



# Coalition for Safe Schools & Communities

# ***THE BIG FIVE***

***STAFF***  
***2015-16***

## **SCHOOL EMERGENCY GUIDELINES IMMEDIATE ACTION RESPONSE**

## **CALLING 911**

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Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

### **WHEN REPORTING AN EMERGENCY**

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

### **CALLING 911 FROM A CELL PHONE**

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

**When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.**

## **IMMEDIATE ACTION RESPONSE: THE BIG FIVE**

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An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

### **IMMEDIATE ACTION RESPONSES: THE BIG FIVE**

<b>ACTION</b>	<b>DESCRIPTION</b>
<b>SHELTER IN PLACE</b>	Implement to isolate students and staff from the outdoor <b>environment</b> and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
<b>DROP, COVER &amp; HOLD ON</b>	Implement during an <b>earthquake</b> or explosion to protect building occupants from flying and falling debris
<b>SECURE CAMPUS</b>	Initiate for a <b>potential threat</b> of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
<b>LOCKDOWN / BARRICADE</b>	Initiate for an <b>immediate</b> threat of <b>danger</b> to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
<b>EVACUATION</b>	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

## **SHELTER IN PLACE**

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**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

### **SHELTER IN PLACE:**

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

## **SHELTER IN PLACE**

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### **STAFF ACTIONS:**

- Immediately clear students from the halls. Stay away from all doors and windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail status to Incident Command, according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

## **DROP, COVER AND HOLD ON**

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**DROP, COVER AND HOLD ON** is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

### **DROP, COVER, AND HOLD ON:**

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

## **DROP, COVER AND HOLD ON**

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### **STAFF ACTIONS: INSIDE**

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate **DROP, COVER AND HOLD ON** procedures. 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
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

### **STAFF ACTIONS: OUTSIDE**

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

## **DROP, COVER AND HOLD ON**

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### **STAFF ACTIONS: OUTSIDE**

- Place head between the knees; cover back of neck with arms and hands
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

## **SECURE CAMPUS**

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**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

### **SECURE CAMPUS:**

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that **all** exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander

## **SECURE CAMPUS**

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### **STAFF ACTIONS:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

### **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY)**

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

## **LOCKDOWN / BARRICADE**

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**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

### **LOCKDOWN / BARRICADE:**

- Is a response to an immediate danger; it is **not** preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- If it is possible to safely **get off campus** with students, take that action immediately (Run)
- If it is not possible to get off campus, **quickly lockdown** inside a safe room and **barricade** the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

## **LOCKDOWN / BARRICADE**

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### **“THINK ON YOUR FEET”**

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

### **Escape / Get Off Campus**

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

### **Hide / Lockdown/Barricade**

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cellphones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

### **Fight**

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

## **LOCKDOWN / BARRICADE**

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### **STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE**

- Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

## ***Immediate Action Response: The Big Five***

### **LOCKDOWN / BARRICADE**

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- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

#### **STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE**

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do **not** chase students that run. Let them go
- Do **not** go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision

## **LOCKDOWN / BARRICADE**

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- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

### **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES)**

- Gather students together and organize into an orderly formation
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement

## **EVACUATION**

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**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:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

### **EVACUATION:**

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

## **EVACUATION**

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### **STAFF ACTIONS:**

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but **unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

## **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

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, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

### **To alert visually-impaired individuals:**

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

### **To alert individuals with hearing limitations:**

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions

### **To evacuate individuals using crutches, canes or walkers:**

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety

### **To evacuate individuals using wheelchairs**

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

## **HAZARDS: CHEMICALS AND GAS**

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Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

### **How To Detect a Gas Leak**

**Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.**

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR**

#### **ACTIONS:**

#### **INSIDE SCHOOL BUILDINGS**

- Assume Incident Command role and call 911 from a safe location. Must be ready to provide location, status of campus, and all available details of the situation
- If a gas leak is discovered inside the building, evacuate the affected building **immediately** to an area that is upwind of the suspected leak. Follow EVACUATION Protocol

## **HAZARDS: CHEMICALS AND GAS**

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- Do **not** use a telephone of any kind until in a safe area
- Do **not** take any action to cause heat or sparks
- Consult with emergency personnel and utility company to determine next steps
- When able, alert the Superintendent's Office

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:**

#### **INSIDE SCHOOL BUILDINGS**

- Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated areas
- The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company. A Unified Command Post will be established at a safe location away from the building to determine any further action. The Fire Department Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency
- In consultation with the Fire Department Incident Commander and utility company, the School Incident Commander will make a determination to implement procedures to cancel school or resume normal building operations
- In the event of a suspected hazardous chemical or gas odor or leak, immediately notify School Incident Commander
  
- At the direction of the Incident Commander, evacuate students from immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command
- Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected room or building
  
- Leave any equipment or machinery as is

## ***Immediate Action Response: The Big Five***

### **HAZARDS: CHEMICALS AND GAS**

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- Leave any equipment and/or machinery “as is”
  - Do **not** switch lights on or off
- Leave doors open. Do not operate lights or any electrical equipment, including cell phones
- At the designated Assembly Area take student attendance and report any missing students to School Incident Commander

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:**

#### **OUTSIDE SCHOOL BUILDINGS**

- Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency
- If it is determined that a hazardous chemical or gas leak has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement. Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol
- Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety (ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition
- When able, alert the Superintendent's Office
- In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations to the School Incident Commander via standard communication channels without leaving the building
- The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company

## **HAZARDS: CHEMICALS AND GAS**

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- The **SHELTER-IN-PLACE** protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is resolved

### **STAFF ACTIONS:**

#### **OUTSIDE SCHOOL BUILDINGS**

- Initiate **SHELTER-IN-PLACE** immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Take attendance and call or e-mail status to School Incident Command staff, according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

**HAZARDS: FIRE  
OFF-SITE**

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A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

**SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR  
ACTIONS:**

- Assume Incident Command role
- Contact local fire department (call 911) to determine location of fire and the correct action for school site
- Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to off-site evacuation location according to site emergency plan. If needed, contact bus dispatch for transportation by bus to evacuation location
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team
- Monitor radio stations and other public information sources for current status reports
- Determine if Student Release should be implemented. If so, notify staff, students and parents

**STAFF ACTIONS:**

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site
- Remove staff ID placard from emergency packet and put it on

**HAZARDS: FIRE  
OFF-SITE**

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**STAFF ACTIONS:**

- Evacuate immediately to assembly area. DO NOT STOP** to collect belongings, but be sure to bring the classroom Go Pack which should include attendance roster and emergency supplies. Leave windows and doors closed behind you, but unlocked.
- Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment
- Take attendance at the assembly area. Report any missing students to the School Incident Commander/site administrator and emergency response personnel
- Remain with students until Incident Command has determined it is safe to return
- Follow school emergency protocols for return to school

## **HAZARDS: FIRE ON-SITE**

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An on-site fire necessitates quick and decisive action to prevent injuries and further spread of 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 staff should be instructed to crawl along the floor close to walls to enable easier breathing 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 extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:**

#### **FIRE WITHIN SCHOOL BUILDING**

- First, sound the fire alarm to implement **EVACUATION** of the building
- Assume Incident Command role. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel
- Next, instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- Immediately **EVACUATE** the building or the school using the primary or alternate fire routes
- When able, alert Superintendent's Office
- To ensure that access roads are kept open for emergency vehicles, direct Safety Officer to open gates and clear pathways

## ***Immediate Action Response: The Big Five***

### **HAZARDS: FIRE ON-SITE**

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- To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command
- Have Safety Officer report to Incident Command Post
- To ensure injured students and staff members receive medical attention, direct Operations Chief to engage Medical Team
- If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS
- Do not allow staff and students to return to the building until the Fire Incident Commander declares that it is safe to do so

### **STAFF ACTIONS:**

#### **FIRE WITHIN SCHOOL BUILDING**

- Evacuate immediately to assembly area. DO NOT STOP** to collect belongings, but be sure to bring attendance roster and emergency supplies. Leave the windows and doors closed, but unlocked
- Stay calm; maintain control of the students at the designated assembly area
- Take attendance. Report missing students to the School Incident Commander/Site Administrator and emergency response personnel
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building