



Granite School District

Instructions and Template for Preparing

(School Name)

**School
Emergency
Response
Plan**

2018/2019
Updated 8/28/18



Administrators,

Because we care about the safety, protection and security of our students and staff, Granite School District has provided the following school emergency response plan.

State law requires that each school/location has an emergency response plan. You and your school safety team are responsible for creating that plan. Your emergency response plan must be kept current and up-to-date. This template is a fillable form, designed to satisfy this requirement. Your School Accountability Director will review each school's emergency response plan online to confirm that the schools in Granite District are in compliance with the state law.

Thank you,

Emergency Response Committee

Granite School District Emergency Response Committee

Clay Pearce and Kieth Bradshaw, Committee Co-Chairmen
Clay Pearce, Director, Prevention & Student Placement
Kieth Bradshaw, Director, Property Safety & Student Accounting
Donald Adams, Assistant Superintendent, Support Services
Garett Muse, Director, High Schools, School Accountability Services
Daniel Stirland, Director, Jr. High Schools, School Accountability Services
Tina West, Director, Elementary Schools, School Accountability Services
Douglas R. Larson, Director, Policy and Legal Services
Ben Horsley, Director, Communications
Stephen Perschon, High School Principal
Joshua LeRoy, Jr. High School Principal
Naomi Hopf, Elementary School Principal
Randall Porter, Chief of Police, Granite School District
Kurt Fisher, Fire Marshal, Granite School District
Cescilee Rall, Granite School District Nurse
Christy Hutchinson, Safe and Drug-Free Schools Coordinator, U.S.O.E.
Wade Watkins, Emergency Preparedness Coordinator for Salt Lake County
Rex Goudy, Director, Maintenance
Scott Winn, Compliance Coordinator
David Gatti, Director, Transportation
John Welburn, Assistant Superintendent
Judith Petersen, Director, College and Career Readiness
Debbie Allen, Administrative Secretary, Prevention & Student Placement

Definitions & Terminology:

Emergency: A sudden, generally unexpected occurrence demanding immediate action. An emergency may involve one person, family, class, or school. Outside emergency responders are likely to be available within a short time.

Disaster: A happening that causes great harm or damage. Outside emergency responders may not be available for hours or days depending on the severity of the disaster.

Hazardous Materials: Any item or agent (biological, chemical, radiological, and/or physical) which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors.

Procedure: The process by which a safety standard is implemented. School faculty and staff will receive updated procedures and training on specific procedures yearly.

Safety/Crisis Team: This group of personnel provides leadership and needed support for the school, facilitates the sustainability of ongoing prevention and preparedness efforts, and evaluates those efforts. These designated persons will be trained to respond in a systematic way when an emergency or disaster strikes.

Levels of Response: (examples are listed below)

- Minimal response
 - Playground accident
 - Medical issue: non-life threatening
 - Minor car accident in parking lot
- Building level response
 - Severe (nonfatal) illness or injury
 - Medical issue: life threatening
 - Death of student/staff
 - Contagious disease outbreak
- District level response
 - Threatened death and/or injury
 - Community event involving threatened safety of students/staff
 - Severe (nonfatal) illness or injury
 - Death of student/staff
 - Contagious disease outbreak
- Regional level response
 - Acts of war and/or terrorism
 - Human caused disasters
 - Natural disasters
 - Infectious disease outbreak

School Safety Team Core Functions and Members Core Functions and Responsibilities

1. Provide leadership.

- Conduct multi-hazard and vulnerability assessment data collection at school level and report to district.
- Help develop school's comprehensive safety plan.
- Help develop school-level crisis response plans.
- Conduct problem solving.
- Provide staff development regarding climate and safe school initiatives.
- Evaluate effectiveness of prevention initiatives.
- Use data-driven decision making.

2. Provide schools with needed support.

- Provide information, training, and resources for prevention programming.
- Provide consultation regarding behavioral and safety concerns.
- For mitigation and prevention, focus on implementing procedures and programs to create a safe, respectful, inclusive, and positive school environment. For intervention and response, support crisis teams by providing consultation or direct response in an emergency.
- For intervention and response: help the school crisis team execute regularly scheduled crisis drills and exercises; consultation and direct response to staff and students in an emergency.
- Provide an avenue of communication between teachers, administration, parents, and students.

3. Facilitate the sustainability of ongoing prevention and preparedness efforts.

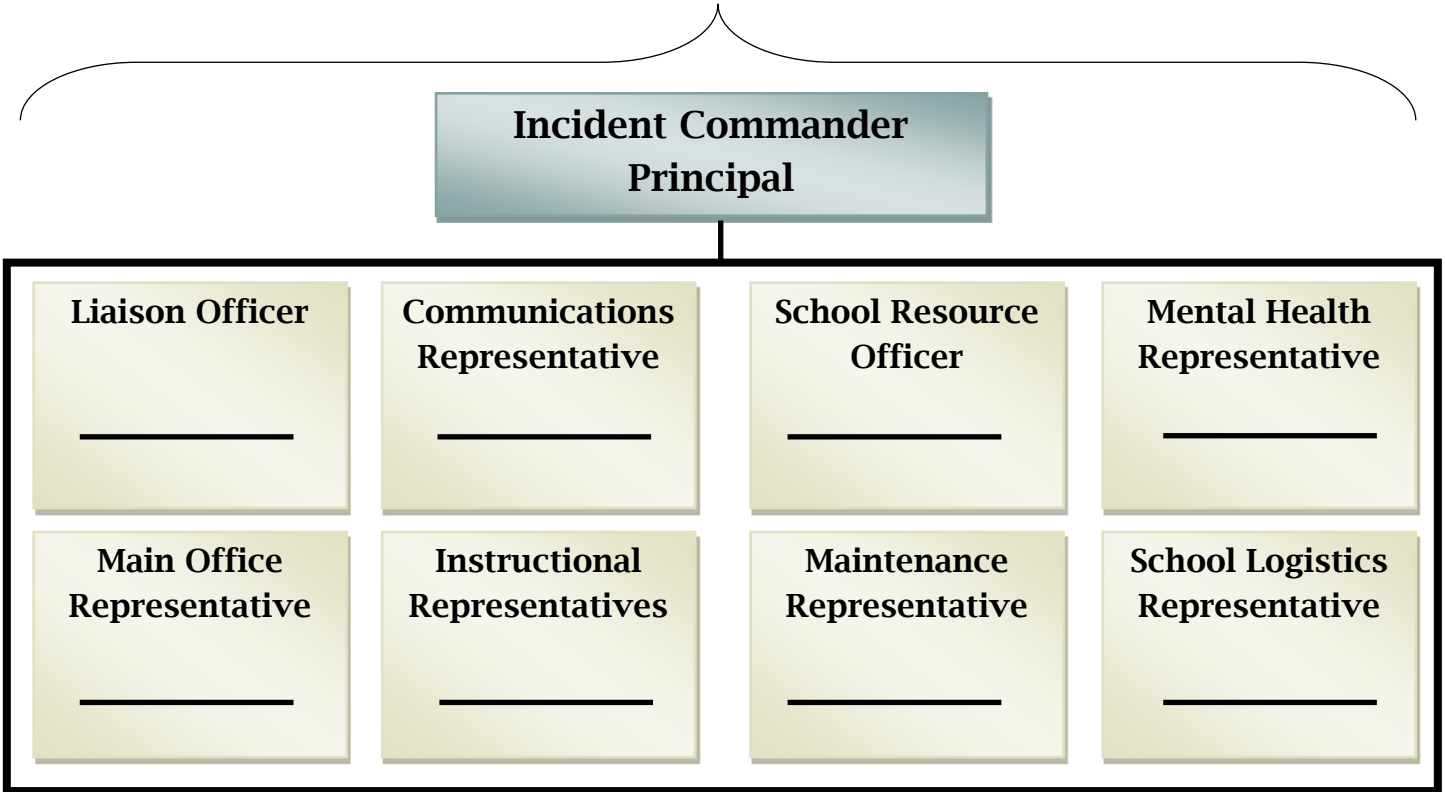
- Provide ongoing implementation support and coaching to school staff regarding prevention programs and safety initiatives.
- Provide resources to the crisis team to develop and execute building crisis plans. Engage and collaborate with community partners.
- Engage and collaborate with the district safety team and community partners.
- For those who serve a specific role on the crisis team, participate in crisis planning and practice.
- Stay visible and open to hearing concerns regarding climate and safety concerns.

4. Evaluate efforts.

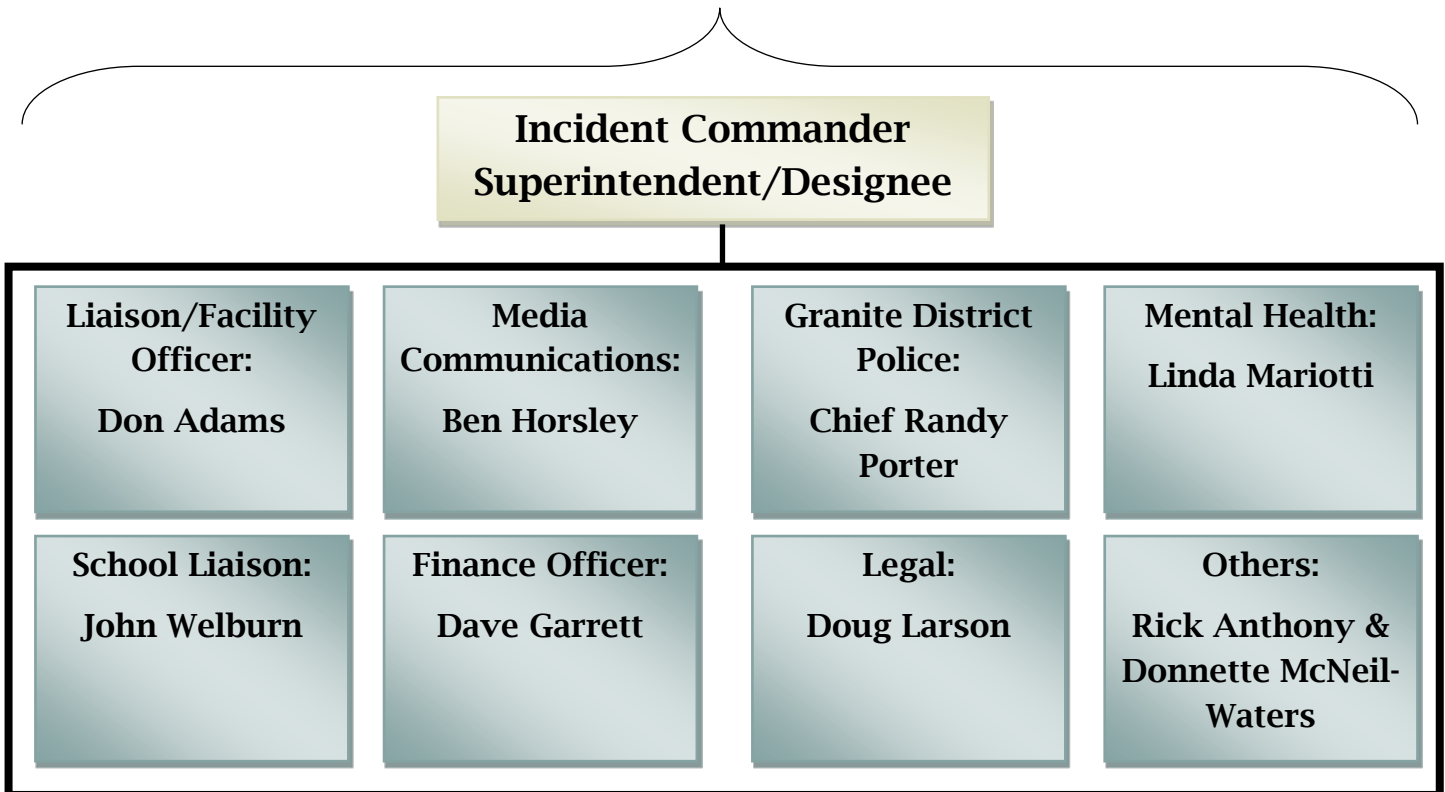
- Monitor implementation fidelity of all climate and safety efforts.
- Collect and analyze school data pertaining to climate and safety initiatives.
- Facilitate multi-hazards and vulnerability assessments.
- Physical safety audit.
- Psychological safety assessment.
- Provide guidance and support to individual teachers in data collection and analysis.
- Hold staff accountable for prevention programs and climate and safety initiatives.

Source: PREPaRE Curriculum—NASP

School Safety Team



District Safety Team



Pre-Emergency or Disaster Preparation

Establishing the School Safety Team

Instructions: As you select members for your safety and crisis teams, you should consider the following:

- Be intentional in your selection process.
- Invite participation from academic, mental health, technology and safety departments.
- Look for positive leadership and personality characteristics such as: influential leader, well-respected, open-minded, ability to remain calm, good decision-making, reliable, etc.
- In forming your safety teams, you should keep the following ideas in mind:
 - focus on the larger picture of school climate.
 - utilize existing prevention initiatives/programs including MTSS, PBIS and school-wide suicide prevention programs.
 - consider inviting members of the school leadership team and other professional groups to be members of the school crisis team.
- The school safety team's core functions are to provide school safety leadership, provide all school staff with needed support and training resources, promote the sustainability of ongoing school wide safety and climate plans and conduct evaluations.
- Designees should be assigned at least two deep, when possible, so that if someone is injured, missing or absent, there will still be someone available to fill these roles. Number one is your first pick for the job. If not available, number two fills in, etc.
- All designees should be chosen in advance. *Elementary schools may not have the personnel to fill all of the following positions; therefore, individuals may need to be responsible for multiple roles. They also may not have enough personnel to have two back-up positions.*
- *Assign an Incident Commander with one back-up person for the Incident Commander.*

Below are the responsibilities for each member of the School Safety Team. Please use these to determine the best fit for each position.

Incident Commander (Principal or designee in charge of overseeing the situation; responsible for student and staff safety)

- Reports to the District Office.
- Does not leave the Command Center without delegating to someone else to take over.
- Responsible for assessing the situation, directing the safety plans, and making adjustments to the plans to fit the current situation prior to Fire Department or Police arrival.
- Takes directions from fire and/or police officials upon their arrival.
- Police and fire officials become responsible for the overall situation when they arrive. The Incident Commander coordinates with Fire Department or Police commanders on the scene and lets them know what has been done thus far and then follows their instructions.
- Coordinates with School Resource Officer and District Police (under the direction of the fire or police departments, if they are on the scene).
- Directs the efforts of the other positions including the Media Officer, Liaison Officer, Office Representative, Instructional Representative, Maintenance Representative, and Support Staff Representative (under the direction of the fire or police departments, if they are on the scene).

Liaison Officer (Person chosen to be in charge of working with professional rescuers and other organizations such as CERT or Red Cross volunteers.)

- Reports to the Incident Commander.
- May direct staff search and rescue operations but only if staff is available and has been trained for such efforts (i.e. campus CERT or First Response teams).

Communications Representative

- Reports to the Incident Commander.
- Notification of transportation.
- Notification of staff and students in outlying buildings and fields.
- Notification of staff and students at GTI, Jones Center, Seminary or other locations as determined by school safety team.
- Provide communication to parents/community as needed.
- Provide communication within network.
- Make sure information is accurate and timely.
- Do Not release any personal information of staff or students.
- Refer media to District Communications Department.
- Utilizes social media to disseminate accurate information.

School Resource Officer (Responsible for all law enforcement issues.)

- Reports to the Granite Police/allied agency.
- Coordinates with the School Incident Commander on law enforcement needs and issues.
- Helps communicate and coordinate with incoming law enforcement officials and first responders.
- Responds to illegal and violent acts on the school campus.
 - School Resource Officer name and phone number: _____

Mental Health Representative/School Psychologist/Social Worker/School Counselor (Responsible for all mental health issues that arise from the crisis.)

- Reports to the Incident Commander.
- After the physical safety of students have been secured, the Mental Health Representative should be consulted to meet the emotional needs of students and staff.
- Communicates with the School Incident Commander on mental health needs of the staff and students.
- Coordinates follow-up mental health counseling after the crisis.
- Assesses the range of crisis intervention services needed during and following a crisis.

Main Office Representative (Person responsible for carrying out the directions of the Incident Commander, also known as the Office Representative.)

- Reports to the Incident Commander.
- Responsible for making sure all staff are accounted for.
- Reports missing, misplaced, injured and deceased persons to the Incident Commander.
- Oversees secretarial, front office and counseling center staff.
- Designates a team to oversee and document student release to parents, guardians or designees of parents/guardians.
- Designates person or team to document specific detail of the incident.
- Directs the activities of the Crisis Team to areas of greatest need.
- May assign persons to monitor surveillance equipment or cameras.

Main Office Representative also designates the following sub-positions

- Student Release Team (Reports to Office Representative)
- Documentation Team (Reports to Office Representative)
- Surveillance Camera Monitor (if available) (Reports to Office Representative)

Instructional Representatives (Responsible for all students and student care.)

- Reports to the Incident Commander.
- Records and reports missing, misplaced, injured and deceased students and staff to the Office Representative.
- Oversees teachers and all support staff that have been assigned to student care (teacher aides should stay with their designated teachers unless given other responsibilities).
- Responsible for making sure all students are accounted for.
- Engage students in calming activities.
- Number of representatives will vary depending upon school size.
- Recommended grade level representative or designee for elementary school.
- Secondary schools may choose by department or location.

Maintenance Representative (Responsible for physical and structural building issues.)

- Reports to the Incident Commander.
- Oversees all custodial staff and sweepers.
- Responsible for utilities shut off and/or repair as necessary.
- Hands out needed supplies and documents what is used and by whom.
- Designates individuals to lockdown the building at the direction of the Incident Commander.

School Logistics Representative (Responsible for all front office staff including counselors, cafeteria workers, social workers, school psychologists, title one personnel, grant personnel and all others not covered under the other categories.)

- Takes roll of all available support staff.
- Reports to the Incident Commander.
- Assigns support staff to areas of need, as directed by the Office Representative.
- Documents support staff assignments.
- May be needed to oversee meals or designate cafeteria personnel to food preparation and dispersal.

School First Responder's Team (Responsible to be the first staff members to arrive on site to address the immediate concern or event.)

- Each school location should have certified "First Responders" assigned by the principal (principal is responsible to check on certifications yearly). Those responders that are offered the Hepatitis B shot series are required to receive annual Bloodborne Pathogen Training and hold current CPR and first aid certification. There are three responders per elementary school, five per junior high, and seven per high school.

Date Reviewed/Updated: _____

	Safety Team Position/Role	Primary Representative Name and Phone Number	Secondary Representative Name and Phone Number
1	Incident Commander (school principal or designee. Reports to the District Office.)		
2	Liaison Officer (communicates with Incident Commander and responding services.)		
3	Communications Representative (coordinates with district communications, notifies alternative sites, network and transportation. Reports to the Incident Commander.)		
4	School Resource Officer (Interacts with GPD and allied agencies.) *Elementary schools contact Granite Police*		
5	Mental Health Representative (assesses needs and coordinates follow-up mental health needs. Reports to the Incident Commander.)		
6	Main Office Representative (accounts for all staff, reports missing, misplaced, injured and deceased to the Incident Commander. Oversees secretarial staff.)		
7	Instructional Representatives (reports to Incident Commander, oversees student care/accounting, engage students in calming activities, supports training/coordination of staff.)	1. 2. 3. 4. 5. 6. 7	
8	Maintenance Representative (responsible for structural concerns and utilities including securing the building during a lockdown. Reports to the Incident Commander.)		
9	School Logistics Representative (coordinates office staff and cafeteria. Assigns staff to needed areas. Reports to the Incident Commander.)		
10	Other (i.e.: PTA, Student Representative.)		

	School First Responder's Team	Primary Representative Name and Phone Number
1	First Responder Leader (organizes and directs the First Responder's Team.)	
2	First Responder Assistant (fills in for the First Responder Leader, if they are not available, and assists the leader in addressing the immediate concern or event.)	
3	First Responder Role:	
4	First Responder Role:	
5	First Responder Role:	
6	First Responder Role:	
7	First Responder Role:	
8	First Responder Role:	
9	First Responder Role:	
10	First Responder Role:	

Planning and Logistics

A. How will you train faculty, staff, paraprofessional's substitutes and volunteers on your safety plans?

- Emergency Quick Reference Guide Training. Date completed: _____
- Emergency Quick Reference Guide Training Video. Date completed: _____

B. Where will you establish your main command post?

C. Check that each document is available in your command post and is easily accessible by Incident Commander and available to the School Crisis Team.

Command Post Document Check List: (see attached document for example)

- Map of school grounds
- Floor plans of building
- Teacher room assignments
- Phone tree/teacher contact information
- Staff roster
- Student release guardian information
- Supply lists (medical, food, water)
- List of hazardous chemicals and locations (see Safety Plan)
- Map/location of utility shut offs
- List of alternate evacuation locations and contact/keys
- Memorandum of Understanding (MOU)
- Other _____

Date completed: _____

D. The following supplies will need to be kept on hand at your command post. The Safety Team needs to be trained in the location of the following:

Command Post Supply Check List: (see attached document for example)

- Keys to alternate evacuation location(s)
- First aid kit
- Flashlights # _____
- Batteries:
- Tool kit
- Food
- Water supplies
- Medical supplies
- Blankets
- Other: _____

Date Completed: _____

E. Where is/are your primary evacuation location(s)? Memorandum of Understanding may be required. Contact Policy and Legal Services to obtain guidance on MOU process.

F. Where is your back-up evacuation location(s)? (To be used in case of evacuation impacted by inclement weather or long-term evacuation.)

Keys/codes obtained: Date: _____

Who has access to keys/codes on the Safety Team?

Who will bring supplies?

G. Emergency Extended Stay Protocol (up to one hour after school, overnight or 72 hour stay)

- a. Personnel--who will stay for extended time or shifts (12 hour shift)?

- b. Supplies needed and location of supplies (include supplies for activities).

- c. Communication with parents (who and how?)

H. Where will you set up your student release area(s) (reunification site)?

I. Please determine the following as you develop your reunification site:

- a. Location of reunification site:

- b. Access to reunification site (keys/code):

c. Who is responsible for Discovery/registration information?

d. How many checkpoints for release will be needed? Organized alphabetically. Consider multiple check-out points.

e. Who will man the check points and verify parent identification?

Communications

The Communications Representative will coordinate with district communications, transportation, and will notify GTI, Jones Center, Seminary, outlying buildings, fields and network schools. The media should not be allowed on campus during an emergency situation. District communications will work with the Incident Commander and the School Communications Representative to establish a media staging area (if needed).

J. Faculty Phone Tree will be updated every year. Put updated date on Phone Tree.

Date Phone Tree was distributed to faculty: _____

Communications within the building.

The following types of communication can be used when power is functioning. Please check the type of communication you have available in your building and the situations where it would be appropriate to use this communication.

Type of Communication	Available when power is on Y/N	Available when power is off Y/N
Intercom		
Email/Skype		
Phone--Landlines		
Cell Phones		
Walkie Talkies		
Runner (Adults Only)		
Alarm Code		
Other:		

Type of Emergency	Communication Methods when Power is on	Communication Methods when Power is off
Fire	Alarm	Alarm
Shelter in Place		
Lockdown		
Lockdown with Cover		
Bomb Threat		
Hazardous Materials		
Severe Storm		
Death or Severe Injury of Staff/Student		
National/Local Event with Schoolwide Impact		
Earthquake		

K. How will you notify staff and students when the following situations occur **during school**? (Type of alarm and/or announcement) Treat all drills the same way you would during an actual emergency.

Type of Emergency	Type of Communication(s)
Fire	
Shelter in Place	
Lockdown	
Lockdown with Cover	
Bomb Threat	
Hazardous Materials	
Severe Storm	
Death or Severe Injury of Staff/Student	
National/Local Event with School wide Impact	
Earthquake	
Other:	

- L. How will you notify staff and students when the following situations occur **after school**?
 (Type of alarm and/or announcement) Treat all drills the same way you would during an actual emergency.

Type of Emergency	Type of Communication(s)
Fire	
Shelter in Place	
Lockdown	
Lockdown with Cover	
Bomb Threat	
Hazardous Materials	
Severe Storm	
Death of Staff/Student	
National/Local Event with School wide Impact	
Earthquake	
Other:	

- M. When will you train faculty and staff on your safety plans?
 Date of Training: _____

Hazards

- N. Map of utilities is posted in building and Emergency Quick Reference Guide. Date posted: _____

List locations of classroom hazardous materials:

Location	Type	Safety Response/Containment

Please use Granite School District’s Compliance Department to dispose of, contain or clean-up hazardous materials. (385-646-4272).

- O. What potential building hazards are part of your school (i.e. broad unsupported roof spans, large windows, unreinforced brick or masonry) that may need to be avoided during an evacuation?

- P. Where are potential hazards in the surrounding community (i.e. gas stations, swimming pools, factories, trucking routes, etc.)?

Safety Protocols

Shelter in Place—Shelter in Place means students are brought inside, exterior doors are locked and no one is let in or out of the building. School continues as normal. This is in response to a threat or hazard off campus.

Lockdown-- A lockdown means students and teachers clear the hallways and lock down their rooms. This is in response to a threat adjacent to or on the campus.

Lockdown with Cover-- A Lockdown with Cover means students and teachers clear the hallways, lock down their rooms, turn out the lights, move out of sight and maintain silence. Doors remain locked until first responders open the door. This is in response to direct threat to safety.

Active Shooter—Assess the situation, consider initiating Enhanced Security Protocol (Shelter-In-Place, Lockdown, Lockdown with Cover) or Run/Hide/Fight.

Where will students and staff go during a Shelter in Place, Lockdown, Lockdown with Cover and Active Shooter that are not in a classroom?

Shelter In Place	
Location	Procedure/Protocols
Recess	
Commons/Lunchroom	
Bus Transition	
Bell Transition/Hallway	
PE/Outside	
Gymnasium	
Locker Rooms	
Library/Media Center	
Before/After School	
Labs	
Auditorium	
Seminary	
Relocatable	
GTI	
Field Trips	
Restrooms	
Other: (Specify Location)	

Lockdown	
Location	Procedure/Protocols
Recess	
Commons/Lunchroom	
Bus Transition	
Bell Transition/Hallway	
PE/Outside	
Gymnasium	
Locker Rooms	
Library/Media Center	
Before/After School	
Labs	
Auditorium	
Seminary	
Relocatable	
GTI	
Field Trips	
Restrooms	
Other (Specify Location)	

Lockdown with Cover	
Location	Procedure/Protocols
Recess	
Commons/Lunchroom	
Bus Transition	
Bell Transition/Hallway	
PE/Outside	
Gymnasium	
Locker Rooms	
Library/Media Center	
Before/After School	
Labs	
Auditorium	
Seminary	
Relocatable	
GTI	
Field Trips	
Restrooms	
Other (Specify Location)	

Active Shooter

- Lockdown with Cover
- Run, Hide, Fight (refer to Emergency Quick Reference Guide)

Annual Emergency Drills.

Take the time to schedule your drills. Only the first fire drill of the year can be announced, all others are to be surprise drills. Refer to the School Accountability Services Manual for reporting each drill.

Elementary Drills (drills must be held at least monthly)

- 10 Emergency drills/year
 - 7 Fire (the 1st must be held within 2 weeks of the beginning of school)

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 - 1 Earthquake

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 - 1 Shelter-in-Place

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 - 1 Lockdown w/cover

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Secondary Drills (must have an emergency drill at least every two months)

- 5 Emergency drills/year
 - 2 Fire (one within 2 weeks of beginning of school and the other within 10 days of the start of the next calendar year)

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 - 1 Earthquake (scheduled by school)

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 - 1 Shelter-in-Place

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 - 1 Lockdown w/Cover

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Calendar of Drills on Various Elements—Table Top Scenarios: (see attached document for examples)

- Phone Tree Drill
- Special Population
- Reunification
- Earthquake—shutting off utilities
- Social Media

WS1: Classroom Emergency Response Go-Kit Contents

This list includes the specific materials that may be included in a classroom response go-kit. The crisis team is responsible for ensuring that each classroom has a go-kit.

Item

- School's emergency management procedures (e.g., lockdown, secured perimeter)
- School and campus layout (staging areas indicated)
- Large backpack
- Safety vest or hat, with title imprinted in large block letters "Classroom Teacher"
- Whistle attached to a lanyard
- Keys for classroom
- Descriptions of students with special needs (medical, prescription medicine, dietary)
- Student roster
- Student photos
- Student emergency cards
- Evacuation routes and assembly procedures
- Evacuation sites identified
- Individualized evacuation plans
- Student release and reunification plan procedures
- Parent sign-in/sign-out sheet
- Clipboard
- Black ballpoint pens, highlighters
- Mechanical #2 pencils
- Fine-point permanent marker
- Crayons
- Writing pad
- Handcranked LED flashlight
- First-aid kit
- Lightsticks (to last 12 hours)
- Rain poncho
- Waterproof tarp
- Plastic sheeting (for shelter-in-place)
- Duct tape (2" by 60 yards)
- Emergency thermal blanket
- Paper cups
- Hand sanitizer

Classroom Emergency Response Go-Kit Contents

- Latex-free medical gloves
- Breathing masks
- Bottles of water
- Emergency food bars (without nuts)
- Age-appropriate student activities (books, cards, checkers, crayons, construction paper)
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Note. Adapted from Readiness and Emergency Management for Schools. (2010). *Preparedness in School Emergency Management*. Online course; Reeves, M., Nickerson, A., & Jimerson, S. (2006). *PREPaRE: Crisis Prevention and Preparedness - The Comprehensive School Crisis Team*. National Association of School Psychologists, Bethesda, MD; Waukegan Public Schools, Waukegan, IL.

WS1 Handout 16: Crisis Team or Administrator Emergency Response Go-Kit Contents

This list includes the specific materials that may be included in a crisis team's or crisis administrator's response go-kit. This is not an exhaustive list, and each team should consider the needs of their school.

- Crisis response team phone numbers
- Crisis response team role descriptions
- Crisis team identification vests with titles printed in large block letters on back
 - Incident Commander
 - Safety Officer
 - Public Information Officer
 - Liaison Officer
 - Mental Health Officer
 - Operations Section Chief
 - Logistics Section Chief
 - Planning Section Chief
 - Finance Section Chief
- Aerial photos of the campus
- Copy of building safety and crisis team plans, including
 - Response protocols
 - Individualized evacuation plans
 - Release and reunification plan
 - List of students and staff with medical needs
 - Community resource list
 - Traffic management plan
- Campus map and floor plans (including each individual building), with the following clearly identified:
 - Emergency command and staging areas (including media)
 - Clearly marked evacuation routes
 - Fire alarm deactivation switch
 - Sprinkler system deactivation switch
 - Utility shutoff valves
 - Gas line shutoff valves
 - Cable television and satellite feed shutoff
 - Water shutoff valve
- Teacher roster and assignments
- Staff phone tree and family contact information
- Student emergency cards
- Student attendance roster
 - Student and staff photos
 - Student disposition and release forms
 - Rolling cart or rolling duffel bag (with itemized list of emergency items to be included)
 - First-aid kit (at least 64 pieces)

- Building master keys
- Bullhorn or other external communication system
- Two-way radios with at least 10 different channels
- AM/FM battery-operated radio (with batteries)
- Battery-operated weather radio (with batteries)
- Emergency crank radio
- Battery-operated laptop (with AirPort)
- Site status report forms
- Damage documentation tools (e.g., cameras)
- Yellow caution tape

- Reminder cards:
 - Evaluation of psychological trauma
 - Psychoeducational group
 - Caregiver training
 - Group- or classroom-based crisis intervention
 - Individual crisis intervention

- Mechanical #2 pencils
- Black ballpoint pens
- Black fine-point permanent marker
- Clipboards
- Writing pads (8.5" X 11" glue-top writing pad, legal ruled)
- 8.5" X 11" dry-erase whiteboard with markers and eraser
- Highlighters (yellow and pink)
- Flashlights (with extra batteries)
- Hand-cranked LED light
- Whistles attached to lanyards
- Stopwatch
- Solar Calculator
- Bag of large rubber bands
- Light sticks (to last 12 hours)
- Adult rain ponchos
- Work or gardening gloves
- Latex-free medical gloves (large adult size)
- Gray duct tape (2" by 60 yards)
- Safety breathing masks
- Hand sanitizer
- Emergency thermal blankets
- Emergency energy food bars without nuts
- Solar calculator
- Emergency resource budget information
- Emergency personnel sign-in/sign-out sheet
- FEMA forms

Note. Adapted from Readiness and Emergency Management for Schools. (2010). *Online Preparedness in School Emergency Management* course; Reeves, M., Nickerson, A., & Jimerson, S. (2006). *PREPaRE: Crisis Prevention and Preparedness—The Comprehensive School Crisis Team*. Bethesda, MD: National Association of School Psychologists, Waukegan Public Schools, Waukegan, IL

WS1: Tabletop Exercise Scenarios

Directions: All of the following scenarios are based on actual events that have occurred in schools. Before beginning, each of the ICS functional roles should be assigned to a group member (i.e., incident commander, planning section chief, operations section chief, logistics section chief, finance/administration section chief, safety officer, liaison officer, and public information officer). The group will then read the “initial impact” information and will be asked to begin responding to the events. Your instructor will give you a prompt to begin reading each new section approximately every 5 minutes. Your team will need to adapt to the updates and continue to quickly respond as best you can with the new information given. Please provide thorough and detailed responses to the questions and try to anticipate and consider any potential problems. This entire activity should last approximately 45 minutes.

Note: You may copy the blank template at the end of this document to record your responses.

Tabletop Exercise 1: Chemical Spill

Initial impact: It is 15 minutes before lunch and your principal makes an announcement over the intercom system for the crisis team to immediately report to the main office. Upon entering the main office you learn that a custodian was moving a cabinet of cleaning chemicals through the hallway of the school. The cabinet tipped over and the chemicals spilled, releasing dangerous gases into the hallway area.

How will your crisis team respond? Which functional protocol should the building follow (for example, lockdown, shelter-in-place, evacuation)?

First 5 minutes: After calling 911, the incident commander learns that a teacher e-mailed the front office and reported that four students in her classroom felt dizzy and nauseous. Just a couple minutes later, a second e-mail from the same teacher reveals that one of the four sick students is experiencing mental confusion and is beginning to lose consciousness. The classroom teacher was able to verify that the affected students were in close proximity to the incident when it happened.

What should you do next?

Ten minutes: Even though the incident commander directed the operations section chief to have the entrances to the school parking lot blocked off, several groups of parents have parked down the street and are walking toward the main entrances of the school. One parent has driven past the barriers, over the curb, and across the grassy parkway area to gain access to the school.

How would you handle these events?

Fifteen minutes: The school resource officer radios the principal and informs him or her of two things. First, a news team has gained entry into the school building through a side entrance where the door was not closed all the way. The officer informs you that he has detained them and is directing them to leave the premises. Second, a student with autism is yelling and flailing in a nearby classroom and staff are calling for additional staff to help physically manage this student.

What will your crisis team do to solve these problems?

Late afternoon: It is now approximately 30 minutes before school lets out. The initial crisis is over, medical treatment was administered to those affected, and the fire department has declared the school building safe. Your district is looking to you and the rest of the crisis team for direction.

What will you do to disseminate accurate information and ensure the perception of safety for students, parents, and staff? What other possible implications from this event does your team need to consider?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this entire response.

What planning and preparation would need to be in place, prior to the incident, for this to be a successful crisis response?

What would need to be done for the long-term recovery and how this type of incident will affect future crisis planning for the building?

This actual event was handled well by school staff and firefighters. This was considered a hazardous materials response due to the multiple chemicals spilled. Firefighters were able to assist in the cleanup and verify the condition of the school so that it was safe for children to return. No children or staff were hurt in this successful crisis response.

Tabletop Exercise 2: Escaped Inmate

Initial impact: It is 9:30 a.m. on Thursday and you and the front office staff overhear unusual chatter on the bus radio. You turn the volume up to learn that there is an escaped prisoner on the loose and he was reported as last seen heading south in the direction of your town. While being transported, the convict overpowered two police officers, took one of their guns, and then stole a vehicle from an elderly woman at gunpoint.

How will your crisis team respond? Which functional protocol should the building follow (for example, lockdown, shelter-in-place, evacuation)?

First 5 minutes: The incident commander of your school (the principal) just received a phone call from your district's administrative office that you need to check your e-mail and read the directives. The directives state to follow district emergency procedures and immediately go on soft lockdown. As you walk to the intercom system you remember that you have two parents and a new student on a walking tour of the school. In addition, two cars just pulled up out front and people are getting out and walking toward the school.

What should you do next?

First 30 minutes: Your administrative office notifies the school that they received a police advisory that the fugitive has just carjacked a second person and robbed a bank within blocks of your school. Police search helicopters, SWAT teams, FBI agents, and multiple police departments are searching the area for the fugitive. One of the classrooms is on a field trip at the outdoor education center, which is 30 minutes south of your school.

How would you respond to these events?

Noon: Now that your school has been on a (hard) lockdown for over an hour, students are complaining of hunger and behavior problems are increasing in frequency. An update is received that the fugitive was spotted by a civilian several towns away, but the person was not apprehended. The school phone is continuously ringing with kindergarten parents wondering if they can pick up their children, who are only on a half-day schedule. If this community crisis continues until the end of the school day, you will have to figure out how the children are going to be transported home.

How will you adapt to these circumstances?

Next morning: Although the police officially called off the search late last evening, they plan to meet early this morning for roll call, receive additional briefings, and begin the search process again. Some parent voicemails that were picked up this morning were demanding that school be cancelled. Many parents are keeping their children at home.

What decision will your team make to ensure the safety of students and staff? How will this be communicated?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this response.

What planning and preparation would need to be in place, prior to this incident, for this to be an exceptional crisis response?

What would need to be done for the long-term recovery and how will this incident affect future crisis planning for the building?

This actual event caused many schools within a large geographic area to be on high alert. Schools near the crime scenes went on hard lockdown (kids and staff hiding in classrooms) while schools farther away went on soft lockdown (perimeter of school locked and kids still learning in classrooms). The fugitive was apprehended 48 hours later without having physically harmed any individuals.

Tabletop Exercise 3: House Fire

Initial impact: The school principal receives a call from a school safety resource officer at 4:30 a.m. The police are calling to inform staff that there was a fire this morning at a nearby house that involved some of your students. Initial reports indicate that there are fatalities, but it is not known, at this point, how many members of the family died in the fire. Department officials said they will call back with more information as it becomes available.

What decisions need to be made at this time?

5:00 a.m.: The incident commander gets an update call from the police department social worker, and they have confirmed that both parents and one male child died in the blaze. One of the girls was able to escape the fire and was rescued by a responding police officer and neighbor, who were both able to get a ladder up to the roof. Another child also survived the fire, and both children were taken to their local trauma center for treatment.

What decisions and actions need to take place?

7:00 a.m.: News reporters on television are reporting that firefighters found obvious signs of arson. A suicide note was also found, apparently written by the father of the family. This incident is now being referred to as a murder–suicide, and media representatives are trying to reach the school for comments. You have responded to many incidents at schools before, but you know this one will be different because of its severity. It is likely that many groups from the community will be involved.

How will your crisis team respond?

7:30 a.m.: Your staff and students will be arriving at school in about an hour. Staff have begun arriving at school and are distraught over the loss. There is a great deal of shock and sadness among the staff. One of your crisis team members finds out that the mother of the family worked at a school in the area.

How will you adapt to these circumstances?

That evening: Staff and families within the community are wanting to designate a memorial and also set up a fund to help support the surviving family members. A local newspaper reporter is requesting an interview with someone from the school to discuss the events.

How will the crisis team handle these requests? What needs to be communicated to the students, staff, and family members of this school community?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this response.

What planning and preparation would need to be in place, prior to this incident, for this to be an exceptional crisis response?

What would need to be done for the long-term recovery and how will this incident affect future crisis planning for the building?

This scenario is based on actual events. The tragedy affected many in the community as they struggled to understand the horrific events that unfolded. One of the “gifts of the tragedy” is that local schools realized that they needed more crisis training and some have followed through with taking additional classes and workshops.

Tabletop Exercise 4: Medical Emergency (School Nurses)

Initial impact: A staff member runs into the nurse's office and yells out that a student is down in the gymnasium. She doesn't know what happened because she was not there when it happened. She did overhear someone say that they were playing volleyball and the student may have gotten hit in the head and passed out.

What should you do?

First 3 minutes: When you get to the gym you immediately find an unconscious student face down on the volleyball court. You take the girl's vitals and you find that her pulse is irregular and she has very shallow breathing. The other students who witnessed this event are frantically crying and wondering if she is dead. You ask the gym teacher if she knows what happened and she says she doesn't know. “She just fell to the ground. She didn't get hit by the ball. She just collapsed.”

What should you do next to ensure the students' safety?

Five minutes: You've already sent two staff members to the P.E. office for an AED (automated external defibrillator) and an oxygen tank. They come back and ask you if you know how to use it, because they have never used one before. You tell them you have been trained as you begin to apply the pads. Another staff member shows up and tells you that they have notified the student's emergency contacts and that she is allergic to peanuts and penicillin.

What should you do next?

Afternoon: Later that afternoon, you get a call from the student's foster parents at the hospital thanking you for your help. You are delighted to find out that the student is doing well and tests at the hospital confirmed a cardiac abnormality. Although you are happy with this news, you have been informed by one of the counselors that the rumor going around school is that the student overdosed on drugs.

How will you adapt to these circumstances?

Next morning: The next morning you receive a sad phone call from the student's parent. Although doctors were predicting a positive outcome, their foster daughter died as a result of a complication that occurred during heart surgery. The parents request that this information not be shared yet because the family is in shock and they cannot handle additional attention at this point.

How will your crisis team respond to these events?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this response.

What planning and preparation would need to be in place, prior to the incident, for this to be an exceptional crisis response?

What would need to be done for the long-term recovery and how will this incident affect future crisis planning for the building?

This scenario was based on a similar actual emergency that occurred in a high school. A student collapsed on the volleyball court and the school staff responded with an AED. The student was taken to the nearest hospital, treated, and survived the medical emergency. This actual crisis event highlights the fact that school staff being prepared and trained ahead of time can prevent some school crises from further escalating or ever happening.

Tabletop Exercise 5: Gas Leak (Administrators)

Initial impact: A teacher smells natural gas in her classroom and reports this information to the main office staff. Although she can't be sure, the teacher thinks the gas is coming in from outside, because the smell is stronger when she opens the window. She has seen workers outside all morning but is not aware of what they are doing.

What should be done to ensure the safety of students and staff? Which functional protocol should the building follow (for example, lockdown, shelter-in-place, evacuation)?

First 15 minutes: After the decision is made to evacuate the children from school, the fire department arrives and informs you that they do not know how long your students may have to wait outside. You ask a staff member to call your predesignated relocation site, the nearby park district building, to confirm that you can use their building to house the children. The person who took the call does not know about the relocation plan and says they will have to look into it and call you back. The person never calls back.

What should you do next?

First half hour: You call your second predesignated relocation site, the local high school, and decide that the high school would be able to accommodate the children. However, the high school is too far for the children to walk and they would have to cross very busy streets to get there. While the children are waiting outside for instructions on what to do next, the school nurse approaches you with the information that a kindergartner was stung by a bee and has the initial symptoms of anaphylaxis (severe allergic reaction).

How will your crisis team respond?

Forty-five minutes: The incident commander from the fire department contacts you to inform you that gas meter tests confirm that there are elevated levels of natural gas in and around the school. They spoke with the electric company that was digging nearby and found out that they hit a gas line. Although the gas company was sending out repair crews, no one informed the school of the situation. Since you had a prior agreement with the bus company to provide immediate emergency bus evacuation, they arrive promptly. Local police officers offer to escort the buses to the relocation site. The fire department announced that the school is closed for at least the rest of the day.

What decisions will your crisis team have to make to deal with this scenario?

One hour: Parents begin arriving at school to pick up their children. Some of the students are on buses and some are still waiting to be loaded. Although some parents are calm and offer to help supervise the kids, another group of parents is upset that they can't find their child since they want to take them home immediately. One parent starts challenging staff authority in front of school staff and students. She then boards a bus to start looking for her son. You quickly begin to realize that once you get the students to safety, your next major challenge will be working with parents and transporting the children home from the relocation site.

What will be done to effectively handle the current situation? How will information be communicated and updates provided to parents and the community?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this response.

What planning and preparation would need to be in place, prior to the incident, for this to be an exceptional crisis response?

What would need to be done for the long-term recovery and how will this incident affect future crisis planning?

This response was based on actual events. Students were evacuated and transported to a local school gym for the rest of the day. All students went home safely and no staff or students had significant levels of exposure to the gas.

Tabletop Exercise 6: Suicidal Student (Technology Considerations)

Initial impact: Two students walk into the principal's office and share that they think one of their friends is suicidal. The student of concern posted "FML" on a social networking website, which is computer slang for "F___ my life." Since this expression could be an indication of suicidal ideation, the principal requested that school mental health staff locate the student and conduct an initial safety assessment. A call to the student's mother at work revealed that the student stayed home sick from school that day.

What should be done to ensure the safety of this student?

First 30 minutes: A call to the student's home went unanswered, and staff are beginning to feel uneasy. A decision is made by the school resource officer to drive out to the student's residence to do a well-being check. Upon arrival, the SRO discovers that the male student has died by a self-inflicted gunshot wound.

What should you do next?

Two hours later: A teenage neighbor saw the county medical examiner's vehicle pull up to the house, and this information quickly spread around the school and community via student texting. Rumors are running rampant as there are few known facts, and many people are drawing their own conclusions as to what actually happened.

How will your crisis team respond?

The next day: The school crisis team decided the night before to allow students the opportunity to gather in the library the next morning to support each other and receive counseling, if needed. The next morning the staff found, to their surprise, that only a couple students came down to the library. The students shared that no one wanted to come to the library because electronic devices were not allowed. Staff discovered that students were communicating with each other, but they were doing so primarily through texting on cell phones and posting online messages on social networking sites. The staff realized that students were not attending the traditional "crisis room" because they spontaneously created a "virtual crisis room" the night before.

How will your team adapt to these circumstances?

Mid-day: The crisis team reconvenes for a lunch meeting briefing to make sure everyone has the same information and to formulate plans for the afternoon and coming days. At the meeting, it is discovered that another male student was making similar depressive statements online. Your school does not have established policies regarding online student communications. Some staff want to get online and communicate with students, but the school does not have a social networking account. The administration is expressing concern that online communication is outside the realm of the educational setting.

What decisions will your crisis team have to make in order to effectively deal with this dynamic situation?

How will information be communicated and updates provided to parents and the community?

Before we discuss how we could have improved this response, let's take a few minutes to discuss your initial reactions and feelings during this response.

What planning and preparation would need to be in place, prior to the incident, for this to be an exceptional crisis response?

What would need to be done for the long-term recovery and how will this incident affect future crisis planning for the building? Are there any proactive measures that could be taken in the future?

This scenario was created by combining a couple of actual events. In one case, a student died by suicide and the school staff found that students had essentially been grieving amongst themselves online. This presented a new and challenging situation, because students had typically come to school to talk with staff and other students. A second scenario involved a student who clearly posted statements online that were assessed to be an indication of suicidal ideation. The principal of the school went online to print out the comments that were posted and promptly called the parent of the student with the school psychologist. Both school staff and parents were able to call the student (at home sick that day) and verify that the student was safe. The mother of the student made arrangements for a family member to go over to the house to be with the student.

Tabletop Exercise Scenarios: Response Template

Initial impact response: _____

Next response: _____

Next response: _____

Next response: _____

Next response: _____

Final considerations and concluding thoughts: _____

