

**Emergency & Disaster Preparedness**

Shoshone Joint School District has developed procedures for dealing with existing and potential student and school crisis. The Crisis Management Plan should include Crisis Response Procedures and Critical Incident Procedures. An important component of the Plan is a set of interagency guidelines with various city/county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire school district. Crisis Response Procedures guide staff in responding to more frequently occurring crisis such as deaths of students or teachers and other traumatic events which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses. The crisis team uses crisis response procedures to help administrators:

- gather information;
- establish communication with the family;
- disseminate accurate information to faculty and students;
- intervene directly with students most likely to be affected;
- increase the available supportive counseling for students and staff; and
- guide students in helpful ways to remember the deceased.

Critical Incident Procedures help school personnel handle potentially dangerous events such as an armed intruder in a school and other life-threatening events. The school District has developed a Plan which emphasizes a coordinated interagency approach. A Code Blue has been established in all school buildings to provide a uniform method of warning staff and students of high risk situations involving imminent danger to life or limb.

Shoshone Joint School District's Crisis Management Plan procedures provide benefits for students, parents, and the school District. The procedures provide an organized, systematic method for helping students. Staff members know under what circumstances and how to refer a student for help. Crisis Team members operate within specific guidelines to make collaborative decisions, sharing the responsibility of these often difficult, stressful situations. Parents and other members of the community are assured that the school district has established procedures which better prepare schools to respond to crisis.

The interagency agreements have fostered stronger collaborative relationships and have led to improved communication about students and family events that could impact the schools.

In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the school administrator (or person in charge); those employees who have a child(ren) in other schools should have arrangements in place for the care of their child(ren) by others until they can be released from their duties. Employees are strongly encouraged to take all steps necessary to provide for the well being of their family in advance of any major disaster. This will hopefully moderate fears and concerns sufficient to permit rapid and effective completion of assigned tasks to insure the well being of students and staff.

### Possible Hazards in Idaho

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies may affect school facilities and/or school transportation that may prevent use for an unspecified period of time.

The Crisis Management Plan should address a range of events and hazards caused by nature or humans, such as:

- Severe weather
- Bus crashes
- Bomb threats
- Student or staff deaths
- Chemical or hazardous material spills
- Fire
- School shootings
- Medical emergencies
- Acts of terror or war
- Natural disasters (earthquake, tornado, flood, volcanic eruptions)

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the first responders (such as police or fire department.) The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate Crisis Management Plan.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school and district facilities and school buses, and that:

- a) all employees shall be informed about the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others
- b) students and employees shall practice the emergency procedures implemented at their school or work site
- c) parents shall be advised of the emergency procedures developed at the school(s) where their child(ren) are attending by September 30
- d) if materials and supplies beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order

- e) this policy shall be reviewed annually

### Sequence of Crisis Management

The Crisis Management Plan should include the sequences of managing a disaster. Those sequences are listed as follows:

- **Mitigation/Prevention** addresses what schools and districts can do to reduce or eliminate risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** deals with how to restore the learning and teaching environment after a crisis.

Crisis management is a continuous process in which all phases of the plan should be reviewed and revised. Additional sequence steps to analyze in preparing the Crisis Management Plan include:

### Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in each school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crisis.

### Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.

- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

### Response

A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

### Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the 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.

### **Prepare for Immediate Response**

When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios.

- ✓ **Evacuation** requires all students and staff to leave the building. The evacuation plan should include backup buildings and other locations. Evacuation plans

- should include contingencies for weather conditions. Additionally, plans should include transportation options for students with disabilities.
- ✓ **Reverse Evacuation** requires all students and staff to leave the outdoors and return to the building quickly. Once staff and students are safely in the building, you may find the situation calls for a lockdown.
  - ✓ **Lockdowns** are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy.

## **Define Roles and Responsibilities**

How will the school operate during a crisis? Define what should happen, when and at whose direction – that is, create an organizational system. This should involve many of the school staff – important tasks will be neglected if one person is responsible for more than one function. School staff should be assigned to the following roles:

- School commander
- Liaison to emergency responders
- Student caregivers
- Security officers
- Medical staff
- Spokesperson

The District will work with law enforcement officers and emergency responders to identify crisis that require an outside agency to manage the scene (fire, bomb threat, hostage situations.)

## **Assigned Roles for School District Staff During a School Emergency**

### **Superintendent**

- Direct all operations of the District in the management of the emergency.
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the emergency situation and assign tasks based on the overall needs for managing the emergency.
- Direct all activities of District and school staff in the management of the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Authorize the release of information to the public.
- Keep School Board informed of emergency status.
- The Assistant Superintendent for Instruction will assist Superintendent and serve in this capacity in the absence of the Superintendent.

### **Executive Assistant to Superintendent**

- From the District offices, direct all District office staff.

- Establish and maintain lines of communication between the District and the emergency site; for off campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
- Manage the teachers and classified staff from the district office.
- Assign resources (persons and materials) to various sites for specific needs.
- Communicate with other schools in the District during the emergency period.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.

### **Administrator**

- Establish and implement plan for crisis; form and coordinate crisis teams with Lead Psychologist.
- Maintain active file of helping agencies within the community; the names of contact person will be included.
- Maintain active file of community persons, such as counselors, doctors, psychologists, ministers; information regarding services and follow-up services will be included.
- Create letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care.
- Develop information sheet for parents, teachers, and others; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.
- Develop schedule for activities for the first day of school following the crisis with support services.
- Maintain follow-up activities such as referrals for help outside the school services setting.
- Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the District. Assign and direct other District staff to assist in those hospitals.
- Coordinate communication between the hospital and the District office.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Be aware of the requirements of the Health Insurance Portability & Accountability Act and provide all appropriate information based on those requirements.

### **Administrator** \_\_\_\_\_

- Develop plan and scenarios in which District technological resources can be dispersed effectively to emergency sites.
- Handle overflow telephone calls at the emergency site.
- Make recommendations regarding the restarting of school activities from support services.
- Serve as a liaison between the emergency school site and the emergency support teams that may be needed.
- Coordinate and direct communication between the emergency site and county and state agencies.
- Obtain and direct the placement of generators when power must be restored for a temporary period.
- Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- Coordinate and direct contact with emergency medical services, local police and sheriff's departments, fire departments, and the highway patrol.
- Coordinate and direct search-and-rescue operations when needed.
- Supervise the use of the school computer system for communication with the district office and electronic bulletin board system.
- As needed, report various sites involved in the communication system if there are problems in that system.
- Provide technical support for all communications hardware and software.

### **Administrator** \_\_\_\_\_

- Plan and initiate arrangements for food for building personnel.
- Notify risk management of emergency.
- Coordinate with director of transportation as needed.
- Arrange for the payment of monies needed to respond to emergency situations; authorize purchases and payments for such resources.

### **Director of Community Relations**

- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information.
- Organize a network of key people (police, fire, health) within the community through which accurate information can be disseminated.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Plan and coordinate for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school and District personnel during and after the crisis.

- Act as a liaison between the media and District personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.
- Arrange interviews for the media with key school and District staff who are involved in the emergency or who act as spokespersons for the District.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

## **Principals**

### ***School Crisis***

- Be familiar with central office support available to principals.
- Make school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

### ***In the Event of District Crisis:***

- Remain at respective schools until the end of the school day.
- When all students and staff members have left campus for the day, be prepared to report to the Assistant Superintendent.
- Perform tasks assigned by the Assistant Superintendent.

## Sample Emergency Plans Procedures

Sample Emergency Plans & Procedures are itemized as follows and contained on the pages following:

1. Emergency Building Evacuation
2. Explosion Or Fallen Aircraft
3. Hazardous Material Spill
4. Bomb Threat
5. Violent or Criminal Behavior
6. Earthquake
7. Severe Weather Emergency – Tornado or Lightning
8. Fire
9. Natural Gas Leak
10. Broken Water Main

## **EMERGENCY BUILDING EVACUATION PROCEDURE**

1. All building evacuations will occur when an alarm sounds and/or upon notification by District officials or Public Safety Officers. **If the District implements the call tree, persons with calling responsibilities are encouraged to use the following verbage:**

**“This is \_\_\_\_\_ calling from the \_\_\_\_\_  
School District Office. The Emergency Call procedure has been  
activated.”**

---

---

**(This blank will contain the information relative to the emergency and  
specific actions to be taken.)**

2. When the building evacuation alarm is activated during an emergency, leave by emergency evacuation route for the area in which you are located. If the exit is blocked, use the nearest marked exit and alert others to do the same.

3. **ASSIST THE HANDICAPPED IN EXITING THE BUILDING!!! DO NOT USE THE ELEVATORS IN CASE OF FIRE AND/OR POTENTIAL POWER LOSS.**

4. Once outside, proceed to a clear area that is at least 500 feet away from the affected building. Keep streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles and personnel. Know your assembly points.

5. **DO NOT RETURN TO AN EVACUATED BUILDING UNLESS TOLD TO DO SO BY A DISTRICT OR BUILDING OFFICIAL.**

## **EXPLOSION OR FALLEN AIRCRAFT PROCEDURE**

In the event a mishap occurs such as an explosion or a downed aircraft (crash) near a school or district building, take the following action:

1. Immediately take cover under tables, desks, and other objects which will give protection against falling glass or debris.
2. After effects of the explosion and/or fire have subsided, notify the District Office. Give your name and describe the location and nature of the emergency.
3. If necessary, or when directed to do so, activate the building alarm.
4. When the building evacuation alarm is sounded or when told to leave by District or building officials, walk quickly to the nearest marked exit and ask others to do the same.
5. **ASSIST THE HANDICAPPED IN EXITING THE BUILDING! DO NOT USE ELEVATORS IN CASE OF FIRE. DO NOT PANIC OR CREATE PANIC IN OTHERS.**
6. Once outside, move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crew. Know your assembly points.
7. If requested, assist emergency crews as necessary.
8. Do not return to an evacuated building unless told to do so by a District or building official.

## **HAZARDOUS MATERIAL SPILL**

Hazardous chemicals may be utilized within the District in various locations. Tractor trailers and contractors who may be traveling on District property may have hazardous chemicals that may threaten the environment of the District property in the event of a spill. The following steps will be followed in the event of a chemical or radiation spill:

1. Any spillage of a hazardous chemical or radioactive materials will be reported immediately to the building Principal and District Office.
2. When reporting, be specific about the material involved and approximate quantities. The building Principal will initiate the response of appropriate hazardous material response teams to effectively clean up the spill.
3. The Emergency Coordinator on site should vacate the affected areas at once and seal it off to prevent further contamination of other areas until the arrival of the Building Principal. At no time should someone re-enter an area that has already been evacuated.
4. If the evacuation is required, the person on site should activate the building alarm and follow standard evacuation routes that do not cross the area where the spill is located.

## **BOMB THREAT**

1. If you observe a suspicious object or potential bomb on District property, **DO NOT HANDLE THE OBJECT!** Clear the area immediately and call the building Principal.
2. Any person receiving a phone call bomb threat should attempt to ask the caller:
  - a. When is the bomb going to explode?
  - b. Where is the bomb located?
  - c. What kind of bomb is it?
  - d. What does it look like?
  - e. Why did you place the bomb?
  - f. What is your name?

Normally the caller will not answer these questions, but may make comments. During this time the person answering the phone should attempt to listen to background noises, accent of the caller, or any information that may be gathered from noises or sounds heard during the conversation.

3. Keep talking to the caller as long as possible and record the following:
  - a. Time of call.
  - b. Age and sex of caller.
  - c. Speech pattern, accent, possible nationality, etc.
  - d. Emotional state of caller.
  - e. Background noise.

**AFTER THE CALL, IMMEDIATELY DIAL \*69. IF THE CALLER'S NUMBER IS AVAILABLE, YOU WILL NEED TO NOTE THE NUMBER AND REPORT IT TO THE BUILDING PRINCIPAL.**

4. Report the incident immediately to the building Principal. The building Principal will notify the Emergency Coordinator. A decision will be made as to whether the building or area will be evacuated.
5. Building or Buildings Not Evacuated – The Emergency Coordinator may lead a search of the area. Employees in affected area may be asked to assist in identifying items or conducting a brief search under the direction of the building Principal.
6. Building or Buildings Evacuated – Once a decision is made by a building or District official to evacuate the building, relay information directing others to evacuate the building. After your responsibilities are complete, calmly evacuate the building. Once outside stay away from buildings, vehicles and trash containers.

**BOMB THREAT REPORT FORM**

THREATENING PHONE CALL

Time call received: \_\_\_\_\_ Date: \_\_\_\_\_

Exact words of person making the call:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

QUESTIONS TO ASK:

When is the bomb going to explode? \_\_\_\_\_

Where is the bomb right now? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What does it look like: \_\_\_\_\_

Why did you place the bomb? \_\_\_\_\_

What is your name? \_\_\_\_\_

Are you a student? \_\_\_\_\_

Location where call was received: \_\_\_\_\_

Telephone number where call was received: \_\_\_\_\_

Description of Caller's Voice:  Male  Female  Tone/accent: \_\_\_\_\_

Background noise: \_\_\_\_\_

## **VIOLENT OR CRIMINAL BEHAVIOR**

Immediately contact the building Principal if hostile or violent behavior, actual or potential, is witnessed.

1. Initiate immediate contact of Security to ensure that a timely response is begun before a situation becomes uncontrollable.
2. Leave the immediate area whenever possible and direct others to do so.
3. Should gunfire or explosives hazard the campus, you should take cover immediately using all available concealment. Close and lock doors when possible to separate yourself and others from the armed suspect.

### **Hostage Situation**

If taken hostage:

- A. Be patient. Time is on your side. Avoid drastic action.
- B. The initial 45 minutes are the most dangerous. Follow instructions and be alert. Captors are emotionally unbalanced. Don't make mistakes which could harm your well-being.
- C. Don't speak unless spoken to and then only when necessary. Don't talk down or attempt to rationalize with the captor. Avoid appearing hostile. Maintain eye contact with the captor at all times if possible but do not stare.
- D. Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected, severe mood swings, irrational actions, etc. Displaying a certain amount of fear can possible work to your advantage.
- E. Do not make quick or sudden moves. If you must go to the bathroom, need medications, or first aid, ask your captors.
- F. Be observant when you are released or if you escape. The personal safety of others may depend on what you remember about the situation.

## **EARTHQUAKE**

During an earthquake, remain calm and quickly follow steps outlined below:

1. If indoors, seek refuge in a doorway or under a desk or table. Stay away from glass windows, shelves and heavy equipment.
2. If outdoors, move quickly away from buildings, utility poles and other structures. Caution: Always avoid power to utility lines as they may be energized.
3. If in an automobile, stop in the safest place available, preferably away from power lines and trees. Stop as quickly as safety permits but stay in your vehicle for the shelter it offers.
4. After the initial shock, evaluate the situation and if emergency help is necessary, call the building Principal. Protect yourself at all times and be prepared for aftershocks.
5. Damaged facilities should be reported to Plant Operations. Note: Gas leaks and power failures create specific hazards.
6. If an emergency exists, activate the building alarm.

## **SEVERE WEATHER EMERGENCY – TORNADO OR LIGHTNING PROCEDURE**

The District Secretary will monitor the National Weather Service and will initiate notifications when severe weather bulletins are issued for the immediate area:

**Tornado/Thunderstorm/Wind Watch** – indicates that atmospheric conditions are conducive for the development of the stated warning. Normal operations will continue. Employees should keep a close eye on changing weather conditions and be prepared to take action if necessary.

**Tornado/Thunderstorm/Winder Warning** – indicates that the hazardous condition stated has been spotted or identified on radar. When these conditions immediately threaten the campus, the District Secretary will issue notification through fax messages, telephone communications to the building principals.

Hazardous weather conditions can develop in seconds and will not allow for formal means of communication. In the event an employee feels that weather is immediately threatening, they will initiate the following actions:

**TAKE COVER** – Instruct students, employees, and others in the immediate area to find a wall near the interior of the building away from windows and exterior doors. Individuals will curl up in a “ball” or fetal position near the wall, place their hands over their heads, and remain in that position until the severe weather passes.

**DO NOT LEAVE THE BUILDING OR INITIATE A BUILDING EVACUATION DURING THESE CIRCUMSTANCES. WHEN SEVERE WEATHER STRIKES, POWER MAY BE DISRUPTED CAUSING ALARMS TO SOUND. IF FIRE IS NOT IMMEDIATELY PRESENT AND A CLEAR EXIT IS MAINTAINED, EVERYONE SHOULD REMAIN UNTIL SEVERE WEATHER PASSES.**

## **FIRE**

All incidents of unintentional fires will be reported to the building Principal whether or not fire department response is required. All department heads, supervisors, etc. will ensure that their employees are aware of the location of fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of the location of the fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of emergency evacuation routes for their work area, the location of the fire exit windows, etc. Also, do not use the elevators in the event of a fire.

In the event of a fire:

1. If an emergency exists, activate the building alarm and contact the building Principal. Then promptly direct the charge of the fire extinguisher toward the base of the flame.
  - a. If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the building Principal.
  - b. On large fires that do not appear controllable, immediately activate the building alarm and contact, or direct someone to contact, the building Principal. Close all doors while exiting the building to reduce oxygen and slow the spread of fire. Do not lock the doors!
2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.
3. If trapped on a second story or higher, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke.
4. During an evacuation, direct crowds away from fire hydrants and roadways, and clear sidewalks immediately adjacent to the building. Ask bystanders to assist in watching windows, doorways, etc. for persons who may be trapped inside. Do not attempt to rescue - notify fire department personnel.

## **NATURAL GAS LEAK**

In the event of a natural gas leak is discovered or suspected:

1. Turn off the gas valve serving the building or area.
2. Windows and doors should be opened to dissipate the fumes.
3. The building Principal should evacuate the building by the most appropriate means.
4. The public utilities company and local fire department shall be notified by the secretary, principal or any person aware of the emergency. Note: Do not assume that these agencies have been notified. It is preferred that several people notify them rather than run the risk of complete omission.

## **BROKEN WATER MAIN**

In the event of a broken water main in the building, or on the grounds:

1. The water main shall be turned off.
2. Notify the building Principal.
3. Water in the building shall be removed immediately to prevent damage to floors and floor coverings.
4. The building Principal shall notify the local water department to coordinate any activities necessary to correct the emergency.

Adopted: June 10, 2008

Revised: