

Division of
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Safe Schools Planning: A Guide for Educators

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Table of Contents

Section 1: Introduction	6
Program Benefits	7
Program Authority	7
Program Objectives	10
Prevention	10
Detection	10
Response	10
Recovery	10
Document Organization	12
Section 2: The Safe Schools Planning Process	13
Program Organization	14
Establish a Safe Schools Committee	14
Purpose	14
Membership	14
Communication Protocols	15
Subcommittees	15
Identify Existing Information	15
Security Documents	15
Regulations and Requirements	16
Security Measures	16
Resources	17
Risk Assessment	18
Benefits	18
Methodology	18
Identify Assets	19
Identify Threats	19
Identify Vulnerabilities	21
Program Design	22
Operational Security	22
Technical Security	25
Physical Security	25
Information Technology Security	26
Program Implementation	27
Create a Project Plan	27
Communicate the Plan	27
Implement the Plan	28
Test the Plan	28
Sample Safe Schools Action Plan	29

Section 3: The Emergency Planning Process	31
General Preparedness	32
Update Contact Information	32
Stock First Aid Kits	32
Distribute Emergency Kits	32
Ensure Appropriate Signage	34
Classroom Doors Lock	34
Install Emergency Lighting	34
Mark Shut-Off Valves	34
Update Emergency Equipment	34
Create a Master Key Policy	35
Train Staff	35
Identify External Resources	35
Conduct an Inventory	36
Emergency Management Plan	37
Assign Roles and Responsibilities	37
Create a Communications Plan	40
Establish a Chain of Command	41
Create an Evacuation Plan	41
Create Incident Protocols	45
Continuity of Operations Plan	46
Overview	46
Objectives	46
Authorities	47
Components	48
Section 4: Emergency Operations – <i>A Template for Schools</i>	54
Instructions	55
Introduction	59
Authority	59
Document Organization	60
Types of Emergencies	60
Roles and Responsibilities	61
School Administration	61
Safe Schools Committee	62
Emergency Management Team	63
Prevention and Preparedness	67
Detection and Communications	68
Detecting Internal Threats	68
Detecting External Threats	69
School Command Communications	69
Emergency Responders	72
BIE Chain of Command	73
Parents and the School Community	74
Media	74

Evacuations	76
Evacuation Signal	76
Evacuation Roles in an Emergency	77
Evacuation Posts	78
Evacuation Routes	80
Reverse Evacuations	81
Lock Down	81
Shelter-In-Place	82
Incident-Specific Protocols	83
Fire and Explosions	83
Bomb Threats	86
Medical Emergencies	87
Accidents	87
Animal Attack	88
Chemical or Hazardous Materials Spills	89
Death of Student or Staff Member	89
Food Contamination	90
Pandemics	90
Suicide	93
Other Medical Emergencies	94
Substance Abuse	95
Suspected Alcohol or Drug Use	95
Incoherent or Non-Responsive Behavior	95
Alcohol or Drugs on School Property	96
Violence	97
School Violence	97
Warning Signs	97
Suspicious or Illegal Behaviors	98
Fights Without Weapons	98
Suspected Weapons Possession	99
Confirmed Weapon Threats	101
Sexual Assault	102
Riots, Protests, or Civil Disturbances	102
External Violence	103
Child Abuse	103
Child Abduction	103
Hostage Situations	103
Missing Child	104
Security Breach	104
Terrorism	105
Suspicious Packages	107
Utility Emergencies	109
Weather and Natural Distasters	110
Earthquakes	110
Hurricanes and Flash Floods	110

Snow Storms	111
Tornadoes	111
Section 5: Emergency Management – <i>A Quick Reference Guide</i>	113
Instructions	114



SECTION 1:

INTRODUCTION



Program Benefits

This guide explains how a Safe Schools and Safe Colleges program is created, with a focus on emergency preparedness and continuity of operations planning. It also provides templates that schools, dormitories, and colleges can tailor to their individual needs.

Maintaining a strong Safe Schools program has many benefits. It helps keep children, employees, visitors, and school property safe and secure from a variety of hazards. It increases employee morale and improves an educational institution's reputation with parents by demonstrating a deep concern for safety. It reduces exposure to civil liability when an incident does occur. It also enhances an organization's ability to respond to and recover from an emergency.

Program Authority

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11 and Hurricane Katrina. Many of these directives are detailed in the Federal Continuity Directive 1 (FCD 1) and (FCD 2), *Federal Executive Branch National Continuity Program and Requirements*, February 2008, which serve as the overarching authorities for this guide. A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, *Management of Domestic Incidents*. It provides a unified approach to managing emergency incidents. Other federal authorities include:

- Homeland Security Presidential Directive (HSPD) 8, *National Preparedness*
- Homeland Security Presidential Directive 20
- National Security Presidential Directive 51
- Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*
- 41 CFR 101-20, *Management of Buildings and Grounds*
- 444 U.S. Department of Interior Manual 1, *Physical Protection and Building Security*
- 375 U.S. DOI Manual 19, *Information Technology Security*
- No Child Left Behind, Public Law 107-110
- Title IV, *21st Century Schools Safe and Drug-Free Schools Act*
- HSPD 3, *Homeland Security Advisory System*
- HSPD 5, *Management of Domestic Incidents*
- HSPD 7, *Critical Infrastructure Identification, Prioritization, and Protection*
- HSPD 12, *Common Identification Standard for Federal Employees and Contractors*
- HSPD-20 National Continuity Policy, Annex A.
- 112 DM 17, *Office of Law Enforcement, Security, and Emergency Management*

- 212 DM 17, *Director, Office of Law Enforcement, Security, and Emergency Management*
- 375 DM 19, *IT Security Program*
- 377 DM 1, *Telecommunications Management*
- 377 DM 2, *Telecommunications Handbooks*
- 380 DM 6, *Vital Records Program*
- 382 DM 2, *Mail Management*
- 383 DM 1-15, *DOI Privacy Act policies*
- 386 DM 3, *Web Standards and Guidelines*
- 441 DM 1-5, *Personnel Security Suitability*
- 444 DM 1, *Physical Protection and Building Security*
- 444 DM 2, *National Critical Infrastructure and Key Resource Security*
- 446 DM 1-21, *Law Enforcement Policy and Responsibilities*
- 485 DM 1-28, *Safety and Occupational Health Program*
- 900 DM 1, *Civil Defense Emergency – Functions and Responsibilities*
- 900 DM 2, *Continuity of Operations (COOP) Program*
- 900 DM 3, *National Security Emergency Preparedness (NSEP)*
- 900 DM 4, *Coordination of Emergency Incidents*
- 900 DM 5, *National Response Plan (NRP) Coordination*
- 905 DM 1, *Disaster Assistance- Policy, Functions, and Responsibilities*
- FIPS PUB 140-1, *Federal Information Processing Standards*
- FIPS PUB 140-2, *Security Requirements*
- FIPS PUB 199, *Standards for Security Categorization of Fed Info & IT Systems*
- FIPS PUB 200, *Minimum Security Requirements for Fed Info & IT Systems*
- FIPS PUB 201-1-v5, *Personal Identity Verification of Federal Employees and Contractors*
- NIST SP 800-16, *IT Security Training Requirements*
- NIST SP 800-21-1, *Guideline for Implementing Cryptography in the Federal Government*
- NIST SP 800-27, *Engineering Principles for IT Security*
- NIST SP 800-37, *Guide for the Security Certification and Accreditation of Federal Information Systems*
- NIST SP 800-46, *Security for Telecommuting and Broadband Communications*
- NIST SP 800-50, *Building an Information Technology Security Awareness and Training Program*
- NIST SP 800-53, *Recommended Security Controls for Federal Information Systems*
- NIST SP 800-53A, *Guide for Assessing the Security Controls in Federal Information Systems*
- NIST SP 800-61, *Computer Security Incident Handling Guide*
- NIST SP 800-68, *Guidance for Securing Microsoft Windows XP Systems for IT Professionals*
- NIST SP 800-73-1, *Interfaces for Personal ID Verification*
- NIST SP 800-76, *Biometric Data Specification for Personal ID Verification*
- NIST SP 800-79, *Guidelines for the Certification and Accreditation of PIV Card Issuing Organizations*

- NIST SP 800-85A, *PIV Card Application and Middleware Interface Test Guidelines (SP 800-73 compliance)*
- NIST SP 800-85B, *PIV Data Model Test Guidelines*
- NIST SP 800-87, *Codes for the Identification of Federal and Federally Assisted Organizations*
- *OIEP IT Security Policy*
- *OIEP Master Technology Plan 2004 – 2009*
- *Code Adam Act of 2003*
- *Homeland Security Act of 2002*
- 29 CFR 1910.165, *Employee Alarm Systems*
- 29 CFR 1926.35, *Employee Emergency Action Plans*
- 41 CFR 101-20, *Management of Buildings and Grounds*
- PL 93-288, as amended by PL 100-707, *Robert T. Stafford Disaster Relief and Emergency Assistance Act*
- Federal Educational Privacy Rights Act (FERPA)
- *National Strategy for Pandemic Influenza*
- *National Strategy for Pandemic Influenza Implementation Plan*
- FEMA FPC-65, *Continuity Of Operations Plan*
- *FEMA COOP Pandemic Influenza Guidance*
- OSHA Standard 1910.37, *Means of Egress*
- OSHA Standard 1910.38, *Emergency Action Plans*
- OSHA Standard 1910.120, *Hazardous Materials*
- OSHA Standard 1910.155-1910.165, *Fire Protection*
- *NFPA Life Safety Code 101-1970*
- 29 CFR 1910 Subpart E, *Exit Routes, Emergency Action Plans, and Fire Prevention Plans*

Schools should determine what tribal, state, and local authorities apply in their locations.

Program Objectives

Safe Schools planning and emergency preparedness are designed to protect people, physical property, intellectual property, and intangible assets, such as a school's reputation, from damage or destruction and to help the school recover quickly when an emergency does occur. FCD-1 advises all organizations to develop a continuity program management plan as they implement their respective continuity programs. It does this through what are generally considered four phases: Prevention, Detection, Response, and Recovery.¹

Prevention

Some emergencies can be prevented. Ensuring that electrical wiring is not frayed and that coffee pots are unplugged at night can prevent a fire. Counseling a depressed student can prevent a suicide. Identifying a threatening child early on can prevent violence.

Detection

Many types of emergencies can be detected through early warning signs. A local tornado warning system or a flash flood advisory program can signal impending hazardous weather. A metal detector can indicate that a weapon has been brought into the building. A panic alarm can alert a senior official about an emergency situation with a student.

Response

Whether Pandemic Flu has affected the school, a fist fight has developed, or an unauthorized and threatening person has entered the school, some actions can be taken immediately to minimize the damage.

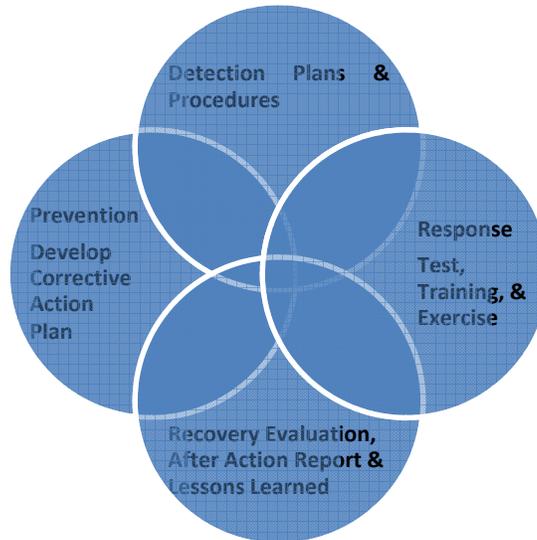
Recovery

A school or college can recover more completely when it has planned for a disaster in advance. Ensuring electronic files are backed up daily and that backups are kept off site can ensure a seamless restoration of computer files after a catastrophe. Creating a communications plan can return the school to normal operations quickly. Having a succession plan that determines who takes a leadership role when the primary administrator is unavailable can reduce confusion during traumatic times. Depending on the disaster, recovery measures can also include taking photographs of a

¹ Some experts consider preparedness, or as FCD-1 states, "readiness," as one of the phases. The terms "preparedness" or "readiness," are interchangeable however, and can also be used to describe the overall planning process and are critical components of all phases.

disaster scene for insurance purposes, calling in professionals to deal with the aftermath, or providing counseling to students, employees, and contractors traumatized by a disaster.

Some security planners consider *mitigation of the damaging effects of an emergency* to be a fifth phase. While an essential part of security planning, mitigation is actually a component of other phases. It is accomplished through early detection, a quick and effective response, and an efficient plan for recovering from the emergency.



Document Organization

Section 1 provides the Introduction to this document. Section 2 explains the process of creating or enhancing a Safe Schools plan. (For purposes of this document, “Safe Schools” applies to elementary and high schools, dormitories, and colleges.) It describes **four types of security measures**, including:

Operational Security, which addresses the “human” side of security and entails managing students, staff, volunteers, and visitors. Operational security measures (sometimes called “administrative security” measures) include the school’s security policies, practices, procedures, and training.

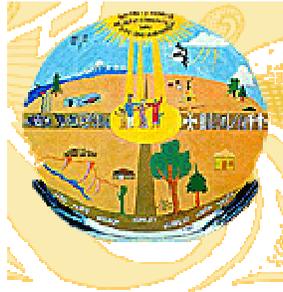
Physical Security, which addresses the design elements of a building and its surroundings that affect security issues. Examples include the building layout and materials, windows and window seals, doors, parking lots, fencing, gates, and doors.

Technical Security, which addresses the systems of access controls, surveillance cameras, burglary alarms, metal detectors, panic alarms, and other security equipment used to secure a building and its surroundings.

Information Technology Security, which addresses the computer system, the network and the controls that protect it against unauthorized intrusions such as viruses and hacking.

Section 3 focuses on a key component of the Safe Schools Plan - Emergency Preparedness - and explains the process of creating an Emergency Management Plan followed by a Continuity of Operations Plan (COOP) or Continuity of Government (COG) program. While the Emergency Management Plan addresses the emergency while it is occurring, the COOP plan focuses on efforts to recover from the emergency. In order to ensure that agencies can continue operating after a major emergency, the federal government has directed all agencies to identify their Mission Essential Functions (MEFs) and Primary Mission Essential Functions (PMEFs) that support the National Essential Functions (NEFs) and to identify services that must be continued during an emergency. This directive, FCD-2, applies to all federal agencies, regardless of size or location. Details of the school’s role in this process are contained in Section 3. This section is written for the school principal, college administrator, or Safe Schools committee.

Drawing on material from the previous section, Sections 4 and 5 are templates that schools and colleges can use to create their own emergency management plans. Their ultimate audience is intended to be school or college staff and volunteers.



SECTION 2:

THE SAFE SCHOOLS PLANNING PROCESS



Program Organization

This section describes the process for planning a Safe Schools program.



Establish a Safe Schools Committee

The Safe Schools planning process begins by establishing a Safe Schools Committee. Creating a committee falls within the directives of FCD-1 and FCD-2, which are designed to ensure schools can continue their most important functions during major emergencies.

Purpose

The Safe Schools Committee fulfills the following purposes:

- It gives a specific group of people the responsibility for developing and updating the Safe Schools plan and for ensuring it is implemented in an organized manner. It also shares the tasks required to assemble the plan among multiple individuals.
- It facilitates and formalizes communication among stakeholders who share a role in Safe Schools issues and provides a means to solicit diverse viewpoints.
- It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyze intelligence about emerging security threats, asymmetric threat environments, such as the growing power of a new gang or a recent designer drug.
- It demonstrates to students, staff, and parents the administration's commitment to ensuring a safe school and its diligence in addressing Safe Schools issues.
- It provides an ongoing tool to assess existing security measures and to recommend new measures.

Membership

The committee should be chaired by a member of the senior management team, both to ensure that safety and security issues attract sufficient attention from senior management and to elevate the profile of the committee within the school community. The leader should take responsibility for organizing the process, for assigning roles and responsibilities, and for ensuring that assigned tasks are completed.

Members of the Safe Schools Committee may include other administrators, teachers, the building engineer or head custodian,

members of volunteer or paid security forces, a representative of tribal security, a representative of local law enforcement, parents, students, and others. Committee membership should also include members of the facility's COOP Executive Management Team and Emergency Administrative Support Team as well as a Continuity Coordinator responsible for recovery efforts.

Communication Protocols

The committee should establish internal communication protocols by identifying regular meeting times and places and by creating a Contact List with work phone numbers, home phone numbers, cell phone numbers, fax numbers, addresses, and e-mail addresses of all committee members.

Subcommittees

To permit multiple efforts to continue simultaneously, the Committee may designate subcommittees such as the Emergency Planning Subcommittee; the Communications, Training, and Resources Subcommittee; the Continuity of Operations Subcommittee, and the Security Measures Subcommittee.



Identify Existing Information

Security Documents

An effective process does not duplicate previous Safe Schools planning efforts, but builds on them. For this reason, the Safe Schools Committee should determine what crisis or security plans already exist in the school, the agency, and the community. It should gather all security-related documents such as plans, procedures, directives, memoranda of understanding with tribes or emergency responders, floor plans, data on past incidents, employee manuals, risk management plans, mutual aid agreements, safety assessments, insurance carrier information, and other relevant information. In addition, FCD-1 requires Federal Agencies to have direct access and be able to use school records and systems to perform essential functions under COOP.

Regulations and Requirements

The committee should identify applicable state and local regulations such as continuity of operations plans, occupational safety and health regulations, fire codes, seismic safety codes, transportation regulations,

and other applicable requirements. Collectively, these are called *authorities*.

Security Measures

The committee should designate a team member, such as a member of the custodial staff or security force, to identify existing security measures. Types of security measures include, but are not limited to, the following:

- Access control readers
- Annunciator panels to pinpoint fires
- Burglar alarms
- Carbon monoxide and radon detectors
- Door buzzers
- Emergency lighting
- Fences and/or gates
- Fire extinguishers
- Fire doors
- Fire pull alarms
- Floor plans posted in appropriate locations
- Intercom systems
- Metal detectors
- Locks
- Panic alarms
- Smoke alarms
- Strobe lights by exits in case of power outage
- Surveillance cameras
- Window bars
- Window locks

Resources

The committee should also identify security employees, contractors, volunteers, and other resources, including funding, that can facilitate a safe school environment.

COMMUNICATIONS TIP: The Government Emergency Telecommunications System (GETS) is a telecommunications service that supports the National Communications System. The system allows authorized users to receive priority when placing telephone calls. All individuals assigned to the EMT are authorized to use this system to place calls during emergency situations. All authorized users should obtain GETS cards through their educational line officer or Washington COOP Coordinator. For more information, see http://gets.ncs.gov/program_info.html .



Risk Assessment

In essence, this is the process to identify, control, and minimize the impact of uncertain events. In order to ensure the safety and success of continuity operations under FCD-1, an effective security strategy must address personnel, physical and informational security. The Safe Schools Committee, or security consultants, should then conduct a **risk assessment**, the security industry's means of strategic planning. Like other strategic planning processes, it seeks to answer three key questions: *Where are we? Where do we want to be? How do we get there?* Through a risk assessment – a process to identify, control, and minimize the impact of uncertain events - an organization identifies its security needs and develops practical solutions to address them.

Benefits

Even when funding is limited, undertaking a risk assessment is important.² First, it provides a means for prioritizing the implementation of security measures based on available funding. Second, it produces information vital for presenting a funding request to private or public entities. Many grant applications require applicants to present a risk assessment. Finally, it identifies problem areas, providing the committee the opportunity to consider security measures that may require few or no resources. For example, if the school can not afford a surveillance camera at a vulnerable lunchroom door, it may choose instead to station a parent volunteer there during peak hours. If, however, the door was never identified as a problematic location, the security weakness would go unaddressed.

RISK ASSESSMENT:

The Strategic Planning Process
of the Security Industry

Methodology

A risk assessment can be a one-day project based on a checklist of questions or an in-depth analysis that employs sophisticated software to predict the likelihood of specific types of incidents occurring in or near a school. To determine security vulnerabilities

² A risk assessment is required for all facilities owned or leased by the BIE. See 444 DM 1 and 444 DM 2 for further details on this requirement.

and solutions, the security team may conduct focus group discussions, interview stakeholders, and conduct a confidential staff survey, which often produces the most revealing information about the state of security and solutions to security weaknesses. Even in small organizations, individuals with the most direct contact with students often have the most relevant information about security.



Identify Assets

The risk assessment begins by identifying the organization's assets that require protection. In schools, the most important assets are obvious: students, staff, and visitors. Other assets include:

- Student, purchase order, payroll, and staff information, which may include personally identifiable information such as names, Social Security numbers, and dates of birth. Records may be in paper or electronic form.
- Electronic equipment such as computers, science equipment, and video cameras.
- Sports equipment.
- Classroom materials such as books, lesson plans, and curricula.
- Other physical property.
- Intellectual property such as the school's processes, procedures, and handbooks.
- Personal property of employees and students.
- The school's reputation.



Identify Threats

The next step is to identify what kinds of emergencies could threaten those assets. In a ***threat assessment***, as it is called, the security team examines statistics and other information about past incidents, ranging from assaults and false fire alarms to chemical fires. The team also determines whether the school building lies in a region prone to flash floods, wild fires, tornadoes, blizzards, hurricanes, earthquakes, landslides, or other natural and man-made hazards. The team then identifies external

threats such as whether a school is near a major transportation route over which hazardous materials are transported and whether it is near a military installation or a nuclear power plant that could be the subject of terrorism threats. Another type of threat might be a pandemic caused by the H1N1 (Swine) Flu. Threatened emergencies – also called hazards or incidents – are typically divided into man-made and natural. Examples are as follows:

MAN-MADE EMERGENCIES

- Accidents
 - Athletic Accidents
 - Building Accidents
 - Chemical Spills
 - Transportation Accidents
 - Trips and Falls
- Bomb Threats
- Cyber Crime
- Fires
- Fraud
- Medical Emergencies
- Riots
- School Violence
 - Bullying
 - Assaults and Batteries
 - Gangs
 - Homicides
 - Hostage Situations
 - Shootings
 - Weapons
- Substance Abuse
- Sexual Predators
- Suicide
- Terrorism
- Utility Failures

NATURAL EMERGENCIES

- Animal Attacks
- Blizzards
- Extreme Temperatures
- Earthquakes
- Floods
- Forest Fires
- Hurricanes
- Landslides
- Pandemics
- Tornadoes



Identify Vulnerabilities

Once the Safe Schools planning team identifies the greatest threats to a school, it then identifies how the organization may be vulnerable to those threats through a ***vulnerability analysis***. This is essentially the process of identifying weaknesses in the security program or problem areas. For example, if a student bringing a weapon to school poses a significant threat, then the security team must identify how the facility is vulnerable to a weapon entering the campus or school building.

The difference between a security threat, a security vulnerability, and a security measure can be illustrated as follows:

Threat: A student might bring a weapon into the school.

Vulnerability: The lunchroom door has no mechanism to screen students for weapons and is unlocked and unmonitored most of the day.

Security Measure: The lunchroom is equipped with a guard, a parent volunteer, an outside lock, a surveillance camera, or a metal detector to address the risk.

In a comprehensive risk assessment, security planners also assign values to each key asset that has been defined, quantify or qualify the vulnerability to each key asset, quantify or qualify the threats to each key asset, and then quantify the impact, or loss, if each asset were damaged or destroyed.

For more information about designing a risk-assessment methodology, refer to the United States Department of the interior *Departmental Manual* (DM), and specifically 444 DM 1, 444 DM 2, and 900 DM 2.



Program Design

Once the risk assessment is completed, the team then proposes new or enhanced security measures, beginning with the areas that pose the greatest risks to the school, its staff, and its students. The measures are tailored to the threats and vulnerabilities identified during the risk assessment. In the program design phase, the committee decides when, where, and how to invest in its assets and resources to eliminate or mitigate risks.

Operational Security

Operational security is often cited as the most challenging and important aspect of Safe Schools planning because it entails managing unpredictable human behavior. It involves the management of students, staff, volunteers, and visitors. Key components of operational security are strong procedures and an emergency management plan that is tested regularly.

Procedures

Standard operating procedures are critical to building a strong management infrastructure and for managing risk within an organization. Policies and procedures communicate the philosophy and expectations of management in a consistent and comprehensive manner. They provide training tools and systemize a school's practices. By showing that the school has exercised due care, they lessen its liability should an incident – ranging from a fire to sexual harassment – occur. They also provide evidence of due process in the event of employee misconduct and, therefore, reduce the risk of wrongful termination lawsuits.

Emergency Management Plan

Planning before an emergency enhances the chances of a rapid, efficient response and recovery that saves lives and reduces injuries and property damage. **Section 3** outlines for school administrators the process of creating a plan and **Section 4** provides an emergency plan template that administrators can tailor to their schools' needs and present to their staffs. **Section 5** provides a shorter version of Section 4 that can be easily accessed during an emergency.

Examples

Examples of operational security measures include the facility's:

- Continuity of Operations Plan to ensure operations resume quickly after an emergency
- Emergency Management Plan
 - Roles and responsibilities in an emergency
 - Communication protocols
 - Procedures for evacuating or locking down the school
 - Procedures for using the school as a shelter-in-place
 - Drills for evacuations and lockdowns
 - Protocols for specific types of incidents, such as:
 - Fire and Explosions
 - Bomb Threats
 - Burglaries and Thefts
 - Fire Response and Reporting
 - Medical Emergencies
 - School Violence
 - External Violence
 - Utility Emergencies
 - Weather Emergencies
- Employee and Student Codes of Conduct
- Employee Handbook
- Hall Sweeps
- Insurance
 - Employee Crime
 - Premise Liability
 - Property Damage
- Paper or Electronic Forms to:
 - Update student and staff emergency contact information
 - Log in visitors
 - Provide hall passes
 - Record equipment inventories
 - Report incidents through the Native American Student Information System (NASIS)
 - Report lost or stolen equipment
 - Report student suspensions
 - Report student detentions
 - Request a parent conference
 - Reinstate a pupil after a suspension or expulsion
 - Report misconduct
 - Report suspected or actual sexual abuse
 - Refer a student for discipline
 - Release a student to a parent or caretaker
- Parent Handbook
- Security Audits

- Security Plans
- Security Policies such as those addressing Search and Seizure rules as they apply to students, lockers, desks, and computers.
- Security Procedures addressing issues such as:
 - Building entry and exit
 - Cell phone and pagers used by students
 - Closed campus
 - Confidential information such as personally identifiable information and medical information of students and staff
 - Dress codes
 - Equipment use and record keeping
 - Fraud prevention tools such as strong internal controls
 - Gang affiliation
 - Graffiti
 - Incident reporting
 - Information technology
 - Interaction with law enforcement and courts
 - Intellectual property protection
 - Internet usage
 - Key distribution and control
 - Lost or stolen equipment
 - Medicating students
 - Parent notification after an incident has occurred
 - Property damage
 - Screening of school staff and volunteers
 - Staff discipline
 - Student identification tools such as badges
 - Student release
 - Student discipline and expulsion
 - Transportation
 - Truancy
 - Vandalism
 - Vehicle use
 - Zero Tolerance

Training

All school employees should undergo training on all components of the Safe Schools Plan. The school should have fire, tornado, and shelter-in-place drills and, at least once a year, a drill to evacuate to an off-site location. Other important types of training include training on infection control and blood-borne pathogens, First Aid and Cardio-Pulmonary Resuscitation (CPR), electrical safety, hazardous materials, communications, and safety protocols for lifting heavy objects.

Technical Security

Technical Security addresses security equipment used to secure a building and its surroundings.

Examples of technical security measures include:

- Automated visitor or student entry systems
- Access controls
- Burglary alarms
- Fire extinguishers and suppression systems
- Fire pull alarms
- Keys
- Identification or badge systems
 - Students
 - Faculty
 - Visitors
 - Vendors
- Intercoms
- Metal detectors
- Panic alarms
- Radon or gas detectors
- Radios
- Safes
- Smoke detectors
- Sprinklers
- Surveillance cameras

Physical Security

Physical Security addresses the design elements of a building and its surroundings that affect security issues.

Examples of physical security elements include:

- The building layout and materials
- Doors, including fire doors
- Emergency lighting
- Fencing
- Gates
- Locks on doors and windows
- Signage including exit signs that remain lit in case of power outages
- Utility shut-off valves
- Windows and window seals
- Window bars

Areas that require special analyses to determine security vulnerabilities include the building's entry and exit, the perimeter of the school grounds, playgrounds, parking lots, sports fields, cafeterias, and secluded areas such as balconies, basements, stairwells, restrooms, or areas behind buildings hidden from public view.

A key concept in physical security design is the creation of a series of obstacles between the facility's perimeter and the building interior to stop intruders. Obstacles that slow or deter an intruder include fences and gates, locked doors, and doors guarded by security personnel. In the age of terrorism and threatened attacks by vehicles, another tool is the *bollard*, a squat, thick post made of concrete, metal or other material that prevents a vehicle from ramming into a building.

Information Technology Security

Information technology security addresses the computer system, network, and controls that protect it against unauthorized intrusions such as viruses and hacking. Examples of information technology security measures include:

- Anti-Virus Software
- Firewalls
- Network Segmentation Policies
- Procedures relating to password protection, traveling with laptops, the security of the server room, encryption, unauthorized download of software from the Internet, and other protections
- Secured Server Rooms
- User-Authentication Systems



Program Implementation

After the necessary and desired measures are identified by the Safe Schools Committee, management should then consider what funding is available and select the measures to be implemented.



Create a Project Plan

To implement the Safe Schools program, a project plan should be created that identifies who is responsible for carrying out what part of the plan, what resources they need to do so, and what their deadlines are. Multiple stakeholders should review the plan to provide an opportunity to identify areas that could be strengthened and to solicit creative solutions. A sample of a preliminary project plan is available on Page 28.



Communicate the Plan

Once finalized, the plan should be communicated in its entirety to personnel who have a need to know its contents or will have a central role in implementing the plan, such as senior staff and emergency responders. Elements of the plan should also be communicated to other staff members, parents, students, tribal leaders, and other stakeholders, but only to the extent necessary to ensure that they know what they should do in the event of an emergency (such as where parents should meet their children in the event of a prolonged evacuation). Sensitive elements of the complete plan should not be made public because of confidential security information that, if it falls into the wrong hands, can be used to thwart security plans and measures.

Means of communicating the elements of the plan may include:

- A bound booklet distributed to the school community
- A newsletter announcement
- The school's web site
- Staff meetings
- Training sessions
- Meetings with emergency responders
- Meetings with tribal leader
- Email
- Other means, as appropriate



Implement the Plan

After implementation begins, the Safe Schools Committee should make project monitoring and implementation a regular item on its meeting agenda.



Test the Plan

The plan should be tested regularly through drills for emergencies such as fires, tornadoes, and armed intruders, through security audits, and through table-top exercises. Drills should include evacuations to off-site locations.

SAMPLE SAFE SCHOOLS ACTION PLAN

ACTION	RESPONSIBLE PARTY	DEADLINE
Appoint Safe Schools Committee	Principal	
Organize Safe Schools Committee		
Select Chairman	Principal/Committee	
Determine Committee Protocols	Safe Schools Committee	
Create Subcommittees:	Safe Schools Committee	
Emergency Planning (EP)		
Communications, Training, and Resources (CTR)		
Continuity of Operations (COOP)		
Appoint Continuity Coordinator (COOP)		
Security Measures (SM)		
Organize Safe Schools Project	CTR Subcommittee	
Identify Existing Mandates		
Identify Existing School Resources		
Identify Existing Security Measures		
Identify Stakeholders		
Conduct Risk Assessment	SM/CTR Subcommittees or Consultant	
Design a Safe Schools Security Program	SM/Measures Subcommittee	
Identify New Security Measures		
Create Budget		
Identify Parties Responsible for Implementation		
Identify Deadlines		
Create the Emergency Plan		
Create the Emergency Management Team	EP Subcommittee	(PRIORITY)
Create a Communications Plan	EP Subcommittee	(PRIORITY)
Establish a Chain of Command	Principal/Line Officer	(PRIORITY)
Create an Evacuation Plan	EP Subcommittee	(PRIORITY)
Update Student/Employee Contact Information	CTR Subcommittee	(PRIORITY)
Identify Contents of Emergency/First Aid Kits	EP Subcommittee	(PRIORITY)
Order and Distribute Kits	Procurement Personnel	
Identify and arrange for purchases of additional signage, locks, emergency lighting, communications equipment, etc.	EP/SM Subcommittees	

ACTION	RESPONSIBLE PARTY	DEADLINE
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Create Continuity of Operations Plan

Identify Essential Activities and Functions	COOP Subcommittee	
Identify Information Technology Systems	COOP Subcommittee	
Identify Vital Records	CTR Subcommittee	
Create an Order of Succession Plan	Principal	
Plan for Human Resources and Business Management Services	COOP Subcommittee	
Prepare Personal Contingency Plans	COOP Subcommittee	
Notify and Account For Employees	COOP/EP Subcommittees	
Create a Reconstitution of Operations Strategy	COOP Subcommittee	
Train Employees on the COOP Plan	CTR Subcommittee	

Conduct an Inventory

CTR Subcommittee

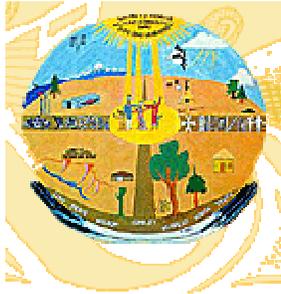
Communicate the Plans

CTR Subcommittee

- Distribute Plans
- Design Training and Communications Program
- Provide Training to Staff and Students
- Conduct Drills: Fire, Tornado, Shelter in Place And Relocation to an Off-Site Shelter
- Communicate Plans on School Web Site
- Communicate Plans in School Newsletter
- Implement Other Means of Communication

Test the Plans

Entire School



SECTION 3:

**THE EMERGENCY
PLANNING PROCESS**



General Preparedness

An important element of a security program is an emergency preparedness plan. Planning before an emergency happens increases the chances of a rapid, efficient response and recovery that saves lives and reduces injuries and property damage. This section describes how to develop an emergency preparedness plan.

Whether crisis communications protocols or evacuation plans, some preparedness initiatives apply to multiple types of emergency incidents. These are discussed below.



Update Contact Information

Regularly update Student Emergency Data Forms and information describing the special medical needs of students and staff. Lists of employees and students should periodically be provided to key staff members and copies should be kept in a secured location offsite.



Stock First Aid Kits

Stock complete First Aid kits in select locations throughout the school. All employees, contractors, and volunteers should know the location of the First Aid kit in his or her section.



Distribute Emergency Kits

The school Principal's office - and every classroom in the school - should have an emergency kit. Depending on their intended use, the size of the school, and the layout of the school building, the kits may include:

- Armbands to designate emergency workers
- An ax, to break down locked doors in case of a fire
- Barricade tape to cordon off restricted areas such as crime scenes
- A bullhorn

- Cellular phones (Important: cellular phones and handheld radios should never be used within 100 feet of a real or suspected bomb.)
- Disposable cameras
- Documents listing:
 - Classes by homeroom and class period with updated student rosters
 - Students and/or staff with disabilities by class period and location
 - Emergency contact information for students
 - Emergency management team members
 - Emergency assignments for each classroom's teacher, if applicable
 - Evacuation plans
 - Floor plans
 - Incident-specific protocols
 - Staff members and contact information, including emergency contacts
 - Student sign-out log
- Face masks
- First Aid supplies
- Flashlights
- Fluorescent tape to mark gas shut-off valves
- Marking pens
- Notebooks
- Radios/Walkie Talkies, including battery-operated radios
- Rubber gloves
- Signs to mark staging and other areas contained in the evacuation plan
- Stick-on name tags
- Traffic cones and barricades
- Whistles

Particularly in remote areas, schools should keep sufficient quantities of emergency supplies such as food and water to sustain students and staff for three-to-seven days.

In stocking communications equipment, please note that all communications devices in BIE owned/leased facilities must comply with APCO-25 (Standards for Public Safety Digital Radio) and meet the requirements for interoperable communications per FPC-65.



Ensure Appropriate Signage

Ensure that room numbers are prominently displayed and marked on floor plans. Otherwise, emergency responders may lose critical moments attempting to find a room. Ensure that exit signs and passageways are also clearly marked.



Classroom Doors Lock

To protect students in case of a shooter in the school, ensure that classroom doors can be locked from the inside. A master key should be kept at all times in the hands of the Principal, the head of maintenance, and other designees.



Install Emergency Lighting

Ensure that emergency lighting is installed along exit routes. Ensure that exit signs will stay illuminated if the power goes out.



Mark Shut-off Valves

Mark gas, water, and other utility shut-off valves with fluorescent tape so they can be easily identified in an emergency.



Update Emergency Equipment

Update communications equipment and be sure that key staff members understand how to use it. It is critical to obtain a weather radio that can receive warnings from the National Weather Service. The main office phone should have a voice mail system that can be programmed remotely to

provide messages to callers even if staff members cannot enter the building. Have at least one standard, old-fashioned telephone that does not require electricity. Update fire extinguishers, detectors, and other fire equipment yearly. Purchase bullhorns, which can be used for communications during an electrical outage. Equip the school with a television that has cable or satellite access to receive weather news. Locate a transistor radio in the Principal's office and, if possible, the public address system in the Principal's office for use in a lockdown situation.



Create a Master Key Policy

Ensure that more than one authorized individual has a copy of the door and cabinet keys. In an emergency, it may be necessary to access locked rooms or doors very quickly. The same principle applies to doors for which ingress and egress are controlled through access controls.



Train Staff

All staff should be trained in emergency, business continuity, and security procedures. Selected staff members should be trained in First Aid techniques such as Cardio-Pulmonary Resuscitation (CPR) and treatment of various types of burns and injuries. Classes are available through the American Red Cross and elsewhere. Videos on basic Self-Defense and First Aid techniques are valuable resources for your staff.

Training on COOP, NIMS, & the NRP can be completed on-line at <http://training.fema.gov/EMIWeb/IS/crslist.asp>. Training for Security Guards is available at the Federal Law Enforcement Training Center (<http://www.fletc.gov/>).



Identify External Resources

Make a list of local emergency medical services, hospitals, community service organizations, local health departments, utility companies, suppliers of emergency equipment, insurance carriers, the state organization that responds to hazardous materials accidents, the local emergency management office, and other emergency response resources. Build consortiums with community emergency responders and agencies to pool resources and talent. Identify and train potential volunteers who could come to the school in an emergency. Contact the local Federal Executive Board (FEB) for addition information and to build partnerships with other federal agencies.



Conduct an Inventory

For insurance purposes and to ensure proper accountability, each school should keep an updated inventory of equipment and other valuables that could be claimed for reimbursement through insurance after an emergency. Photographs are extremely helpful in these cases, and should be kept off site.



Emergency Management Plan

Establishing an Emergency Management Plan requires deciding in advance who will assume what role, what authority each participant in the crisis response will have, where they will go, and how they will communicate.



Assign Roles and Responsibilities

Decide in advance who will lead certain aspects of the emergency operations and who will assume other roles and responsibilities. Under FCD-1, schools must create an Order of Succession Plan with a clear line of succession in case the existing leadership is unavailable or otherwise unable to carry out its tasks. Delegated authorities must have legal authority to carry out their duties. Assigning roles in advance reduces the chaos of the emergency scene, ensures required tasks are accomplished, and eliminates duplication of effort. Individuals identified for leadership in a crisis should be cool-headed, able to perform in a crisis situation, recognized by students and staff, strong communicators, and able to handle crowd control. Teachers chosen for these roles must be replaced in their classrooms during an emergency to ensure students are fully supervised.

SAMPLE PLANNING QUESTIONS

Which gate will emergency responders use? Where and to whom will they report? How will they be identified? What school personnel will be in charge of response activities?

This section describes *general* roles and responsibilities required of the Emergency Management Team during and after emergencies. Roles and responsibilities specific to evacuations or lockouts are described in the section entitled the *Evacuation Plan*. In both cases, roles and responsibilities should be contained in a written Emergency Management Plan that is distributed to staff.

School Commander

The School Commander, typically the Principal or Administrator-in-Charge, remains in the Command Center and manages the crisis. He or she coordinates the emergency response effort; gives the order to evacuate or lock down the school; coordinates with police, fire and medical teams; maintains contact with headquarters, and ensures necessary notifications to the BIE Chain of Command, the DOI Watch Office, and the FEMA Operations Center.

School First Aid Responders

School First Responders provide emergency First Aid until medical assistance arrives. These individuals, typically the school nurse, office staff or physical education teachers, should be trained in First Aid and Cardio-Pulmonary Resuscitation and known throughout the school as the First Responders before an event happens. Training staff in First Aid is particularly critical in remote areas.

Site Coordinator

The Site Coordinator directs emergency responders such as police, fire, and paramedics to the site emergency and controls access to the affected areas. If necessary, he or she preserves the crime scene until police arrive and assume control. The Site Coordinator may also direct media, parents, and central office personnel to the appropriate locations and cordon off areas, as necessary. The Site Coordinator must know the emergency site map thoroughly and carry it with him or her.

Parent Coordinator

The Parent Coordinator assists parents who come to the school and keeps parents briefed on the situation. (In extreme cases in which a child has died, the principal should personally notify parents.) A separate waiting area for parents of involved children should be designated.

Crisis Team Leader

The Crisis Team Leader coordinates crisis intervention and counseling services to help students and staff cope with the trauma.

Recorder

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder records the names of responding units and the support staff, collecting business cards, if available. After the evacuation, the Recorder should visit each teacher and determine if any teachers need assistance in notifying the School Commander, emergency responders, and the Parent Coordinator of children who are missing. If the school has surveillance equipment, the Recorder, or another individual assigned by the Principal, ensures after each incident that images of the incident are preserved digitally or on tape.

Transportation Coordinator

If necessary, the Transportation Coordinator arranges for any special transportation needs arising from the incident.

Media Coordinator

The Media Coordinator arranges for a media staging area away from the incident area, keeps media away from parents and students and collects business cards from members of the media. As necessary, the Media Coordinator informs the agency's Public Affairs Office of what media is present. Typically, the Media Coordinator does not give interviews to the media.

Teachers/Instructors/Professors

Teachers, instructors, and professors supervise their classes and take attendance every time their classes move to a new location. Attendance books must accompany a teacher whenever the classroom is evacuated. A list of missing students should be made any time roll call is taken and the possible locations of students should be noted. Teachers should notify the Principal or designated personnel immediately if any students are missing. Because teachers must stay with their class, arrangements should be made in advance to determine how this communication will be made. The Recorder can assist in this process.

Assistants for Individuals with Disabilities

In the event of an evacuation, pre-designated staff should be assigned to assist individuals with physical disabilities, as described in the evacuation plan. Staff must be knowledgeable about each student's special needs, particularly with respect to special equipment and medications. Alternative staff members should be pre-designated in case an assigned staff member is absent during an emergency.

NIMS COMPLIANCE

In 2003, President Bush issued *Homeland Security Presidential Directive 5*, which required the implementation of a National Incident Management System (NIMS). A comprehensive national approach to managing a wide variety of emergency incidents, NIMS is designed to improve coordination among public and private entities during emergency incidents. Key components address establishing an incident command structure, managing communications, and managing information and resources. More information is available at:

<http://www.fema.gov/emergency/nims/index.shtm>



Create a Communications Plan

Once roles and responsibilities are defined, the Safe Schools Committee must consider what information needs to be transmitted, to whom it should be transmitted, the means by which it will be transmitted, when it should first be transmitted, and how often it should be communicated after the initial transmission of information. This process is best done through a strategic planning process. Using a white board or computer and projector, committee members should begin by brainstorming about what information needs to be communicated. They then should identify stakeholders, such as BIE headquarters, both regionally and in Washington, D.C.; line officers; clerical staff; custodial staff; law enforcement; management; parents; students; teachers, and tribal authorities. From there, the committee can determine the means of communication and resolve other issues.

Examples of information that should be communicated include lockdown orders, shelter-in-place instructions, emergency incidents such as a fight that has broken out in the building or a weapon that has been found on school grounds, or the location of an injured child or staff. For every role and responsibility and for every situation, information will need to be communicated.

What Information

should be transmitted?

Who

should receive it?

How

should it be transmitted?

When

should it be transmitted?

For example, teachers need to know when to evacuate their classrooms. Who will make that decision? If it is the Principal, how will he or she receive the information necessary to make that decision? Who will he or she consult? If the Principal is not in the building, who will decide to evacuate? How will the decision to evacuate be communicated? Through an intercom? Walkie Talkies to a lead teacher in each area? A fire alarm? As another example, parents need to know when to come to school in the event of an emergency and when to wait at home. How will they know? Through a phone tree? Through a radio? Through word of mouth using emergency contact information provided on their emergency contact cards? In cases of Pandemic flu, how will flu protocols be communicated to parents, teachers, and children?



Establish a Chain of Command

As part of the school communications plan, a chain of command must be established. The Safe Schools Committee must determine who will be responsible for what decisions and when their decision-making authority will be superseded by a new level of authority. For example, while the School Commander or Administrator-in-Charge may make evacuation or emergency response decisions before emergency responders arrive, a police or fire lieutenant may assume control upon arrival. In compliance with the Continuity of Operations plan, it is critical that procedures addressing order of succession and delegation of authority be prepared in advance.



Create an Evacuation Plan

Under some circumstances, such as a fire, a credible bomb threat, a chemical spill, or a flood within the building, the School Commander or emergency responders may decide to evacuate the facility.

Before a school building is evacuated, the Safe Schools Committee or management team must decide in advance where the staff, visitors, and students will go, the route they will take to get there, and who will guide them. This process is best conducted under the guidance of local emergency responders. This section discusses how to build the evacuation plan.

Identify Evacuation Destinations

Safe Schools planners should consider what needs the school may have for locating equipment, evacuees, parents, media, responders, and others in an emergency. In mapping out the destinations for evacuees, Safe Schools planners should consider the need for:

- A Command Post, also called an Incident Command Post, from which the School Commander oversees all operations.
- Routes and a staging area for emergency response equipment, such as fire trucks and ambulances. Routes should be designated in advance under the direction of local emergency responders.
- An alternative off-site location, including one or more indoor emergency shelters, and locations for buses to transport the students, if applicable.

- Assembly points where students, employees, and others can gather to ensure that everybody is present and to determine whether medical care is needed.
- Areas for students, grouped by classrooms, with a location for parents to reunite with their children. These should be far from the routes over which emergency responder equipment will travel. The special needs of children with disabilities should be addressed. For example, some children may require evacuation chairs or wheel chairs.
- Alternate sites for students residing in BIE-operated educational facilities with dormitories, including housing and dining facilities for up to 30 days.
- An area for the injured. When medical teams arrive, they may need to triage the victims, or sort them according to their injuries, in order to determine who should receive treatment first.
- An area for the deceased, in the worst-case scenario. This area should be secluded from the sight of the parents, the students, and the media. *Note: To ensure criminal evidence remains undisturbed, bodies should be moved only by emergency responders and under the authority of law enforcement personnel.*
- A location for the media, which should be far from the parents and the injured.

Create Floor Plans

Determining evacuation routes begins by developing floor plans. (Some schools perform this task through a student mathematics project.) The plans should contain the following:

- Classrooms
- Other rooms such as offices, bathrooms, and storage
- Designated escape routes
- Doorways for unlocked doors
- Elevators, which should not be used during evacuations
- Fire alarms and enunciators
- Fire extinguishers

- Other security equipment
- Hallways
- Hazardous materials
- Stairwells
- Utility mains and shutoffs
- Other relevant information

Create an Area Map

The area map should contain the location of each building, its grounds, and routes into the school as well as prominent terrain features like rivers or bridges. It should also note fire hydrants. A satellite view of the school grounds may be available through the Google mapping feature, available at <http://local.google.com/>

Map Evacuation Routes

Beginning with children with disabilities, security planners should break down prospective evacuees into groups and estimate the number in each group. They should identify the most efficient route out of the building for each group and mark their destinations on the area map. Later, when routes are tested, adjustments can be made.

Map Safe Passage Routes

Security planners should map out safe passage routes to the alternative evacuation locations. Elevators should not be used during an evacuation.

Test the Evacuation Plan

The school or dormitory should test the evacuation plan and finalize the routes.

Post the Evacuation Routes

Evacuation plans should be posted in each classroom, hallway, and office in the school or dormitory.

Designate Evacuation Roles

The evacuation process requires that school and dormitory personnel are assigned specific roles and responsibilities in advance. Once a decision is made to evacuate a building, staff members must assume their pre-assigned evacuation roles without hesitation. Recommended roles and responsibilities are as follows:

All Personnel. All personnel and volunteers are responsible for immediately reporting any emergencies to the school Principal and, if the Principal or Assistant Principal is not immediately available, to emergency responders.

Principal. Generally it is the school Principal or, in his or her absence, the Assistant Principal who makes the decision to evacuate and contacts emergency responders.

Section Leaders. A Section Leader, also called a Floor Leader, supervises the orderly evacuation of all students and staff through the designated exits and remains with the group throughout the evacuation period. This individual should be equipped in advance with a bullhorn and other safety gear from an emergency kit. If this individual is a teacher, another staff member must be assigned to the Section Leader's classroom in his or her absence. Students should be informed in advance who the alternate for their classroom will be.

Teachers. Teachers without special duties should quickly lead their students in an orderly fashion to their pre-designated posts, taking their class lists, a pen or pencil, and other components of the emergency kit with them.

Searchers. Once teachers have evacuated their classrooms, searchers are responsible for finding and evacuating all personnel from remote areas such as storerooms, file rooms, coffee areas, and rest rooms. They should close all doors after they have searched an area.

Stairwell Monitors. Before an evacuation, stairwell monitors should inspect their assigned stairwells for possible heat and smoke conditions. They are responsible for assisting in the orderly evacuations out of their assigned exits and instructing students to form single file lines into the stairwell and exit along the right side of the stairwell.

Assistants to Individuals with Physical Disabilities. Assistants to Individuals with Physical Disabilities are responsible for making sure all students and staff with physical disabilities are evacuated and for monitoring them until they are safely discharged to their families or guardians. Assistants to Individuals with Disabilities must maintain up-to-date lists of physically challenged students in their assigned sections, along with a list of any special medical needs.

In some emergencies, it may be appropriate for school occupants to remain in the building until the situation improves, warranting *reverse evacuations*,

which include lockdowns and shelters in place. In the case of a student or intruder with a gun or a civil disturbance, a lockdown may be warranted. In other situations, such as a tornado or other hazardous weather, a shelter-in-place order may be given. Shelter-in-place procedures are less restrictive than lockdown procedures and, depending on the severity of the emergency, typically permit more movement within the building. Reverse evacuation procedures are contained in **Section 4** of this document.



Create Incident Protocols

While general emergency response protocols apply to most emergencies, some protocols apply only to certain types of emergencies. For example, protocols to address a child with alcohol poisoning are different than protocols required to respond to a fire. The school should create incident-specific protocols, a sample of which are contained in the attached Safe Schools template.



Continuity of Operations Plan

Overview

Some types of emergencies are so severe that they shut down school operations. In such a crisis, a school may find itself with limited or no access to its building, its personnel, its computer system, or other resources that are normally available. Emergencies that can halt operations include structural fires, terrorist attacks, student sit-ins, electrical outages after a hurricane or blizzard, severe flooding, a cyber attack, and other asymmetric disasters.

To ensure that it can resume operations after a major disaster occurs, each school is required to have a Continuity of Operations Plan (COOP) or Continuity of Government (COG) program that is developed with emergency responders and other stakeholders identified in FCD-2. While an Emergency Management Plan focuses on *preventing, preparing for, and responding to* emergencies, a Continuity of Operations Plan focuses on *recovering* from emergencies in conjunction with Federal, State, Local, Territorial, and Tribal Governments, and the private sectors' critical infrastructure, owners and operators, in accordance with FDC-2. The ultimate purpose of the COOP is to restore the complete range of activities and functions normally performed by the school. In the private sector, a Continuity of Operations Plan is often called a Business Continuity Plan.

Objectives

Objectives developed by the BIE for the COOP plan are to:

- Protect the safety and well-being of building occupants.
- Ensure continued leadership.
- Provide for an orderly means of addressing problems and restoring normal operations as quickly and safely as possible.
- Provide at least a minimum level of services, especially those services required at times of local or regional emergencies.

Authorities

Federal agencies are mandated to undertake continuity planning. Some sources of these mandates, or authorities, are as follows:

- *Federal Continuity Directive 1 (FCD 1) and Federal Continuity Directive 2 (FCD 2), Federal Executive Branch National Continuity Program and Requirements, February 2008.*
- *NCC, National Continuity Coordinator, Federal Continuity Directive-1, February 2008.*
- *Presidential Decision Directive 67, Ensuring Constitutional Government and Continuity of Government Operations, October 21, 1998.*
- *NCC, National Continuity Coordinator, Federal Continuity Directive-1, February 2008.*
- *Homeland Security Presidential Directive 3, March 11, 2002.*
- *Executive Order 12148, Federal Emergency Management, July 20, 1979.*
- *Executive Order 13244, Providing an Order of Succession Within the Department of the Interior (DOI), December 18, 2001.*
- *36 CFR 1236, Vital Records During an Emergency.*
- *Executive Order (EO) 12656, Assignment of National Security and Emergency Preparedness Responsibilities.*
- *41 CFR 101-20, Occupant Emergency Plan.*
- *Federal Preparedness Circular (FPC) 65, Federal Executive Branch Continuity of Operations (COOP), June 15, 2004.*
- *302 DM 1, Designation of Successors for Supervisors, January 18, 2001.*
- *Memorandum to Bureau Directors, Solicitor, and Inspector General from Assistant Secretary, Policy, Management and Budget, Preparing for Emergencies - Continuity of Operations Policy and Planning, December 5, 1997.*
- *MRPS Policy Bulletin 98-001, Continuity of Operations Planning - Guidance and Schedules, U.S. Department of the Interior, March 27, 1998.*
- *900 DM 2, Continuity of Operations (COOP) Program.*

Further authorities are contained in the COOP plan itself, entitled *Continuity of Operations Plan for Indian Affairs*, Regional Office, dated July 2004. Point of Contact or for additional assistance with information at the Federal level, contained within FCD-1 contact ASSISTANT ADMINISTRATOR FEMA, National Continuity Programs Directorate @ (202) 646-4145 or email @ Fema-pmefsubmissions@dhs.gov. Agencies that need to submit classified material under FCD-2 should contact FEMA Document Control @ (202) 646-4629.

All schools should determine what state and local authorities apply to them.

Components

In designing continuity programs, the federal government considered two primary disaster scenarios, including situations in which:

- The ***primary facility*** becomes inaccessible or lacks the critical infrastructure required to conduct business.
- The ***community*** where the primary facility is located becomes inaccessible for any reason for an unacceptable period of time.

Components of the BIE plan that focus on recovering from disaster include:

- Identifying Essential Activities and Functions.
- Identifying Information Technology Systems.
- Identifying Vital Records.
- Creating a Succession Plan.
- Providing Human Resources Services During an Emergency.
- Providing Business Management Services During an Emergency.
- Preparing Personal Contingency Plans.
- Notifying and Accounting for Employees.
- Creating a Reconstitution of Operations Strategy.
- Training Employees on the COOP Plan.

Components of COOP not addressed in this section because they are addressed elsewhere in *Safe Schools Planning: A Guide for Educators* include:

- Conducting a Threat Assessment.
- Creating an Emergency Management Team.
- Creating an Emergency Operation Center/Command Center.

- Creating a Communications Plan.
- Identifying an Off-Site Emergency Relocation Center.
- Identifying Emergency Equipment and Supplies.
- Creating a Chain Of Command/Delegation of Authority Plan.

Identifying Mission Essential Activities and Functions (MEFs)

In developing a Continuity of Operations Plan, each school is required to identify functions that are essential to operating the school. In many organizations, these include finances, management support, operation of facilities, information technology, and human resources, including coordinating emergency hiring and issues relating to health insurance, medical leave, and death benefits. To be more specific, the Safe Schools Committee must consider whether the school can operate without electricity, heat in winter, the ability to process payroll, or access to budgets and purchase orders through its computer system. If not, these should be identified as essential functions or, in the more formal language of federal emergency planning, *Mission Essential Activities and Functions*, also called *MEF's*.

FCD-2 recognizes that the entire spectrum of government functions might not be performed or needed in the immediate aftermath of an emergency. In a crisis, resources may be scarce. Allocating resources based upon sound planning helps to ensure that the delivery of essential functions and services will remain uninterrupted. Improperly identifying, or not identifying functions as "essential," can impair the effectiveness of the entire continuity program. If an agency fails to identify a function as essential, the agency will not identify the resources and requirements to support that essential function. If an agency identifies too many functions as essential, the agency risks being unable to adequately address all of them. To assist in the MEF identification process, the federal government provides multiple worksheets that comprise the Potential MEF Submission Package Workbook. Questions or comment related to department or agency submissions should be submitted to FEMA'S National Continuity Programs Directorate, (202) 646-4629 or e-mail at FEMA-pmefsubmissions@dhs.gov.

Identifying Information Technology Systems

Each school should develop and maintain an Information Technology plan that addresses how information technology services will be provided after an emergency situation occurs.

One key challenge is retrieving or reconstituting electronic school documents in the event of physical damage to school computer equipment or a cyber attack that corrupts files in school computers, rendering them inoperable. To minimize the damage of such events, every school must back up its electronic files and keep backups off-site in a secured location such as a lock box or by using an online backup service. Failure to do so could result in catastrophic consequences that damage school operations for years to come.

The second key challenge is providing a secondary means to access the Bureau of Indian Education Intranet through a *redundant* system, a system that provides a backup if the normal system fails.

A third challenge is preventing computer equipment from being damaged in the event of a sudden power failure or power surge. To minimize the damage if such an

event occurs, schools should ensure that computer equipment has backup battery power.

Identifying Vital Records

Schools are required to identify and take steps to preserve vital records should an emergency occur. Each school should make a list of its vital records. Key questions include: Are your school's vital records safeguarded? Will your continuity staff have official access to your vital records? Will federal agencies have access to records and systems to perform essential functions?

Vital records are defined as those that "are essential to the continued functioning or reconstitution of an organization during and after an emergency. Vital records include emergency plans and directive(s), orders of succession, delegations of authority, staffing assignments, selected program records needed to continue the most critical agency operations, as well as related policy or procedural records that assist the BIE staff in conducting operations under emergency conditions and for resuming normal operations after an emergency." (36 CFR 1236.14, *Emergency Operating Records*)

Vital records include Emergency Operation Records (EOR) required to support emergency operations. Copies of these must be kept off-site so they can be retrieved if a school building is destroyed or inaccessible during an emergency. At a minimum, EORs include copies of the office's Continuity of Operations Plan, the occupant emergency plan, the information technology (IT) contingency plan, the vital records plan, an *Employee Casualty Guide for Managers and Supervisors*, and equipment property records. Vital records also include "records that require special protection" such as personnel records and Equal Employment case records.

Vital records also include legal documents, financial records, property records (including leases, blueprints, and records of renovations), records relating to major equipment purchases, insurance records, and payroll records.

Creating a Succession Plan

Every organization should consider who will assume leadership positions if the Principal and his or her upper-level management team are unavailable during the crisis, for whatever reason. Succession planning ensures individuals are pre-designated to assume key responsibilities in the absence of the current management team. It ensures alternate individuals are legally authorized to act on behalf of the primary responsible officials such as the Principal and the Assistant Principal in their absence. Key questions include: Does your organization have accessible and complete Orders of Succession and is it familiar to its successors?

Alternates should assume responsibility for their designated positions under emergency conditions in the following circumstances:

1. When the incumbent school administrator is available at the beginning of an emergency operations situation, he or she may designate an alternate to act on his or her behalf during absences of short duration. The incumbent will assume responsibilities upon return. When the incumbent is not available at the beginning of an emergency operations situation and is not expected to be available, the first alternate will assume responsibility. The alternate continues to act in the emergency role until the incumbent returns or until normal operations resume, whichever comes first.
2. Each succeeding alternate assumes responsibility if neither the incumbent nor preceding alternates is available. As with the first alternate, each alternate continues to act in the emergency role until the incumbent or first alternate returns, or until normal operations resumes, whichever comes first.

Providing Human Resources During an Emergency

A key part of the recovery process is emotional healing. Emergency situations that result in the tragic loss of life and serious injuries often have a significant effect on employees and their families. Survivors and their family members must deal with the aftermath of these situations, in both their professional and personal lives. Recognizing these requirements and the stresses that may be created, the COOPs should outline plans to provide emotional support to students, staff members, and their family members. The school communications plan should contain the names of staff members or others responsible for meeting human resources and family issues.

Providing Business Management Services During an Emergency

Schools should plan for how they will provide business management services during an emergency. These are activities that meet office-wide support needs and include, but are not limited to, the following: rerouting mail and delivery services to alternate locations, forwarding incoming telephone calls or re-establishing new telephone service, initiating emergency purchases, and accounting for all expenditures related to the emergency response. Basic office supplies and equipment must be available at the alternate site. Schools should be prepared to make emergency purchases of supplies and equipment and have procedures for doing so.

Preparing Personal Contingency Plans

Emergency Management Team members need to develop personal contingency plans to ensure they have addressed personal and family situations that may impede their ability to respond to emergencies if they are not addressed in advance. The plans should include personal contacts to be made when the plan is activated, transportation arrangements that might be needed or affected, specific equipment or supplies to be transported, and other personal commitments that may conflict with their duties as a team member during the emergency.

Notifying and Accounting for Employees

Each school should have an Occupant Emergency Plan to account for employees, students, and visitors. These plans document how schools account for employees, students, and visitors and how they are notified about disasters and related information. This is part of the communications plan described earlier in this guide.

Creating a Reconstitution of Operations Strategy

Each school should have a strategy to reconstitute operations after a disaster. In general, a reconstitution strategy consists of coordinating the clean-up and recovery of the primary facility and relocating the primary facility to alternative locations, if necessary. If damage is extensive, schools may have to temporarily or permanently relocate and their original facility may need to be replaced.

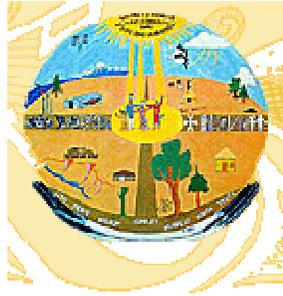
Training Employees on the COOP

The Bureau of Indian Education has designed a COOP test and exercise effort for its regional offices that:

- Validates and tests the plans, policies, and procedures of its regional offices.
- Tests the alert and notification process using the COIN database and communications tree. The *Continuity of Operations Information Network (COIN)* is a controlled access database containing contact information for managers and staff whose positions involve COOP responsibilities, alternate sites for mission essential facilities, and partners and media organizations that may be contacted after the COOP is activated.
- Ensures that Line Office personnel can successfully deploy to alternate locations, respond to the immediate emergency, and reestablish emergency functions until normal services are restored.
- Ensures that backup data, records, and systems are available to support emergency functions during emergency conditions.
- Ensures that Indian Education personnel are prepared to meet changing threat conditions, phase down COOP operations, and transition to normal activities when appropriate.

Schools should train employees on their COOP plans and test them. FCD-1 suggests using color-coded metrics in practice tests, as follows:

Green = Success
Yellow = Mixed Results
Red = Unsatisfactory



SECTION 4: EMERGENCY OPERATIONS

A Template for Schools

Instructions

This document provides a template for Emergency Operations protocols that can be tailored to your school's needs. It is a framework upon which you can build your school's plan.

While the Safe Schools planning guide was designed to give school principals and college administrators an understanding of the Safe Schools planning process, this document consists of procedures that can be provided directly to school staff members.

Material inserted inside brackets [**SUCH AS THESE**] contain instructions on how to tailor the information and should be deleted in the final document provided to your staff. Your school should complete this document with the advice and support of local emergency responders.

The *Emergency Operations* document can be presented in different formats. It can be double-sided and laminated for durability during a crisis. It can be bound with different-colored and different-sized pages for each section. Information can be rearranged, deleted, or expanded to meet the most pressing needs and concerns of your school.

Once completed, every member of the staff should be trained on its contents. In addition, the communication contacts should be updated regularly.

[YOUR SCHOOL NAME HERE]

[YOUR SCHOOL SLOGAN]

EMERGENCY OPERATION PROCEDURES

[INSERT DATE]

[YOUR SCHOOL LOGO]

[YOUR SCHOOL ADDRESS]

[YOUR SCHOOL LETTERHEAD]

[DATE]

Dear Team:

As we undertake the critical mission of educating children, nothing is more important than maintaining a safe and secure school.

This manual sets forth the emergency management protocols of **[SCHOOL NAME]**. Our primary objective is to protect you, your fellow workers, children, school volunteers, and visitors from physical harm while in and around the school. Our secondary objective is to protect school property.

This manual provides instructions on how to prevent, prepare for, detect, respond to, and recover from an array of emergencies, ranging from school violence, accidents, and health emergencies to fires and natural disasters such as tornadoes and power outages.

[INSERT ANY PROCEDURES OR ISSUES YOU WOULD LIKE TO EMPHASIZE.]

Please take time to read and become familiar with these procedures. An emergency or hazardous condition can occur at any time and without warning. Knowing these procedures can ensure an effective response that prevents serious injuries and even the loss of life.

If you have suggestions or questions, please contact members of the Safe Schools Committee listed in this document **[OR INSERT SUGGESTED CONTACT]**.

Please remember that safety and security is everyone's responsibility. By working together, we can ensure a safer and more secure school environment.

Sincerely,

[PRINCIPAL NAME]

TABLE OF CONTENTS

Section 1: Introduction

Section 2: Roles and Responsibilities

Section 3: Prevention and Preparedness

Section 4: Detection and Communications

Section 5: Evacuations

Section 6: Incident-Specific Protocols

SECTION 1:

INTRODUCTION

While the vast majority of the nation's students will complete their education without ever being touched by a life-threatening hazard, recent tragedies such as Hurricane Katrina, Pandemic Flu, and school shootings have created a new understanding of the need for emergency preparedness.

These procedures are designed to enhance security for all students, staff, volunteers, and visitors and to assist **[schools/colleges/dormitories]** in preventing, detecting, responding to, and recovering from emergencies. Staff members are required to follow them.

Authority

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11 and Hurricane Katrina. Many of these directives are detailed in the Federal Continuity Directive 1 (FCD 1), *Federal Executive Branch National Continuity Program and Requirements*, February 2008, and Federal Continuity Directive 2 (FCD 2), *Federal Executive Branch Mission Essential Function and Primary Mission Essential Function Identification and Submission Process*. A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, *Management of Domestic Incidents*. NIMS provides a unified approach to managing emergency incidents and standardizes command and communication protocols. Other federal authorities include:

- Homeland Security Presidential Directive 8, *National Preparedness*
- Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*
- 41 U.S. Code of Federal Regulations 101-20, *Management of Buildings and Grounds*
- 44 U.S. Department of the Interior Manual 1, *Physical Protection and Building Security*
- 375 U.S. Department of the Interior Manual 19, *Information Technology Security*

[EACH SCHOOL IS RESPONSIBLE FOR DETERMINING WHAT TRIBAL, STATE, AND LOCAL AUTHORITIES APPLY. SEE PAGE 6 OF THE SAFE SCHOOLS MANUAL FOR AN EXPANDED LIST.]

Document Organization

This document provides general protocols for emergencies, such as communication and evacuation plans, and instructions on how to respond to specific types of emergencies. The latter are called *incident-specific protocols*.

Types of Emergencies

Emergencies are typically divided into man-made and natural. The following are examples.

MAN-MADE EMERGENCIES

Accidents

- Athletic Accidents
- Building Accidents
- Chemical Spills
- Transportation Accidents
- Trips and fall

Bomb Threats

Cyber Crime

Fires, Accidental and Arson

Fraud

Medical Emergencies

Riots

School Violence

- Bullying
- Assaults and Batteries
- Gangs
- Homicides
- Hostage Situations
- Shootings
- Weapons

Substance Abuse

Sexual Predators

Suicide

Terrorism

Utility Failures

NATURAL EMERGENCIES

Animal Attacks

Blizzards

Extreme Temperatures

Earthquakes

Floods

Forest Fires

Landslides

Pandemics

Hurricanes

Tornadoes

SECTION 2:

ROLES AND RESPONSIBILITIES

Understanding who will plan the emergency effort and who will lead school operations during an emergency is critical. Assigning roles and responsibilities ensures that required tasks are accomplished, reduces the chaos of the emergency scene, and eliminates duplication of effort. This section identifies the roles and responsibilities of staff members before, during, and after an emergency.

School Administration

The administration is responsible for providing leadership on security issues, selecting the Safe Schools Committee, approving security and emergency management procedures, updating contact information, receiving and acting on notifications of incidents, reporting incidents to the BIE Chain of Command, bringing in external resources, establishing discipline procedures, following through with consequences in a fair and consistent manner, reporting serious incidents to parents or appointing a designee to do so, and other critical tasks. **[THESE TASKS CAN BE SPELLED OUT IN GREATER DETAIL AND ASSIGNED TO SPECIFIC INDIVIDUALS WITHIN THE ADMINISTRATION.]**

School Administration Members are as follows:

SCHOOL ADMINISTRATION

[INSERT YOUR SCHOOL'S INFORMATION. TITLES MAY VARY]

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
PRINCIPAL				
ASSISTANT PRINCIPAL				
FACILITIES MANAGER				
SECURITY MANAGER				

Safe Schools Committee

The Safe Schools **[SAFE COLLEGE]** Committee leads the Safe Schools planning effort. It fulfills the following purposes:

- It gives a specific group of people the responsibility for developing and updating the security plan and for ensuring it is implemented in an organized manner. It also shares the tasks required to assemble the plan among multiple individuals.
- It facilitates and formalizes communication among stakeholders who share a role in Safe Schools issues and provides a means to solicit diverse viewpoints.
- It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyze intelligence about emerging security threats such as the growing power of a new gang or a recent designer drug.
- It demonstrates to students, staff, and parents the administration's commitment to ensuring a safe school and its diligence in addressing security issues.
- It provides an ongoing tool to assess existing security measures and to recommend new measures.

Members of the Safe Schools Committee are as follows:

SAFE SCHOOLS COMMITTEE

[INSERT YOUR SCHOOL'S INFORMATION. TITLES MAY VARY]

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
PRINCIPAL				
ASSISTANT PRINCIPAL				
FACILITIES MANAGER				
SECURITY OFFICER				
TEACHER				
PARENT				

Emergency Management Team

The Emergency Management Team is activated during a school-wide incident. This section describes the roles and responsibilities of the Emergency Management Team during and after emergencies. **[TITLES AND RESPONSIBILITIES MAY CHANGE ACCORDING TO THE NEEDS AND PREFERENCES OF THE SCHOOL, DORMITORY, OR COLLEGE.]** Roles and responsibilities specific to evacuations or lockouts are described in Section 4, entitled *Evacuations*. Note: Teachers serving on the Emergency Management Team must be replaced in their classrooms during an emergency to ensure their students are fully supervised. These teachers and their students should know in advance who will replace them during this time.

School Commander

The School Commander, typically the Principal, remains in the Command Center and manages the crisis. He or she coordinates the emergency response effort; gives the order to evacuate or lock down the school; coordinates with police, fire and medical teams; maintains contact with headquarters, and ensures immediate notifications to the Bureau of Indian Education Chain of Command, beginning with the Educational Line Officer. After the emergency is concluded, the School Commander may act as, or appoint, a Continuity Coordinator, who works to resolve employee issues related to an emergency that disrupts school operations.

School First Aid Responders

School First Aid Responders provide emergency First Aid until medical assistance arrives. They are trained in First Aid and cardio-pulmonary resuscitation. Every staff member should memorize the names of the First Aid Responders and know where they are normally stationed in the school.

Site Coordinator

The Site Coordinator directs emergency responders such as police, fire, and paramedics to the site emergency and controls access to the affected areas. If necessary, he or she preserves the crime scene until police arrive and assume control. The Site Coordinator also directs media, parents, and central office personnel to the appropriate locations and cordons off areas, as necessary. The Site Coordinator must know the emergency site map thoroughly and know where to locate the necessary supplies to cordon off areas during a school-wide incident.

Parent Coordinator

The Parent Coordinator assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.) A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation.

Crisis Team Leader

The Crisis Team Leader coordinates crisis intervention and counseling services.

Recorder

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the Parent Coordinator. The Recorder records the names of responding emergency units and the support staff, collecting business cards, if available. If the school has surveillance equipment, the Recorder, or another individual assigned by the Principal, ensures after each emergency incident that images of the incident are preserved digitally or on tape.

Transportation Coordinator

The Transportation Coordinator arranges for any special transportation needs arising from the incident.

Media Coordinator

The Media Coordinator arranges for a media staging area away from the incident area, keeps media away from parents and students, and, if time permits, collects business cards from members of the media. As necessary, the Media Coordinator informs the Public Affairs Office of the Bureau of Indian Education what media are present. The Media Coordinator should not give interviews to the media.

Teachers

Teachers maintain supervision of their classes and take attendance every time the class moves to a new location. Attendance books must accompany a teacher whenever the classroom is evacuated. Teachers should compile a list of missing students any time roll call is taken and note possible locations of these students. The administration and emergency responders should be immediately notified of missing children. Teachers should take their classroom emergency kits with them, if they are available.

Assistants for Individuals with Physical Disabilities

Staff members are assigned to assist each student and colleague with physical disabilities in the event of an evacuation, as described in the evacuation plan. Assistants for children and staff with disabilities must be knowledgeable about each individual's special needs, particularly in respect to special equipment and medications. Alternative staff members are designated in case an assigned staff member is absent during an emergency.

Members of the Emergency Management Team are as follows:

EMERGENCY MANAGEMENT TEAM

[INSERT INFORMATION FOR YOUR SCHOOL. ADD NAMES AND TITLES, AS NECESSARY]

ROLE	RESPONSIBILITY	NAME	ROOM NUMBER	OFFICE PHONE NUMBER	HOME, CELLULAR AND PAGER NUMBER
SCHOOL COMMANDER	Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the BIE Chain of Command.	PRIMARY			
		ALTERNATE			
SITE COORDINATOR	Directs police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.	PRIMARY			
		ALTERNATE			
MEDICAL COORDINATOR	Provides emergency First Aid until medical assistance arrives. Coordinates school First Responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.	PRIMARY			
		ALTERNATE			
PARENT COORDINATOR	Assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.)	PRIMARY			
		ALTERNATE			
CRISIS TEAM LEADER	Coordinates crisis intervention and counseling services.	PRIMARY			
		ALTERNATE			

RECORDER	Documents the time and events of a crisis, beginning with when it started and when the situation changed. Collects the names of missing children from teachers and reports them to emergency responders, the administration, and the Parent Coordinator. Records names of responding units and collects business cards, if available.	PRIMARY				
		ALTERNATE				
TRANSPORTATION COORDINATOR	Arranges for special transportation, if needed, and manages the transportation process.	PRIMARY				
		ALTERNATE				
MEDIA COORDINATOR	Keeps media away from parents and students. Collects business cards from the media. Reports names of media to headquarters. Does not give interviews.	PRIMARY				
		ALTERNATE				
SCHOOL FIRST AID RESPONDERS	School First Responders provide emergency First Aid until medical assistance arrives. These individuals are trained in First Aid.					

Note to Teachers: Every member of the Emergency Management Team who is a classroom teacher must have a pre-designated alternate staff member to cover his or her class should the team be activated. Teachers should ensure they have informed their students who the alternates will be. During drills, alternates should manage the classrooms of EMT members.

SECTION 3:

PREVENTION AND PREPAREDNESS

Many incidents can be prevented when staff members:

- Communicate to students that they are highly valued;
- Communicate high expectations and enforce rules consistently and fairly;
- Encourage and permit, within appropriate venues, open discussion about problems, threats, security vulnerabilities, and potential solutions;
- Encourage proper communication and training about the causes and the warning signs of different types of hazards;
- Are motivated and skilled in taking action when warning signs emerge;
- Intervene when they see evidence of trouble, such as bullying, threats, child abuse, alcoholism, drug abuse, or suicidal tendencies, and
- Reinforce to students that they should report to adults the same signs of trouble and they could save lives by doing so.

Preparation mitigates the harmful effects of emergencies. School staff should:

- Study these procedures and know in advance how to respond to an emergency.
- Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.
- Plan how you would call for help if you had an emergency in your area of the school and who you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.
- Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies.
- Know the location of emergency kits and take them with you during evacuations. **[THE SCHOOL OR COLLEGE IS STRONGLY ENCOURAGED TO PROVIDE EMERGENCY KITS, AS DESCRIBED IN THE SAFE SCHOOLS PLANNING PROCESS GUIDE.]**
- Consider learning basic First Aid and Self Defense techniques. Many videos and classes are available. **[NOTE ANY TRAINING VIDEOS AVAILABLE IN THE SCHOOL.]** Memorize names of staff members who are trained in First Aid.

Other means to prevent and prepare for emergencies are contained in the Incident-Specific Protocols, which discuss specific types of emergency incidents.

SECTION 4:

DETECTION AND COMMUNICATION

[THIS SECTION PROVIDES A FRAMEWORK FOR COMMUNICATION PROTOCOLS AND FALLS WITHIN THE GUIDELINES OF FCD-1 PER ANNEX H-CONTINUITY COMMUNICATIONS H-1. EACH SCHOOL'S COMMUNICATION PLAN WILL VARY, DEPENDING ON AVAILABLE EQUIPMENT, SCHOOL LAYOUT, NUMBER OF STUDENTS AND TEACHERS, AND OTHER FACTORS, BUT COMMUNICATION SYSTEMS SHOULD BE REDUNDANT IN EVERY SCHOOL IN CASE THE PRIMARY MEANS OF COMMUNICATIONS FAILS. THIS PORTION OF THE PLAN SHOULD BE DEVELOPED THROUGH A STRATEGIC PLANNING PROCESS DESCRIBED IN *SAFE SCHOOLS PLANNING: A GUIDE FOR EDUCATORS*. EXAMPLES OF MEANS OF COMMUNICATIONS INCLUDE FIRE ALARMS, ELECTRONIC MAIL, A PUBLIC ADDRESS OR INTERCOM SYSTEM, A PRE-RECORDED MESSAGE ON A DESIGNATED PHONE LINE, THE SCHOOL WEB SITE, WALKIE TALKIES, AND MEGAPHONES. INFORMATION MAY ALSO BE COMMUNICATED THROUGH 'RUNNERS' OR ANNOUNCEMENTS MADE THROUGH TELEVISION OR RADIO OR OTHER MEDIA OUTLETS. IF APPLICABLE, WALKIE-TALKIE FREQUENCIES SHOULD BE NOTED.]

Detecting Internal Threats

The most likely means through which school emergencies will come to the attention of the administration and emergency responders are notifications by alert staff members. Staff members are required to report any actual or potential emergency incidents. These include, but are not limited to, potential and actual:

- o Child abuse incidents
- o Electrical emergencies, including outages or exposed wiring
- o Demonstrations or disturbances
- o Fire, explosions, smoke or burning odors
- o Fights
- o Fumes
- o Hostage situations
- o Medical emergencies, including possible outbreaks of Pandemic Flu
- o A suspicious package that is leaking fluid, has protruding wires, is poorly wrapped, has excessive postage, or seems suspicious in anyway
- o Substance abuse of alcohol abuse by students or staff
- o Suspicious persons
- o Theft, vandalism, or other crimes in progress
- o Threats of bombs exploding, violence, suicide, and other incidents
- o Water leaks
- o Weapons on campus

In crises requiring an immediate emergency response, staff members should call 911, and then immediately notify the school administration. Notifications should be made to the Principal or, in **[HIS OR HER]** absence, Assistant Principal **[NAME OF FIRST ALTERNATE SCHOOL COMMANDER]**, followed by **[NAME OF SECOND ALTERNATE SCHOOL COMMANDER]**. Staff members should make the notifications without delay. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

If time permits, however, notifications to 911 should be made by the Principal or Assistant Principal (the School Commander).

If case of fire, the staff member who first detects the fire should pull the alarm.

After an incident, staff members may be required to complete a detailed incident report listing the time the incident began and ended, the date, who was involved, whether weapons were used, what occurred, who witnessed it, how the incident ended, and other information. If an unknown assailant is involved, witnesses may be asked also to describe him or her. Incidents must be reported in the Native American Student Information System.

Detecting External Threats

The Principal or **[DESIGNEE]** will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as landslides, floods, or elevated terrorist alerts. In regional or national situations, news may be communicated also through Educational Line Officers, through Tribal Authorities, or through local emergency responders.

School Command Communications

As School Commander, the Principal or **[HER/HIS]** alternate has the responsibility to communicate to several different audiences including:

- o All school occupants during an all-school alert
- o Emergency responders and state and local agencies
- o The BIE Chain of Command
- o Parents, particularly in the case of injury or death of a student
- o The community
- o The media

All School Occupants

If the situation warrants it, the School Commander must activate certain alerts that apply to the entire school. When **[PRINCIPAL'S NAME]** is not available, these decisions will be made by **[INSERT FIRST ALTERNATE]**, who will act as the School Commander in the Principal's place. If neither is available, the chain of command includes School Commander alternates **[INSERT NAMES OF ALTERNATES]**. If time

permits, these decisions will be made in conjunction with emergency responders and members of the security and facilities staffs.

Types of all-school alerts include:

Fire Drills

A fire drill is not an emergency situation per se, but it is an exercise to familiarize occupants with evacuation procedures. Fire drills will be conducted in accordance with local fire codes, but no less than once per term.

Emergency Signal: **[FILL IN MEANS OF COMMUNICATION]**

Evacuations

Some emergencies require that the building be evacuated as quickly as possible. As soon as the fire alarm is activated, occupants must leave the building by the nearest exit and follow instructions. Members of the Emergency Management Team and teachers have special duties during an evacuation. **[PRINCIPALS MAY WISH TO CONSIDER HOW TO ADDRESS FALSE FIRE ALARMS.]**

Emergency Signal: **[FILL IN MEANS OF COMMUNICATION]**

Reverse Evacuations

Shelter-in-Place; Lockdowns

Not every emergency in or near the building leads to an order to evacuate. Some emergencies, such as tornadoes, civil disturbances, or individuals with guns in the school may cause the School Commander to ask everyone to remain in the building until the situation improves. Reverse Evacuations include ***lockdowns***, used in the case of an individual with a weapon, and ***shelter-in-place***, typically used during hazardous weather. These are described below.

Emergency Signal for Lockdowns: **[FILL IN MEANS OF COMMUNICATION]**

Emergency Signal for Shelter-in Place: **[FILL IN MEANS OF COMMUNICATION]**

Dismissal

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss employees during business hours, telling them that they may leave or stay at their own discretion.

Signal or Means of Communication: **[FILL IN MEANS OF COMMUNICATION]**

Closure

Sometimes, especially when winter storms occur, the building may be closed even before the workday begins. Outbreaks of Pandemic Flu may also require the school to close down operations.

Signal or Means of Communication: **[FILL IN MEANS OF COMMUNICATION]**

NOTE TO PRINCIPAL: SOME SCHOOLS PREFER TO ADOPT AN EMERGENCY CODE OR BELL SIGNAL SYSTEM. OTHERS PREFER TO EXPLAIN THE SITUATION OVER THE SCHOOL INTERCOM IN CLEAR LANGUAGE. EXAMPLES ARE AS FOLLOWS:

☐ CODE RED – LOCKDOWN

Code Red notifies the school of an immediate lockdown. Under a Code Red, the school commander (the principal or an alternate) locks the main office door, keeps staff in secured areas inside, coordinates with police, and instructs staff and students to follow the lockdown procedures.

A sample code red script is as follows:

“Code Red. Code Red. This is the principal speaking. This is not a drill. We are under a Code Red lockdown. Please stay in your classrooms. If you are in the courtyard, hallways or parking lots, please move calmly and quickly to a safe room. Staff will assist you. Remain there until notified to do otherwise. (Pause here to make sure everyone is settled and listening.) Lock the door. We will provide continuous updating for as long as the threat exists.”

☐ CODE YELLOW – SHELTER-IN-PLACE

Code Yellow notifies the school of a shelter-in-place order. Movement within the building may be permitted under some circumstances, but building containment will be maintained. Staff may be directed to guard all outside exits to permit internal movement of students. If there are no large group containment issues, it is advisable to give assurances, but keep students in classrooms. Bathroom needs can be attended to, under supervision.

A sample code yellow script is as follows:

“This is the principal speaking. We are under a code yellow alert. We are activating shelter-in-place procedures. Please remain in the building. If you are in the courtyard, hallways or parking lots, please move into the building. The reason for this action is [insert reason]. Local TV stations have been notified and will place a public service bulletin on each local channel instructing your parents on how to get information. Staff, if a medical emergency arises, please call the main office to report it. Here is what we know at this time:”

[Give a complete update here. Continue giving updates at a rate of every 5-10 minutes. Provide further shelter-in-place instructions.]

❑ RETURN TO CLASS:

When the danger has been resolved and removed from the vicinity, the school will proceed as scheduled. If it is the end of the day, an announcement about transportation arrangements will be warranted.

Emergency Responders

After 911 is called, the School Commander – the Principal or **[DESIGNEE]** – is responsible for communicating with the hierarchy of the emergency response team.

EMERGENCY RESPONDERS [INSERT INFORMATION APPROPRIATE FOR YOUR LOCATION]

TITLE	NAME	TITLE	PHONE
EMERGENCIES	911	911	911
TRIBAL POLICE, NON-EMERGENCY			
FIRE DEPARTMENT			
SHERIFF			
BIE SECURITY			
FEDERAL BUREAU OF INVESTIGATION			
BUREAU OF ALCOHOL, TOBACCO AND FIREARMS (Bomb Threats)			
STATE EMERGENCY MANAGEMENT AGENCY			
HAZ-MAT (Hazardous Material Spills)			
FEDERAL EMERGENCY MANAGEMENT AGENCY			
CENTER FOR DISEASE CONTROL			
NATIONAL RESPONSE CENTER			800-424-8802

BIE Chain of Command

The School Commander – the Principal or **[DESIGNEE]** - is required to report to the BIE Chain of Command, beginning with the Educational Line Officer, incidents in which:

- an occupant of the school is seriously injured and/or hospitalized;
- a school occupant is killed;
- a staff member is arrested for any cause or implicated in an injury or death on site or off site;
- school operations are interrupted;
- media attention has been called to the incident;
- there is a significant potential for injury or death;
- there is a potential for school operations to be interrupted, or
- a criminal investigation is underway.

This list is not all-inclusive and sound judgment should be used to determine what is appropriate for reporting.

BIE CHAIN OF COMMAND

[CHECK WITH YOUR LINE OFFICER TO DETERMINE WHAT NOTIFICATIONS SHOULD BE MADE TO THE BIE CHAIN OF COMMAND DURING AN EMERGENCY.]

OFFICE	NAME	TITLE	OFFICE PHONE	HOME PHONE	CELL PHONE / PAGER
EDUCATIONAL LINE OFFICE					
LINE OFFICE ADDITIONAL NAMES					
SECURITY OFFICE					
BIE LAW ENFORCEMENT					
BIE CENTRAL OFFICE					
PUBLIC AFFAIRS OFFICE					
FACILITIES MANAGEMENT/SAFETY MANAGER					
BIE OPERATIONS DEPUTY DIRECTOR					

Parents and the School Community

The School Commander and the administrative staff will communicate to parents and the school community through:

School Phone Number: [THIS NUMBER SHOULD BE PROGRAMMED WITH INSTRUCTIONS TO STAFF AND PARENTS. A COPY OF PHONE PROGRAMMING INSTRUCTIONS SHOULD BE KEPT OFF SITE.]

Radio Stations:

Television Stations:

Tribal Office:

Web Site:

Phone Trees: [ATTACH THE PHONE TREE LIST. INSTRUCT INDIVIDUALS TO CALL THE NAME AFTER THEIR NAME ON THE LIST, BUT IF THEY ARE UNABLE TO REACH THAT PERSON, LEAVE A MESSAGE, AND CALL THE NAME AFTER THAT. INDIVIDUALS NOT REACHED SHOULD BE REPORTED TO THE SCHOOL.]

In communicating to parents and the school community, staff should not:

- Relay speculation to students or parents. Communicate only what you do know. Be factual and unemotional. Apply common sense and calm to each situation.
- Release the names of the injured or those involved in the incident to anyone outside the BIE Chain of Command, unless you are authorized to do so.
- Talk to the media unless you are authorized to do so.

Media

Depending on the circumstances, the School Commander may manage media communications after consulting with the Educational Line Officer and the Public Affairs Office for the Bureau of Indian Education.

Protocols are as follows:

Gather the Facts

With the help of the Recorder and the Parent Coordinator and involved staff members, the School Commander will gather facts about the situation. No speculative information should be communicated and the designated spokesperson

should be aware that the media often has to rely on “sound bites” to communicate stories. Avoid heavily loaded short phrases that can be taken out of context.

Prepare a Statement and Background Information

A statement and background information about the school will be prepared. It is helpful to have the background information prepared in advance during the emergency planning stage. **[INCLUDE AWARDS AND ACCOMPLISHMENTS IN THE SCHOOL FACT SHEET. WHEN LITTLE INFORMATION IS AVAILABLE DURING A CRISIS, MEMBERS OF THE MEDIA MAY STRUGGLE TO FILL TIME BETWEEN NEWS RELEASES, AND SCHOOL BACKGROUND INFORMATION IS HELPFUL.]**

Keep Track of Media Calls and Requests

The spokesperson should keep a list of all the reporters to whom he/she talks. This will enable the Public Affairs Office to look for news clippings and to later evaluate how the crisis was handled.

Respond to the Media Quickly and Fairly

The media provides a way for the school to get its message to the public. The media will also shape public opinion about how the school is responding to the crisis. Therefore, it is important to cooperate with the media, to be sensitive to media deadlines, and to provide all reporters with the same information so one reporter does not become disgruntled about being left out and provide unduly negative news coverage as a result.

SECTION 5:

EVACUATIONS

In certain types of emergencies, the school must be evacuated. The School Commander, typically the Principal, will make this decision.

Procedures are as follows:

- Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom, dormitory floor, or section will go.
- If you are a member of the Emergency Management Team, understand your roles and responsibilities and act accordingly.
- If you activate the fire alarm, notify the Administration of the exact nature and location of the emergency.
- If you are a teacher, take your class list with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
- If time permits, take personal possessions such as keys, wallets or your purse with you. Take the emergency kit as well.
- If time permits, secure all sensitive or classified documents. Do not jeopardize the safety of yourself or your students, however, in situations such as fires that pose imminent danger.
- Close doors behind you but leave them unlocked. A routine check of the floors will be done to ensure that they are empty.
- Report to the assigned assembly areas indicated below. Take attendance every time your class moves to a new location. Report missing children immediately. **[INCLUDE AN EXPLANATION OF THIS PROCESS.]**
- Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
- Stay out of the way of emergency vehicles.
- Do not use the elevator.

EVACUATION SIGNAL: _____
[IDENTIFY THE MEANS BY WHICH SCHOOL OCCUPANTS WILL BE NOTIFIED TO EVACUATE]

EVACUATION ROLES IN AN EMERGENCY

[INSERT INFORMATION FOR YOUR SCHOOL. ADD OR CHANGE NAMES AND TITLES, AS DESIRED]

	RESPONSIBILITY	NAME	ROOM NUMBER	ASSIGNMENT
ALL PERSONNEL	Once an evacuation order is given, all occupants, with the exception of searchers, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly lead their students in an orderly fashion to their pre-designated posts, taking with them their class lists, a pen or pencil, and other components of the emergency kit.			
SECTION LEADERS	Section Leaders, also called Floor Leaders, must supervise the orderly evacuation of students and staff through the designated exits and remain with their groups throughout the evacuation period. Each Section Leader should be equipped with a bullhorn and other safety gear from their emergency kits. All Section Leaders who are teachers must have another teacher assigned to their classrooms in their absence.			[List assigned section for each section leader]
SEARCHERS	Once teachers have evacuated their classrooms, Searchers, also called Wardens, are responsible for finding and evacuating all personnel from remote areas such as storerooms, file rooms, coffee areas, basements, gymnasiums, and rest rooms. They should close all doors – but not lock them – after they have searched an area.			[List assigned section for each searcher]
STAIRWELL MONITORS	Before an evacuation, each Stairwell Monitor must inspect his or her assigned stairwell for possible heat and smoke conditions. Stairwell Monitors are responsible for assisting in orderly evacuations out of their assigned exits and instructing students to form single file lines into the stairwell and to exit along the right side of the stairwell. [Stairwell monitors are necessary in buildings with more than one story.]			[List assigned stairwell for each monitor]
ASSISTANTS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES	Assistants for Individuals with Physical Disabilities are responsible for making sure all students and personnel with disabilities are evacuated and for monitoring them until they are safely discharged to their families or guardians. They must maintain up-to-date lists of physically challenged students in their assigned sections and a list of any special medical needs.			[List assigned student or staff member for each aide.]

Evacuation Posts

[DESCRIBE WHERE EACH OF THE FOLLOWING WILL BE LOCATED DURING AN EMERGENCY. INCLUDE A MAP OF THE SCHOOL CAMPUS AND IDENTIFY THE LOCATIONS ON IT. ENSURE THAT NO EVACUATION POSTS ARE LOCATED IN THE PATH OF EMERGENCY RESPONSE EQUIPMENT ARRIVING AT OR LEAVING THE SCENE.]

Off-Site Emergency Shelter

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

[DESCRIBE THE LOCATION OF THE OFF-SITE EMERGENCY SHELTER. INCLUDE THE NAME OF THE LOCATION, ADDRESS, AND PHONE NUMBER. INSERT A MAP. DESCRIBE THE MEANS BY WHICH OCCUPANTS WILL GET TO THE SHELTER. ENSURE A MEMORANDUM OF AGREEMENT IS IN PLACE WITH THE OWNERS/MANAGERS OF THE OFF-SITE SHELTER.]

Off-Site Command Post

Also called an Incident Command Post, this is the off-site location from which the School Commander oversees all operations.

[DESCRIBE A SECOND LOCATION IN CASE THE ENTIRE SCHOOL CAMPUS NEEDS TO BE EVACUATED.]

On-Site Command Post

Also called an Incident Command Post, this is the on-site location from which the School Commander oversees all operations. **[DESCRIBE THE LOCATION OF THE COMMAND POST ON THE SCHOOL CAMPUS.]**

Staging Area for Emergency Response Equipment

Emergency equipment such as fire trucks and ambulances will be stationed here while not actively responding to the emergency. **[DESCRIBE THE LOCATION OF THE STAGING AREA FOR EMERGENCY RESPONSE EQUIPMENT.]**

Area for the Injured

Injured victims are situated here.

[DESCRIBE THE LOCATION OF THE AREAS DESIGNED FOR INJURED VICTIMS. WHEN MEDICAL TEAMS ARRIVE, THEY MAY NEED TO TRIAGE THE VICTIMS, OR SORT THEM ACCORDING TO THEIR INJURIES, IN ORDER TO DETERMINE WHO SHOULD RECEIVE TREATMENT FIRST.]

Area for the Deceased

In a worst-case scenario, deceased victims are placed in this location. To preserve evidence, only emergency responders, under the auspices of police, should move deceased victims.

[DESCRIBE THE LOCATION. THIS AREA SHOULD BE SECLUDED FROM THE SIGHT OF PARENTS, STUDENTS AND THE MEDIA, POSSIBLY BEHIND A SECONDARY BUILDING. ALL AREAS SHOULD BE CORDONED OFF.]

Area for the Media

This area is cordoned off for the media.

[DESCRIBE THE LOCATION. THIS AREA SHOULD BE SECLUDED FROM THE SIGHT OF PARENTS AND STUDENTS.]

Class Room

[DESCRIBE THE LOCATION TO WHICH EACH CLASSROOM WILL EVACUATE SUCH AS "NORTHWEST SIDE OF THE BUILDING," "SOUTHWEST SIDE OF THE BUILDING," ETC. ADD CLASSROOMS AS NECESSARY. ALL EVACUATION DESTINATIONS SHOULD BE IDENTIFIED ON A CAMPUS MAP TO BE INSERTED INTO THIS DOCUMENT. SCHOOLS WITH DORMITORIES MUST INCLUDE DORMITORY FLOORS.]

Class Room #

Evacuation Routes

[INSERT A MAP OF EACH FLOOR OR SECTION OF YOUR SCHOOL AND DORMITORY HALL, IF APPLICABLE. DESIGNATE HOW EACH CLASSROOM AND DORMITORY SHOULD EVACUATE. A MAP SHOULD BE POSTED IN EACH CLASSROOM, OFFICE, AND HALLWAY. SOME SCHOOLS GIVE THE ASSIGNMENT OF DEVELOPING FLOOR PLANS TO A STUDENT MATH CLASS. INEXPENSIVE FLOOR PLAN SOFTWARE IS AVAILABLE ON THE INTERNET.]

[THE MAPS OR FLOOR PLANS SHOULD INCLUDE THE FOLLOWING:

- CLASSROOMS
- OTHER ROOMS
- DORMITORY ROOMS
- DOORWAYS FOR UNLOCKED DOORS
- HALLWAYS
- STAIRWELLS
- UTILITY MAINS AND SHUTOFFS
- FIRE ALARMS AND ENUNCIATORS
- FIRE EXTINGUISHERS
- OTHER SECURITY EQUIPMENT
- HAZARDOUS MATERIALS
- DESIGNATED ESCAPE ROUTES
- ELEVATORS, WHICH SHOULD NOT BE USED DURING EVACUATIONS
- OTHER RELEVANT INFORMATION.]

SECTION 6:

REVERSE EVACUATIONS

A reverse evacuation is an order to occupants to remain in the building until a situation improves. Two types of reverse evacuations are *lock-downs*, used when an armed and threatening person is in the building, and *shelter-in-place*, used during weather emergencies, hazardous material spills outside of the school, biological threats, civil disturbances, or other types of emergencies requiring occupants to stay inside.

Lock-Down

A school lockdown indicates that students and staff may be in jeopardy from an armed individual in the school. A lockdown serves many functions during an emergency situation:

- The majority of students and teachers will be taken away from the threat;
- The dangerous situation can be isolated from much of the school;
- Accounting for students can accurately take place in each classroom and report missing students immediately; and
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

Lockdown protocols are as follows:

- During a lockdown, teachers should immediately lock their classroom doors. Use sound judgment in determining whether any individuals knocking on the door are armed and dangerous or simply stragglers attempting to find shelter.
- If you are in an open area such as a gymnasium or lunchroom, usher students to the nearest room that can be locked.
- Once inside the locked room with the students, instruct them to remain silent and to stay away from doors and windows, to protect against flying glass.
- Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- Turn off the lights, close window blinds, shade, curtains or cover.
- Once barriers are in place, instruct students to lie on the floor in the prone position as far away from the door as possible
- Ensure children remain absolutely quiet and wait for an all clear announcement.
- If a cell phone is available and you feel it is appropriate to do so, call 911 and speak in low tones. Wait for instructions on how to communicate with law enforcement about the event as it unfolds. Because cellular telephone equipment may be overwhelmed or damaged during an emergency, limit phone calls to emergency response issues.

- In some cases, such as when an armed individual is actively shooting in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large enough to pass children through them, and if others are available to protect the children once they are outside.
- Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found.
- Pass an attendance roster around the room and then prepare a list of missing students and extra students in the room. Ensure that you take this list with you when you are directed to leave the classroom.

Shelter-in-Place

The purpose of shelter-in-place is to shield school occupants from external threats such as severe weather, a dangerous chemical, or some other outside emergency situation during the school day. During a shelter-in-place situation, it is critical that school personnel evacuate trailers or portable school buildings, and that occupants seek shelter inside a permanent structure.

The following are shelter-in-place protocols:

- Close all windows and exterior doors. Bring everyone into the room. Shut the door. Write down the names of everyone in the room, and call **[YOUR SCHOOL'S DESIGNATED EMERGENCY CONTACT]** to report who is with you.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms, if necessary. Classrooms may be used if there are no windows. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- If there is danger of hazardous weather such as strong winds, close the window shades, blinds, and curtains to prevent injury from flying glass.
- Maintenance staff may be required to turn off fans, heating, gas, and air conditioning systems.
- If there is a hard-wired telephone in the room you select, have the phone available if you need to report a life-threatening condition. Because cellular telephone equipment may be overwhelmed or damaged during an emergency, limit phone calls on school phone lines to emergency response issues.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuations in specific areas at greatest risk in your community.

SECTION 7:

INCIDENT-SPECIFIC PROTOCOLS

The following protocols are relevant to specific types of emergencies. General principles described in previous sections also apply.

Fire and Explosions

Fires

Prevention

Many fires can be prevented by adopting simple measures, as follows:

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located too close to papers or draperies. Hazards should be reported to **[NAME]**.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution.
- Electronic equipment should be connected to surge protectors to prevent overloading of circuits and fires in the sockets.
- Do not bring to or use coffee pots at work outside of **[DESIGNATED AREA]**. Ensure that electrical appliances, outside of radios, are unplugged at night.
- Use open flames in science laboratories only with extreme caution. A staff member must monitor the experiment at all times.
- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact **[NAME]**.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and stairwells free of debris.

Preparation

To mitigate the damaging effects should a fire occur:

- Become familiar with the school's fire safety features and learn the locations of:
 - Fire alarms
 - Every exit (including those designated exclusively as exits in the event of a fire)
 - Fire extinguishers

- Create an emergency kit and include duct tape. **[THE SCHOOL IS ENCOURAGED TO SUPPLY TEACHERS WITH EMERGENCY KITS.]**
- Become familiar with how to operate each of the three types of fire extinguishers and be able to determine which is most appropriate for your situation. Use of an inappropriate fire extinguisher may injure the user and can actually intensify the fire. **[REMOVE THIS PARAGRAPH IF THERE IS ONLY ONE TYPE OF EXTINGUISHER IN THE BUILDING.]**
- Because of their limited capacity, extinguishers should be used only on small fires. Fire extinguishers should be inspected and filled or replaced yearly.

Response

- In the event of fire, pull the nearest fire alarm and call 911, if phones are available.
- Report burning odors or smoke.
- Follow the evacuation procedures. Ensure all children in your care have been evacuated. Turn off the lights and close your classroom door when you leave. If it is dark, have your flashlight ready.
- Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way.
- If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flames.
- Stay low to the floor when escaping flames.
- A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, pull the pin, stand six to eight feet away, and direct the extinguisher toward the *bottom* of the fire, sweeping from side to side. Pointing the extinguisher at the top of the fire may spread the fire.
- Never stand between the fire and an exit.
- Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
- Do not use elevators.
- Maintenance staff should immediately shut off gas to the area, if possible.
- Once outside, stand in the pre-designated evacuation posts, at least 100 feet from the building and out of the pathway of fire trucks, police, and paramedics.

Explosions

- If an explosion occurs, instruct students to stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
- Depending on the circumstance, be prepared for possible further explosions.
- Watch for falling objects.
- When it appears safe, exit the building and follow the fire alarm and evacuation procedures.

Bomb Threats

If you receive a bomb threat, attempt to get as much information as possible and engage the caller in conversation. If the phone has Caller ID, note the telephone number listed on the display.

Calmly ask the caller to repeat what he or she said. Be prepared to characterize the caller's voice and any background noises. Write down as many words of the conversation as possible. Ask such questions as:

- Where is it?
- What kind of bomb is it?
- When is it going to explode?
- What does it look like?
- What is the detonation device?
- Did you place the bomb?
- Why?
- Who is it that you don't like?
- Why?
- After the caller hangs up, immediately dial *57 to trace the call and contact a supervisor. Police should immediately be called to determine whether it is appropriate to evacuate the building.

Attempt to characterize the caller's voice and to identify background noise. After the call, write down as many of the caller's words as you can remember. Record the sex of the caller, the possible age of the caller, any identifiable accent, the length of the call, and the exact time of the call. Recall whether you heard background sounds, such as street noises, children, voices, a Public Address system, music, factory machinery, static, and other sounds.

Clerical staff should keep bomb threat procedures at their desks and should maintain a blank copy of GSA Form 3415, Telephone Bomb Threat Checklist, easily available at all locations with a phone.

If you find a suspicious object, do not touch it. Move people away from the object. Do not use portable radio equipment or cell phones within 100 feet of the suspected device because their use could cause the bomb to detonate. Call 911 and follow police instructions precisely. Contact the administrator and ensure that the area remains evacuated. Be prepared to describe the exact location of the object for the bomb and/or arson squad.

Medical Emergencies

In preparing for a medical emergency, all students and staff must fill out an Emergency Information Card listing emergency contact and special medical needs. This should be updated at least once a year.

The school nurse should review these cards in the beginning of each year to identify students who may be prone to medical conditions including, but not limited to, seizures, asthma attacks, diabetic comas, or severe allergic reactions. This information must be secured in accordance with the Family Educational Rights and Privacy Act, described at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Staff members should know where the nearest First Aid kit is and what staff members have been trained in First Aid.

Accidents

Protocols for major accidents, including building and vehicle accidents, are as follows:

- Assess the severity of the incident. Immediate assistance should be sought for individuals who are bleeding severely, who have broken limbs, who are incoherent, who are unable to answer simple questions, or who exhibit other signs of a serious medical situation.
- Assess whether colleagues are available to assist you. If so, one staff member should stay with the injured victim and the other should seek assistance.
- Call 911. Tell emergency personnel who you are and where you work, including building and room location. Do not hang up until directed to do so.
- Instruct other colleagues or responsible students to quickly:
 - Contact school staff members who are trained in First Aid. These individuals are: **[INSERT NAMES OF INDIVIDUALS IN THE SCHOOL WHO HAVE BEEN TRAINED IN FIRST AID AND THEIR ROOM NUMBER]**
 - Notify Principal **[NAME]** or Assistant Principal **[NAME]** of the incident. **[INSERT NAMES OF PRINCIPAL AND FIRST, SECOND, AND THIRD DESIGNEE WHEN PRINCIPAL IS UNAVAILABLE.]**
 - Retrieve the nearest First Aid kit. First Aid kits are available at the following locations: **[INSERT LOCATION OF FIRST AID KIT]**
 - Ensure someone stands outdoors to direct paramedics to the injured.
- Administer basic First Aid, as needed, until experienced personnel arrive.
- Do not move the victim unless he or she is in immediate danger from a building collapse or another imminent threat.
- Reassure the victim and bystanders that help is on the way.

- After the situation is stabilized and the victim is receiving care, arrange for parental notification through the principal or, in the case of a staff member, the emergency contact. This should be done as quickly as possible under the circumstances. In notifying parents, the principal or his or her alternate should remain calm and be knowledgeable about where the student has been transported. **[INSERT PARENTAL NOTIFICATION PROCEDURES.]**
- Complete a detailed incident report. In the case of vehicle accidents, fill out an accident report and provide it to police.
- Principal **[INSERT NAME]** is responsible for notifying the BIE Chain of Command as quickly as possible after the incident occurs. Involved staff members should be available to describe the incident in detail.

Protocols for major accidents, including building and vehicle accidents, are as follows:

- If the injuries are minor, take the injured student to the main office **[OR NURSE'S STATION]**.
- Apply minor First Aid or request that the school nurse **[IF YOUR SCHOOL HAS A SCHOOL NURSE]** or staff trained in First Aid be called in, if necessary. **[INSERT YOUR SCHOOL'S FIRST AID PROCEDURES.]**
- Review the student's medical conditions card to determine if there are any special instructions. This information is kept by **[INSERT NAME OF STAFF MEMBER WHO KEEPS STUDENTS' MEDICAL CONDITIONS AND EMERGENCY NOTIFICATION INFORMATION.]**
- Arrange for parental notification through the main office. Except under extreme circumstances, do not administer any medications without parental authorization. Ask the student if he or she is allergic to any medications. **[INSERT YOUR SCHOOL'S PARENTAL NOTIFICATION PROCEDURES]**
- Complete a detailed incident report. Enter information in the NASIS.

Animal Attack

Staff should:

- Call 911 if a student has been injured by an animal.
- If the animal is outside the school building, request the administration to issue a Shelter-in-Place alert, but otherwise continue operations as normal.
- Use a bullhorn or throw objects such as rocks at the animal to frighten it.
- If the animal enters a classroom, evacuate the classroom and move to another part of the building and close the door. Attempt to isolate the animal in a classroom. The Principal or **[HIS/HER]** designee will contact the local animal control agency.
- Ask the Administration to contact the parent or guardian of any student physically harmed or emotionally distraught.

Chemical or Hazardous Materials Spills

Protocols for chemical or hazardous materials spills are as follows:

- Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of hazardous chemicals throughout the building.
- Unless the hazard is most intense inside the school, a shelter-in-place order will be given.
- If the chemical is outdoors, staff should close and secure all doors and windows.
- Depending on the severity of the incident, staff should use duct tape and plastic sheeting from their emergency kits to seal all cracks around the door(s) and any vents into the room.
- Once notified, the Principal will notify 911, the BIE Chain of Command, and the state hazardous materials team, which will provide further instructions.
- Staff members who know what the material or chemical is should report that information to the Principal, if it is not otherwise known.
- If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand should implement basic decontamination procedures. The affected individuals should be separated and washed with soap and water. If possible, they should shower and be given alternative clothing. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.
- Once the contamination/hazard has passed, public safety officials will evaluate the situation and either give the school clearance to resume safe and normal operations or request that the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to **[INSERT THE OFF-SITE SHELTER OR A DESIGNATED PARENT-STUDENT REUNIFICATION CENTER.]**.

Death of Student or Staff Member

The death of a student, employee, or contractor is a traumatic event. While normal communication protocols should be followed, additional steps will be required to address the trauma of the event.

- If the death occurred in the school, the Principal must ensure that the family of the deceased is notified of the death before family members hear of it through word of mouth. This should be done in person.
- Students will be permitted to leave the school, with parental permission, after following appropriate sign-out procedures.

- Nurses and counselors at schools where the siblings may be enrolled should also be informed. Meetings should be held with the staff and the students to explain the event and quell rumors. A fact sheet should be prepared.
- A statement about the event should be read to each classroom.
- Counselors should make home visits to the family members, if they agree, and with the families of friends close to the victim.
- School staff also should have access to counseling and be encouraged to meet to discuss the event.
- The school should be prepared for media inquiries and questions from the community. The Principal may hold meetings with the community and parents to address the situation.
- In the event of a death of an employee at a work location (either on or off campus), the Principal should contact both OSHA (1-800-321- 6742) and the BIE Division of Safety & Risk Management.

Food Contamination

Protocols for food contamination are as follows:

- If a clear pattern of illness occurs that indicates food poisoning, staff members should immediately notify the Principal who will, in turn, call 911.
- The Principal and staff should interview the persons reporting the illness. If more than one student is ill, each should be interviewed separately and any common elements in their stories should be considered. Questions include:
 - What symptoms do you have?
 - When did you start feeling ill?
 - What did you eat and drink today? Where did you obtain the food?
- If there is a possible source of illness within the school, all food services should be stopped immediately. The **[APPROPRIATE PUBLIC HEALTH AGENCY]** should be notified immediately. The food service area should be cleared of all people and secured. All food handlers must remain on site to await the arrival of health personnel. All food possibly containing a food-born illness must be isolated in a refrigerated area.

Pandemics

Pandemics can cause extreme damage and disruption. Massive efforts have been undertaken to prepare and respond to pandemics such as the H1N1 or Avian Flu.

H1N1 (Swine Flu) is a new flu virus of swine origin that was first detected in April of 2009 and spread throughout the United States and internationally. Because it is a new virus, most people do not have immunity to it and nearly anyone can get it. Any member of the school community who is confirmed to have H1N1 flu should not be

permitted to enter school grounds and should be encouraged to immediately seek medical attention.

In communities in which the virus has been confirmed, individuals *suspected* to have the virus should not return to school until they have been tested and confirmed to be virus-free or otherwise released by a medical doctor for re-entry into the general population. To reduce confusion, the school should communicate its Pandemic policy to the school community when the virus first appears in the area. In this way, parents and others will know what is expected of them.

In communities in which the H1N1 virus has appeared, schools should develop relationships with the Indian Health Service or other local health departments and implement systems to track and follow up on students who are absent from school because of the flu. These systems provide important information on how widespread H1N1 may be in the community.³

All suspected and confirmed H1N1 flu cases must be immediately reported to BIE at 505-554-8073.

Flu symptoms include acute respiratory illness, such as a fever greater than 100° F or 37.8° C and a cough or sore throat. Other possible symptoms are runny nose, lethargy, loss of appetite, and in some cases, nausea, vomiting, and diarrhea.

Flu spreads primarily through coughs and sneezes, but people can become sick if they touch a hard surface containing the virus and then touch their eyes, mouth, or nose. The virus and other germs can live for *two hours or longer* on hard surfaces such as tables, doorknobs, and desks.⁴ Therefore, it is important that people wash their hands often with anti-bacterial hand sanitizer and keep their hands away from their faces. Surfaces should be wiped frequently with disinfectant wipes.

The Center for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services, has issued strategies called “social distancing” to slow the spread of the virus.⁵ In severe pandemic situations, they include:

- Closing schools
- Canceling public gatherings
- Planning for liberal work leave policies
- Tele-working strategies
- Voluntary isolation of cases
- Voluntary quarantines

³ <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/guidance/flu-faqs.pdf>

⁴ <http://www.pandemicflu.gov/plan/individual/panfacts.html>

⁵ <http://www.pandemicflu.gov/plan/community/mitigation.html>

If students are dismissed from schools or colleges, schools should also cancel all school-related gatherings and encourage parents and students to avoid gathering outside of school at malls, movies theaters, public libraries or friends' houses in large groups.

In case of a pandemic, it is important to check the Bureau of Indian Education web site (<http://enan.bia.edu/home.aspx>) and the CDC web site (<http://www.cdc.gov>) regularly because its guidance to schools – such as when to close a facility and when to seek medical attention - changes as the situation changes. Detailed instructions on how to react during a pandemic are available through the following web sites:

<http://www.pandemicflu.gov>

<http://www.bt.cdc.gov/>

<http://www.hhs.gov/pandemicflu/plan/sup3.html>

<http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html>

Schools should also review their state's pandemic planning efforts, which can be found at: <http://www.pandemicflu.gov/plan/states/index.html>

Standard health protocols to reduce the risk of many diseases and infection include:

- Prohibit any member of the school community (students, teachers, other staff members, parents, volunteers, etc.) known to have contracted the disease from entering the school.
- Keep anti-bacterial/anti-microbial hand cleaner or alcohol-based disinfectant available at all times and use it frequently. Hand-cleaner and tissues should be placed on teachers' desks, at the front desk, and in other prominent places throughout the school.
- Remind children to wash their hands frequently with soap and water, and model the correct behavior. Remind children to cover coughs and sneezes with tissues, and model that behavior. In the case of a Pandemic, parents or guardians of children who are coughing and sneezing should be asked to remove their children from school and seek medical attention for them.
- Report bathrooms that lack tissues, toilet paper, soap, or feminine hygiene products. The maintenance staff is required to ensure that bathrooms have a continual and ample supply of these products.
- In the case of a severe outbreak, provide masks to children.
- Keep sufficient emergency medications on hand, such as medicines for fever (aspirin and ibuprofen), anti-diarrhea medication, and fluids with electrolytes.
- Remind students to stay away from wild animals, wild birds, and pigs or hogs.
- Report to the administration if you notice any unusual trends in children's illnesses or unusually high numbers of absences. These should be reported to BIE at 505-554-8073 as well.

Protocols for sick students at school are as follows:

- Take temperature of sick student.
- Isolate students when they have a temperature higher than 1000 or 37.80 C.
- Call parents to send student home or send to hospital if student is in care of Residential. Release to parents or guardian only.
- All information on students is confidential.
- Call the hospital for advisement for unusually high numbers of sick students.

Suicide

When a student or staff member attempts to commit suicide:

- Call local Law Enforcement (call 911) and emergency medical personnel immediately.
- Notify the Senior School Official and psychologist/counselor immediately. (Note: The Senior School Official will notify the parent or guardian and schedule meetings with the parents and school psychologist or counselor to determine course of action.)
- Have an adult employee escort the at-risk person to a safe environment with access to a phone, away from other students
- Stay with the person until the counselor/suicide intervention arrives. **DO NOT leave the suicidal person alone.**
- Request the suicidal person to sign a "no suicide contract."

In the event of suicidal death or serious injury:

- Notify the local Law Enforcement agency (call 911) and emergency medical personnel.
- Notify the Senior School Official immediately.
- Notify CPR/First Aid certified persons in the school building.
- Isolate the deceased student/employee, if possible. **Never touch or move the deceased.** Clear the area.
- Activate the school Emergency Management Team. (Note: The Senior School Official will immediately notify the parent or guardian. Notification should be made in person.)
- Direct witness(es) to school psychologist/counselor.
- Notify the parents of students sent to psychologist/counselor.

In the aftermath of the crisis, the Senior School Official will meet with the school's counseling staff to determine the level of intervention for staff and students. Post-crisis response may include:

- Designating rooms as private counseling areas.
- Escorting affected students, siblings, and close friends to counselors.
- Permitting affected students to leave the school, but only with parental permission.
- Following up with students and employees who have received counseling.
- Designating school employee(s) to attend the funeral.

Other Medical Emergencies

It is important to report to the **[SCHOOL NURSE OR PRINCIPAL]** immediately if a student or staff member exhibits signs of severe illness such as alcohol poisoning, a drug overdose, a stroke, a heart attack, seizures, a diabetic coma, heat exhaustion, frostbite, or other illnesses. Medical treatment should be sought immediately.

Substance Abuse

Suspected Alcohol or Drug Use

If a student is suspected of alcohol or drug use, approach the student and engage in conversation. Attempt to identify specific physical symptoms or signs such as:

- Glassy eyes
- Pale skin color
- Uneven physical movement
- Slurred speech
- Chemical or smoke smells

If symptoms exist, immediately remove the student from the classroom and accompany him or her to the nurse's office.

Ask probing questions to determine substance and quantity ingested. **Note:** A breathalyzer is only an indicator. If improperly administered or not administered at the proper intervals, it will not be an accurate indicator of alcohol blood level.

Incoherent or Non-Responsive Behavior

When a student or other school occupant is suspected of using drugs, alcohol, or inhalants, school personnel should immediately assess if emergency care is needed and call 911 if the situation calls for it. An immediate medical emergency response is mandated when the student:

- Is intoxicated;
- Is not breathing;
- Is unconscious;
- Is profusely bleeding;
- Is vomiting;
- Is out of control and shows uncontrollable rage;
- Has secretions from the mouth;
- Has blurred vision;
- Is unable to walk normally, or
- Exhibits signs of sexual assault.

Notify law enforcement and emergency medical personnel.

If a student is incoherent or non-responsive:

- Immediately call emergency medical personnel.
- Notify the Senior School Official so that he or she may notify the student's parent or guardian.
- Turn the victim on his or her side. Under no circumstance should the student lie on his or her back.
- Attempt to wake the student by pinching him or her. The more non-responsive the student is, the greater the danger of death by alcohol poisoning.
- Monitor the student's breathing. Indications of trouble breathing include irregular, shallow or slow breathing.
- Monitor the student until help arrives. DO NOT leave the student unattended.
- Designate a school employee to accompany the student to the hospital and remain with the student until the parent or guardian arrives.
- Complete the Student Substance Abuse Screening Form and Student Referral Checklist form for substance abuse counseling.

Alcohol or Drugs on School Property

If alcohol or drugs are found on school property:

- Refrain from handling the contraband or disturbing the area in which it was found, unless the area cannot be secured. If it cannot, remove the contraband to a safe and secure place.
- Notify the Senior School Official immediately; the Senior School Official will notify Law Enforcement by calling 911.
- Acquire all available related information from students and employees.
- Document the situation for probable cause, search and seizure.
- Complete the incident report if Law Enforcement is unavailable to investigate at the time.
- Leave the substances untouched unless they are at risk of being disturbed. If they are at risk of being disturbed, contain them in a plastic bag accompanied by a chain-of-command log to document who handled the plastic bag, where it was located, and when it was moved. Care should be taken not to handle the evidence itself. Provide all documentation to Law Enforcement.

Violence

SCHOOL VIOLENCE

[NOTE TO PRINCIPAL: IT IS RECOMMENDED THAT THE SCHOOL ADOPT VIOLENCE PREVENTION INITIATIVES RANGING FROM EXTRACURRICULAR ACTIVITIES AND SPORTS PROGRAMS TO A ZERO TOLERANCE POLICY FOR WEAPONS AND DRUGS. THE SCHOOL SHOULD FREQUENTLY REMIND STUDENTS OF THE CONSEQUENCES OF BREAKING SCHOOL RULES. INTERVENTIONS SHOULD BE DESIGNED FOR TROUBLED CHILDREN. THE SCHOOL SHOULD DISTRIBUTE ITS STUDENT CODE OF CONDUCT OR UNIFORM DISCIPLINE CODE TO ALL STUDENTS AND PARENTS, TAKING INTO CONSIDERATION REQUIREMENTS FOR SPECIAL EDUCATION CHILDREN. IN THE BEGINNING OF EACH YEAR AND THROUGHOUT THE YEAR, IT IS RECOMMENDED THAT THE SCHOOL PUBLISH THE FOLLOWING ANNOUNCEMENT AND REPEAT IT OVER THE SCHOOL INTERCOM:]

"It is unlawful for students to possess or use any weapon on school property. Students who have or use a weapon on school property will be suspended from school, and the police will be notified of the incident. A weapon is any object designed to harm another physically or an object which is used in a way that can physically harm another. This school is committed to providing each of you with a safe environment, and we will do all we can to carry out that responsibility including, if necessary, conducting searches of student lockers."

Warning Signs

Staff members are required to report to the administration students who:

- Express a fascination with weapons, violence, Satanic cults, violent gangs, or extreme political or terrorist movements that use violence, torture or genocide.
- Exhibit signs of self-destruction, suicide, substance abuse, child abuse or neglect. In cases of suicidal tendencies, a suicide watch is warranted.
- Express an intent to obtain weapons.
- Display extreme anger that frequently erupts into pushing, shoving, striking, fighting, and bullying.
- Display a fascination with, or knowledge of, bombs or explosive devices.
- Possess bombs or explosive devices.
- Destroy property and engage in other extreme and unusual behaviors that suggest potential violence.

The administration is responsible for verifying the information and acting on it through a series of action steps including interventions, parent conferences, progressive discipline and, in some circumstances, arrests and removing the child to an alternative school for troubled youth. Some unusual behaviors are communicated through teen web sites.

Staff is also encouraged to learn what web sites are popular within the student population.

Suspicious or Illegal Behaviors

The following protocols should be followed in response to suspicious activities:

- Immediately report any suspicious activities or criminal acts that occur in or on the property to **[NAME]**.
- The administration will notify the local law enforcement agency, the BIE Security Officer, and others, as applicable.
- Treat all threats seriously, no matter how minor, and immediately report the threat or conduct to **[NAME]**.
- Respond immediately to a person in an agitated state. Indicators to be aware of include perspiration, a red face, and shaking hands. These are often the first warning signs of a person who could become threatening or violent.
- Be attentive to, and inquisitive about, strangers. Ask wandering or "lost" visitors roaming the corridors who they are and who they are visiting. Escort them to their destination or contact a Security Officer for assistance.
- Stop students in the hallways during class periods to ensure they have a pass.

Fights Without Weapons

Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- If a fight erupts, send for help in the most expeditious manner possible. This might be through a colleague, a trusted student, a Walkie Talkie, a phone, a buzzer, or a panic alarm. **[INSERT MEANS OF COMMUNICATION APPROPRIATE TO YOUR SCHOOL.]**
- Loudly command the students who are fighting to stop immediately and inform them of the consequences of failing to do so. **[INSERT CONSEQUENCES APPROPRIATE TO YOUR SCHOOL.]** For example, tell the students that police have been or are being called and that they will be arrested.
- If appropriate, send a trusted student to the next classroom to request a colleague to come to the location. Instruct the messenger to relay the information quietly, so other students do not leave their classrooms to watch or join the fight.
- If you are a teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences if they do not. Order spectators to return to their classrooms or to evacuate.

- If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
- Separate those involved. Do not use excessive force such as punching, choking, or hog-ties and do not ask students to intervene.
- Under no circumstances should any staff member idly stand by while a fight occurs. Every able-bodied staff member has a responsibility to get help, intervene, or keep students away from the scene. Failure to assist is cause for discipline or termination.
- Call 911 and employ medical assistance protocols, as necessary.
- Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other factual information. The Security Officer or another designated individual should ask witnesses and the participants themselves how the fight started. All reports must be entered into the Native American Student Information System (NASIS).

Suspected Weapons Possession

Incidents of suspected weapons may require a search of a student, an action that can create liability issues if not conducted appropriately. **Only a Principal, Assistant Principal, school security guard, Principal's designee, or police are authorized to search a student on school premises, based on a reasonable belief that the student possesses a weapon.**

The search may be no more intrusive than is necessary to secure safety. Any search of a student must be made in the presence of another employee of the school or facility. Staff conducting the search must be able to later say why they believed the student had a weapon. Examples include the child had a bulge in his pocket the shape of a gun or the child told a classmate about the weapon or showed it to a classmate. Searches may not be random. Under no circumstances should a child be strip searched. All students should be cleared from the area during the search.

- If a student is suspected of carrying a weapon but is not threatening, notify **[THE PRINCIPAL OR SCHOOL SECURITY]** immediately, preferably through a colleague or by a remote means of communication such as a Walkie Talkie or a phone. If a gun or other serious weapon is involved, call police immediately.
- Every effort should be made to prevent the suspected student from becoming agitated. Do not alert the student that you have suspicions until help arrives. Smile and talk to other students as normal.
- Gently move other students away from the suspect and quietly notify nearby teachers to lock their classroom doors or request a colleague to do so. This should be done without the knowledge of the suspected student.

- Observe the student's behavior to determine if he or she may be under the influence of alcohol or illegal drugs, a situation that may escalate the level of threat to students and staff. Note whether the student looks unusually angry or determined.
- Once help arrives and depending on the circumstances, a member of law enforcement, security, or administration or another staff member may, within reason and with caution, notify the student that he is suspected of carrying a weapon. **[DETERMINE WHO IS AUTHORIZED TO DO THIS WITHIN YOUR BUILDING.]**
- Throughout the incident, make every effort to de-escalate the situation by remaining calm, non-threatening, and firm. The choice of words and intensity, however, can increase as necessary.
- Suspect student should be relocated. If this is not possible, all students should be cleared from the area during the search.
- Security or other personnel authorized by the principal should ask the student to stand face against the wall and raise his arms. Such a search is permitted only when there is reasonable suspicion that the student may have a weapon. Searches that are not based on any legitimate reason can create significant liability issues. When you give this instruction, focus on the student's hands and stand close enough to secure his arms and stop him from reaching for the weapon if he attempts to draw it.
- Do not leave the student in restraints on the floor for excessive periods of time to avoid "positional asphyxiation."
- Do not use profanity, which may escalate the situation. Attempt to persuade the student to cooperate by reassuring him that no one wants to harm him.
- The Principal, Assistant Principal, school security guard, or Principal's designee are authorized to search student lockers or other areas of the campus and, based on a reasonable suspicion, dorm rooms, desks, bags/ backpacks, and vehicles.
- Confiscated weapons must be turned over to law enforcement. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, by placing it in a plastic bag. Weapons shall not be returned to the student or a parent/guardian.
- Make an incident report describing how and when the incident began, who was involved, who possessed the weapon, what type of weapon was involved, how the incident was de-escalated, who witnessed the incident, and other factual information. Describe what created the reasonable belief that a weapon was involved, such as information supplied by another student, a suspicious bulge under the student's jacket, a metal detector alert, threatening behavior by the

student when questioned, or other indications. **All reports must be entered into the Native American Student Information System (NASIS).**

- Principal **[INSERT NAME]** or **[INSERT DESIGNEE]** will make the required notifications to the parent and the BIE Chain of Command.

Confirmed Weapon Threats

No one set of protocols applies to every situation of weapon threat. A response that may be appropriate in one situation may not be appropriate in another. Therefore, apply sound judgment to determine what actions will deescalate the situation.

- If you see a student or intruder actively threatening others with a gun but the student does not see you, contact 911 and the front office immediately to instruct a lockdown, if possible. Identify the student's location.
- Attempt to clear the area and spread the word as quickly as possible throughout the building that lockdown procedures must be followed.
- If approached directly by the individual, freeze in place in a non-confrontational manner. Do not move unless instructed by the suspect to do so.
- Look the student or intruder directly in the eye. Attempt to deescalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
- Try to find out why the student or intruder is threatening violence. Do not do anything to further agitate the person
- Once the situation is under control, the student will be arrested and disciplined according to the **[DISCIPLINE CODE]**. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, placing it in a plastic bag with a chain-of-custody log to record each time the plastic evidence bag was moved or stored.

After the incident:

- Be prepared to complete a detailed incident report including the names of witnesses and victims. If the individual was unknown to the school and fled, write down the person's description including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features. Record his or her actions, statements, and locations where the incident occurred.
- **All reports must be entered into the Native American Student Information System (NASIS). The appropriate BIE Incident Report or Critical Incident or Death Reporting form should be completed and sent to the appropriate authorities.**
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Principal will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of

weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.

Sexual Assault

If a student has been sexually assaulted, staff members are mandatory reporters and are required to follow the normal notification and incident reporting procedures. In addition, the following procedures are required:

- Demonstrate compassion. Do not express any judgments about the situation.
- Encourage the victim to go to the hospital for medical evaluation and to preserve evidence.
- Preserve student confidentiality. Do not discuss the identity of the student with anyone other than the administration.
- Facilitate crisis intervention with the administration. **[DESCRIBE AVAILABLE COUNSELING OR CRISIS INTERVENTION PROGRAMS.]**
- Ensure the victim is accompanied at all times by a school nurse, counselor, psychologist, or other employee until police arrive.
- Log all activities and statements made by the victim. Interviews should be conducted by law enforcement, child protective services, or other experienced investigators.
- Complete and send a SCAN (Suspected Child Abuse/Neglect) report to the SCAN office, phone 505-563-5290⁶. See the BIE web site for more information.
<http://www.oiephr.bia.edu/Adobe/Security%20Documents/SCAN%20Protocol/App%20L%20SCAN%20Awareness%20Briefing%20Sheet.pdf>

Riots, Protests, or Civil Disturbances

In riots, protests, or civil disturbances, the administration will attempt to de-escalate the situation by offering a forum to discuss student complaints. During times of high tension, however, protocols and normal incident procedures are as follows:

- Teachers should cancel their preparation periods and other duty-free periods to ensure that more teachers make a visible presence in the hallways.
- The Principal will express the following statement to students: "You are hereby notified that the school is closed and you must depart the premises. If you do not depart within the next 15 minutes, you will be arrested."
- After protesters have had a chance to disperse peacefully, police should warn remaining participants that they will be arrested and charged with criminal

⁶ This number may change in the future. Check and update on a regular basis.

trespass to land. If participants refuse to leave, appropriate school staff will sign complaints and arrests will be made by police on the scene.

EXTERNAL VIOLENCE

Child Abuse

Every staff member who has a reasonable suspicion that a child is abused or neglected will report the matter immediately to **[INSERT PROTOCOLS FOR CONTACTING SOCIAL SERVICE AGENCIES IN YOUR AREA.]** and, if appropriate, to the school social worker and administration. Privacy laws apply, however, and no unauthorized individual should be notified. No school staff member should release a student to the custody of a parent or guardian if he or she believes that sending the child home will put him or her in immediate danger of abuse or neglect. The decision to send a child home should be that of law enforcement or the social service agency **[INSERT NAME OF AGENCY]**.

Child Abduction

If child abduction has been witnessed by a member of the staff or students, the Principal or staff members will call 911 immediately. The Principal or **[HIS/HER]** designee will gather facts about the abduction, obtaining a description of the abductor, his or her vehicle, the circumstances of the abduction, and any statements made during the incident. Parents must be notified immediately.

Hostage Situations

When a student or employee has been taken hostage:

- Determine if the hostage taker is aware of your presence; if not, do not intervene.
- Call local law enforcement (Call 911 immediately). Give dispatcher details of situation.
- Evacuate as many individuals away from the hostage scene as possible. Notify the Senior School Official, who will activate lock-down procedures. If there is not sufficient time to notify the Senior School Official, spread word throughout the building that lockdown procedures must be followed.
- Give control of the scene to law enforcement and the hostage negotiation team.

If taken hostage:

- Follow instructions of the hostage taker.
- Avoid panicking. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to the hostage taker.
- Do not speak without permission and do not argue or make suggestions.

Missing Child

If a child is missing, school staff should immediately notify the administration, who will notify 911 and the child's parents if the child is not located promptly. Staff should verify that the child is missing by searching the building and grounds and questioning the children's friends and teachers to determine when the child was last seen and where the child may have gone.

Security Breach

If an intruder – a person who gains or attempts to gain unauthorized access to school property – enters the building:

- Immediately notify the Senior School Official, who will contact police, if appropriate.
- Attempt to assess whether the individual is armed, in an agitated state, or under the influence of drugs or alcohol. Bulges in the individual's pockets may suggest that he or she has a weapon.

If it appears the individual inadvertently violated school procedures by failing to sign in, ask another staff person to accompany you before approaching the visitor. Politely greet the visitor and identify yourself. Inform the individual that all visitors must register at the school's main office and ask the purpose of his or her visit.

- If the intruder's purpose is not legitimate, ask him or her to leave. **Accompany the intruder to the exit.**

If the intruder appears dangerous or threatening or if he refuses to leave, attempt to clear the area, notify the Senior School Official, and spread word as quickly as possible throughout the building that lockdown procedures must be followed.

If you are approached directly by an armed intruder or student and you are unable to flee, freeze in place:

- Do not move unless instructed by the suspect to do so. Look the intruder or student directly in the eye.
- Attempt to deescalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
- Try to find out why the student or intruder is threatening violence.
- Do not do anything to further agitate the person.

If the individual is not armed, however, and you feel it is appropriate for the situation, warn the intruder that you will call law enforcement.

Once the situation is under control, the individual will be arrested. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, place it in a plastic bag with a chain-of-custody log to record each time the plastic evidence bag was moved or stored.

Notify school security or local law enforcement agency (call 911). Give law enforcement a full description of the intruder, his or her location, statements made, and identity, if known. Identify witnesses and victims.

Post-Emergency Response:

- Be prepared to complete a detailed incident report. If the individual was unknown to the school and fled, write down the person's description, including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features. Document the statements that were made, using as many of the exact words as possible. Identify witnesses, victims, and any injuries.
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Senior School Official will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.
- Law enforcement will interview the victims and witnesses for their accounts of the incident. Isolate the participants for interviews by law enforcement officials.
- Assess counseling needs of victim or witness.
- The appropriate BIE Incident Report or Critical Incident or Death Reporting form should be completed and sent to the appropriate authorities.

Terrorism

Although the prospect of terrorism affecting [SCHOOL NAME] is remote, staff members should be familiar with some basic information, as follows:

- o Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported.
- o Military installations and nuclear plants are considered potential targets of terrorists.
- o The U.S. Department of Homeland Security has issued an alert system to communicate information about terrorism. It is as follows:

SEVERE <i>(Red)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Close school if recommended to do so by appropriate authorities • 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty • Continue offering lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum • Ensure mental health counselors available for students, staff and faculty
HIGH <i>(Orange)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review emergency plans • Offer Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" lessons in grades K-12 • Prepare to handle inquiries from anxious parents and media • Discuss children's fears concerning possible terrorist attacks
ELEVATED <i>(Yellow)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to the proper authorities • Ensure all emergency supplies stocked and ready • Obtain copies of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty
GUARDED <i>(Blue)</i>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Conduct safety training/emergency drills following the school's written emergency plan for all grades • Ensure emergency communication plan updated and needed equipment is purchased • Continue offering lessons from "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters
LOW <i>(Green)</i>	<ul style="list-style-type: none"> • Use Red Cross Emergency Management Guide for Business and Industry to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty. • Initiate offering "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters • Ensure selected staff members take a Red Cross CPR/AED and first aid course

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

ARC 1465

(Rev. 8-2002)

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Depending on the type of attack, standard school-wide emergency protocols will be followed in the event of a terrorist attack.

Suspicious Packages

Classroom, hallway and offices need to be clear of boxes that would be mistaken for suspicious packages. Some indicators of suspicious packages are as follows:

- Mailed from a foreign country
- Excessive postage
- Rigid or bulky
- Restrictive markings
- No return address
- Strange odor
- Lopsided or protruding item
- Oily stains, discolorations, or crystallization on wrapping

If a determination has been made that the package is suspicious:

- Do not open, shake or empty the contents.
- Report the incident to the Principal, who may call 911. The dispatcher should be told what you have discovered and what steps you have already taken.
- Keep others away from the package or letter. The Principal or designee will keep the package secure.
- Wash your hands with soap and warm water for one full minute or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
- Be prepared to meet with law enforcement or emergency personnel.
- List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school.

If the letter or package is leaking powder, use the following precautions:

- Do not try to clean up the powder. Cover the spilled contents immediately with a plastic bag, using the bag like a sheet of plastic. Do not remove this cover.
- Leave the room, close the door or section off the area, and stand by to prevent others from entering.
- Remain by the sealed area to meet with law enforcement or emergency personnel. Follow their advice concerning personal clean up.

The U.S. Post Office has developed the following poster describing the warning signs of potentially contaminated mail. It is available at:
www.usps.com/cpim/ftp/posters/pos84.pdf




SUSPICIOUS MAIL

THESE TIPS CAN HELP PROTECT YOU,
YOUR BUSINESS, AND YOUR MAILROOM

IF YOU RECEIVE A SUSPICIOUS LETTER OR PACKAGE:

- 1** Handle with care. Don't shake or bump.
- 2** Isolate it immediately.
- 3** Don't open, smell, touch, or taste.
- 4** Treat it as suspect. Call local law enforcement authorities.



No return address Restrictive markings Sealed with tape Misspelled words
Addressed to title only Incorrect title Badly typed or written

Oily stains, discolorations, or crystallization on wrapper

Strange odor

Excessive tape



Operations Manager
122 M St.
Saville, MO

Operations Manager
5032 D 1ST
Anapolis, MD

Rigid or bulky Lopsided or uneven

IF YOU SUSPECT THE MAIL MAY CONTAIN:

<p>A BOMB: Evacuate Immediately Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>	<p>A RADIOLOGICAL THREAT: Limit Exposure — Don't Handle Evacuate Area Shield Yourself From Object Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>	<p>A BIOLOGICAL OR CHEMICAL THREAT: Isolate — Don't Handle Evacuate Immediate Area Wash Your Hands With Soap and Warm Water Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>
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Poster 84, March 2003

Utility Emergencies

Protocols for utility emergencies are as follows:

- If you smell gas or hear a blowing or hissing noise coming from a utility line or vent, open a window and quickly notify the maintenance staff and administration, before evacuating the building with your students.
- The maintenance staff or trained personnel should turn off the main gas valve, which should be marked in advance with fluorescent tape and an identifier. Once gas has been turned off, it should be turned on again by a professional.
- If you see sparks or broken or frayed wires, or if you smell hot insulation, the maintenance staff should be notified to turn off the electricity at the main fuse box or circuit breaker, which should be marked in advance with fluorescent tape and an identifier.
- Do not step in water in which downed lines or sparks are visible.
- Never touch live wires.
- Do not attempt to rescue a person who is experiencing electrical shock until the power is off.
- If you suspect sewage lines are damaged, avoid using the toilets.
- Leave lights in the state they were in when the incident occurred. Leave unlit lights off.
- In the event of a power outage, emergency generators will illuminate the school for **[FILL IN]** hours. Exit signs will be lit. Flashlights are available in the emergency kits. Further instructions will be given through megaphones. **[DESCRIBE PROTOCOLS RELEVANT TO YOUR SCHOOL.]**

Weather and Natural Disaster

[NOTE: MANY SCHOOLS LIE IN LOCATIONS THAT ARE AFFECTED BY A WIDE RANGE OF WEATHER EMERGENCIES. WEATHER EMERGENCIES THAT MAY THREATEN YOUR SCHOOL SHOULD BE DESCRIBED HERE WITH THE APPROPRIATE PROTOCOLS. RESOURCES SUCH AS THE NATIONAL WEATHER SERVICE PROVIDE MORE DETAILED INFORMATION RELEVANT TO YOUR WEATHER THREATS.]

Protocols for weather emergencies are as follows:

Earthquakes

- Ensure that shelves in the classrooms are fastened securely to the walls. Place large or heavy objects on lower shelves. Keep students away from the shelves.
- If an earthquake begins, instruct the children to take cover under a piece of heavy furniture or against an inside wall and hold on.
- School occupants should stay inside. Trying to leave the building is extremely dangerous.
- If outdoors, move into the open, away from buildings, street lights, and utility wires. Once in the open, stay there until the shaking stops.
- Be prepared for aftershocks. Although smaller than the main shock, aftershocks cause additional damage and may bring weakened structures down.
- Help injured or trapped persons. Administer First Aid when appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.
- Open closet and cupboard doors cautiously.
- Listen to a battery-operated radio or television for the latest emergency information.
- Once secure, stay out of damaged buildings.
- Leave the area if you smell gas or fumes from other chemicals.
- If you smell gas after the earth has settled, instruct children to exit the building and notify the maintenance staff and administration.

Hurricanes and Flash Floods

- If sufficient warning is given, the entire school community is encouraged to evacuate the area.
- If insufficient warning is given, school occupants should stay at the school if flash floods threaten transportation routes, but not the school itself. Shelter-in-place protocols will be activated.
- Under no circumstance should any one attempt to drive through flash floods. The road may give way or the flooding may be far deeper than it appears, causing the vehicle to sink, float, or get stuck.

- Contact Emergency Responders.

Snow Storms

- If severe weather is predicted, make a determination about whether to cancel classes. Ensure the school is amply stocked with emergency supplies. **Note:** The Senior School Official will order a shelter-in-place if an unexpected snowstorm prevents safe dismissal of classes. He or she will notify local emergency authorities that the school is in a shelter-in-place situation and will ensure that parents and guardians are contacted and advised of the shelter-in-place.
- Monitor the Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Ensure that all teachers or instructors, employees, contractors and volunteers stay out of large rooms susceptible to roof collapse from snow buildup during a shelter-in-place.
- Require carbon monoxide detectors to be regularly checked to ensure they are fully operational.
- Prepare the emergency kits, student rosters, and absentee lists for immediate use.
- Prepare for an electrical power outage.
- Accurately account for all students. Teachers and instructors must take roll.

Post-Emergency Response:

Note: The Transportation manager will devise a transportation plan to safely transport students home after the storm has passed.

Note: A structural examination will be conducted of the school building(s) after a heavy snow build up on roof tops.

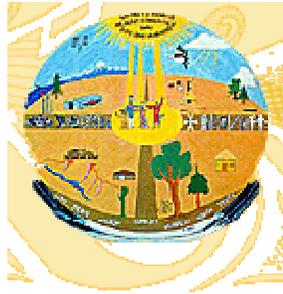
Tornadoes

During a tornado, the Principal will activate a shelter-in-place alert. In high winds, the greatest threats are from roof failure, breaking glass, and flying debris. According to the National Weather Service, the most dangerous locations are generally large rooms with large expansive roofs such as cafeterias, gymnasiums, and auditoriums. The collapse of the room's outer load-bearing wall can lead to the failure of the entire roof.

During this time, school staff should:

- Move children to the lowest level in the school and into interior rooms or interior windowless hallways. All doors should be closed if possible.
- Keep children away from windows, glass doors, skylights, and mirrors.
- Keep windows closed.
- To keep students calm and as appropriate to the situation, keep students engaged in discussion not related to the weather.

[NOTE: THE SCHOOL SHOULD CONDUCT TORNADO DRILLS AT LEAST ONCE A YEAR IN SPRING AND IT SHOULD OBTAIN A WEATHER RADIO THAT CAN RECEIVE WARNINGS FROM THE NATIONAL WEATHER SERVICE. WEATHER INFORMATION IS ALSO AVAILABLE THROUGH TELEVISION OR THE INTERNET AT [HTTP://WWW.WEATHER.GOV/NWR/](http://www.weather.gov/nwr/) A TRANSISTOR RADIO SHOULD BE LOCATED IN THE PRINCIPAL'S OFFICE.]



SECTION 5:

EMERGENCY

MANAGEMENT:

A QUICK REFERENCE GUIDE

A Template for Schools

Instructions

The following document provides a quick reference guide to instruct school staff on how to respond during emergencies. It is a template that should be tailored to your school's needs and updated regularly. Material inserted inside brackets **[such as these]** contains instructions on how to tailor the information to your school.

This document can be presented in different formats. It can be double-sided and laminated for durability during a crisis. Information can be rearranged, deleted, or expanded to meet the most pressing needs and concerns of your school.

Every member of the staff should be trained on the Emergency Management plan and undergo training through fire, tornado, and shelter-in-place drills.

[YOUR SCHOOL NAME HERE]

EMERGENCY RESPONSE QUICK REFERENCE GUIDE

CRISIS COMMUNICATIONS

EMERGENCY SIGNALS

EVACUATION: _____

[EXPLAIN HOW SCHOOL OCCUPANTS WILL BE NOTIFIED TO EVACUATE]

LOCKDOWN: _____

[EXPLAIN HOW OCCUPANTS WILL BE NOTIFIED OF A LOCK DOWN. CODES AND SIGNALS CAN BE CONFUSING. PROVIDING CLEAR INSTRUCTIONS OVER AN INTERCOM MAY SAVE LIVES.]

TORNADO WARNING: _____

[IDENTIFY THE MEANS BY WHICH SCHOOL OCCUPANTS WILL BE NOTIFIED OF AN IMPENDING TORNADO]

OTHER: _____

[IDENTIFY MEANS FOR OTHER TYPES OF INCIDENTS OR DRILLS]

PARENTAL AND STAFF NOTIFICATIONS

[IDENTIFY HOW CANCELLATION OF CLASSES OR OTHER NEWS WILL BE COMMUNICATED]

SCHOOL PHONE NUMBER: [THIS NUMBER SHOULD BE PROGRAMMED WITH INSTRUCTIONS TO STAFF AND PARENTS. A COPY OF PHONE PROGRAMMING INSTRUCTIONS SHOULD BE KEPT OFF SITE.]

RADIO STATIONS:

TELEVISION STATIONS:

TRIBAL OFFICE:

WEB SITE:

PHONE TREES: [ATTACH THE PHONE TREE LIST. INSTRUCT INDIVIDUALS TO CALL THE NAME AFTER THEIRS ON THE LIST, BUT IF THEY ARE UNABLE TO REACH THAT PERSON, CALL THE NAME AFTER THAT.]

WALKIE TALKIE RADIO FREQUENCY:

KEY PERSONNEL [INSERT YOUR SCHOOL'S INFORMATION. TITLES MAY VARY]

TITLE	NAME	OFFICE PHONE	HOME PHONE	CELL PHONE / PAGER
PRINCIPAL				
ASSISTANT PRINCIPAL				
FACILITIES MANAGER				
SECURITY OFFICER				

EMERGENCY RESPONDERS [INSERT INFORMATION APPROPRIATE FOR YOUR LOCATION.]

TITLE	NAME	TITLE	PHONE
EMERGENCIES	911	911	911
TRIBAL POLICE, NON-EMERGENCY			
FIRE DEPARTMENT			
BIE SECURITY			
SHERIFF			
FEDERAL BUREAU OF INVESTIGATION			
BUREAU OF ALCOHOL, TOBACCO AND FIREARMS (Bomb Threats)			
STATE EMERGENCY MANAGEMENT AGENCY			
HAZ-MAT (Hazardous Materials Spills)			
FEDERAL EMERGENCY MANAGEMENT AGENCY			

BIE CHAIN OF COMMAND

[CHECK WITH YOUR LINE OFFICER TO DETERMINE WHAT NOTIFICATIONS SHOULD BE MADE TO THE BIE CHAIN OF COMMAND DURING AN EMERGENCY.]

OFFICE	NAME	TITLE	OFFICE PHONE	HOME PHONE	CELL PHONE / PAGER
EDUCATIONAL LINE OFFICE					
ADDITIONAL LINE OFFICE CONTACTS					
SECURITY OFFICE					
BIE LAW ENFORCEMENT					
BIE CENTRAL OFFICE					
COMMUNICATIONS					
FACILITIES MANAGEMENT					
OPERATIONS AND MANAGEMENT					

EMERGENCY MANAGEMENT TEAM

[INSERT INFORMATION FOR YOUR SCHOOL. ADD NAMES AND TITLES, AS NECESSARY]

ROLE	RESPONSIBILITY		NAME	ROOM NUMBER	OFFICE PHONE NUMBER	HOME, CELLULAR AND PAGER NUMBER
SCHOOL COMMANDER	Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the BIE Chain of Command.	PRIMARY				
		ALTERNATE				
SITE COORDINATOR	Directs police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.	PRIMARY				
		ALTERNATE				
MEDICAL COORDINATOR	Provides emergency First Aid until medical assistance arrives. Coordinates school first responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.	PRIMARY				
		ALTERNATE				
PARENT COORDINATOR	Assists parents who come to the school, keeps parents briefed on the situation, and advises parents if their child is, or is not, involved in the emergency, when such information becomes available.	PRIMARY				
		ALTERNATE				
CRISIS TEAM LEADER	Coordinates crisis intervention and counseling services.	PRIMARY				
		ALTERNATE				

RECORDER	Documents the time and events of a crisis, beginning with when it began and when the situation changed. Records names of responding units and collects business cards, if available. Assists in collecting information from teachers on missing children.	PRIMARY				
		ALTERNATE				
TRANSPORTATION COORDINATOR	Arranges for special transportation, if needed, and manages the transportation process.	PRIMARY				
		ALTERNATE				
MEDIA COORDINATOR	Keeps media away from parents and students. Collects business cards from the media. Reports names of media to headquarters. Does not give interviews.	PRIMARY				
		ALTERNATE				
SCHOOL FIRST AID RESPONDERS	School First Responders provide emergency First Aid until medical assistance arrives. These individuals are trained in First Aid.					

Note to Teachers: Every member of the Emergency Management Team who is a classroom teacher must have a pre-designated alternate staff member to cover his or her class should the team be activated.

EVACUATION PLAN

EVACUATION SIGNAL: _____

[IDENTIFY THE MEANS BY WHICH SCHOOL OCCUPANTS WILL BE NOTIFIED TO EVACUATE]

EVACUATION ROLES IN AN EMERGENCY

[INSERT INFORMATION FOR YOUR SCHOOL. ADD NAMES AND TITLES, AS NECESSARY]

	RESPONSIBILITY	NAME	ROOM NUMBER	ASSIGNMENT
ALL PERSONNEL	Once an evacuation order is given, all occupants, with the exception of searchers, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly lead their students in an orderly fashion to their pre-designated posts, taking with them their class lists, a pen or pencil, and other components of the emergency kit.			
SECTION LEADERS	Section Leaders, also called Floor Leaders, must supervise the orderly evacuation of students and staff through the designated exits and remain with their groups throughout the evacuation period. Each Section Leader should be equipped with a bullhorn and other safety gear from their emergency kits. All Section Leaders who are teachers must have another teacher assigned to their classrooms in their absence.			[List assigned section for each section leader]
SEARCHERS	Once teachers have evacuated their classrooms, Searchers, also called Wardens, are responsible for finding and evacuating all personnel from remote areas such as storerooms, file rooms, coffee areas, basements, gymnasiums, and rest rooms. They should close all doors – but not lock them – after they have searched each area.			[List assigned section for each searcher]
STAIRWELL MONITORS	Before an evacuation, each Stairwell Monitor should inspect his or her assigned stairwell for possible heat and smoke conditions. Stairwell Monitors are responsible for assisting in the orderly evacuation of personnel out of their assigned exits and instructing students to form single file lines into the stairwell and to exit along the right side of the stairwell. [Stairwell Monitors are necessary in buildings with more than one story.]			[List assigned stairwell for each monitor]
ASSISTANTS FOR INDIVIDUALS WITH DISABILITIES	Assistants for Individuals with Physical Disabilities are responsible for making sure all students and personnel with disabilities are evacuated and for monitoring them until they are safely discharged to their families or guardians. They must maintain up-to-date lists of physically challenged students in their assigned sections and a list of any special medical needs.			[List assigned student or staff member for each aide. Add as necessary]

EVACUATION POSTS

[DESCRIBE WHERE EACH OF THE FOLLOWING WILL BE LOCATED DURING AN EMERGENCY. INCLUDE A MAP OF THE SCHOOL CAMPUS AND IDENTIFY THE LOCATIONS ON IT. ENSURE THAT NO POSTS ARE LOCATED IN THE PATH OF EMERGENCY RESPONSE EQUIPMENT ARRIVING AND LEAVING THE SCENE. FLOOR PLAN SOFTWARE IS AVAILABLE ON THE INTERNET.]

OFF-SITE EMERGENCY SHELTER

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

[DESCRIBE THE LOCATION OF THE OFF-SITE EMERGENCY SHELTER. INCLUDE THE NAME OF THE LOCATION, ADDRESS, AND PHONE NUMBER. INSERT A MAP. DESCRIBE THE MEANS BY WHICH OCCUPANTS WILL GET TO THE SHELTER.]

ON-CAMPUS EVACUATION POSTS

CLASS ROOM

[DESCRIBE THE LOCATION TO WHICH EACH CLASSROOM WILL EVACUATE I.E. NORTHWEST SIDE OF THE BUILDING. ADD CLASSROOMS AS NECESSARY. ALL EVACUATION DESTINATIONS SHOULD BE IDENTIFIED ON A CAMPUS MAP TO BE INSERTED INTO THIS DOCUMENT. SCHOOLS WITH DORMITORIES SHOULD INCLUDE DORMITORY HALLS.]

CLASS ROOM

ON-SITE COMMAND POST

Also called an Incident Command Post, this is the on-site location from which the scene commander oversees all operations.

[DESCRIBE LOCATION]

OFF-SITE COMMAND POST

Also called an Incident Command Post, this is the off-site location from which the scene commander oversees all operations.

[DESCRIBE LOCATION]

STAGING AREA FOR EMERGENCY RESPONSE EQUIPMENT

Emergency equipment such as fire trucks and ambulances will be stationed here while not actively responding to the emergency.

[DESCRIBE THE LOCATION]

AREA FOR THE INJURED

Injured victims are situated here.

[DESCRIBE THE LOCATION OF THE AREAS DESIGNED FOR INJURED VICTIMS. WHEN MEDICAL TEAMS ARRIVE, THEY MAY NEED TO TRIAGE THE VICTIMS, OR SORT THEM ACCORDING TO THEIR INJURIES, IN ORDER TO DETERMINE WHO SHOULD RECEIVE TREATMENT FIRST.]

AREA FOR THE DECEASED

In a worst-case scenario, deceased victims will be placed in this location. Any deceased victims should only be moved by authorized personnel, such as Law Enforcement, Emergency Medical Services, or the Medical Examiners Office.

[DESCRIBE THE LOCATION. THIS AREA SHOULD BE SECLUDED FROM THE SIGHT OF PARENTS, STUDENTS AND THE MEDIA, POSSIBLY BEHIND A SECONDARY BUILDING. ALL AREAS SHOULD BE CORDONED OFF.]

AREA FOR THE MEDIA

This area is cordoned off for the media.

[DESCRIBE THE LOCATION. THIS AREA SHOULD BE SECLUDED FROM THE SIGHT OF PARENTS AND STUDENTS.]

EVACUATION ROUTES

[INSERT A MAP OF EACH FLOOR OR SECTION OF YOUR SCHOOL. DESIGNATE HOW EACH CLASSROOM SHOULD EVACUATE. A MAP SHOULD BE POSTED IN EACH HALLWAY. SOME SCHOOLS GIVE THE ASSIGNMENT OF DEVELOPING FLOOR PLANS TO A STUDENT MATH CLASS.]

[THE MAPS OR FLOOR PLANS SHOULD INCLUDE THE FOLLOWING:

- **CLASSROOMS**
- **OTHER ROOMS**
- **DORMITORY ROOMS**
- **DOORWAYS FOR UNLOCKED DOORS**
- **HALLWAYS**
- **STAIRWELLS**
- **UTILITY MAINS AND SHUTOFFS**
- **FIRE ALARMS AND ENUNCIATORS**
- **FIRE EXTINGUISHERS**
- **OTHER SECURITY EQUIPMENT**
- **HAZARDOUS MATERIALS**
- **DESIGNATED ESCAPE ROUTES**
- **ELEVATORS, WHICH SHOULD NOT BE USED DURING EVACUATIONS**
- **OTHER RELEVANT INFORMATION]**

REVERSE EVACUATIONS

A reverse evacuation is an order to persons outside of a building to go into a building for shelter. Situations that may require the use of a reverse evacuation may include sudden severe weather, such as a hail storm or tornado, a hazardous materials release, or an armed assailant on campus who has not yet entered the building.

LOCK-DOWN PROCEDURES

LOCK-DOWN SIGNAL: _____

[EXPLAIN HOW OCCUPANTS WILL BE NOTIFIED OF A LOCKDOWN. USING ONLY CODES AND SIGNALS CAN BE CONFUSING. PROVIDING CLEAR INSTRUCTIONS OVER AN INTERCOM MAY SAVE LIVES. EXAMPLES OF MEANS: MEGAPHONES, PUBLIC ADDRESS SYSTEM]

- During a lockdown immediately lock your classroom door. The lockdown indicates students and staff may be in jeopardy from an armed individual in the school.
- If you are in an open area such as a gymnasium or lunchroom, usher students to the nearest room that can be locked.
- Once inside the locked room with the students, instruct them to remain silent and to stay away from the doors and from the windows, to protect against flying glass.
- Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- Turn off the light.
- Once the barriers are in place, instruct students to stay low to the ground behind the barriers and as far away from the door as possible.
- Ensure children remain absolutely quiet and wait for an all-clear signal.
- If a cell phone is available, call 911 and speak in low tones. Wait for instructions on how to communicate with law enforcement about the event as it unfolds.
- In some cases, such as when an armed individual is actively shooting in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large enough to pass children through them, and if law enforcement or others are available to protect the children once they are outside.

SHELTER-IN-PLACE PROCEDURES

SHELTER-IN-PLACE SIGNAL: _____

[EXPLAIN HOW OCCUPANTS WILL BE NOTIFIED OF A LOCKDOWN. USING ONLY CODES AND SIGNALS CAN BE CONFUSING. PROVIDING CLEAR INSTRUCTIONS OVER AN INTERCOM MAY SAVE LIVES.]

- During a shelter-in-place emergency,⁷ the school will be closed. Bring students, faculty, and staff indoors. If there are visitors in the building, provide for their safety by asking them to stay inside the building.
- Close all windows and exterior doors.
- If there is danger of hazardous weather such as strong winds, close window shades, blinds, and curtains to prevent injury from flying glass.
- Maintenance staff should turn off fans, heating, gas, and air conditioning systems.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and can not be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Close the door.
- If the emergency is a hazardous material spill, use duct tape and plastic sheeting at least 4-6 millimeters thick (i.e., heavier than food wrap) to seal all cracks around the door(s), windows and any vents into the room.
- Write down the names of everyone in the room, and call **[DESIGNATED EMERGENCY CONTACT]** to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community.

GENERAL INSTRUCTIONS

Before an Incident

⁷ Shelter-in-place guidelines were provided by the American Red Cross.

- Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom or section will go.
- Plan how you would call for help if you had an emergency in your area of the school and who you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.
- Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.
- If you have a cell phone, keep it charged and with you. Purchase a spare battery and power cord for emergencies. Keep your emergency kit in your classroom.
- Learn First Aid and Self Defense techniques. Many classes and videos are available. Memorize names of staff members who are trained in First Aid. **[NOTE ANY TRAINING VIDEOS AVAILABLE.]**

During and After an Incident

- Call 911 as soon as it is evident that emergency response is needed. Notify **[INSERT PRINCIPAL'S NAME]**. Do not hesitate. Better to report an incident unnecessarily than to fail to report what becomes a full-blown emergency.
- Do not relay speculation to students or parents. Communicate only what you do know. Be factual and unemotional. Apply common sense and calm to each situation.
- Complete a detailed incident report. Be available to assist in relaying the incident to the BIE Chain of Command.
- Do not release the names of the injured or those involved in the incident to anyone outside the BIE Chain of Command and do not talk to the media unless you are authorized to do so.

This guide was produced by the Vander Weele Group^{LLC} under the direction of the Division of Performance and Accountability of the Bureau of Indian Education of the U.S. Department of the Interior.

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