available. Next Scheduled Release: At ### hours

Releasing Authority:

Contact Person:

Phone Number:



MANAGEMENT SECTION – SAFETY OFFICER

Primary Responsibilities

- ☐ Monitor all response operations to ensure the safety of staff, students and others on campus
- ☐ Stop any response activity that would create an unsafe situation or put anyone at risk
- ☐ Immediately advise the Incident Commander of any safety concerns
- ☐ Document actions and safety concerns for the After Action Report

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with Incident Commander, Management Staff and Unit Leaders

Operational Duties

- ☐ Maintain incident records and track response activities
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor emergency response activities for safe practices
- ☐ Identify and mitigate on-site hazards and unsafe situations whenever possible
- ☐ Stop or modify any unsafe activities/operations
- ☐ Ensure that school response units are using appropriate safety equipment
- ☐ Anticipate situation/problems before they occur
- ☐ Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- ☐ Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Release Safety staff and volunteers when directed by Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached



MANAGEMENT SECTION – LIAISON OFFICER

Primary Responsibilities

- ☐ Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- ☐ Maintain the check-in log for all staff and volunteers responding to the incident
- ☐ Communicate with the district Emergency Operations Center
- ☐ Advise the Incident Commander of all activities related to emergency response agencies and the district Emergency Operations Center

Start-Up Actions

- ☐ If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- ☐ Put on personal safety equipment
- ☐ Read position description
- ☐ Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

Operational Duties

- ☐ Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- ☐ Provide periodic updates to agency representatives as necessary
- ☐ Supervise activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Release Liaison staff and volunteers when directed by the Incident Commander
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ☐ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached.

15.2 OPERATIONS SECTION

Figure 15-2. Sample School Operations Section ICS Organizational Chart.

The Organizational Chart can be expanded or downsized as needed to fit the incident.



OPERATIONS SECTION – SECTION CHIEF

Primary Responsibilities

- ☐ Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to
- ☐ Develop the goals and objectives for the tactical incident response
- ☐ Work with the Planning Section to develop the Incident Action Plan
- ☐ Oversee the entire incident and update the Incident Action Plan based on new goals and objectives as needed
- ☐ Supervise and direct all Operational Teams and report frequently to the Incident Commander on operational progress
- ☐ Record progress made by all Operational Teams and transfer documentation to the Planning Section

OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

Primary Responsibilities

- ☐ Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims, if safe to do so
- ☐ Evacuate trapped or injured victims from their location to a safe place, if safe to do so
- ☐ Cordon off buildings or locations that are unsafe to enter
- ☐ Mark buildings that have been searched with a sign or caution tape
- ☐ Ensure that Search and Rescue is conducted with a two-person team
- ☐ Ensure communications between search teams
- ☐ Coordinate with Safety Officer to ensure if it is safe to perform a search
- ☐ Coordinate with the Incident Commander on accountability. If all students and staff are accounted for, there is no reason to search the buildings

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for briefing and assignments
- ☐ Gather and inspect all equipment and supplies
- ☐ Check flashlight and radio batteries; perform radio check
- ☐ Make sure you and your partner have school site maps

Operational Duties

- ☐ Report all gas leaks, fires, and structural damage to the Utilities Unit



- ☐ Inspect the exterior of each building for structural integrity before entering
- ☐ Identify unsafe areas with caution tape (DO NOT enter unsafe buildings)
- ☐ Search ONLY structurally sound buildings
- ☐ Search assigned areas using established search protocols
- ☐ As searched rooms have been cleared, call in report to the IC ("Room B-2 is clear")
- ☐ Perform emergency first aid on severely injured victim's first
- ☐ Rescue lightly trapped victims afterward
- ☐ Transport injured victims to triage area *Remember to use proper lifting techniques to avoid back strain
- ☐ Provide any medical treatment given for injured victims to Medical Unit
- ☐ Provide IC with regular updates on numbers and condition of victims (Use proper protocol, i.e., no names are broadcast over the radio.)
- ☐ Note damage on your team map and relay information to the IC
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – FIRST AID/MEDICAL UNIT LEADER

Primary Responsibilities

- ☐ Establish a medical triage area with CPR and first aid trained staff or volunteers
- ☐ Provide care and oversee status of injured people
- ☐ Request advanced medical care when necessary
- ☐ Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- ☐ Document any and all care given to injured and pass information on to professional medical responders
- ☐ Coordinate response activities with emergency medical aid responders

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC



- ☐ Gather all supplies and personal safety equipment and transport to site of medical triage area
- ☐ Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- ☐ Set-up and staff morgue (*if needed and if long response time from Coroner*)
- ☐ Assess need to set-up intervention/counseling area with Crisis Intervention Unit

Operational Duties

- ☐ Maintain accurate treatment records using the Medical Treatment Log
- ☐ Monitor/assess patients at regular intervals
- ☐ Report deaths or injuries immediately to IC (*by runner, NOT over the radio*)
- ☐ When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*)
- ☐ If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

If sufficient staffing for Medical Team - Set Up Treatment Areas “Immediate” and “Delayed”

- ☐ Have team members check-in at the ICP
- ☐ Assign one team member to do intake
- ☐ Greet injured student/staff, reassess and/or confirm triage category
- ☐ Direct victim or transport of victim to appropriate treatment area.
- ☐ Assign one team member to conduct “head to toe” assessment
- ☐ Provide appropriate first aid
- ☐ Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- ☐ Monitor condition of “delayed” victims and watch for any changes in condition
- ☐ Maintain Medical Treatment Forms for all victims

Deactivation

- ☐ Oversee the closing of the first aid station
- ☐ Direct the proper disposal of hazardous waste
- ☐ Release Medical Team per direction of the IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached



OPERATIONS SECTION – FIRE SUPPRESSION/HAZMAT UNIT LEADER

Primary Responsibilities

- ☐ Locate and extinguish small fires as appropriate if safe to do so
- ☐ Ensure 9-1-1 has been called to notify the Fire Department even if there was an alarm activation
- ☐ Ensure no one re-enters the building if it has been evacuated until cleared by the fire department that it is safe to re-enter
- ☐ Shut off utilities that could be hazardous or fire danger and report to IC
- ☐ Evaluate areas for any release or potential release of chemicals
- ☐ Evacuate any areas affected by a chemical or HAZMAT leak or spill
- ☐ Cordon off hazardous areas with caution tape
- ☐ Ensure Fire Suppression/Hazmat is conducted with a two-person team
- ☐ This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Control and/or suppress small fires
- ☐ Check for gas leaks or any other potential hazard that could start a fire
- ☐ Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release Team members per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit



- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT LEADER

Primary Responsibilities

- ☐ Perform initial assessment of buildings and structures looking for structural damage
- ☐ Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- ☐ Turn off utility if damaged and poses a hazard
- ☐ Cordon off the areas of hazard with caution tape
- ☐ This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

Start-Up Actions

- ☐ Check-in at the ICP
- ☐ Put on personal safety equipment
- ☐ Attend a briefing with the IC
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ Utilize Damage Assessment Checklist to survey buildings
- ☐ Survey on-campus hazards and prioritize team response
- ☐ Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- ☐ Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- ☐ Make sure you have a school site map

Operational Duties

- ☐ Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- ☐ Secure on-campus water system
- ☐ Survey buildings for potential hazards and post warnings with signs and caution tape
- ☐ If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- ☐ Provide clear routes for campus access for emergency response vehicles
- ☐ Maintain security for campus and ensure facility is inaccessible to public
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Release staff and volunteers per direction of IC
- ☐ Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – STUDENT RELEASE/REUNION LEADER

Primary Responsibilities

- ☐ Account for students in the Assembly Area by conducting roll call
- ☐ Immediately inform the Incident Commander the status of student accountability
- ☐ Track missing students and staff
- ☐ Ensure proper identification procedures to reunite students with parent or authorized person for student release
- ☐ Supervise student Assembly Area
- ☐ Maintain accurate account of students
- ☐ Activate the LCSD Student/Family Reunification Plan
- ☐ Perform accountability each time students are moved

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Gather all equipment and supplies
- ☐ Attend a briefing with the IC
- ☐ Activate and oversee the Student/Parental Release Plan
- ☐ Set-up secure Request and Release Gates
- ☐ Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- ☐ Get Student Emergency Contact Cards from Documentation Unit

Operational Duties

- ☐ Check with school secretary to account for staff absences, substitutes or visitors
- ☐ Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- ☐ Gather classroom rosters from teachers to account for all enrolled students

Request Gate Staff

- ☐ Divide Student Emergency Cards that correspond with table signage
- ☐ Verify ID of adult requesting to pick up student
- ☐ Have adult fill out Student Request Form
- ☐ Send runner to assembly area for requested student(s)
- ☐ Direct requestor to Release Gate to wait for their student(s)

Runners

- ☐ Retrieve student(s) from Assembly Area Unit
- ☐ If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- ☐ Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

Release Gate Staff

- ☐ Match adult requester to student(s)
- ☐ Verify adult ID and have them sign Student Release Log
- ☐ Release student(s)
- ☐ Release runner to return to Request Gate
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled.

Deactivation

- ☐ Close down tables and return all equipment and reusable supplies to Logistics.
- ☐ Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out and leave contact information in case you need to be reached

OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT

Primary Responsibilities

- ☐ Lead students to temporary Assembly Area
- ☐ Oversee the care and needs of students in the Assembly Area
- ☐ Establish a shelter for students/staff required to stay at the school site
- ☐ Manage and staff the shelter in accordance with Shelter Procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Attend a briefing with the IC
- ☐ Put on personal safety equipment
- ☐ Locate all needed supplies
- ☐ Assess available personnel, make appropriate assignments and provide a briefing
- ☐ If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- ☐ Initiate shelter set-up or, *if evacuating*
- ☐ Confirm that assembly area and routes to it are safe
- ☐ Count/observe classroom evacuations (make sure all exit)

Operational Duties

- ☐ Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Monitor safety/wellbeing of students and staff in shelter or assembly area
- ☐ Oversee the procurement and distribution of food and water
- ☐ Direct set-up of sanitary facilities when necessary
- ☐ Coordinate Student Release with Student Release Unit when directed by IC
- ☐ Administer *minor* first aid, as needed
- ☐ Supervise team activities, schedule breaks and re-assign staff, as needed
- ☐ Remember shift changes and establish a process for briefing incoming staff

Deactivation

- ☐ Close shelter per direction of IC, release staff and volunteers
- ☐ Collect all logs, documentation and paperwork and provide to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics



- ☐ Ensure that all team members have checked-out at the ICP
- ☐ Check-out at the ICP and leave contact information in case you need to be reached

OPERATIONS SECTION – CRISIS INTERVENTION UNIT

Primary Responsibilities

- ☐ Assess the immediate crisis intervention required by students and staff involved
- ☐ Consider the long-term mental health support needs of students and staff
- ☐ Provide counseling/crisis intervention by coordinating with local mental health agencies through approved District procedures

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Establish a quiet location to conduct crisis intervention/counseling
- ☐ Gather all supplies and transport to intervention/counseling site

Operational Duties

- ☐ Set-up campus intervention/counseling site
- ☐ Provide for and monitor wellbeing of staff, students, and volunteers
- ☐ Maintain log of all assistance given and nature of that assistance
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Communicate need for outside assistance to IC
- ☐ Cooperate with outside agency crisis intervention teams
- ☐ When necessary, request student emergency contact cards from Documentation Unit

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

15.3 PLANNING/INTELLIGENCE SECTION

Figure 15-3. Sample School Planning Section ICS Organizational Chart



PLANNING/INTELLIGENCE SECTION – SECTION CHIEF

Primary Responsibilities

- ☐ Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to
- ☐ Develops in coordination with the Incident Commander and the Operations Section Chief the **Incident Action Plan**
- ☐ Supervise and/or ensure that the work of the Planning Section is performed as needed

PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

Primary Responsibilities

- ☐ Collect, organize and analyze information about the emergency
- ☐ Provide current situation analysis by visual displays for IC and Management Staff
- ☐ Give periodic updates of the emergency situation to the IC
- ☐ Track and document the incident response
- ☐ Assist in writing the After Action Report for use in the incident debriefing
- ☐ Document debriefing notes for corrective actions

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with the IC for a briefing
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Record appropriate response-related information on site map (and keep it current)
- ☐ Facilitate the updating of the site map throughout the response
- ☐ Access and analyze situation-relevant information
- ☐ Anticipate situations and potential problems and develop contingency plans
- ☐ Keep IC informed by relaying information gathered from field units
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics



- ☐ Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

PLANNING/INTELLIGENCE SECTION - DOCUMENTATION

Primary Responsibilities

- ☐ Maintain a log of all emergency developments and response actions
- ☐ Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- ☐ Assess the severity of the incident
- ☐ Write the Incident Action Plan based on goals and objectives of the Operations Section
- ☐ Have the Incident Action Plan approved by the Incident Commander prior to dissemination

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Put on personal safety equipment
- ☐ Meet with IC for a briefing
- ☐ Check communications equipment to monitor verbal communications orders
- ☐ Gather all supplies and set up work area

Operational Duties

- ☐ Maintain Student Emergency Contact Cards, making copies for staff when necessary
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- ☐ Ensure all radio and verbal communications are recorded on Position Activity Log
- ☐ Refer all media requests to the PIO
- ☐ File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

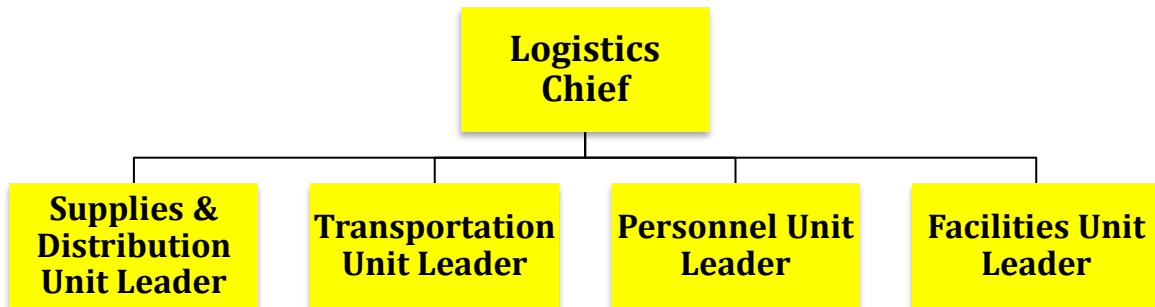
Deactivation

- ☐ Collect all Student Emergency Contact Cards and secure them
- ☐ Close out all logs and pending messages, and turn over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached



15.4 LOGISTICS SECTION

Figure 15-4. Sample School Logistics Section ICS Organizational Chart



LOGISTICS SECTION – SECTION CHIEF

Responsibilities

- ☐ Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to.
- ☐ Acquire, store, **maintain**, and disburse equipment and supplies needed to support the incident.
- ☐ Coordinate with the Operations Section putting equipment and supplies to use in the incident

LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT

Primary Responsibilities

- ☐ Acquire supplies, equipment and materials as requested and distribute
- ☐ Obtain necessary food, water, sanitary items for immediate use
- ☐ Request purchases of supplies as needed to the Purchasing Unit
- ☐ Coordinate with the Operations Section for use of supplies and equipment

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all necessary supplies and equipment

Operational Duties

- ☐ Distribute supplies and equipment as requested through the Operations Section
- ☐ Track all supplies, equipment, materials, sundry items that are distributed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Make requests for purchases of supplies as needed to the Purchasing Unit
- ☐ Stay in contact with Incident Commander and the other Section Chiefs

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – TRANSPORTATION UNIT

Primary Responsibilities

- ☐ Procure transportation vehicles to evacuate students and staff
- ☐ Use trucks/vehicles to deliver equipment to and from campus
- ☐ Assist in providing traffic routes for emergency vehicles on and off campus
- ☐ Work with the Operations Section to oversee equipment assigned to the staging area

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment needed

Operational Duties

- ☐ Provide for transportation needs as assigned by IC and various Unit Leaders
- ☐ Assess the need for and use of vehicles on campus
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Facilitate the return of vehicles to pre-incident locations
- ☐ Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – PERSONNEL UNIT

Primary Responsibilities

- ☐ Track assigned staff to the emergency and re-assign when Unit is de-activated
- ☐ Assess skills of volunteers and assign people as requested by Units
- ☐ Assignments are based on a person's experience and training, not by their daily job assignment.

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and set up workstation

Operational Duties

- ☐ Survey skills and experience of staff/volunteers to make assignments to Units
- ☐ Track assigned staff and notify IC when staff is available for assignment
- ☐ Issue needed equipment and supplies to personnel being assigned
- ☐ Coordinate with the Timekeeping Unit for accurate records of personnel
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Stay in contact with Incident Commander

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

LOGISTICS SECTION – FACILITIES UNIT

Primary Responsibilities

- ☐ Assess and locate facilities that could be used during the emergency response
- ☐ Ensure the facility fits the accommodations necessary to conduct the operations
- ☐ Assess the severity of the incident and damage to facilities
- ☐ Activate facility damage assessment units and procedures



Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather necessary supplies and equipment

Operational Duties

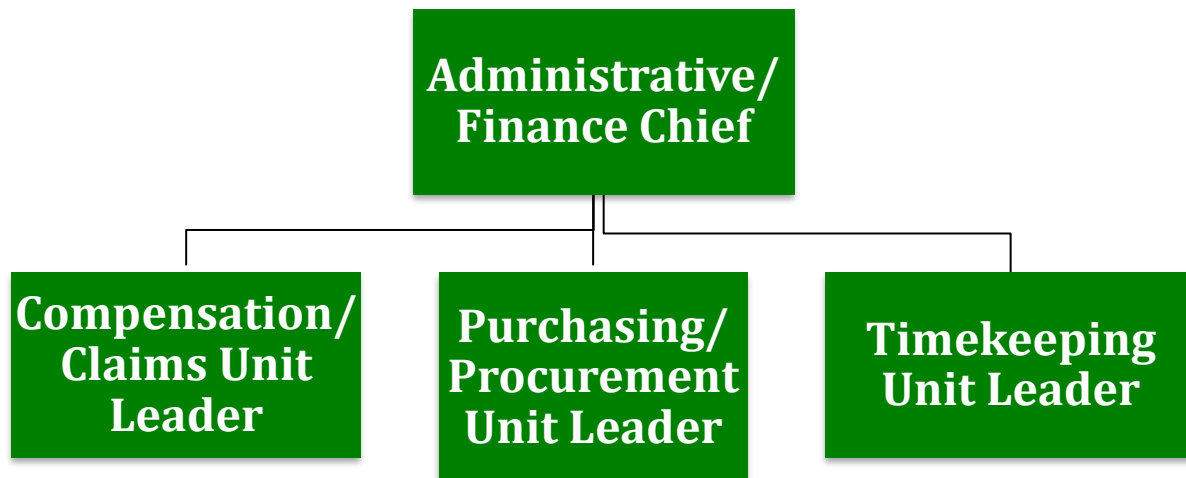
- ☐ Assess facility for listed accommodations as needed
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Secure and restore facilities when no longer needed for the incident
- ☐ Stay in contact with ICS

Deactivation

- ☐ Receive and store all returned equipment and unused supplies
- ☐ Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- ☐ Complete/close-out all logs and turn them over to Documentation Unit
- ☐ Check-out at ICP and leave contact information in case you need to be reached

15.5 ADMINISTRATIVE/FINANCE SECTION

Figure 15-5. Sample School Administrative/Finance Section ICS Organizational Chart



ADMINISTRATION/FINANCE SECTION –SECTION CHIEF

Primary Responsibilities

- ☐ Ensure ICS is maintained throughout all operational periods, that all staff are accounted for with a proper supervisory structure, and that everybody knows who to report to.
- ☐ Be prepared to handle/process any and all immediate financial needs that are related to the emergency/disaster
- ☐ Ensure a qualified person is assigned to Risk Management related duties

Start-Up Actions

- ☐ Report to the assigned location at the commencement of the emergency/disaster

Operational Duties

- ☐ Overtime staff considerations
- ☐ Billing for procurement performed by the Logistics Section
- ☐ Be prepared to handle/process any and all **long term** financial needs that are related to the emergency/disaster
- ☐ Financial consequences of damage assessment
- ☐ Potential relocation costs
- ☐ Financial consequences of diminished attendance and/or enrollment
- ☐ Financial issues with public agencies, as documentation is crucial for all of these issues in terms of follow up after action reporting
- ☐ Potential acquisition of temporary, portable classrooms
- ☐ Process all financial documents needed by the school district

ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

Primary Responsibilities

- ☐ Process worker's compensation claims for injured employees
- ☐ Receive claims for damages related to the emergency response
- ☐ Maintain accurate records of all claims related to the emergency response
- ☐ Advise the Incident Commander on risk management or liability related information

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as necessary



Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Process purchase requests from Logistics Section Chief

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

Primary Responsibilities

- ☐ Arrange for purchases of necessary equipment, supplies and materials
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all expenditures related to the incident
- ☐ Coordinate expense spending with the Finance Section

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the IC for a briefing
- ☐ Put on personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- ☐ Get approval from the IC for purchases requested
- ☐ Process purchase requests from Logistics
- ☐ Utilize pre-designated vendor contracts for purchases
- ☐ Seek vendors for materials or services that are not pre-designated
- ☐ Track all purchases and item requests

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT

Primary Responsibilities

- ☐ Maintain a log of all personnel hours working at the emergency
- ☐ Track all equipment hours related to the incident
- ☐ Set up a timekeeping system to ensure accurate records of the incident
- ☐ Coordinate set up of working shifts for staffing with the Operations Section

Start-Up Actions

- ☐ Check-in at ICP
- ☐ Meet with the Documentation Unit for a briefing
- ☐ Put on any necessary personal safety equipment
- ☐ Gather all supplies and equipment as needed

Operational Duties

- ☐ Track staff and volunteer hours
- ☐ Track response-related purchases
- ☐ Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

Deactivation

- ☐ Return all equipment and reusable supplies to Logistics
- ☐ Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- ☐ Check-out at ICP and leave contact information in case you need to be reached

16.0 EMERGENCY RESPONSE CHECKLISTS

The checklists in this section of the EOP are specific Emergency Action Procedures for staff to follow in the event they need to take immediate steps to protect themselves and others.

All staff members should familiarize themselves with these procedures and all students should be trained in what to do when any of the common emergency actions are implemented. These checklists can be printed separately for inclusion in classroom response folders or kits. The checklists are for use as references pre-incident or post-incident. Training in these procedures will assist in the actual incident response to eliminate the need for consultation to any reference material during the response procedure.

Checking reference material during the actual incident response phase could cause a delay that would be detrimental to the actual response. Training in response actions in order to make them second nature actions without consultation to reference materials is the recommended best practice.

Classroom emergency folders and checklists should be referenced routinely throughout the school year during times of non-incident response to allow staff members to familiarize themselves with procedures in a non-stress environment.

16.1 EMERGENCY ACTION – DROP, COVER AND HOLD

DROP, COVER AND HOLD is the action taken during an earthquake or other incident to protect students and staff from flying and falling debris. This action is sometimes referred to as Duck-Cover-Hold, but the actions remain the same regardless of the title. It is an appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement, or a similar announcement, should be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ☐ Prior to an earthquake or explosion, arrange desks so that they do not face windows.
- ☐ Instruct students to move away from windows.
- ☐ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ☐ Remain in place until shaking stops. When quake is over, leave building if evacuation is ordered. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.
- ☐ The Principal or designated Incident Commander will make decisions regarding evacuation, but staff members seeing building damage should initiate evacuation, maintain student accountability, and notify the Principal or Incident Commander.

Outside

- ☐ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto)**.
- ☐ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ☐ Remain in place until shaking stops and await further instructions from the Principal or Incident Commander.

SPECIAL NEEDS CONSIDERATIONS

Students with mobility impairments such as wheelchairs might not be able to perform the Drop-Cover-Hold procedure. In these cases, students should be moved to the center of the room away from any danger of falling objects from the walls. A “safe zone” that is free from overhead objects should be designated pre-incident in rooms used as Special Needs classrooms. Any care givers or one-on-one aids should ensure their own safety concerns are addressed prior to taking care of the special needs student’s needs.

See Earthquake Response Annex to LCSD EOP for further information.

16.2 EMERGENCY ACTION – EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- | | |
|--|---|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Explosion or threat of explosion |
| <input type="checkbox"/> Bomb threat | <input type="checkbox"/> Post-earthquake |
| <input type="checkbox"/> Chemical accident | |

Delayed evacuation to a fire alarm is a consideration for use in determining if it is safe to evacuate. Fire alarms have in the past been used in some Active Assailant incidents as a ruse to lure persons from inside the building to the outside of the building where they are placed in a position of danger. Should delayed evacuation procedures be incorporated into school emergency response procedures in LCSD, a written policy promulgated by the Superintendent should be in place. This policy should contain wording to immediately evacuate if there are signs or concerns of an actual fire. It is recommended local fire officials be consulted prior to initiation of this policy. The National Fire Protection Agency (NFPA) recommended consideration of delayed evacuation to fire alarms under certain circumstances in their 2014 annual report.

An evacuation to a fire alarm during a lockdown or Active Assailant incident is not recommended unless there is evidence of a fire. The decision to evacuate must be made by staff members based on their own observations. This type of evacuation should not be confused with the self-evacuation procedures of Run-Hide-Fight referenced in the Active Assailant section of this EOP or the accompanying Active Assailant functional annex.

ANNOUNCEMENT:

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.). Use of the fire alarm will generate a response from fire agencies, so this should only be used in the case of a fire or if there is no time to make an announcement. If the fire alarm is used for evacuation, the school Incident Commander should prepare to accept response from fire agencies and make contact with them during response if possible to provide information. Most schools have fire alarms that will be automatically activated by smoke or a fire, so this alarm will typically trigger the evacuation. Fire alarm pull stations are typically not needed for fire alarm activation. Overhead sprinklers, if installed in schools, will automatically deploy.

2. Provided time is available, make an announcement over the public address system. An announcement to accompany the fire alarm providing additional instructions will assist students and staff, but this should only be done if safe to do so. If there is a policy for delayed evacuation to a fire alarm, the announcement will be necessary in order to initiate the evacuation if needed.

Example: *"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated assembly area. Students please remain with your teacher."*

3. Use radios, other communication devices, or messengers with oral or written word to deliver additional instructions to teachers in hold areas as a redundant means of communication if necessary.

PRINCIPAL/SITE ADMINISTRATOR:

- ☐ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area. Accountability for all students and staff must be obtained as soon as possible. Returning to evacuated buildings to search for students should only be done if safe to do so.
- ☐ When planning for and directing an evacuation, the use of a "Sweep Team" as the last persons out of the building can be used if safe to do so. The Sweep Team should always use the "Buddy System" and have means of communication with the Incident Commander to advise the school has been cleared.
- ☐ Ensure the order of priorities of Life Safety, Incident Stabilization, and Property preservation are followed in all related activities.
- ☐ Ensure communications with the district office has been established in order to keep the Superintendent advised of the incident when safe to do so.
- ☐ When clearance to return to the buildings is determined or received from appropriate agencies, announce an **ALL CLEAR** to return to classrooms and resume school activities.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ☐ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned assembly area.
- ☐ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ☐ Establish accountability for all students and staff. Report any missing students to the Incident Commander immediately. Do not re-enter the building to look for students if it unsafe to do so.
- ☐ Remain in the Assembly Area until further instructions are given.
- ☐ Wait for another ACTION or announce an **ALL CLEAR** instruction to return to school buildings and normal class routine.
- ☐ Per fire codes, doors leading into hallways should remain closed to prevent a backdraft if there is a fire, but the condition of the door is not a primary safety concern during an evacuation.
- ☐ If there is a delayed evacuation policy in place, follow directions pertinent to the pre-established procedures

MULTI-STORY EVACUATIONS

A special evacuation plan is needed for any school having multiple stories to ensure the building is evacuated safely and properly. The following factors should be included in this multi-story evacuation plan:

- ☐ A designated stairway monitor should be assigned to each stairway to ensure the evacuation is taking place orderly and evacuees know where to go after descending the stairs.
- ☐ A designated staff member should be assigned to lead the evacuees down the stairs to ensure the group keeps moving.
- ☐ A designated staff member should be assigned to elevators to ensure they are not used during an evacuation.
- ☐ A "Sweep Team" using the buddy system and having designated areas of responsibility should be used to make sure everyone has evacuated the building. These team members should be the last one out and should also ensure the stairway monitors have evacuated.

- ☐ Persons with disabilities or non-ambulatory persons must be evacuated using the stairways, so special planning and response to these situations may be required.
- ☐ Team members described here should have reflective vests, hard hats, safety glasses, and radio communications at a minimum.
- ☐ Advise the Incident Commander when the evacuation has been completed and all persons are out of the building.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

Special needs students and staff members must be taken into consideration during evacuation. A separate staging area closer to special needs classrooms but far enough from any danger zones may need to be designated to assist those who have difficulty moving due to their needs. These locations should be designated pre-incident if possible. The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

An accountability coordinator should be designated for any separate special needs staging area and communications with the Incident Command Post should be established. 100% accountability must be obtained in the special needs staging area and students must be monitored throughout the evacuation process. Additional school personnel may need to be assigned to a special needs staging area to assist in properly monitoring and caring for students.

Recommendations to alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed and have someone remain with the student.

Recommendations to alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention if there is no visual warning light present.
- ☐ Indicate directions with gestures if possible in a calm manner.
- ☐ Guide the person in the direction of the evacuation route in a calm manner.
- ☐ Write a note with evacuation directions if possible.

Recommendations to evacuate individuals using crutches, canes or walkers



- ☐ Evacuate these individuals as injured persons if they are unable to walk by themselves.
- ☐ Use evacuation chairs from upper floors if they are available.
- ☐ Assist and accompany to evacuation site, if possible.
- ☐ Use a sturdy chair (or one with wheels) to move person.
- ☐ Help carry individual to safety as a last resort.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators and do not separate the person from the respirator.
- ☐ Evacuation chairs should be installed near upper stairwells pre-incident in multi-story buildings.
- ☐ Most wheelchairs are too heavy to take downstairs. Consult with the person in the chair to determine the best carry options. Pre-incident planning is recommended.
- ☐ If carrying a wheelchair bound person downstairs, at least two persons should be used to ensure stability of the chair and person in it.
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

16.3 EMERGENCY ACTION – LOCKDOWN

The Nevada Revised Statutes (NRS) section 388.2343 defines a **LOCKDOWN** as a circumstance in which the persons on school property are restricted to the interior of a school building and isolated from threats until the school property and surrounding areas have been deemed safe by law enforcement.

LOCKDOWN is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During **LOCKDOWN**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. Initial accountability is obtained by making sure no one remains outside the building. Full accountability can be done when it is safe to do so.

LOCKDOWN is not normally preceded with any warning. This ACTION is considered appropriate for any incident that poses a direct or imminent threat to student and staff safety should they remain outside in open areas of the school.

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building. It is also a response directed at a threat of violence.

A **LOCKDOWN** requires all movement outside locked and secured rooms to cease. A **LOCKDOWN** can best be described as **LOCKS-LIGHTS-OUT OF SIGHT**. Exterior doors are locked, window coverings if present are drawn, students and staff are moved away from windows, and no one enters or exits until the “All Clear” signal is given. A **LOCKDOWN** is used when there is a direct and imminent threat to the school, such as in an Active Assailant Incident. Other options to lockdown during an Active Assailant incident are covered in more detail in the Active Assailant section of this EOP and the LCSD Active Assailant Response Annex.

ANNOUNCEMENT:

Codes should not be used during a lockdown. The use of plain talk eliminates confusion and is consistent with the principles of NIMS. Make an announcement in person directly or over the public address system to initiate the lockdown.



Example: *"Attention please, we are now in a lockdown. Teachers, close and lock your doors." (This is an example only. Any announcement which communicates the need for an immediate lockdown may be used.) This announcement will be repeated three times if safe to do so.*

Redundant means of communicating a lockdown should be in place and practiced. Use of a bullhorn or simply shouting verbal commands as a last resort may be needed if the announcement is not heard throughout the entire school. Full accountability for students and staff should be obtained as soon as possible after the lockdown is initiated. There are also communications Apps available for use in cell phones and computers to assist in communicating a lockdown.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Make the announcement and avoid using codes. Instruct teachers and staff to immediately lock doors and remain in the classroom or secure area until instructions are provided.
- ☐ Move all outdoor activities inside if safe to do so. If there is a threat inside of the school, some teachers may have decided to use a Lockdown Alternative such as running away from the school to a safe area rather than returning to the school. The first response should be to move back inside the school if safe to do so.
- ☐ Call 9-1-1, or ensure a staff member does so, to advise law enforcement of the circumstances if this is a self-initiated Lockdown. Provide location, status of campus, and all available details of situation. Have a staff member remain on the phone with the law enforcement dispatch center if safe to do so in order to exchange updated information.
- ☐ If this was a law enforcement initiated Lockdown, initiate the pre-established communications plan with law enforcement. Have a staff member remain on the phone with the law enforcement dispatch if safe to do so in order to obtain updated information. If staying on the phone is not an option, attempt to get a call back phone number so updated information regarding the Lockdown incident can be obtained.
- ☐ Communicate information and updates to staff during the lockdown if safe to do so. Use of email, telephones, or P.A. system may be required for communication during the incident.
- ☐ The Principal is the Incident Commander and is in charge of the school operations and must remain in a position of safety during the Lockdown in order to ensure proper operations.

- ☐ Use of a “Sweep Team” to check for missing students is not advised during a Lockdown. The Lockdown Response is used when there is a direct and imminent threat to safety on the campus, so all staff members should be in safe locations behind locked doors.
- ☐ Set up Area Command with appropriate response agencies for information sharing. Emergency responders should be advised of any injuries or missing students as soon as it is safe to do so.
- ☐ Track the threat level of the incident through information provided by law enforcement and real time observations of the incident. Move into a Lock Out mode or an All Clear response mode as soon as it is safe to do so.
- ☐ If a violent incident occurred on campus, law enforcement may elect to request a school closure so they can complete an investigation. In this case, discussion between law enforcement and school administration will be required to determine if the Student/Family Reunification plan will be activated.
- ☐ Activate the appropriate incident Command System positions when safe to do so.
- ☐ Per NRS, the school cannot come out of the Lockdown until the clearance is given by the law enforcement agency handling the incident.
- ☐ When clearance is received from appropriate agencies, announce an **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ☐ Communicate with the LCSD Superintendent office for advisement of the incident when safe to do so.
- ☐ Demobilize Incident Command System positions when they are no longer needed.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.
- ☐ If the incident causing the Lockdown also causes a school closure, reference to the Student/Family Reunification and the Continuity Of Operations Plan Annexes may be needed.

STAFF ACTIONS:

- ☐ Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
- ☐ If outside, determine if it is safer to move inside to a position of safety or to take students away from the school. If there is a direct and imminent threat to safety inside of the school, it might be safer to initiate Lockdown Alternatives such as Run-Hide-fight.
- ☐ Keep all students in your care or in your immediate area with you, even if they are not in your regular class.
- ☐ Immediately lock doors and move students away from windows or glass doors. Have students stay low in a remote area of the classroom for decreased visibility if possible.
- ☐ Close any window coverings and turn off lights if it appears safe to do so.
- ☐ Move to predetermined safe rooms if they are available.
- ☐ Identify alternative exits from the room you are in. These exits can be used for self-evacuation in case an intruder attempts to breach the primary door to gain entry into the room.
- ☐ Establish accountability for students in your care if safe to do so.
- ☐ Establish communications with the school office or Incident Commander, if safe to do so, and advise on accountability.
- ☐ Remain in the classroom or secure area until further instructions are provided.
- ☐ Render first aid to any injured students or staff members if safe to do so. Attempting to reach injured persons is not recommended unless it can be done safely.
- ☐ If you used a Lockdown Alternative such as running from the area to avoid the threat, you must communicate your location and status to the school if possible. Communications with law enforcement advising of your location is also recommended. Do not return to the school until advised to do so by law enforcement.
- ☐ Do not open doors unless there is a pre-arranged plan to move out of the Lockdown Response Mode. Remain in the Lockdown Response Mode until the command is given to move into a Lock Out Response Mode or the "All Clear" is given to move back to normal operations.
- ☐ If law enforcement personnel are on scene, follow the directions they give you. Keep hands in plain sight and identify yourself as a school employee if possible. Under some circumstances, law enforcement personnel may decide a search of students and staff is necessary for safety reasons.
- ☐ Notify emergency responders of any injuries to students or staff you may be aware of.

Superintendent Actions

During a lockdown, there is a good chance multiple schools will be affected due to the proximity of the incident. A multiple school emergency response will require centralized support at the district level. This is especially important in areas related to communications between law enforcement and the school district, communications between affected schools, and external communications with parents. The Incident Command principle of Area Command should be used in order to provide logistical support from the district level to the schools. Activation of the district Public Information Officer (PIO) position will assist in all areas related to emergency communications during the incident.

Activation of the LCSD Emergency Operations Center (EOC) in order to support this type of multi-school incident under the NIMS Area Command concept is recommended. EOC operation is covered in Section 13.0 of this EOP.

16.4 EMERGENCY ACTION – LOCK OUT

A less intrusive method of securing a campus from a threat that is not immediate is a system called “**LOCK OUT.**” This is a modified lockdown and is used when the threat is off campus but close enough to the school to be a safety concern. An example of when to use a LOCK OUT would be law enforcement activity in the area of the school, but the activity is not a direct or imminent threat to the school. During a LOCK OUT, classrooms are still locked as are all points of entry. Visitors are typically not allowed to enter the school, but that decision is made by the principal or designee running the incident. During a LOCK OUT, students should still remain inside secured rooms and outside activities are generally moved indoors. Students may be escorted to restrooms and class change may take place dependent upon the location of the threat. Staff members may check the school site for missing students during a LOCK OUT if it is safe to do so.

In all cases, it is the decision of the principal or designee whether to remain in the lockdown mode or move into the less intrusive LOCK OUT mode. This decision should be made after consultation with the appropriate law enforcement agency handling the incident and the Superintendent should be advised. The priorities during a LOCKDOWN or LOCK OUT are the same as standardized emergency response priorities. They are:

1. Life Safety
2. Incident Stabilization
3. Property Preservation

PRINCIPAL/SITE ADMINISTRATOR LOCK OUT ACTIONS:

- ☐ Make the announcement and avoid using codes. Instruct teachers and staff to immediately lock doors and remain in the classroom or secure area until instructions are provided. Ensure perimeter doors are locked if safe to do so.
- ☐ If this is a self-initiated Lock Out, call 9-1-1, or have a staff member do so, and advise law enforcement of the incident. Provide location; status of campus; all available details of situation.
- ☐ Designate a staff member to remain on the phone with law enforcement dispatch during emergency response if safe to do so in order to provide responding law enforcement personnel updated incident information.
- ☐ Obtain a call back number for law enforcement if possible so communication can be established with emergency responders.

- ☐ Communicate information and updates to staff during the lockdown. Use of email, telephones, or P.A. system may be required for communication during the incident.
- ☐ Notify the LCSD Superintendent office to advise of the incident information so notification to other area schools can be made.
- ☐ Set up Area Command with appropriate agencies for information sharing.
- ☐ Prepare to move into a Lockdown response in case the threat level of the incident becomes heightened.
- ☐ Identify safe rooms for staff and students away from windows or glass doors in case movement into a Lockdown response becomes necessary.
- ☐ Establish communications with staff using pre-arranged systems to obtain student and staff accountability.
- ☐ Activate a "Sweep Team" to check areas of the campus for missing students **ONLY IF SAFE TO DO SO**. The Principal should not be part of a Sweep Team and they should remain in their position of Incident Commander. A Sweep Team should fall under the Operations Section Chief for supervision and communication.
- ☐ It is an assumption that parents will be calling the school or responding to the school based on social media information or text messages from students. Preparations should be made for this type of parental response.
- ☐ Establish parental communications through pre-arranged communications systems to get information to them. If parents do start arriving at the school, determine whether it is safer to bring them inside the school than it is to have them wait outside the school. This is an incident specific decision.
- ☐ Continue communications with law enforcement to receive updated information to be used for the proper incident response. Should a direct and imminent threat to the school pose itself, move into Lockdown or initiate Lockdown Alternatives such as Run-Hide-Fight. Do not wait for law enforcement to advise on moving into a Lockdown or initiating Lockdown Alternatives. This is a decision made by the Incident Commander based on real time information related to the incident.
- ☐ When clearance is received from appropriate agencies, announce an **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ☐ Demobilize ICS positions and notify the LCSD Superintendent office.

- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ☐ Quickly glance outside the room to direct and students or staff members in the hall into your room immediately.
- ☐ Bring all students in your care or in your immediate area inside and remain in supervision of them, even if they are not in your regular class. Do not leave any students unattended.
- ☐ Immediately lock doors and instruct students to remain quiet.
- ☐ Obtain accountability by taking roll of all students in your care.
- ☐ Notify the Principal or designee running the incident of accountability. This should include names of students who are not in your regular class, as well as the names of any missing students and their last known whereabouts.
- ☐ Do not open doors to allow students or staff members inside unless you can determine it is safe to do so.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain in the classroom or secure area until instructions are provided.
- ☐ Prepare to move into a Lockdown or initiate Lockdown Alternatives based on any increase in threat level.
- ☐ Escorting students to rest rooms and supplying food or water might be possible during a Lock Out. These activities should be coordinated through the Incident Commander and performed only if safe to do so.
- ☐ Do not evacuate if a fire alarm sounds, unless there is evidence of a fire or instructed to evacuate by the Incident Commander. Fire alarms have been used in the past to lure people outside to an unsafe area where they might be exposed to danger.
- ☐ Remain in the Lock Out response until the pre-arranged "All Clear" advisement is made by the Incident Commander.

Student Accountability is important during both Lockdown and Lock Out incident responses, but this falls under priority number 2, Incident Stabilization. Safety should not be sacrificed to perform a search of the campus or check for missing students if there is a direct and imminent threat of violence on campus. A system for notification of missing students and for checking for those students should be in place pre-incident to assist with accountability. Use of Sweep Teams



to check the campus might be able to be done safely during a Lock Out, but the decision to use this type of team is incident specific and should be made by the Incident Commander based on real time information.

Lockdown *ALTERNATIVES* and *ENHANCEMENTS* should also be considered in the planning and response stages of a lockdown or lock out incident. The concept of **Run-Hide-Fight** is an example of an alternative action to a lockdown. Running away from the threat to a more secure location if there is time is a viable alternative to locking down in a non-secure room. Likewise, the alternative of fighting back or taking action against an intruder is a consideration. Enhancements such as additional door and window security, or creating Safe Rooms for the purpose of lockdowns, are items of consideration in the Prevention, Protection, and Mitigation phases of lockdown planning. If these methods are to be used, a written plan and training for their use should be incorporated into the emergency management program. Lockdowns and related issues are covered in more detail in the LCSD Active Assailant Plan Annex to this EOP.

Please see the LCSD Active Assailant Plan Annex for further Lockdown information.

16.5 EMERGENCY ACTION – SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents where possible, shutting down the building's heating, ventilation, and air conditioning (HVA) systems to prevent exposure to the outside air, and turning off pilot lights if necessary. It is appropriate for gas leaks, external chemical release, dust storms, and hazardous material spills.

The actions taken during a Shelter-In Place HAZMAT incident will be dependent upon the exact nature of the airborne threat. Some actions listed here, such as sealing doors, windows, and vents might not be needed. Real time communications with emergency response agencies handling the incident to understand the threat level and proper response is needed.

Shelter-In-Place is also used in some weather related incidents, where simply keeping students and staff inside will be sufficient to address the threat being sheltered from.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: *"Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."*

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ☐ Check for injuries or exposures to students and staff members. Ensure medical assistance has been called via 9-1-1 if needed.
- ☐ Set up "Area Command" communications with the District Office and/or emergency responders for information sharing and updates.
- ☐ Notify the LCSD Superintendent's office as soon as it is safe to do so.
- ☐ Obtain information regarding the nature and severity of the threat so the proper response procedures can be determined. Not all HAZMAT incidents will require shutdown of HVAC systems and sealing of doors, windows, and air ducts.



- ☐ Set up Unified Command with Emergency Response Agencies in order to obtain effective communications. Assistance from the LCSD Emergency Operations Center may be necessary for this.
- ☐ Update staff with information as the incident progresses.
- ☐ Determine if it is safe to move students to a central location that might be safer from the threat.
- ☐ If the HAZMAT threat is inside the school, determine if evacuation is needed and convey that information to staff.
- ☐ If the HAZMAT incident was generated at the school, ensure the fire department has been notified, as they will be the lead agency.
- ☐ Make arrangements for central HVAC shutdown, as necessary. Not all HAZMAT incidents require shut down of HVAC systems.
- ☐ Decide if the incident might result in school closure and communicate this with the Superintendent.
- ☐ When clearance is received from appropriate agencies, announce an **ALL CLEAR** instruction to indicate that the normal school routine can resume.

TEACHER and STAFF ACTIONS:

- ☐ Immediately clear students from the halls. Stay away from all doors/windows.
- ☐ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ☐ Secure individual classrooms and prepare to follow pre-designated procedures if directed to do so. The threat level of the incident will dictate what procedures are needed.
- ☐ Close and lock doors and windows,
- ☐ Turn off local fans in the area if directed to do so,
- ☐ Seal gaps under doors and windows with wet towels or duct tape if directed, but this is not necessary with all threats,
- ☐ Seal vents with aluminum foil or plastic wrap if directed, but this is not necessary with all threats, and

- ☐ Turn off sources of ignition, such as pilot lights if present. These will typically not be found inside of traditional classrooms, but custodial staff should be aware of any ignition sources at a school.
- ☐ **It should be noted the HVAC systems most probably can be shut down from a centralized location at the school or district by person(s) trained in this procedure if necessary, but most HVAC filters will filter out airborne pathogens. Sealing doors and windows might not be necessary in all HAZMAT incidents. This will be dependent on the exact nature of the incident.**
- ☐ Isolate any students or staff who may have been exposed. Medical treatment and decontamination procedures will have to be done by trained individuals. Staff members testing exposed individuals may themselves become exposed to the HAZMAT substance.
- ☐ Take attendance establish accountability through pre-determined procedures, and report information to the Incident Commander or designee.
- ☐ Wait for further instructions and prepare for additional response actions.

STUDENT ACTIONS:

Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (for example, auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

17.0 EMERGENCY INCIDENT RESPONSE CHECKLISTS

17.1 EMERGENCY RESPONSE – AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- ☐ Notify principal and alert emergency responders via 9-1-1 as soon as it is safe to do so.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ EVACUATE students from the building using primary or alternate fire routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies if available from classroom to evacuation area.
- ☐ Obtain 100% accountability in evacuation staging area(s). Only return to buildings to check school for missing students or staff if safe to do so.
- ☐ Take attendance at the assembly area initially and every time afterwards students are moved to a different location.
- ☐ Report missing students to the Principal or designee, who will relay this information to emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any, and ensure medical help has been requested.
- ☐ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
- ☐ Determine if parental reunification or controlled release is needed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify law enforcement and fire department (call 9-1-1).



- ☐ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- ☐ Notify Superintendent, who will contact the School Board.
- ☐ Set up incident Command at site and initiate Unified Command with responding agencies.
- ☐ Arrange for first aid treatment and removal of injured occupants from building.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- ☐ Account for all building occupants and determine extent of injuries.
- ☐ If evacuation was done, do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- ☐ Notify principal or designee, who will ensure 9-1-1 has been called.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify law enforcement and fire department (call 9-1-1).
- ☐ Set up Incident Command and initiate Unified Command with responding agencies if needed.
- ☐ Initiate **SHELTER IN PLACE** or **Lock Out** if warranted.
- ☐ Ensure students and staff outside are directed to designated areas until further instructions are received.
- ☐ Ensure that students and staff remain at a safe distance from the crash.
- ☐ Notify Superintendent.
- ☐ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.
- ☐ Determine if parental reunification or early release is needed.

17.2 EMERGENCY RESPONSE – AIR POLLUTION (Smoke, Dust, etc.)

Severe air pollution, often due to smoke from fires or dust storms, may affect students and staff who are susceptible to respiratory problems. Air quality alerts are often issued during these incidents. Should an alert be issued, preparations should be made to address this pre-incident if possible.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- ☐ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- ☐ When notified by the District Office or news media of an air quality alert advisory, inform all staff to stay indoors and minimize physical activity.
- ☐ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity.
- ☐ Instruct employees to minimize strenuous physical activity.
- ☐ Cancel any events that require the use of vehicles.
- ☐ Urge staff and high school students to minimize use of vehicles.
- ☐ School closure may be necessary in extreme conditions such as wildfire smoke.

STAFF ACTIONS:

- ☐ Remain indoors with students.
- ☐ Minimize physical activity.
- ☐ Keep windows and doors closed.
- ☐ Resume normal activities after the All Clear signal is given.

17.3 EMERGENCY RESPONSE – ANIMAL DISTURBANCE

If there is a wild, dangerous, or uncontrollable animal on campus, implement this procedure if the animal threatens the safety of the students and staff. This also includes snakes in an area accessible to students. Any snake should be considered poisonous and students should be removed from the area.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
- ☐ If the animal is outside, keep students inside and institute a LOCK OUT.
- ☐ If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- ☐ Contact the local Animal Control office or law enforcement for assistance in removing the animal.
- ☐ If the animal injures anyone, seek medical assistance by calling 9-1-1.
- ☐ Notify parent or guardian.

STAFF/TEACHER ACTIONS:

- ☐ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- ☐ If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- ☐ Notify the principal if there are any injuries.

17.4 EMERGENCY RESPONSE – BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- ☐ Listen for distinctive wording of the threat and any possible background noise that may identify the location the call is coming from. Do not interrupt caller. Specific wording of the threat is important, so take notes if possible.
- ☐ Keep the caller on the line with statements such as, *"I am sorry, I did not understand you. What did you say?"*
- ☐ Alert someone else by prearranged signal to notify law enforcement while the caller is on the line if possible. Check for caller I.D. if available.
- ☐ Notify site administrator immediately after completing the call.
- ☐ Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- ☐ Note the manner in which the threat was delivered, where it was found and who found it.
- ☐ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- ☐ Caution students against picking up or touching any strange objects or packages.
- ☐ Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 9-1-1, or have someone other than the person on the phone with the caller do so.
- ☐ If the caller is still on the phone or has just disconnected, have someone contact the District IT. department to see if the number the caller used can be identified.
- ☐ Instruct staff and students in the area to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by

radio frequencies. Law enforcement will want this step taken, even though radio and cell traffic probably would not set off a device.

- ☐ Determine whether to evacuate the threatened building and adjoining buildings. If a suspected bomb or suspicious package is in a corridor, modify evacuation routes to bypass the corridor.
- ☐ Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. This is especially true in cyber-threats via social media. "SWATTING" is a term used to get a police response or have the school closed based on an unauthored threat, usually through social media. The principal should examine the totality of the threat before deciding on evacuation, and the Superintendent should examine the threat before ordering school(s) closed. If there is limited data, there is limited threat. Specific wording should be analyzed and a social media monitoring tool is helpful in making these decisions. Some actions should be taken and law enforcement should still be contacted. These threats are still criminal and must be reported to law enforcement.
- ☐ Use the intercom, personal notification by designated persons, or the P.A. system to evacuate the threatened rooms if evacuation is decided upon.
- ☐ If it is necessary to evacuate the entire school, use of the fire alarm is an option. If the fire alarm is used to evacuate the school, a follow up phone call to the fire department should be made to explain the situation and avoid an unnecessary response.
- ☐ Notify the Superintendent of the situation. Only the Superintendent can order the school to be closed.
- ☐ Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.
- ☐ Direct a search team to look for suspicious packages, boxes or foreign objects if the situation dictates this can be done safely. Law enforcement typically will not search the school for a non-specific threat, but anything looking out of the ordinary should be treated as a suspicious package and reported to law enforcement.
- ☐ If the school building has been evacuated, do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Avoid publicizing the threat any more than necessary. This could trigger additional future threats.

- ☐ Under certain circumstances with an unauthored or ambiguous threat, law enforcement might request the interior of the school is searched by staff members familiar with the school. If so, a Search Team should be assembled.

SEARCH TEAM ACTIONS:

In some instances where there is a threat and no suspicious package or device seen, law enforcement may direct the school staff to search their immediate areas or classrooms to see if anything looks out of place. In those cases, the following procedures should be followed:

- ☐ Do not search any area alone and do not enter an area unless it is safe to do so.
- ☐ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- ☐ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- ☐ If a suspicious item is found, make no attempt to investigate or examine object. Immediately stop the search, evacuate the area, and notify the Principal or Incident Commander.
- ☐ Remain in contact with the Principal or Incident Commander, but use of radios is not recommended.

STAFF ACTIONS:

- ☐ If evacuation is ordered, evacuate students as quickly as possible, using primary or alternate routes. Be cognizant of any suspicious looking packages, vehicles, or anything else that looks out of place and might contain an explosive device while on evacuation routes or in the staging area. If anything looks suspicious, immediately change the route or move students away from the suspicious item and notify the Incident Commander.
- ☐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ☐ Do not return to the building until emergency response officials determine it is safe.
- ☐ Take whatever actions necessary to obtain 100% student accountability. Only trained emergency responders should be used to check the interior of buildings for missing students if it has been determined it is unsafe for staff members to re-enter school buildings.

SUPERINTENDENT ACTIONS:

- ☐ Coordinate information sharing with the Principal of the affected school and Principals of the other district schools.
- ☐ Ensure communication plans are in place for information sharing with law enforcement, school staff, and parents.
- ☐ Activate ICS positions at the district level if necessary to support efforts at the involved school(s).
- ☐ Ensure evacuation and movement of students is being completed if necessary.
- ☐ In cases of cyber threats of a future event, the decision will need to be made if the school will be closed, or if it will remain opened with additional security measures put in place.
- ☐ Activate the position of Public Information Officer and approve all releases of information regarding the school incident.
- ☐ Ensure communications with the LCSD School Board are implemented.

CYBER BOMB AND VIOLENCE THREATS

Cyber threats of school violence are becoming common in today's culture. Any person who becomes aware of a cyber threat to school safety should immediately contact law enforcement if the threat is direct and imminent. The school Principal should be advised so proper actions can be taken. If the threat is not imminent, contact should be made with Principal to advise of the threat. Law enforcement should also be advised of the threat so they can initiate and investigation. Coordination between the school district and law enforcement will be necessary to determine the validity of the threat and the proper response actions.

- ☐ Evaluate the threat and social media platform on which it was received.
- ☐ Make immediate notification to law enforcement.
- ☐ Evaluate wording of the threat to determine if it is an immediate or future threat.
- ☐ Make immediate notification to the school Principal or Superintendent as needed.
- ☐ Institute emergency communications plans for staff notification.
- ☐ Initiate Digital Threat Monitoring programs if they exist.
- ☐ Continue to coordinate with law enforcement for information updates.

17.5 EMERGENCY RESPONSE – BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ **DATE:** _____ **TIME:** _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* _____
2. *Where has it been placed?* _____
3. *What does it look like?* _____
4. *Why are you doing this?* _____
5. *Who are you?* _____

Words used by caller: _____

Description of caller: ☐ Male ☐ Female ☐ Adult ☐ Juvenile

Estimate age of caller: _____ **Other notes:** _____

Voice characteristics: ☐ Loud ☐ Soft ☐ Deep ☐ High Pitched
 ☐ Raspy ☐ Pleasant ☐ Intoxicated ☐ Nasal

Other: _____

Speech: ☐ Rapid ☐ Slow ☐ Disguised ☐ Normal
 ☐ Laughing ☐ Slurred ☐ Lisp ☐ Stutter

Other: _____



Manner:

☐ Calm ☐ Angry ☐ Irrational ☐ Excited

☐ Coherent ☐ Incoherent ☐ Deliberate ☐ Crying

☐ Emotional ☐ Righteous ☐ Laughing ☐ Foul

Language:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Use of certain phrases: _____

Accent:

☐ Local ☐ Foreign ☐ Regional

Other: _____

Background Noises:

☐ Airplane ☐ Animals ☐ Industrial Machines

☐ Static ☐ Motors ☐ Office Machines

☐ Quiet ☐ Music ☐ Party Scene

☐ Street Traffic ☐ Trains ☐ PA System

☐ TV ☐ Voices ☐ Other: _____

17.6 EMERGENCY RESPONSE – BUS ACCIDENTS, VIOLENT INCIDENTS, EARTHQUAKES

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER ACTIONS IN AN ACCIDENT:

- ☐ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- ☐ Evaluate the need for evacuation.
- ☐ Remain with the vehicle. Notify law enforcement per procedure.
- ☐ If the bus comes to rest on railroad tracks and cannot be moved, immediately evacuate the bus and call 9-1-1 to advise of the incident. Law enforcement may have to have rail traffic halted until the accident is cleared.
- ☐ Remain in supervision of all students.
- ☐ Evaluate the students for injury. If there are injuries, notify 9-1-1 for medical assistance. Provide immediate care first aid if possible.
- ☐ If parents respond to the scene and remove students, get the names of students and names of family members taking them in order to provide information to law enforcement and the school district. Do not attempt to prevent parents from taking their children if they are adamant about doing so.

BUS DRIVER ACTIONS VIOLENT INCIDENT

- ☐ If a threat presents itself at a bus stop, such as a fight, violent incident, or suspicious person, continue the route without stopping, call law enforcement via 9-1-1, notify transportation, stop the bus in a safe area, and await instructions from law enforcement or the Transportation Supervisor.
- ☐ If a violent threat presents itself on the bus, take whatever actions are necessary to maintain control of the bus, stop it safely, evacuate if possible, and notify law enforcement via 9-1-1.

- ☐ Ensure the Principal of the school where transport originated is contacted for parental advisement.

STAFF ACTIONS:

- ☐ Call 9-1-1, if warranted.
- ☐ Notify school site principal and ensure the transportation department is notified.
- ☐ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- ☐ Move all uninjured students to a safe distance from the accident.
- ☐ Document the names of all injured students and their first aid needs.
- ☐ If there are no injuries and it is safe to do so, have the students remain on the bus to maintain accountability and student safety.
- ☐ If law enforcement is responding, do not release students if possible as the responding agency will need names of all persons who were on the bus. If a parent insists on taking a child from the accident scene prior to the arrival of law enforcement, get the name of the child and the person taking them so this information can be provided to law enforcement.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify law enforcement.
- ☐ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- ☐ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- ☐ Notify school community about the incident and status of injured students and/or staff. Prepare news release, if appropriate.

Earthquake During A Bus Trip

BUS DRIVER ACTIONS:

- ☐ Issue DUCK, COVER and HOLD ON instruction.
- ☐ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- ☐ Set brake, turn off ignition and wait for shaking to stop.
- ☐ Check for injuries and provide first aid, as appropriate.
- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ If instructed to, continue route if it is safe to do so.
- ☐ Enroute to school, continue to pick up students if it is safe to do so.
- ☐ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- ☐ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- ☐ Remain with students until further instructions are received from site administrator.
- ☐ Account for all students and staff throughout the emergency

Flood During A Bus Trip

BUS DRIVER ACTIONS:

- ☐ Do not drive through flooded streets and/or roads.
- ☐ Take an alternate route or wait for public safety personnel to determine safe route.
- ☐ If the bus is disabled, stay in place until help arrives
- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ Account for all students and staff throughout the emergency.



17.7 EMERGENCY RESPONSE – CRIMINAL ACT

Criminal acts on campus may vary from theft to more serious felony crimes. LCSD should practice a mandatory reporting procedure for reporting crimes to law enforcement immediately upon becoming aware of them. Sexual assaults occurring both on and off campus that are reported to school staff should be immediately reported to the law enforcement, but the victim should be interviewed by trained professionals and not school staff members.

Suspects may also have 5th Amendments Rights under the Miranda v. Arizona Case Law, and only law enforcement can advise a person of these rights. Questioning suspects on scene beyond basic welfare type questions should not be done by school staff prior to the arrival of law enforcement. Evidence of crimes may be seized by school staff for safety reasons, but should not be searched or manipulated prior to the arrival of law enforcement. This is especially true with cell phones or computers possibly used for criminal activity. A search of these devices might require law enforcement to obtain a search warrant, so an unauthorized search by school staff might hinder the law enforcement investigation.

Searches of students or their belongings are covered under the U.S. Case Law TLO v. N.J. and based on the standard of “reasonable suspicion.” Any other searches, unless there are exigent circumstances related to immediate safety concerns, might also hinder law enforcement investigations.

This section is not intended for use in an Active Assailant incident or any other in-progress criminal act that poses an immediate threat to safety.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify law enforcement via 9-1-1 if emergency response is needed.
- ☐ Identify all parties involved (if possible). Identify witnesses, if any. Suspects and witnesses should not be interviewed if law enforcement is responding as this may hinder their investigation. Students may have Miranda Rights in some cases and only law enforcement can make those types of advisements.
- ☐ For incidents related to sex crimes, clothing may be considered evidence so a victim or suspect should not be allowed to change the clothing they are wearing prior to the arrival of law enforcement.

- ☐ Victims of sex crimes should not be questioned by school staff other than questions related to their well-being. Questioning should be done by trained individuals used by law enforcement.
- ☐ Preserve the crime scene. With the exception of law enforcement personnel, deny access to the immediate area until law enforcement arrive. Law enforcement officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- ☐ If an individual is armed with a weapon and it **IS NOT AN ACTIVE ASSAILANT INCIDENT**, extreme caution should be used and law enforcement should be called via 9-1-1. Do not attempt to remove the weapon from the suspect's possession. Advise law enforcement of all information regarding the weapon and allow them to determine the proper way to handle the situation.
- ☐ If a suspect is in possession of a weapon inside of a classroom and is not threatening with it, (a reported gun or knife in a backpack for example), it may be safer to not approach them and not move into a lockdown until law enforcement arrives to determine the proper response. Placing the school into lockdown could create a hostage type situation inside of the classroom if the school is placed into lockdown prematurely. If the suspect is unaware the information about the weapon is known, and is also unaware law enforcement is responding, they may not be a threat at that point.
- ☐ In all cases, if there is a threat being made with a weapon, the lockdown protocol should be initiated to isolate the suspect and ensure safety for as many student and staff members as possible.
- ☐ If the incident involves a student, notify the parents or guardians. If the student is a suspect in a crime, confer with law enforcement prior to making this notification. Law enforcement may want to question the student prior to parental notification.
- ☐ Question the victim with another staff member present, if questioning is necessary. As noted, questioning of a student suspected of a crime should be limited in scope if law enforcement is responding. Focus on basic information to determine if a crime has occurred and safety related information until law enforcement arrives.
- ☐ Let trained law enforcement obtain specific details about the crime, following student interview protocols. Students suspected of a crime may have certain rights against making self-incriminating statements (Miranda Rights). Only law enforcement can advise suspects of these rights so questioning of students by school staff could possibly hinder a law enforcement investigation.

- ☐ Follow the District's mandatory law enforcement reporting protocols immediately or as soon as possible after a crime has been discovered. The Jean Cleary Act provides excellent examples of mandatory law enforcement reporting procedures,

STAFF ACTIONS:

- ☐ Care for the victim. Provide any medical attention needed.
- ☐ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until law enforcement arrive.
- ☐ If a suspect is in custody, do not interview until law enforcement arrive unless there is a threat to life safety.
- ☐ Make sure the incident is documented.
- ☐ If the person is a victim of a sex crime, attempt to have a trained counselor or a person of the same sex remain with the victim until law enforcement arrives. Any questioning of the victim by school staff should be limited in scope to health and safety related information. Law enforcement will want clothing worn by the victim and other possible trace evidence from the victim if this was a recent crime, so care should be taken to not destroy this type of evidence.

17.8 EMERGENCY RESPONSE – EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- ☐ Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
- ☐ Send search and rescue team to look for missing or trapped students and staff.
- ☐ Post guards a safe distance away from building entrances to assure no one re-enters.
- ☐ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- ☐ Do NOT re-enter building until it is determined to be safe by an appropriate facilities inspector.
- ☐ Contact Superintendent to determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- ☐ Give DROP, COVER and HOLD command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- ☐ Check for injuries, and render First Aid if necessary.



- ☐ After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The principal should be advised.
- ☐ Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ☐ Check attendance at the assembly area. Report any missing students to principal or designee acting as the Incident Commander. 100% accountability must be obtained. Staff members should not return inside damaged buildings to search for missing students unless it is safe to do so.
- ☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- ☐ Stay alert for aftershocks
- ☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- ☐ Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- ☐ After shaking stops, check for injuries, and render first aid.
- ☐ Check attendance. Report any missing students to principal or designee acting as the Incident Commander.
- ☐ Stay alert for aftershocks.
- ☐ Keep a safe distance from any downed power lines
- ☐ Do NOT re-enter building until it is determined to be safe.
- ☐ Follow instructions of principal or designee.

During Non-School hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ If on scene, inspect school buildings with maintenance personnel to assess damage and determine corrective actions.
- ☐ If not on scene, do not report to the school without first checking with LCSD Superintendent or designee.
- ☐ Confer with the LCSD Superintendent if damage is apparent to determine the advisability of closing the school.
- ☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- ☐ Notify the LCSD Superintendent to discuss release of public information and media relations as appropriate.

Refer to the LCSD Earthquake Response Annex for further information.

17.9 EMERGENCY RESPONSE – EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Call 9-1-1 to notify emergency services, or direct a staff member to immediately make the call. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building.
EVACUATION may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
- ☐ An explosion outside of the building, (gas line, car bomb, etc.), may not necessitate an evacuation as evacuating could move students into a danger zone. Explosions have been used as distractions to get people into outside areas for further criminal acts, so if the location and source of the explosion is not immediately known, care should be taken prior to ordering an evacuation of school buildings. Secondary explosive devices placed in evacuation staging areas is an immediate concern if this is an active assailant or terrorist related incident.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives. Activate Incident Command and set up the Incident Command Post a safe distance from the area of threat. Institute Unified Command when emergency services arrive.
- ☐ Advise the Superintendent of school status as soon as it is safe to do so.
- ☐ Notify emergency response personnel of any missing students.
- ☐ Notify utility company of breaks or suspected breaks in utility lines or pipes. Fire services may have already made these notifications. Provide school name, address, location within building, your name and phone number if contacting utility companies directly.
- ☐ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. If the school has been evacuated and emergency services are responding, there is no need for school staff to return to buildings to check them.
- ☐ Determine if student release should be implemented and coordinate with the Superintendent. If so, notify staff, students and parents.
- ☐ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.



STAFF ACTIONS:

- ☐ Initiate **DROP, COVER AND HOLD ON**.
- ☐ If the explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- ☐ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- ☐ Upon arrival at assembly area, check attendance. Report status to the Incident Commander immediately.
- ☐ Render first aid, as necessary.
- ☐ Do not return to the building until the emergency response personnel determine it is safe to do so.
- ☐ If the explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

17.10 EMERGENCY RESPONSE – FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the fire is safely extinguished.

Delayed evacuation for a fire alarm where there is no indication of an actual fire is a new concept being considered for schools. This is based on incidents where fire alarm activation has been used as a ruse to get students and staff out from behind closed doors for violent attacks. Delayed evacuation is referenced in the National Fire Protection Agency (NFPA) 2014 report, and can be done in certain circumstances where overhead sprinklers are present in a school. The delay in evacuation is used to take time for a situational assessment to determine if it is safe to do an evacuation, or if an evacuation is actually needed.

Should LCSD decide to practice delayed evacuation, a policy promulgated by the Superintendent is required, and the procedure should be worked into all drills at the school. The procedure should include a method of announcement for evacuation, and the instructions that evacuation should be done without delay anytime there is smoke or fire in the building.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm (activate pull station) to implement **EVACUATION** of the building, unless the alarm has already sounded.
- ☐ If the fire alarm activation has signaled the possible fire, this means notification has already gone to fire services and they have begun their response.
- ☐ If there is a fire alarm activation and no sign of smoke or flames, follow the Delayed Evacuation Protocol should be followed if one is in place. Absent a Delayed Evacuation Protocol, evacuate the facility but remain aware of any possible secondary threats in the area based on possible acts of violence not related to fire, (Active Assailant, bomb threat, etc.).

- ☐ In all cases where there is an indication of smoke or fire, immediately **EVACUATE** the school using the primary or alternate fire routes, but still maintain situational awareness of the surrounding area.
- ☐ Notify the Fire Department via 9-1-1 even if there is an alarm activation in order to provide updated information.
- ☐ Direct the Sweep Team to be sure all students and personnel have left the building if safe to do so. If smoke or flames are visible, a Sweep Team should not remain inside the building. The Sweep Team should be the last persons to evacuate in order to ensure no one has been left behind.
- ☐ Ensure that access roads are kept open for emergency vehicles and staging areas are not in areas that would hinder emergency response.
- ☐ Notify the LCSD Superintendent's office of situation.
- ☐ Initiate the Incident Command System and prepare to accept emergency response.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so. Sweep teams or search teams for missing students should not return to the school unless it is safe to do so.
- ☐ Maintain 100% accountability for students and staff using pre-designated accountability plans.
- ☐ If this was a false alarm, determine the cause and if it is safe to return to the building. Consultation with the district Maintenance Department or the Fire Department may be required to obtain this information.

STAFF ACTIONS:

- ☐ **EVACUATE** students from the building using primary or alternate fire routes and take any necessary emergency equipment. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ If a Delayed Evacuation Protocol is in place, follow pre-designated procedures prior to evacuation. If there is no Delayed Evacuation Protocol in place, evacuate the facility but remain aware of secondary threats in the area not related to the fire alarm. In all cases where there are signs of smoke or fire, immediate evacuation should be done, but



situational awareness for secondary threats should be maintained throughout the response.

- ☐ Locking doors and taking personal property is not an immediate priority if not safe to do so. Maintain control of the students a safe distance from any fire or firefighting equipment.
- ☐ If the evacuation route or the staging area itself are unsafe due to fire, use an alternate route or alternate staging area that is safe. Keep all students in your care with you, even if they are not in your class.
- ☐ Take attendance. Report missing students to the principal or designee, who will relay the information to emergency response personnel. Keep all students currently in your area of responsibility with you even if they are not assigned to you until the assigned staff member can be located.
- ☐ Obtain 100% student accountability in the evacuation staging area. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.
- ☐ Await further instructions from the principal or designee, but be prepared to move students on your own should a threat to safety arise.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify the Fire Department (call 9-1-1). Fire Department personnel will direct operations once on site.
- ☐ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine but remain in contact with the District Office for status updates.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- ☐ Initiate the Incident Command System and fill positions as needed while monitoring the situation.



17.11 EMERGENCY RESPONSE – HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Law enforcement, Fire or Public Health Department may order **EVACUATION** of the school. It may be determined that **SHELTER IN PLACE** is a better option than evacuation for the initial response. This procedure also applies to **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENTS**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 9-1-1 to notify emergency services if the HAZMAT incident was generated at the school site or facility.
- ☐ Activate the communications plan for staff advisement, communications with the district, and communications with emergency response agencies.
- ☐ If the HAZMAT incident is generated from an outside source, move all students and staff inside the buildings.
- ☐ Not all HAZMAT incidents will necessitate shutting off HVAC systems or sealing doors and windows. Preparations to complete these actions should be in place at the inception of the incident in case they are needed. Part of these preparations should be to determine how HVAC systems are shut down and who can do this.
- ☐ If there is a threat of airborne toxicity, establish communications with the lead emergency response agency as soon as possible. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary in order to determine if HVAC systems need to be shut down.
- ☐ If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
- ☐ Initiate EVACUATION if this is the determined course of action. This might be done if the HAZMAT incident was generated from inside the school. If the HAZMAT incident was generated from an outside source, evacuation would probably not be the course of action.
- ☐ Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuation is ordered by emergency response agencies, move crosswind or upwind to avoid fumes.
- ☐ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.



- ☐ Notify Superintendent. Initiate the Incident Command System and set up Unified Command with emergency responders.
- ☐ Wait for instructions from emergency responders. The Fire Department or the Nevada Highway Patrol will be lead agencies.
- ☐ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ☐ Upon return to school, ensure that all classrooms are adequately aired.
- ☐ If a school closure is ordered, activate the LCSD Student/Family Reunification Plan. Off-site reunification might be needed. Transportation and location of the reunification should be coordinated with the Superintendent and emergency response agencies.

TEACHER ACTIONS:

- ☐ If supervising students outside, immediately move them inside at the first sign there might be a HAZMAT incident in the area.
- ☐ Communicate the incident to the office to ensure 9-1-1 has been called.
- ☐ If the HAZMAT incident was generated from inside the school, prepare to evacuate students.
- ☐ Move students away from windows and prepare to follow instructions put out by the Principal or designee.
- ☐ If emergency supplies are in the classroom, prepare them for use or transport to the staging area in case evacuation is ordered.
- ☐ Check student accountability and attempt to account for all students in your charge. Report missing students to the office. Keep all students with you and maintain accountability throughout the incident.
- ☐ Check for injuries to students. If any students have been exposed to a toxic substance, move them away from other students and isolate them if possible. Report any injuries or exposures to the office as soon as it is safe to do so.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Establish communications with the office and await instructions.
- ☐ Do not take unsafe actions such as returning to the building before it has been declared safe.

17.12 EMERGENCY RESPONSE – INTRUDER CAMPUS (NOT AN ACTIVE ASSAILANT OR IMMINENT THREAT)

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement or similar wording should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Trespassing by unauthorized persons is prohibited by law.

To prevent intruders on campus, keep doors secure, use sign-in sheets or computerized visitor monitoring systems for visitors, and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS (in situations not involving Active Assailant):

- ☐ Initiate **LOCKDOWN**. Refer to LOCKDOWN procedures on p.74.
- ☐ Law enforcement should be notified anytime there is an intruder or suspicious person on or near the campus. If there appears to be a threat to safety, this call should be done via 9-1-1.
- ☐ If the Principal is engaged in conversation with the intruder, a staff member should be directed to call law enforcement to request assistance. If it appears there is a threat, this call should be done via 9-1-1.
- ☐ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give them the opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- ☐ If the conversation or actions of the individual become threatening or violent, break contact and move into Lockdown. Call 9-1-1 immediately if this has not been done yet. Provide description and location of intruder.
- ☐ Keep subject in view until law enforcement arrives.

- ☐ Take measures to keep subject away from students and building.
- ☐ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ☐ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- ☐ If an intruder or unauthorized person possibly posing a threat is seen on campus, immediately initiate Lockdown or Lock Out. Bring any students outside to an area away from the intruder to move them away from any possible threat.
- ☐ If this is an immediate threat, call 9-1-1 if possible.
- ☐ Notify the principal or designee so the proper response procedure can be initiated throughout the school. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☐ Keep intruder in view until law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- ☐ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

17.13 EMERGENCY RESPONSE – MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a first-aid manual. When in doubt, dial 9-1-1. All staff members should have the authority to call 9-1-1 if they determine the need for immediate medical assistance. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Assess the victim (Noticeable bleeding, Airway, Breathing, and Circulation, etc.). Call 9-1-1, if appropriate.) Provide:
 - a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - b. Exact location within the building
 - c. Nature of the emergency and how it occurred
 - d. Approximate age of injured person
 - e. Caller's name and phone number
- ☐ Do not hang up until advised by the dispatcher.
- ☐ If school staff are trained in medical response, notify those staff members to respond to the incident to initiate first aid. This is especially important if there is major bleeding and staff are trained and equipped for Stop The Bleed incident response.
- ☐ Have a staff member notify the District office for an informational advisement as soon as possible.
- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ☐ Assemble emergency care and contact information of victim
- ☐ Monitor medical status of victim, even if they are transported to the hospital.
- ☐ Assign a staff member to remain with individual, even if they are being transported to the hospital.

- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ☐ Advise staff of situation (when appropriate). Follow-up with parents/guardian.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify principal or designee in charge of the school and ensure 9-1-1 has been called.
- ☐ Stay calm. Keep individual warm with a coat or blanket. Do not move the injured person unless they are in a position of danger.
- ☐ Ask trained first aid personnel, if available at the scene, to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ If medical supplies are available at the school, request they are brought to the area if this would assist.
- ☐ Do not give the individual anything to eat or drink.

17.14 EMERGENCY RESPONSE – PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and World Health Organization will take the lead in mobilizing a local response to pandemic influenza. Individual schools may be closed temporarily to contain spread of the virus. **REFER TO THE LCSD PANDEMIC RESPONSE PLAN and CONTINUITY OF OPERATIONS PLAN (COOP) ANNEX TO THIS EOP FOR FURTHER INFORMATION.**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff that are sick at home.
- ☐ Ensure that students and staff members who are ill stay home.
- ☐ Send sick students and staff home from school immediately.
- ☐ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ☐ Monitor bulletins and alerts from the Department of Public Health.
- ☐ Keep staff informed of developing issues.
- ☐ Assist the Department of Public Health in monitoring outbreaks.
- ☐ Respond to media inquiries regarding school attendance status.
- ☐ Implement online education, if necessary, so that students can stay home.
- ☐ Continue to advise the LCSD Superintendent on the status of the event.

STAFF and STUDENT ACTIONS:

- ☐ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ☐ Practice “respiratory hygiene etiquette.”



- ☐ Disinfect surfaces contaminated with infected respiratory secretions with products approved by public health or school district standards.

17.15 EMERGENCY RESPONSE – POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 9-1-1 for medical assistance.
- ☐ Isolate any suspected contaminated food/water to prevent consumption. Restrict access to the area.
- ☐ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated the quantity and character of products consumed and other pertinent information.
- ☐ Provide list of potentially affected students and staff to responding authorities.
- ☐ Provide staff with information on possible poisonous materials in the building.
- ☐ Notify the Superintendent of situation and number of students and staff affected.
- ☐ Confer with Lander County Health Department or appropriate hospital before the resumption of normal school activities.
- ☐ Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- ☐ Notify principal/site administrator.
- ☐ Ensure the proper medical response is being called via 9-1-1.
- ☐ Administer first aid as directed by medical dispatch while awaiting paramedics if possible.
- ☐ Keep affected person(s) calm until medical assistance arrives.

PREVENTATIVE MEASURES:

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Establish procedures for notification of medical response and notification of the school nurse when applicable.



- ☐ Identify the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

17.16 EMERGENCY RESPONSE – SHOOTING AND ACTIVE ASSAILANT INCIDENTS

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. **REFER TO THE LCSD ACTIVE ASSAILANT ANNEX TO THIS EOP FOR MORE DETAILED INFORMATION ON RESPONSE AND STAFF ROLES.**

ACTIVE ASSAILANT INCIDENTS:

An Active Assailant incident is described as an immediate and imminent threat to safety posed by person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 9-1-1 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with law enforcement if possible in order to give updated information.

Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area, enhancing door and window security by any method available, and fighting back as a last resort are options to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an active assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem. The methods used to achieve this require common sense decision making and may vary depending upon the situation, threat level, and location of the threat.

Once the situation is deemed safe by law enforcement, the principal again takes control of the school in the position of Incident Commander. Unified Command is established and communications are set up with the Superintendent to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Remain calm. Do not confront the assailant(s). The safety of the Principal is of paramount importance to maintaining the safety of the students and staff by effectively running the incident. The Principal should lockdown in a safe place where they can direct the operations of the incident response.
- ☐ Assess the situation:
 - a) Is the assailant in the school?
 - b) Has assailant been identified?
 - c) Has the weapon been found and/or secured?
- ☐ Depending on the situation, initiate **LOCKDOWN, INTERNAL EVACUATION, LOCKDOWN ALTERNATIVES**, or **RUNNING TO A SAFE PLACE** as appropriate.
- ☐ Call 9-1-1 or direct a staff member to do so. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**). If the school is in lockdown, advise law enforcement where they should enter and have that entrance monitored by staff to let law enforcement into the school if it is safe to do so.
- ☐ Initiate Incident Command and fill positions as needed once the incident has stabilized and it is safe to do so.
- ☐ Identify the Incident Command Post for the school. Law enforcement will probably set up their own command post in a separate location. Assist police in entering the school and provide officers with critical information. The school Incident Commander will remain responsible for school actions related to the incident. Law enforcement will not direct operations related to reunification, continuity of school operations, or post-incident recovery unless requested to assist with these.
- ☐ Ensure injured students and staff members receive medical attention.
- ☐ If assailant has left, have all exterior doors secured to prevent re-entry.
- ☐ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- ☐ Keep crime scene secure.
- ☐ Confer with the LCSD Superintendent to organize **OFF-SITE EVACUATION** or school closure if necessary. (Refer to Student/Family Reunification Annex).
- ☐ Isolate and separate witnesses.

- ☐ Gather information for law enforcement about the incident and everyone involved with:
 - a) Name of suspect(s)
 - b) Location of shooting
 - c) Number and identification of casualties and injured
 - d) Current location of the shooter(s)
- ☐ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- ☐ Prepare letter for students to take home to their families.
- ☐ Arrange for immediate crisis counseling for students and staff.
- ☐ Provide liaison for family members of injured students and staff members.
- ☐ Debrief with staff and law enforcement officers.
- ☐ Provide informational updates to staff, students and their families during the following few days.

STAFF ACTIONS:

The Active Assailant response is based on real-time information of the observed threat by the staff member. There are no finites in this type of response and no single proper response. The main concern is Life Safety, and response actions are based on this. The staff response to an Active Assailant is geared toward keeping students and staff safe during the response time by law enforcement. The average response time nationwide is 3-9 minutes, so this is the timeframe staff actions need to concentrate on. There are no “Nevers” or “Always” in this response. Staff members must use common sense and be prepared to take action without direction based on their immediate observations.

- ☐ Remain calm. This is a rapidly changing in incident and staff members may need to take appropriate actions or initiate Lockdown Alternatives such as Run-Hide-Fight based on real time observations without being given direction.
- ☐ Alert the principal/site administrator, and call 9-1-1 if possible and it is safe to do so. 9-1-1 may have already been called, but calling again is acceptable if the staff member is unsure if law enforcement has been notified.
- ☐ Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **LOCKDOWN** or **EVACUATION**, as appropriate. Running to a safe place or fighting back to disable the assailant may be options to explore based on the threat level and location of the threat.

- ☐ Provide first aid for victims, if this can be done safely without placing the staff member or other students in danger. The threat level may prohibit staff members from safely reaching an injured victim. Life safety should enter into this decision.
- ☐ Account for all students if possible. Keep all students in your charge with you and do not let them wander off on their own.
- ☐ If you are locked inside of a classroom, remain there until law enforcement unlocks the door if safe to do so.
- ☐ Follow all orders given by law enforcement and make sure students do the same. Keep hands visible at all times when working with law enforcement. They do not know who suspect(s) are, so they may decide to take actions such as searching persons prior to evacuating.
- ☐ Immediately convey information regarding injured person(s) to law enforcement as soon as safe to do so.
- ☐ Maintain order in assembly area or shelter and await arrival of law enforcement.
- ☐ Assist police officers – provide identity, location and description of individual and weapons.

SUPERINTENDENT ACTIONS:

The Superintendent should not respond to a school where an Active Assailant incident has occurred until all policy decisions and support activities have been taken care of. If law enforcement has control of the school, the Superintendent would not be able to get there anyway. If law enforcement needs the school closed, it will be up to the Superintendent to do that. The Superintendent should also activate the Incident Command System at the district level to provide logistical support the effected school and all other schools throughout the district.

The ICS position of Public Information Office (PIO) should be activated to handle media and outside communications regarding school operations. The district PIO should not comment on any law enforcement information related to the incident.

The Superintendent should also activate the district's Continuity Of Operations Plan in order to prepare for the school closure and continued operations within the district. If there were injuries or fatalities during the incident, law enforcement will want the school closed while they complete their investigation. This will require activation of the Student/Family Reunification Plan. If the reunification cannot be done on site, logistical support for transportation to a secondary site will be needed. The secondary off-site evacuation and reunification location should be decided upon by the Superintendent. This should be another district facility whenever possible to ensure security.

17.17 EMERGENCY RESPONSE – TERRORIST ATTACK/WAR

Thorough crisis planning will carry the school and District a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Department of Defense Warning of Possible Enemy Attack

PRINCIPAL ACTIONS:

- ☐ Move students to closest suitable shelter. Consider initiation of a lock out or a modified security procedure to ensure a heightened state of awareness.
- ☐ Remain in school building as place of shelter until the threat can be determined.
- ☐ Set up ICS and establish communication with the District Office for information sharing.
- ☐ Prepare for parents/guardian who may be responding to the school to pick up their children based on warnings of a possible threat.

STAFF ACTIONS:

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.
- ☐ Establish student accountability and notify the office of any missing students. The decision will be made whether the campus is searched for missing students.

Enemy Attack Without Warning

PRINCIPAL ACTIONS:

- ☐ Initiate Lockdown or Lock Out if appropriate.
- ☐ Evacuate building if the threat is from fire, explosion, or chemical agent.
- ☐ Initiate communications with the Superintendent's office for information sharing.
- ☐ Set up Incident Command and prepare for arrival of emergency responders.
- ☐ Prepare for parents or guardians who may be responding to the school.



STAFF ACTIONS:

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.
- ☐ Initiate a lockdown unless evacuation has been ordered.
- ☐ Remain in a safe place with students unless ordered to evacuate.
- ☐ Obtain accountability of students if it is safe to do so.

17.18 EMERGENCY RESPONSE – MASS CASUALTY INCIDENT

The accepted federal definition of a Mass Casualty Incident (MCI) is where three or more persons are killed in a single incident. It is an unfortunate reality that all places where there are large gatherings of people must now have plans to respond to an MCI included in their Emergency Operations Plans. Schools are not emergency response agencies, but they are responsible for emergency response operations at school sites. This includes actions taken during the time spent waiting for emergency responders to arrive, and what their expectations are in areas related to accepting emergency response and providing assistance to emergency personnel.

There are three levels of Mass Casualty Incident classifications used by emergency responders:

1. **Level 1** is an incident resulting in less than 10 fatalities.
2. **Level 2** is an incident resulting in 10 to 25 fatalities.
3. **Level 3** is an incident resulting in over 25 fatalities.

Schools in the U.S. have experienced Active Assailant Incidents resulting in Mass Casualty Incidents in all three of these categories in the past. This type of Historical data requires MCI planning to be included in the school Emergency Operations Plan as a high-impact low-frequency event. An important consideration for MCI planning in schools is to understand that law enforcement, fire departments, medical response agencies, and hospitals already have their own coordinated MCI plans in place. These are typically regional plans to include response, on-scene triage, medical transport, and hospital procedures. It is recommended the LCSD School District Emergency Operations Plan Development Committee invite members of local emergency response agencies in for informational presentations on what procedures are in place locally. Knowledge of local procedures will assist in the school MCI response planning, but planning for the response of other agencies to schools is not necessary for the school plans.

Pre-incident planning for an MCI at a LCSD school is of paramount importance in the planning process. Identification of possible areas to use for triage and treatment of injured students or staff should be established and factored into planning and drills. Severely injured persons should not be moved, so having medical supplies readily available and training staff in their use is recommended. The After Action Report from the 2017 Las Vegas Route 91 Massacre recommends any venue attracting large crowds should have Stop-The-Bleed equipment and supplies on hand and available for use if needed. This equipment includes tourniquets, wound packing gauze treated with clotting agents, pressure bandages, and Personal Protective

Equipment. The report also recommends single-use “throw-kits” that can be easily disbursed to staff is kept on scene.

Schools attract large crowds of students, staff, and visitors on a daily basis. This makes them susceptible to an MCI on any given day, so they should adhere to these recommendations if possible. Large campus kits and smaller single use kits containing Stop-The-Bleed supplies are available for use in schools. Inclusion of these supplies into the MCI response procedures will assist in mitigation and life-saving response should an MCI occur at a LCSD school.

SITUATION

Mass Casualty Incidents in schools are typically associated with Active Assailant attacks. They can also result from natural hazards such as earthquakes and tornados, or other manmade threats of such as an explosion or HAZMAT incident. All hazards that could result in an MCI at schools are covered in sections of this Emergency Operations Plan, and those response actions should be followed prior to going into an MCI response. The three incident priorities should be factored into school emergency response planning. These are:

1. Life Safety.
2. Incident Stabilization.
3. Property Preservation.

STAFF ACTIONS:

During an active incident, school staff should not leave a position of safety in order to provide first aid to injured persons. This could put them at risk and they can potentially become another victim. Attempting to have injured persons move to positions of safety where first aid can be given by staff is an effective tactic that can be used to maintain life safety. Chances are there will be injured persons sheltering inside of classrooms or lockdown safe rooms during an Active Assailant attack on a school. This is why there is a need to have first aid and Stop-The-Bleed equipment and supplies readily available to staff for use in multiple areas of the school.

Once it is safe to do so, school staff may be tasked with providing first aid and life-saving procedures to injured victims during the time spent waiting for emergency responders. The average response time for law enforcement and medical personnel is three to nine minutes. It might take longer for emergency responders to locate injured persons once they arrive on scene. Having school staff trained on Stop-The-Bleed procedures, and also having the proper equipment available for them to use, can save lives during the time it takes emergency responders to reach

victims. Once trained medical staff arrive on scene they will become the primary care persons for victims, but school staff might still be needed to assist.

During an Active Assailant attack, there might be a need for the school to set up a triage area. Victims with serious injuries would not be moved prior to the arrival of emergency responders, but those with lesser, non-life-threatening injuries might be able to be moved to a triage area for treatment by school staff while waiting for emergency responders. Medical staff from emergency response agencies will treat the most seriously injured victims first, so it is a realistic possibility that school staff may be tasked with providing first aid to victims with lesser injuries. A triage area should be designated pre-incident in a safe and protected area of the school. An outside triage area should also be designated in case it is not safe to remain inside the building. Triage of the injured falls into incident priority number two, Incident Stabilization. Triage activities should not begin until the number one priority of Life Safety has been obtained.

Emergency responders use a color-coded tagged triage system during an MCI response. It is recommended that school staff who might be involved in providing first aid during an MCI response are familiar with this system, and receive training in triage methodology. This type of triage training is for non-medical personnel, and could assist emergency responders with getting to the most severely injured persons first. There are also triage kits available for use in a school MCI response. The color coding triage system in descending order of response is:

1. **Red Tag, Immediate Care:** The victim needs immediate medical care and will not survive if not treated quickly. Examples of these injuries would be major hemorrhagic wound or possible internal bleeding. This is the top priority for treatment.
2. **Yellow Tag, Delayed:** The victim needs medical care within two to four hours, or injuries may become life threatening. An example of this would be an open fracture without major hemorrhage.
3. **Green Tag, Minimal:** The victim is generally stable and ambulatory, but may need some medical treatment. Examples of these injuries would be broken fingers or open cuts from broken glass. This category is often referred to as "Walking Wounded." Victims could most probably be transported to hospitals not inundated by more serious victims, and that transport could possibly be done by parents in order to lessen the strain on ambulances. This category of victim would most likely be in the triage or first aid station at the school for stabilization by school staff.

4. **Black Tag, Expectant:** The victim is obviously deceased, or has injuries leading a reasonable person to believe they will succumb to their injuries.

School staff cannot pronounce or declare a person to be deceased, but it is an important concept of immediate care first aid in an MCI response to understand this is the triage process emergency responders will follow. If a victim is obviously deceased, school staff may be better served to use life-saving skills and equipment based on this descending order of triage.

Victims in the Red Tag category should not be moved and need to be treated wherever they are located. This is the reason for the availability of mobile first aid and Stop-The-Bleed supplies and equipment. Victims in the Yellow Tag category might be able to be moved to a triage or first aid area. If emergency responders are on their way and it is safe to do so, it is often better to leave them in place too. A school staff member should be assigned to remain with each injured student if possible. Victims in the green tag category can be moved to the triage or first aid area for treatment. Monitoring of these ambulatory victims is easier to do if they are moved to a controlled area.

Any victims in the Black Tag category should not be moved or manipulated in any manner by school staff. If the MCI response is to an Active Assailant attack or any other criminal incident, the school is a crime scene and any deceased victim is part of the ensuing criminal investigation. School emergency response plans often include setting up a morgue staging area. This is not necessary for school staff to do. If there are deceased victims, law enforcement will handle moving them to either a temporary or permanent morgue facility when they are clear to do so. School staff should understand that in a law enforcement MCI response where there are deceased victims, the decedents might be left in place for an extended period of time during the investigative stages of the incident. School staff should move all students away from any area where there are deceased victims when it is safe to do so, but it is important to maintain accountability. Students and staff cannot be released during an MCI response without clearance from law enforcement. The exception to this would be victims moved from the scene by medical staff.

School staff should under no circumstances order any type of cleanup, manipulation of a crime scene, or movement of evidence during an MCI response. Blood requires HAZMAT cleanup, and should not be done by school staff. Blood is important to the evidentiary aspect of the law enforcement investigation, so any cleanup efforts could hinder that investigation. Likewise, any objects such as backpacks, coats, etc. dropped by students fleeing the area should be left in place until the scene is cleared by law enforcement. If a weapon or shell casings are located on the

scene of an MCI event related to an Active Assailant attack, those items should be left in place and guarded by a staff member until law enforcement take over the scene.

It is important for school staff to remember that during an MCI response after an Active Assailant attack or other criminal act, the school is an active crime scene and is not considered safe until it has been cleared by law enforcement. Movement should be restricted to a minimum while waiting for law enforcement, but staff members may decide to render aid to victims while waiting for emergency response. These are decisions that need to be made by each individual staff member based on their situational assessment in terms of movement to the victim. In all cases, staff members must understand responding law enforcement may not recognize them as school staff when they arrive at the of an MCI. It is incumbent upon the school staff member to verbally identify themselves in a clear and concise manner, and to follow all verbal commands given to them by law enforcement. Doing this might a staff member to temporarily stop rendering first aid to a victim in order to follow a law enforcement command directing the staff member to show their hands.

ADDITIONAL CONSIDERATIONS

During an MCI response where there are injuries or fatalities, school staff cannot release names of either victims or suspects, even if those names are known. Release of information on victims could be violations of the Federal Education Rights to Privacy Act, (FERPA), or the Health Information Privacy Protection Act, (HIPPA). Release of the names of suspect(s) could also hinder the law enforcement investigation. Law enforcement will release information on victims through pre-established protocols when it is appropriate to do so. This will typically be done after notification of next-of-kin. Law enforcement will make these types of notification. School staff may have to assist with information on next-of-kin or family members, but they should not be involved in the actual notification. Schools should also have family notification information for each staff member on file pre-incident in case it is needed by law enforcement.

Parents or family members of students and staff may arrive at the school without being requested to do so. It is the responsibility of the school staff to ensure accountability for all students until such time as law enforcement clear the school to begin reunification procedures, (See the LCSD Student/Family Reunification Annex).

A grim reality of a school MCI response is the family of a deceased or traumatically injured student might arrive on scene prior to being notified of these injuries by law enforcement. A room should be designated pre-incident for use as a Notification Room. The room should be designated as such, but not labeled as such in order to avoid additional trauma to families. Any



family members of deceased or traumatically injured students should be escorted to the Notification Room by school staff and immediate notification of their presence should be made to law enforcement so the proper notification can be made. If the school has counselors or mental health staff on scene, they should staff the Notification Room as law enforcement might not have resources on scene for emotional support of family members.

The psychological effects of an MCI response are just as important to address as the actual visible injuries. Each student and staff member on scene during an incident resulting in MCI will experience some level of trauma. Some effects of psychological trauma do not begin onset until the immediate shock of the incident wears off. This could be a period of minutes, hours, or days. The Incident Command System position of Safety Officer should be activated and a team should be put into place to visually monitor students and staff for signs of immediate psychological trauma or shock. This might require movement of additional personnel from an unaffected school or the district office to the effected school when law enforcement deems it safe to do so. This would include moving a Principal from an unaffected school to support the efforts of the Principle at the school where the incident occurred. Staff members involved in a traumatic incident cannot be expected to perform at their full mental capacity after a traumatic incident.

If a Student/Family Reunification is done post-incident as part of the MCI response, it will most probably be moved off site from the effected school. Staff from other schools or the district offices should be moved to the reunification site to perform duties there. This will allow any staff from the effected school who are traumatized to also reunite with families and begin their recovery process.

School districts must have a plan in place pre-incident to ensure counselling and psychological support are provided to students and staff as part of the post-incident MCI response. It is important to remember students and staff at schools other than the one where the MCI occurred might be equally traumatized. Counselling and psychological support services should be made available to students and staff at all schools and facilities throughout the district.

POSITIONAL CHECKLISTS FOR A MASS CASUALTY INCIDENT

The following checklists can be used for identification of staff roles during response to an MCI. These operational duties would start after the response roles listed for the primary incident causing the MCI were completed.

PRINCIPAL/SITE ADMINISTRATOR ROLES:

- ☐ Ensure 9-1-1 has been called and that emergency responders are on their way.
- ☐ Determine response time for the arrival of emergency responders.
- ☐ If in lockdown, the procedure is to remain in place until cleared by law enforcement. Ensure staff members know to remain in lockdown, unless the decision is made to render first aid.
- ☐ If emergency responders are on their way, it may be safer to remain in lockdown and not move to victims who may be outside in unsecured areas. This is a decision that must be made by the Principal and communicated to staff.
- ☐ Initiate the in-house emergency communications plan and have staff check in with status reports when safe to do so.
- ☐ Establish student and staff accountability through pre-established procedures when safe to do so. If in lockdown, do not authorize a Sweep Team to look for missing students.
- ☐ Ensure communications with emergency responders is made to give them the locations of any known victims.
- ☐ There may be victims inside the building or inside classrooms who can safely be reached in order to start first aid without staff moving from positions of safety. If this can be done safely, direct staff to check for victims and begin first aid. Any decisions to move to render first aid must be made with the number one priority of Life Safety in mind.
- ☐ Ensure communications are set up with the Superintendent's office for relay of information.
- ☐ Make arrangements for all Public Information to shift to the district level.
- ☐ Prepare to accept emergency response at the school through the Incident Command System principle of Unified Command.
- ☐ If the MCI response is the result of an Active Assailant attack, ensure there is continuous communication with school staff to remain in lockdown until the school is cleared by law enforcement.
- ☐ If the MCI response is the result of an Active Assailant attack, some staff or students may have chosen the Lockdown Alternative Response of running from the area. If this is the case, communications must be set up with those staff members to determine status and accountability. Use of procedures in the Communications Plan regarding off site contact can be used for this.
- ☐ Begin setting up the school Incident Command System as soon as it is safe to do so.
- ☐ If the MCI response is the result of an Active Assailant attack, an off-site reunification will most probably be needed. Begin planning for this so the plan is in place when law enforcement gives the OK.

- ☐ Plan for set up of first aid and triage areas at the school if necessary.
- ☐ Set up Notification Room if there are traumatic injuries or deceased victims.
- ☐ Continue communications with the district office for request of additional resources or staffing if needed. Keep in mind this type of assistance might not be able to get to the school without clearance and assistance from on scene law enforcement.
- ☐ Have office staff prepare to get access to the current attendance roster and all student information systems to assist with accountability and law enforcement notification procedures.

STAFF ROLES AND RESPONSIBILITIES

- ☐ If the MCI response is the result of an Active Assailant attack and the school is in lockdown, the established procedure is to remain in a position of safety inside the locked room until cleared by law enforcement.
- ☐ Establish accountability for all students in your care and communicate this to the office through pre-established procedures in the Communications Plan.
- ☐ Under certain circumstances, a staff member may decide to leave a position in lockdown to render aid to a victim. The number one priority of Life Safety must be kept in mind when making these decisions. If emergency responders are on their way, it might be safer to remain in a position of safety and communicate the location of the victim to the office so they can make notification to emergency responders. Staff members should be aware that persons attempting to render first aid in MCI response in past incidents have themselves become victims since the scene was not secure when they began their efforts.
- ☐ There are no finite actions in an MCI response. If you decide it is safe to bring an injured student or staff member who is in the area of your lockdown room into the room, notify the office and begin first aid if possible.
- ☐ If there are injured students or staff members in your secure area, communicate this to the office and begin first aid if there are supplies available.
- ☐ If the MCI response is the result of an Active Assailant attack and you chose the Lockdown Alternative of running from the school to another area, it is your primary responsibility to keep all students in your charge together and contact the office with your location, status, and names of students who are with you.
- ☐ If the MCI response is the result of an Active Assailant attack and you chose the Lockdown Alternative of running from the school to another area, remain in a position of safety until directed otherwise. Keep in mind there may still be an active threat in the area, so situation awareness is important. You may need to move again, and will need to advise the office of any new location. Law enforcement will be sent to assist you.

- ☐ If the MCI response is the result of an Active Assailant attack and you chose the Lockdown Alternative of running from the school to another area, you may have injured students with you. Injuries sustained from running may occur, and even though they are not related to the initial incident, you may still need to render first aid. Advise the office of any injuries and request medical aid if needed.
- ☐ When the all clear is given by law enforcement, follow directions accordingly. If you are assigned to an Incident Command System position, or are a member of the First Aid Team, move to that position as soon as possible without leaving students unsupervised.

SUPERINTENDENT ROLES:

- ☐ Set up the Incident Command System (ICS) at the District level and prepare to move into the Area Command mode for support of operations at the school. This will involve opening the district Emergency Operations Center (EOC).
- ☐ Activate the district's emergency communications plan within the district and with outside agencies.
- ☐ One of the first ICS positions to activate will be the Public Information Officer (PIO). This position should be activated as soon as possible to relieve the Superintendent of these duties so full attention can be given to incident support. The Joint Information System should be in place.
- ☐ The PIO will need a team to assist with communications. This team should handle all communications with the effected school, all external communications with families, all communications with emergency response agencies, all communications with other schools in the district, and all communications with the media.
- ☐ Ensure notifications are made to the school board members. This can be assigned to the PIO team, or be done directly by the Superintendent.
- ☐ Ensure the ICS teams are mobilizing logistical supplies and personnel to support the incident at the effected school.
- ☐ The Superintendent should not go directly to the effected school until the incident is stabilized. Access to the campus will most likely be blocked, and the Superintendent cannot effectively manage the entire district if they are at the individual school. If the Superintendent at some point decides to go to the effected school, a designee should be left in charge as the Emergency Operations Center Director in order to maintain district level support throughout the incident.
- ☐ Approve any release of information that will move through the PIO.
- ☐ Mobilize support staff for the effected school, to include moving another Principal to the effected school to assist the primary Principal when safe to do so.

- ☐ Establish the district Incident Action Plan to identify goals and objectives for working through the MCI response at the effected school and throughout the district.
- ☐ Obtain information about injured students or staff members. Confirm with law enforcement about who will make notification, the method of notification, and the timeframe for notification.
- ☐ Ensure clear orders are given to staff that names of involved students or staff cannot be released.
- ☐ Activate the district's Continuity Of Operations Plan (COOP) in order to plan for reconstitution.
- ☐ Make policy decisions regarding closure of school(s) and ensure this is communicated.

17.19 EMERGENCY RESPONSE – SUICIDE

A suicide by a student or staff member could have devastating psychological effects within the school community. It is impossible to tell if student(s) have suicidal ideation unless they are displaying at-risk suicidal behavior. A high profile suicide, even if it occurs outside of the school, can still have an impact within LCSD schools. Teen suicides often generate a great deal of social media publicity, which can have detrimental effects on LCSD students regardless of the location. The two-week period after a suicide is referred to as a “critical period” for additional suicides or suicide attempts. An elevated level of surveillance for at-risk student behavior should be done during this critical period. Any changes in baseline student behavior should be immediately reported through the pre-established procedures for LCSD schools.

The following procedures should be followed when dealing with suicides or suicide attempts both on and off campus:

PRINCIPAL/SITE ADMINISTRATOR ROLES FOR ON-SITE SUICIDE OR ATTEMPT:

- ☐ Ensure 9-1-1 has been called after being notified by the staff member of a suicide or attempt.
- ☐ Place the school into a Lock Out response mode to ensure all students are away from the victim student and to keep visitors from entering the school during the emergency response.
- ☐ Have the staff member(s) who are with the victim student remain with them and render first aid if necessary.
- ☐ Ensure there is a staff member at the entry doors in order to allow access to emergency responders.
- ☐ Respond to the area where the victim is being cared for in order to take over supervision of the incident.
- ☐ Do not allow the student to be moved unless there is a threat to safety where they are currently located.
- ☐ Assign a staff member to communicate with the Superintendent’s office for advisement. There will be possible media inquiries due to social media or law enforcement radio scanner traffic. All media communications should go through the Superintendent’s office.

- ☐ Ensure there is no release of student information to the public in order to maintain compliance with FERPA.
- ☐ Have office staff compile student information and parent contact information in order to have it ready for emergency responders.
- ☐ Prepare to accept emergency response. This will entail putting out information to staff in order to keep students safely in the Lock Out mode and away from the victim student.
- ☐ Ask staff members to request students refrain from putting out social media communications. Advise students the school is in Lock Out due to a medical emergency in order to prevent a panic response.
- ☐ Have staff put out parental communications that the school is in Lock Out due to a response to a medical emergency.
- ☐ Refrain from contacting the parents of the victim until law enforcement arrives on scene. Law enforcement or medical responders will typically want to make this notification.
- ☐ After the student is transported by emergency response personnel, move the school out of Lock Out and return to normal operations.
- ☐ Consult with the Superintendent on preparing an informational letter to parents. Any parent information put out about the incident should be promulgated by the Superintendent to ensure FERPA compliance.
- ☐ Consult with the Superintendent to activate protocols to provide counseling services for students or staff members desiring them.
- ☐ If this is a confirmed suicide and the victim is deceased on scene, there is a possibility the school will need to be closed during the pending investigation. Should this be the case, coordinate the closure with the Superintendent. This will entail activation of the Student/Family Reunification Plan.
- ☐ If a school closure is ordered, ensure students and staff stay clear of any areas being treated as crime scenes by law enforcement. This may require closing areas of the school and using alternate routes during the Reunification process.
- ☐ Debrief the incident with staff as soon as possible and advise them to monitor student behavior during the critical period following the incident.
- ☐ Advise students, staff, and parents what counseling services are available to them through the school or community.

- ☐ Return to normal operations as soon as possible. The return to normalcy is an important first step to recovery.
- ☐ Students often will erect a shrine or memorial to the victim student. This is also part of the grieving process. If this is allowed, a timeframe for leaving the memorial in place should be established. A timeframe of not more than one week is recommended. These types of memorials can inhibit the return to normalcy.

PRINCIPAL/SITE ADMINISTRATOR ROLES FOR OFF-SITE SUICIDE OR ATTEMPT:

- ☐ If a suicide of a student has occurred off site and not involving the school, contact the victim's family to offer condolences and assistance. Determine what information can be shared with students and staff regarding funeral arrangements.
- ☐ Notify the Superintendent to determine how information will be shared with other LCSD schools. The victim may have siblings in other schools, and there are also FERPA concerns with information sharing. All information should be promulgated by the Superintendent prior to release.
- ☐ Do not release any information to the media. Refer all media inquiries to the Superintendent's office. Do not say "No Comment." Just advise media that release of information is being handled by the Superintendent's designated Public Information Officer.
- ☐ Activate the District's protocols to make counselling services available to students and staff. This should be done in coordination with the Superintendent, as other LCSD schools will be similarly affected.
- ☐ School staff who have contact with students and parents should be given instructions on what information can be shared regarding the suicide.
- ☐ Debrief the incident with staff as soon as possible to discuss postvention plans. Written guidance should be provided detailing operational plans. Advise staff to monitor student behavior during the critical period following the incident.
- ☐ Prepare an advisory letter to parents including what services are available through the school and through the community to help their children cope with the incident. Any informational letter should be promulgated by the Superintendent prior to release.
- ☐ Have staff notify students in small groups, such as classroom settings, to let them know what services are available to help them cope with the situation. Let students know it is

normal to grieve, but they need to talk to someone if they are being overcome with emotions.

- ☐ Beware of a Contagion Effect, where the suicidal act might trigger emotions from students who are already experiencing suicidal ideation. Students who may be more impacted should be identified and monitored more closely. Staff should be made aware of the symptomology to look for. Any changes in student baseline behavior should be reported immediately.
- ☐ Teachers and school staff will also be traumatized by the incident. Their behavior should also be monitored. Arranging for the availability of substitute teacher coverage if necessary should be done.
- ☐ Return to routine school operations as soon as possible. The return to normalcy is an important step in the healing process.
- ☐ Students often will erect a shrine or memorial to the victim student. This is also part of the grieving process. If this is allowed, a timeframe for leaving the memorial in place should be established. A timeframe of not more than one week is recommended. These types of memorials can inhibit the return to normalcy.
- ☐ Educate students, staff, and parents about the warning signs of depression and suicide. This educational process should include the operations of the Safe Voice Anonymous Reporting Tool, and the link to the suicide programs on the LCSD website.
- ☐ There are additional mental health services and programs available to students, staff, and parents. A list of those local services, to include contact information, should be made available.
- ☐ Monitoring of student behavior should continue. Training staff in the Threat Assessment process will assist with early identification of at-risk student behavior.
- ☐ Ensure any training brought into the school post-incident sends a positive message to students to help remove the stigma attached to teen mental health issues. Any training dealing with suicide or mental health issues should be promulgated by the Superintendent to ensure effectiveness. This is an area where specialized training and knowledge are needed prior to presenting programs to students.

Further information regarding roles of all staff is in the LCSD Suicide Prevention Plan Annex to this EOP.

17.20 EXTRACURRICULAR ACTIVITY

Schools are often used for extracurricular activities during times when they are not in session. This would include before and after school programs. NRS 388.243 requires school districts to have a plan for emergency response to these extracurricular activities as part of the school district Emergency Operations Plan.

Manmade and natural hazards can occur during times when these activities are taking place. A system for emergency notification should be in place for any extracurricular activity occurring at a LCSD school or facility. Unless the extracurricular activity is sanctioned by a school or the school district as part of normal school activities, LCSD staff have no obligation to provide any type of emergency response to any threat or hazard presented to them during the event.

When an outside group fills out a form requesting the use of a district facility, LCSD staff should ensure there is real time contact information, to include a name and cell phone number, for a person who will be in a supervisory position and on scene during the event. This information should be shared with law enforcement so contact can be made with persons at the event in case a threat of danger arises in the area during the event. For any non-district extracurricular activity planned at a LCSD school or facility, the responsible party should be supplied with a map of the facility in case an evacuation is needed. If a district employee, such as a custodian or other employee with keys to the facility is on scene, that employee would be responsible for securing any unlocked doors should a lockdown occur.

In cases of non-district extracurricular events at a LCSD school or facility, it is the responsibility of the person supervising the event to contact law enforcement should a fight, disturbance, or other criminal act occur during the event. This should be printed on the form filled out by the responsible party for the use of the LCSD school or facility, or through a verbal advisement at the time of approval of the request.

Any before or after school programs that use LCSD schools and facilities should also be factored into emergency management planning and training. Program staff should be included in emergency response training whenever possible so they are familiar with procedures. This is particularly important in areas related to Active Assailant response and lockdown training. If these programs are open during the school day, a communications plan should be in place between the program staff and the office staff at the school where the program is located. If the school goes into lockdown, or is for any reason evacuated, communications between the program staff and school staff for information sharing is essential.



Local law enforcement should be advised of the location, hours of operation, and real time staff contact information for any before or after school program located at a LCSD school or facility. If there is a threat occurring in the area of a before or after school program, law enforcement will not be able to contact the program staff if they do not have this information, as they might not know staff and students are on site. Law enforcement also may want to provide extra patrol in areas where before or after programs are located once they are aware of the locations. How law enforcement stores and shares this information is up to their internal policies. How this notification will be made by law enforcement to the programs should be a topic of discussion between the agency and the School District Emergency Operations Plan Development Committee. This information should be shared with the program staff. They should also be made aware it is their responsibility to call law enforcement to report any suspicious or illegal activities in the area of the schools. Emergency information coming from the program staff should go through the 9-1-1 system.

Afterhours sporting events are also common extracurricular activities at schools and facilities. Coaching staff should receive training in how to handle an emergency response occurring during an afterhours sporting event. An inside sporting event taking place in a gymnasium might require evacuation or lockdown, depending upon the incident posing a threat. Staff supervising the event should have keys and a designated person charged with locking doors if an outside threat occurs. Outside sporting events occurring at sports fields and stadiums might also need to be evacuated, and staff should be trained in these procedures. Since spectators from the outside are often present at sporting events, it is difficult to screen who is at the event. Should an incident of violence occur in the stands of the stadium or gymnasium occur, there is a high likelihood that the lockdown alternatives of Run-Hide-Fight would be a better option than going into a lockdown. These situations should be discussed with staff who coach or supervise sporting events, and training should be provided to them.

Large extracurricular activities such as graduations or some sporting events can draw a larger than normal crowd of spectators. This presents additional challenges with response to any emergencies occurring the event. Special event planning should be done on any large extracurricular activity planned at a LCSD school or facility. Law enforcement and fire services should be involved in this special event planning, as staging areas and access routes will be an area of the planning with which they can assist.

Parent events, student presentations, plays, and other school related extracurricular activities are also common at schools. It is a recommended best practice to make a brief announcement at the start of the event identifying emergency exits, advising attendees the method of



notification, and asking attendees to locate their nearest exit. This is similar to what is done at the start of every commercial airline flight, and is an excellent proactive measure used to generate situational awareness.

How emergency announcements will be made, and who will make them, should also be part of the special events planning process. If there is a Public Address (P.A.) system available, this is typically the best method of announcement. Even if a fire alarm sounds, an announcement to evacuate should also be done. If an evacuation is required, persons attending the event are entitled to leave instead of remaining in a staging area. The exception to this would be an evacuation caused by a criminal event, as law enforcement might want to interview witnesses to the event. School staff can ask attendees who witnessed a crime to stay on scene to await law enforcement, but they have no authority to detain them should they choose to leave.

17.21 EMERGENCY RESPONSE - UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

The goal of working through a utility failure is to keep the school open is safe to do so. This will minimize the community impact caused when a school has to release unexpectedly. Keeping the school open could involve logistical support from the district level to the schools to move supplies to the school under certain circumstances. This would entail activation of the ICS system at both the school and district level.

GAS LEAK

If at any point and time there is a smell of natural gas inside the school, an immediate evacuation of the effected building should be ordered. This is considered an emergency incident response that can immediately affect the safety of individuals inside the building. Natural gas is volatile and fire or explosion can occur during a gas leak. The Principal should take the following emergency response actions if there is a smell of natural gas inside a school building:

PRINCIPAL or SITE ADMINISTRATOR IN CHARGE ROLES DURING A GAS LEAK:

- ☐ Immediately evacuate all students and staff from the effected building.
- ☐ If there are other buildings on campus near the effected building, those should also be evacuated.
- ☐ Direct a staff member to contact the fire department via 9-1-1 immediately if safe to do so.
- ☐ Move students and staff to an evacuation staging area, preferably upwind from the area of the suspected gas leak.
- ☐ Obtain 100% accountability for all students and staff and maintain accountability throughout the incident.
- ☐ Ensure no one re-enters the building until it has been deemed safe to do so.
- ☐ If custodial staff are aware of the gas shutoff to the effected building, they may be able to turn off the gas if safe to do so. Propane tanks should have a shut off valve on top.
- ☐ Contact the Superintendent's office and ensure the Maintenance Department has been contacted in order to coordinate utility company response to the incident.

- ☐ Establish liaison with the fire department when they arrive in order to obtain incident information. There may be a possibility of using another unaffected building or re-enter the effected building is determined it is safe to do so.
- ☐ Remain in contact with the Superintendent or designee to determine is a school closure is needed, or if operations can continue at the school once the gas has been turned off.

If the gas leak is outside due to a ruptured gas line either underground or from an above ground propane tank, students and staff should be moved away from the affected area. There is a chance that sheltering inside of the school may be safe to do if the building is far enough away from the suspected gas leak. Once students and staff have been safely moved from the area, the above response actions should once again be followed.

Most utility failures do not result in an immediate threat to life safety and do not require evacuation. During a utility failure that does not present a direct and imminent threat to safety, the following response actions should be followed:

PRINCIPAL/SITE ADMINISTRATOR ROLES DURING A UTILITY FAILURE:

- ☐ Notify utility company and District Maintenance. Provide the following information:
 - a. Affected areas of the school site
 - b. Type of problem or outage
 - c. Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Notify District Office and the Superintendent of loss of service.
- ☐ Implement plan to provide services without utilities or with alternate utilities.
- ☐ During a large scale power outage, the District Emergency Operations Center may be activated. Principals should coordinate actions through the EOC Director to ensure effective communications and response efforts.

A. Plan for Loss of Water

Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

B. Plan for Loss of Electricity

Ventilation: _____

Emergency Light: _____

Computers: _____

C. Plan for Loss of Natural Gas

Heat: _____

Food Service: _____

18.0 RECOVERY PROCESS

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions generally begin as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

- **Immediate (short-term) support** is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain District-level emergencies, may be well served by crisis counseling and recovery assistance from other District employees, local community mental health providers, employee assistance programs and similar services.
- **Ongoing (long-term) recovery** refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

After any traumatic incident occurring in schools or within the communities where schools are located, students and staff may need counselling or other types of mental health assistance. NRS 388.253 requires school districts to provide this type of assistance to students and staff. Trained counselling staff within the district can be used for these purposes, but additional assistance might be needed after a large school traumatic incident. Plans to use local mental health agencies and contracted mental health professionals to assist in recovery from a large scale traumatic incident should be in place pre-incident. Specific policies and procedures for activation of these mental health workers should also be in place pre-incident and added into the functional annex for Continuity Of Operations Planning (COOP).

Please refer to the LANDER CSD COOP Annex for further information.

18.1 Recovery Organization

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in the functions of Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

Management

- ☐ Make policy decisions, e.g., who coordinates returning staff.
- ☐ Continue public information activities.
- ☐ Manage safety considerations, e.g., assure facility is safe for re-entry.
- ☐ Re-establish a sense of safety.
- ☐ Support immediate emotional recovery—staff and students.

Operations

- ☐ Coordinate damage assessment and debris removal.
- ☐ Restore utilities.
- ☐ Arrange for building and safety inspections prior to re-entry.
- ☐ Arrange for repairs.

Planning/Intelligence

- ☐ Document NIMS compliance for use in applying for disaster relief.
- ☐ Write recovery after-action reports.
- ☐ Develop a post-incident mitigation plan to reduce future hazards.

Logistics

- ☐ Provide recovery-related supplies and replenish disaster cache at each site.
- ☐ Coordinate availability of personnel, equipment and vehicles needed for recovery efforts.

Administration/Finance

- ☐ Prepare and maintain budget.
- ☐ Develop and maintain contracts.
- ☐ Apply for financial relief grants.
- ☐ Process staff injury claims.
- ☐ Handle insurance settlements.
- ☐ Document employee time to assure continuity of payroll.

SEE LCSD CONTINUITY OF OPERATIONS PLAN (COOP) ANNEX FOR FURTHER INFORMATION.

18.2 Documenting Emergency Outcomes

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining District mission-critical operations and staffing will be a starting point for the recovery process.

- ☐ Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ☐ Perform an impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ☐ Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance and assistance claims.
- ☐ Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ☐ Administer workers' compensation that claims may arise if there are on-the-job injuries.
- ☐ Arrange for ongoing status reports during the emergency to estimate when the educational program can be fully operational, and identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- ☐ Apprise the LCSD Board of Trustees, the State of Nevada Department of Education, and the State of Nevada Department of Emergency Management on the recovery status.
- ☐ Document all activities in an After Action Report (AAR).
- ☐ Conduct a formalized incident debriefing post-incident and upon Return to Normalcy.

18.3 District-level Responsibilities

Individual school sites should check with the Superintendent or designee to determine the procedures that will be followed, but these are recommended procedures:

- ☐ Identify record keeping requirements and sources of financial aid for disaster relief.
- ☐ Establish absentee policies for teachers/students after a disaster.
- ☐ Establish an agreement with the Department of Social Services and County Mental Health agencies to provide counseling to students and their families.
- ☐ Develop alternative teaching methods for students unable to return immediately to classes.
- ☐ Create a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

18.4 Recovery Reporting

After-Event Debriefing

The LCSD District Development Committee, or other persons designated by the LCSD Superintendent, will conduct a formal critique following Level II and III emergencies to review the individual school or overall District response to the event. The purpose of the debriefing is to identify deficiencies in current plans, procedures, and the emergency management organization. Any deficiencies noted in the District's Emergency Management Program will be referred to the District's Development Committee for review and recommendation for corrective actions. An After Action Report (AAR) should be completed documenting the results of the debriefing and listing recommendations for improvement. The AAR should be shared with district administration and all Principals. This procedure can also be done after Level I emergency incidents and drills for purposes of information sharing.

After-Action Report

The LCSD Development Committee, with input from the school administration, school committee, and emergency operations coordinators, will compile an After-Action Report following Level II and III emergencies to submit to the Superintendent's office and appropriate government agencies. The report will summarize the effects of the emergency event on District operations and the District's response to the event. The report will recommend mitigation activities, improved response actions, and short/long term recovery considerations. The report may also be used for submission to governmental agencies for possible financial recovery

assistance. These AAR's are also encouraged after Level I emergency response and all drills conducted at LCSD schools.

18.5 Recovery Strategies for Emergencies

The following information may be useful in the days and weeks after an emergency.

- ☐ Convene a District Crisis Response Team to assist with debriefing.
- ☐ Assess system-wide support needs, and develop planned intervention strategies.
- ☐ Schedule and provide student, family and staff Critical Incident Stress Management services.
- ☐ Discuss successes and challenges;
- ☐ Discuss things to do differently next time.
- ☐ Convene the staff to provide updates on additional information and procedures.
- ☐ Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students.
- ☐ Coordinate counseling opportunities for students;
- ☐ Announce ongoing support for students with place, time, and staff facilitator.
- ☐ Provide parents with a list of community resources available to students and their families.
- ☐ In case of death, provide funeral and visitation information.
- ☐ Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.
- ☐ In cases where a memorial is erected for students or staff who were victims of a fatal incident, a time frame for allowing the memorial to be there should be determined. Memorials have shown to be at times detrimental to the healing process.

Resumption of Classes

- ☐ **Re-entry into the facility.** The principal/site administrator, in consultation with the Superintendent, is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
- ☐ Survey the school after a disaster;

- ☐ Report findings to the principal/site administrator.
- ☐ Ensure that timely and accurate data is received. **Only after the principal and Superintendent have been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**
- ☐ **Relocation.** In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

18.6 Repairs or Construction on Disaster Sites

Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.

18.7 Post-Disaster Mitigation

To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc.). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

Funding for mitigation and recovery following a declared state or federal disaster might be available to LCSD. The LCSD Superintendent or designee should work with the Lander County Emergency Manager to explore post-incident mitigation or recovery funding options available to LCSD.

18.8 Post-Traumatic Stress

A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post-Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

An important NIMS concept related to post-incident care is the school district is responsible for ensuring counselling and mental health care is available to students and staff after any traumatic incident at a school or school sanctioned event. The procedure for supplying these services should be codified and in place pre-incident.

Retraumatization: Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can “retraumatize” a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people or things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

Effects of Trauma on Children

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before they can identify "unusual" or problem behavior in a child.

- ☐ Unusual complaints of illness, stomach cramps, chest pain
- ☐ Difficulty concentrating, cannot focus
- ☐ "Feisty" or hyperactive, silly, giddy
- ☐ Any emotional display; crying, "regressed" behavior (less than age appropriate)
- ☐ Lethargic, apathetic
- ☐ Easily startled, jumpy; sense of fear or worry
- ☐ Lack of emotional expression
- ☐ Cannot tolerate change; cannot move to next task
- ☐ Staying isolated from the group
- ☐ Child seems so pressured, anxious that they somehow dominate, has to distract others, or is otherwise "needy"
- ☐ No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- ☐ Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Effects of Trauma on Adults

First Reactions May Include:

- ☐ Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- ☐ Slow or confused physical and mental reactions
- ☐ Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- ☐ Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- ☐ Desire to get away from everyone - even family/friends
- ☐ Emotional lability; becoming irritable or upset more quickly than usual
- ☐ Feelings of fatigue, hopelessness, helplessness
- ☐ Digestive problems; headaches or backaches
- ☐ Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- ☐ Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- ☐ Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- ☐ Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- ☐ Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks

18.9 Recovery Action Checklist

- ☐ Assemble a Crisis Intervention Team as needed.
- ☐ Strive to return to learning as quickly as possible.
- ☐ Restore the physical school site, as well as the school community.
- ☐ Restore communications systems.
- ☐ Institute data recovery procedures.
- ☐ Make arrangements for alternative housing for classes and offices, if necessary.
- ☐ Monitor how staff members are assessing students for emotional impact of the crisis.
- ☐ Identify what follow up interventions are available to students, staff and first responders.
- ☐ Conduct debriefings with staff and first responders.
- ☐ Assess curricular activities that address the crisis.
- ☐ Allocate appropriate time for recovery.
- ☐ Plan how anniversaries of events will be commemorated.
- ☐ Capture “lessons learned” and incorporate them into revisions and trainings.
- ☐ Complete all paperwork and reports for financial aid for disaster relief if available.
- ☐ Work with local or state emergency services professionals to maximize your cost-recovery effort.
- ☐ Activate the LCSD Continuity Of Operations Plan (COOP) until return to normalcy has been achieved.

APPENDIX A. HAZARD ASSESSMENT PROCEDURES

Hazard Assessment Procedures

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

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The composition of the Hazard Assessment Team should be employees with knowledge of the physical layout of the site and each room; keys and access to every room at the school site, including storage and utility rooms; and knowledge of all utility systems and shut off valves. An ideal team might include:

- Custodian and maintenance personnel
- The school principal or designee
- Any other school staff members with knowledge of classrooms
- Local fire department personnel where available

Action Checklist: Prior to conducting a hazard assessment or school safety audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- Determine what crisis plans exist in the District, schools, and community.
- Identify all stakeholders involved in crisis planning.



- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

Building and Classroom Hazard Assessment: The purpose of the hazard assessment is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the Hazard Checklist (see following page).

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- | | |
|-------------------------|----------------------------------|
| • Classrooms | • Bathrooms |
| • Corridors | • Boiler Room |
| • Laboratory/Shop | • Kitchen/Cafeteria |
| • Offices | • Teacher's Lounge |
| • Custodial Room | • Computer Lab |
| • Storage Room | • Parking Lot |
| • Yard (and Playground) | • Outside structures and fencing |
| • Multipurpose Room | • Gymnasium |

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials.
- Trip and fall type hazards such as broken tiles or walkways.
- Areas of poor drainage that might present flooding hazards during heavy rains or icy conditions during the winter.

- Burned out lights, loose handrails, overcrowded electrical outlets, or other areas related to maintenance that might pose a threat to safety.
- Improperly operating door locks.
- Broken windows or windows that do not close properly.
- Exterior or interior doors that do not close and lock properly due to maintenance issues.
- Proximity of high voltage power lines in areas used for evacuation staging.
- Internal communications problems with the Public Address, radio, or phone systems.
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks.
- Likelihood of a wild land fire.
- Likelihood of severe weather.
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation.
- Inadequate storage of chemicals and labeling on containers.
- The presence of rodents or insect infestations in classrooms or eating areas.
- Traffic problems in drop off or pick up areas.

Any hazards or areas related to safety concerns should be reported through preexisting procedures so they may be quickly addressed.

Hazard Assessment Checklist

NOTE: If using this checklist following a disaster such as an earthquake or flood, do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Room: _____

Date: ____/____/____ Time: (24:00 Hours): ____: ____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Building. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Building or room safe for reoccupancy ☐ Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy: _____

APPENDIX B. FACILITY SITE MAP

Facility Site Map

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:

(Primary and Alternate evacuation route maps shall be placed in each room)

NOTE:

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blueprints of the site should be available in addition to the map or diagram. Blueprints may be necessary in certain fire or law enforcement situations.

Include:

- Primary evacuation routes.
- Alternate evacuation routes.
- Handicap evacuation areas and ramps.

Utility access and shut-off locations for:

- Gas.
- Water.
- Electricity.
- HVAC System.
- Telephone system.
- Alarm systems.
- Fire Alarm Control Panel.
- Fire Risers and Hydrants.

Site assignments and Evacuation Staging Areas.

HAZMAT storage locations.

Heating Ventilation and Air Conditioning (HVAC) locations.

Room and building numbers.

Door locations.

Main front office entry location.

APPENDIX C. EMPLOYEE EMERGENCY SKILLS SURVEY

Employee Emergency Skills Survey

Employee Name: _____

Position: _____

Work Location: _____

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type of emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

- ☐ First Aid ☐ CPR ☐ AED ☐ Triage (Received within past _____ years?)
- ☐ Firefighting ☐ Nurse ☐ Doctor/Dentist ☐ Other medical _____
- ☐ Physical Fitness ☐ Emergency/Management ☐ Search & Rescue
- ☐ Bi/Multi-lingual, what language(s) _____
- ☐ Construction ☐ Mechanical Ability ☐ Structural Engineering
- ☐ Electrician ☐ Utilities ☐ HVAC ☐ Plumber
- ☐ Heavy Equipment Operator - What type? _____
- ☐ Truck/Bus Driver
- ☐ Food Preparation ☐ Cooking for Large Numbers of People
- ☐ Shelter Management ☐ Child Care ☐ Counseling ☐ Crisis Intervention
- ☐ Survival Training and Techniques ☐ Ham Radio ☐ CB Radio Licensed ☐ Yes ☐ No
- ☐ Camping Experience ☐ Journalism ☐ Shorthand ☐ Clerical ☐ Computer
- ☐ Military ☐ Reservist ☐ Law Enforcement ☐ Security
- ☐ Community Emergency Response Team (CERT) training



Other special skills, training or experience that would be useful during an emergency:

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? ☐ Yes ☐ No

If yes, please list that which could be used in an emergency at the school:

What would make you feel more prepared during a disaster while you were at the school?

Additional Comments:

APPENDIX D. STAFF TRAINED IN CPR AND FIRST AID

Name	Contact Info.	First Aid Certificate Expiration Date	CPR Certificate Expiration Date

APPENDIX E. SAMPLE SCHOOL-PARENT LETTER

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in Nevada are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:
 - a. They are 18 years of age or older.
 - b. They are usually home during the day.
 - c. They could walk to school if necessary.
 - d. They are known to your child.
 - e. They are both aware, and able, to assume this responsibility.
3. Turn your radio to local stations for emergency announcements. Social media communications may also be used to notify parents of pertinent information.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances



located on school campuses. Parents should become familiar with the WCS Student/Parental Reunification Plan and be patient and understanding with the student release process.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crises at school takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal

APPENDIX F. SAMPLE CLASSROOM DISASTER KIT

(FEMA Recommendations only. School Districts are not required to have all these supplies)

This is an emergency survival and safety backpack, containing emergency supplies designed for a classroom, fieldtrip, or bus.

Kit Contents:

- (4) Food Bars - 5 Year Shelf-life.
- (12) Water Boxes w/ Straws - 5 Year Shelf-life.
- (5) Thermal Blankets – to retain body heat. Lightweight and compact.
- (5) Ponchos with hoods - One size fits all.
- (1) Solar / Hand-Crank Powered Light, Radio, & Cell Phone Charger.
- (50) Water Purification Tablets - One tablet purifies one liter of water.
- (1) Emergency flashlight - shake to charge; never needs batteries.
- (3) Light sticks - 12 hours of bright green light. 4-year shelf life formula.
- (1) Light sticks - 30 minute high intensity light sticks - 4-year shelf life formula.
- (5) Emergency Candles - Each candle lasts 5 hours. Provides light and warmth.
- (1) Box Waterproof Matches - 50 matches; non-toxic formula.
- (1) OSHA First Aid Kit - OSHA approved for up to 20 people.
- (5) Tissue Packs - Multitask sheets.
- (1) Safety Whistle - with lanyard.
- (5) Dust Masks - Prevents dust and germ inhalation. Reduces risk of inhaling toxins.
- (2) Pair Vinyl Gloves (in 1st aid kit) - Protects hands, maintains sanitary conditions.
- (1) Pair Work Gloves - Heavy duty with leather palm, for physical work.
- (1) Pry/Crowbar 15 inch - search & rescue tool - various applications.
- (1) Survival Guide - Complete guide, comprehensive and easy to read.
- (1) Packaged in Durable Red Nylon Backpack.

APPENDIX G. EMERGENCY SUPPLY CHECKLIST

Emergency Supply Checklist - (FEMA Recommendations only)

The following supply lists are suggested quantities are for 100 people for a period of 72 hours. These are FEMA recommendations, but the reality of school emergency management is students will be reunited with parents shortly after an emergency incident, so stockpiling of 72 hours' worth of supplies is not realistic at a school due to the cost of the supplies. These recommendations are included here in order to be compliant with FEMA guidelines. School districts are not required to stockpile disaster food supplies at school sites, but they can if they wish to. The lists are broken down into the categories of food and water, assembly or shelter areas, and first aid. Ensure the expiration date on all items is current if they are stored at school sites. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

Emergency Supplies Inventory	Food/Water
<i>Food Item</i>	<i>Recommended Quantity</i>
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed
<i>Water</i>	<i>Recommended Quantity</i>
Drinking water – based on 2 quarts per person per day	150 gallons

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.



Emergency Supplies	Assembly/Shelter
<i>Item</i>	<i>Recommended Quantity</i>
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages of 40 count
Large 3-ply garbage bags	4 packages of 20 count
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages of 100 count
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

Personal Protective Equipment	First Aid Unit
CPR pocket masks/disposable	10
Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean-up kit – clean-up powder, clean-up scoop and scraper	5 kits

Emergency Supplies	First Aid
<i>Item</i>	<i>Recommended Quantity</i>
Tourniquets and Wound Packing supplies	Multiple
Ace bandages – 1” and 2” widths	4 boxes each
Adhesive tape – 1” width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2” and 4” disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1” and 2” width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (hand washing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30

Emergency Supplies	After School Emergency Crisis Response Box
<i>Item</i>	<i>Recommended Quantity</i>
Current Copy of the School's EOP	1
Response Binder (school specific emergency resource documents)	1
Copy of School's MSDS Binder, if applicable	1
Copies of the School Maps for First Responders	25
Complete Set of Current After School Roster	1
Complete List of all Students, Emergency Contact Information	1
List of Students with Special Needs, if applicable	1
Complete List(s) of Students Bus Routes, if applicable	1
Complete List(s) of all Staff, by Name and Assignments	1
Complete List of all Staff's Contact Information	1
Copies of School's ICS forms	Multiple
Office Supplies (Pens, Pencils, Paper, etc.)	Assortment
Incident Command Job Action Sheets.	Multiple
Flash Light w/ Batteries	2
Emergency Light Sticks	2

Emergency Supplies	School Site Mini Mobile Search & Rescue Can
<i>Item</i>	<i>Recommended Quantity</i>
(2) Man Rescue Team	
Safety Helmets	1
Gloves	1
Safety Goggles	1
Dust Masks	1
Flashlights w/batteries	1
Light sticks	1
Entry & Debris Removal	
Sledgehammer (3lb)	1
Bolt Cutters (18 inch)	1
Folding Shovel	1
Pry Bar	Multiple
Emergency Hand Tools	
Claw Hammer	1
Adjustable Crescent Wrench	1
Hand Axe	1
Hacksaw	1
Multi-Lock Channel Lock Pliers	1
Screwdriver (5 pc. set)	1
Medical Start I Kit	1
Burn Unit Kit	1
Disposable Water Bags	1
Duct Tape	1
EZ-Up Tent	1
Nylon Rope (50 ft)	1
Evacuation Stretcher (foldable)	1
Tarp 10x10	1
Megaphone w/Batteries	1

Emergency Supplies	Large Mobile Search & Rescue Can
(4) Man Rescue Team	
Hard Hats	4
Gloves (pairs)	12
Safety Goggles	4
Dust Masks	12
Safety Vests	4
Flashlights + Batteries	4
Whistles	4
Lumber Crayons	4
120 hour Green Light Sticks	8
Pair Knee Pads	2
Entry & Debris Removal Tools	
Shovel, 27"	1
Fire Axe, 6lb	1
Hacksaw + Extra Blades	1
Bolt Cutter 18"	1
Wrecking Bars 30"	2
Jack, 4 Ton Hydraulic	1
Folding Shovel	1
Pick Mattox	1
Rope, Poly (50'x3/8")	1
55gal Trash Can on Wheels	1
Emergency Hand Tools	
Pipe Wrench 14"	1
Adjustable Wrench 10"	1
Screwdriver Set 8 pc	1
Claw Hammer with Wooden Handle	1
Chisel	1
Jab Saw	1
Camp Axe	1
Heavy Duty Sledgehammer	1
Utility Knife	1
Nylon Duffle Bag	1

Emergency Supplies	Large Mobile Search & Rescue Can Cont.
Other Emergency Gear	
AM/FM Solar Crank Radio + Batteries	1
Heavy Duty Tarp 15'x19'	1
Rolls Duct Tape	2
120-hour Candle	1
Roll Barrier Tape (300 ft.)	1
Vinyl Bucket	1
Box Weatherproof Matches (50/box)	1
3-way Can Opener	1
Portable Toilet w/ Plastics Bags	1
Trash Bags	10

APPENDIX H. SUICIDE PREVENTION PLANS

The Lander County School District Emergency Operations Plan Development Committee has written a Suicide Prevention Plan that has been promulgated by the Superintendent and is in use within the district. Due to the complexity of this plan, it was written as a Functional Annex “F” to this Emergency Operations Plan and is included as such in the district’s emergency procedures. Refer to the Lander County School District Annex “F” titled “Suicide Prevention Plan” and dated June 30, 2020, for further information.

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