

JORDAN SCHOOL DISTRICT INCIDENT COMMAND SYSTEM "POSITION DESCRIPTIONS"

Incident Commander/Principal:

The Incident Commander is responsible for incident activities including the development and implementation of strategic decisions. The Incident Commander is the point of contact for emergency responders. He/she approves the activation of the Incident Command System and the implementation of the Incident Action Plan. "The Buck Stops Here".

Operations Officer/Assistant Principal:

The Operations Officer/Assistant Principal supervises teachers and Group Leaders in accordance with the Incident Action Plan and directs its execution. The Operations Officer is responsible for communicating with the Group Leaders and relaying pertinent information and progress reports to the Incident Commander.

Group Leaders:

The Group Leaders are responsible for student accountability from a predetermined group of classrooms. Once the accountability check is complete, the information is passed to Operations Officer/Assistant Principal. The Group Leaders are also responsible for sweeping (searching) predetermined "common" areas for students not in class. These common areas may include hallways, bathrooms, the media center, or other areas where students may gather. Ideally, the people in this position should have no class responsibilities. If this is not an option, consider combining two classes with one teacher to free up an individual to fill this role. This position plays a vital role in the emergency plans. These people need to be dependable and at the school on a regular basis.

Teachers:

The teachers are directly responsible for the safety and accountability of their students. The welfare of the students will be dependent upon the teachers' knowledge of the incident action plans. The teachers will report to, and receive information, from the Group Leaders.

Safety Officer:

The Safety Officer reports directly to the Incident Commander/Principal. The Safety Officer will provide advice on the safety of the emergency operations. The Safety Officer may be required to shut down school utilities and should have knowledge as to their location and operation. The Safety Officer needs to have a thorough knowledge of the facility, and be calm under pressure.

Public Information Officer - PIO:

This person reports directly to the Incident Commander. As the PIO, this person is responsible for determining what information is suitable for release to the press. It is quite possible that the Incident Commander or someone from the District office could fill this role. This person will likely join the fire and law enforcement PIOs in a joint news release. A specific location will likely be determined as a gathering point for the media.

This site should be away from the activities of the incident and at the same time be appropriate for any necessary photo opportunities.

Documentation Officer:

This person must have immediate access to records containing the daily school attendance. The Documentation Officer shall report to the Incident Command Post/outside location and meet with the Operations Officer/Assistant Principal. This person is responsible for providing the Incident Commander with daily school attendance information.

The Documentation Officer will then function as a scribe to record events, times, and decisions made at the command post.

INCIDENT ACTION PLAN

The Incident Action Plan is a crucial component of your Incident Command System. The goal of the action plan is to insure that you manage the event in a logical sequence based on prioritization. The action plan, if designed correctly, will insure that your emergency response is methodical and systematic. During an emergency, stressful decisions must be made within a compressed time frame. Your action plan will keep you focused during these difficult moments.

STANDARD OPERATING GUIDELINES SOGs

Standard Operating Guidelines (SOGs) are predetermined guidelines providing a course of action to follow in a particular situation or event. Every effort should be made to follow these guidelines. However, extenuating circumstances may arise whereby a variation from the SOG will be required. Any variation to an established SOG during a drill or live event should be reported to the school administration. It is possible that the SOG is no longer applicable and should possibly be rewritten or eliminated.

TACTICAL WORKSHEET

A worksheet designed for the positions of Incident Commander, Operations, Group Leader, Branch Director and Documentation. The worksheet is utilized to keep track of pertinent incident information such as accountability of students, number of students/faculty injured or persons needing medical attention etc. Place the worksheet on file to document training drills.

INCIDENT ACTION PLAN "FIRE"

Goal:

Insure that all students and staff are safely evacuated from the interior of the school in the event of a fire.

Objectives:

1. Activate the Incident Command System
2. Insure that all students and staff have exited all classrooms and common areas
3. Provide for the accountability of students and staff
4. Initiate the search and rescue of missing individuals, if **SAFE** to do so

Tasks Required to Meet Objectives:

1. Activate the Incident Command System.
 - Assume the key roles and position functions.
 - Establish an incident command location.
 - Establish communications with the Command positions.
2. Insure that all students and staff have exited the classrooms and common areas.
 - Receive the SWEEP COMPLETE from designated Group Leaders.
 - There are two types of searches: a primary search, which is a quick sweep of the classrooms and common areas, and a secondary search, which is detailed and may focus on a specific area.
 - The SWEEP COMPLETE is given after the Group Leader has swept their designated area and left the building.
3. Provide for accountability of students and staff.
 - Each teacher accounts for the students he/she is responsible for.
 - The teacher communicates accountability, using the **card system**, to their assigned Group Leader.
 - The assigned Group Leader reports accountability to the Branch Director or Operations Officer/Assistant Principal.
 - The Operations Officer/Assistant Principal notifies the Incident Commander/Principal of accountability status.
4. Initiate the search and rescue of missing individuals if safe to do so.
 - Identify from which area the individual is missing.
 - Alert the Group Leader responsible for that area. Group Leaders always search in teams of two!
 - The Incident Commander and Safety Officer will determine if a rescue should be attempted or left to emergency responders.

School Command System and Fire Department Interface:

- School Incident Commander meets emergency responders in the pre-designated command location to join in a unified command position.
- Advise Fire Incident Commander of the situation status:
 - 1) What has happened?
 - 2) What has been done?
- Present the incident action plan to the Fire Incident Commander and state your progress.

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STANDARD OPERATING GUIDELINES "FIRE"

Teacher:

1. Gather your daily class roster and accountability card packet.
2. Exit the building according to the established fire escape route.
3. Upon reaching the predetermined outside class location, verify student accountability.
4. If all students are present, hold up your green card.
5. If all students are not present, determine which student is missing. Write the students name with a (-) on the red card. For additional students place a (+) and the students name on the red card then hold up the red card.
6. If you have a student that needs medical attention hold up the yellow card as well as the green or red card.
7. The Group Leader will contact you to determine your class accountability status.

Note: Do not re-enter the building alone to search for a student. Do not re-enter the building without notifying your Group Leader.

Group Leader:

1. Acquire a hand held radio and establish communications with the Branch Director or Operations/Assistant Principal. State which Group Leader you are and that you have begun your assignment.
2. Sweep your designated area PRIMARY SEARCH.
3. Record accountability of your assigned classes on your tactical worksheet.
4. If a student is located during the sweep, obtain the student's name as well as their teacher's name and report this to Operations/Assistant Principal. Keep the student with you or place him/her with the nearest teacher and continue your sweep.
5. Upon completing the sweep, exit the building and report your sweep completed to Operations/Assistant Principal. Insure that any found students are documented or returned to their respective staff member.

Note: If at any time during your sweep the smoke or fire conditions become untenable, leave the building immediately and report to Operations/Assistant Principal. Report to Operations Officer/Assistant Principal the areas that were not swept and continue your "outside" assignment.

6. Advise the Operations Officer/Assistant Principal of accountability status. For example; accountability complete, the number of students missing or added, or those needing medical attention. After reporting the accountability status your assignment is complete.
7. Report to the command post/outside predesignated location.

Operations Officer/Assistant Principal:

1. Acquire a hand held radio.
2. Report to the outside command post pre-designated location.
3. Obtain student daily attendance record from the Documentation Officer.
4. Document radio information from Branch Director/Group Leaders on the "Operations Tactical Worksheet."
5. Compare the **plus** student list to the **minus** student list and the daily attendance record.
6. If a student is missing, initiate SECONDARY SEARCH, if SAFE to do so.
7. Group leaders now become Search Leaders. Example, Group leader "A" is now Search Leader "A", etc. Search Leaders are to search in teams of two!
8. Provide information updates to the Incident Commander/Principal.

Incident Commander/Principal:

1. Insure that the fire evacuation alarm system has been activated.
2. Access the Incident Command Kit.
3. Report to the command post/outside predesignated location for an additional assignment.
4. Act on problems requiring immediate attention.
5. Advise emergency responders of your action plan progress.
 - What has happened?
 - What has been done?
6. Join in a unified command position with local emergency responders.

Safety Officer/Maintenance Supervisor:

1. Shut down the gas and electrical utilities to the school, if SAFE to do so.
2. Report to the command post/outside predesignated location.
3. Advise the Incident Commander if the utilities have been turned off or left on.
4. Function as an adviser to the Incident Commander on safety matters pertaining to the emergency.

Documentation Officer/Secretary:

1. Obtain the necessary documentation needed to verify the student attendance for that day. This documentation shall also include any sign-in/out sheets pertaining to students that have left or returned throughout the day.
2. Provide this documentation to the Operations Officer/Assistant Principal. The Operations Officer will be at the outside command post location.
3. The Documentation Officer should now function as a scribe to record events, times, and decisions made at the command post.

Public Information Officer (District Representative):

1. He/she will need to be at the command post location and in immediate contact with the Incident Commander.
2. The Public Information Officer will meet with a fire and law enforcement counterpart to form a Joint Information Center (JIC) where incident information will be coordinated and disseminated.

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INCIDENT ACTION PLAN "SHELTER-IN-PLACE"

Goal:

To insure that all students and staff are secured and protected within the structural confines of the school. The intent of this strategic goal is to protect school occupants from potentially hazardous external factors.

Objectives:

1. Activation of the Incident Command System
2. Seal off or otherwise restrict the airflow between the internal and external environment
3. Insure that all students and staff members are cleared from common areas. All students shall be directed to their assigned classroom and all staff members shall report to a predesignated location
4. Provide for accountability of all students and staff members
5. Initiate a search for any student or staff member not accounted for within the established safety guidelines

Tasks Required to Meet Objectives:

1. Activation of the Incident Command System
 - Assume the key roles and position functions.
 - Establish an Incident Command location.
 - Establish communication with command positions.
2. Seal off or otherwise restrict the airflow between the internal and external environment
 - Implement a shut down of the HVAC (heating, ventilation, and air conditioning) system.
 - Escort any outside students or staff members to the interior of the school.
 - Insure that all doors and windows leading to the exterior of the building, both classroom and common areas, are closed.
 - Interior doors leading from classrooms to common areas should remain closed.
 - Report the completion of these tasks to the Operations Officer/Assistant Principal.
3. Insure that all students and staff members are cleared from common areas (primary search). All students shall be directed to their assigned classroom and all staff members shall report to a predesignated location.
 - Receive the SWEEP COMPLETE from designated Group Leaders.
 - There are two types of searches: a primary search which is a quick sweep of the outside and common areas, and a secondary search, which is detailed and covers a specific area.
 - The SWEEP COMPLETE is given after the Group Leaders have swept their assigned areas and reported to their designated location.
4. Provide for accountability of all students and staff members.
 - Each teacher accounts for the students he/she is responsible for.
 - The teacher communicates accountability to his/her assigned Group Leader using the **card system**.
 - The assigned Group Leaders report accountability to the Branch Director or Operations Officer/Assistant Principal.

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- Operations Officer/Assistant Principal notifies the Incident Commander/Principal of completed accountability.
5. Initiate the search for any student or staff member not accounted for within the established safety guidelines (secondary search).
- Identify from which area the individual is missing.
 - Alert the Group Leader responsible for that area.
 - Safety Officer/Maintenance Supervisor determines if a rescue should be attempted or left to emergency responders.

School Command System and Fire Department Interface:

- The School Incident Commander and Fire Department Incident Commander must establish a communication link. This is best facilitated through 911.
- Advise the Fire Incident Commander of the situation status:
 - 1) What has happened?
 - 2) What has been done?
- Inform the Fire Incident Commander of your progress.
- An open line of communication should be maintained until the incident is concluded.

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STANDARD OPERATING GUIDELINES "SHELTER-IN-PLACE"

Teacher:

1. Upon hearing the activation of a shelter-in-place event, the teacher will immediately close all doors and windows leading to the outside environment.
2. Close any doors leading to the hallway or common areas.
3. If you have all your students in your class, place a **green** card on the door leading to the hallway.
4. If you are missing any students use a **red** card and write the name of the student(s) denoted with a (-). If you have an additional student, parent, or teaching assistant write the name(s) with a (+), place the cards as directed above.
5. If you have a student that needs medical attention place the **yellow** card as well as the **green** or **red** card on the door leading to the hallway.

Group Leader:

1. Acquire a hand-held radio and establish communications with the Operations Officer/Assistant Principal. State which Group Leader you are and that you are beginning your assignment.
2. Sweep your designated area, PRIMARY SEARCH, and close any doors and/or windows that lead to the exterior of the school. Be sure to look outside of all exterior doors for students or classes that may be outside. Direct them to the inside of the building.
3. Escort any students found in your sweep area to their classrooms. If the student is not in the immediate vicinity of his/her class, then shelter the student in the closest class available. Make note on your tactical worksheet.
4. Record accountability of your assigned classes on your tactical worksheet.
5. Advise the Branch Director or Operations Officer/Assistant Principal of accountability status. For example, accountability is complete, the number of students missing or added, or those needing medical attention.
6. Advise the Branch Director or Operations Officer/Assistant Principal when you have completed your assignment.
7. Report to the command post/office area.

Operations Officer/Assistant Principal:

1. Acquire a hand-held radio.
2. Report to the command post/office area.
3. Obtain student daily attendance record.
4. Document radio information from Group Leaders and Safety Officer on **Operations Tactical Worksheet**.
5. Compare **plus** student list to **minus** student list and the daily attendance record.
6. If a student is missing, initiate a SECONDARY SEARCH if it is SAFE to do so.
7. Group Leaders now become search leaders. Example, Group Leader "A" is search leader "A", etc.
8. Provide information updates to the Incident Commander/Principal.

Incident Commander/Principal:

1. Report to command post/office area.
2. Activate the Incident Command System. Access the Incident Command Kit.
3. Announce the implementation of the shelter-in-place action plan.

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4. Contact 911 dispatch and maintain an open line if not already done. Contact with emergency responders will be coordinated through dispatch.
5. Act on problems requiring immediate attention.
6. Advise emergency responders of action plan progress:
 - What has happened?
 - What has been done?

Safety Officer/Maintenance Supervisor:

1. The Safety Officer's primary role is to ensure that the heating, ventilation and air-conditioning (HVAC) system to the school has been shut down.
2. Shut down any and all pilot lights within the school.
3. The Safety Officer should then proceed to the command post/office area and make contact the Operations Officer/Assistant Principal and advise him/her that the system is shut down.
4. The Safety Officer will function as an adviser to the Incident Commander on safety matters relevant to incident.

Note: The importance of shutting down the HVAC system in a timely manner cannot be over emphasized. This is the PRIMARY responsibility of the Safety Officer!

Documentation Officer/Secretary:

1. Obtain the necessary documentation needed to verify the student attendance for that day. This documentation shall also include any sign-in/out sheets pertaining to students that have left or returned throughout the day.
2. Provide this documentation to the Operations Officer/Assistant Principal. The Operations Officer will be at the command post/office area.
3. The Documentation Officer should now function as a scribe to record events, times, and decisions made at the command post.

Public Information Officer (District Representative):

1. He/she may need to be at the command post/office or in direct contact with the Incident Commander.
2. This individual will meet with a fire and law enforcement counterpart to form a Joint Information Center (JIC) where incident information will be coordinated and disseminated.

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INCIDENT ACTION PLAN "EARTHQUAKE"

Goal:

To insure the safety and well being of the students and staff members in the event of an earthquake through preparation, planning and education.

Objectives:

1. React to the initial threats posed by an earthquake
2. Activation of the Incident Command System
3. Initiate an appropriate response to the aftermath of the earthquake
4. Provide for the accountability and medical needs of students and staff
5. Start the search and rescue of missing individuals, if **SAFE** to do so

Tasks Required to Meet Objectives:

1. React to the initial threats posed by an earthquake
 - If you are inside, stay inside; if you are outside, stay outside.
 - Be aware of and avoid free standing or suspended objects.
 - Drop to the floor and seek cover under a table, desk or counter.
 - Turn away from windows and place both hands on the back of your neck with your head tucked down.
 - If the table or desk moves, hold on to the legs and move with it.
 - Stay in your sheltered position for at least 60 seconds.
 - If in a hallway or location where sheltering under an desk or table is not an option you should:
 - 1) Attempt to get to a corner of two walls.
 - 2) Move to an interior wall and kneel down on the floor with your hands covering your head.
 - If outside you should:
 - 1) Beware of power lines, trees or chain link fences that could become energized by fallen power lines.
 - 2) Avoid areas where hazardous materials may be stored (maintenance sheds etc.).
 - 3) Seek open spaces (predetermined) that are clear of any structures.
2. Activate the Incident Command System
 - Assume the key roles and position functions.
 - Establish an incident command location.
 - Establish communications with Command positions.
3. Initiate an appropriate response to the aftermath of the earthquake
 - Assess the situation, both inside and outside.
 - Attend to the first aid needs of those injured.
 - Shut down gas and electric utilities as soon as possible. If the buildings have little or no damage this may not be necessary.
 - Decide whether to evacuate all or parts of buildings. A decision to evacuate should **never** be automatic!

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- Choose the route(s) to the assembly place (predetermined location).
 - Communicate directions to all teachers.
4. Provide for the accountability of students and staff
- Each teacher accounts for his/her respective students.
 - The teacher communicates accountability and medical needs, using the "card system," to their assigned Group Leader.
 - The assigned Group Leaders report accountability to the Branch Director or Operations Officer/Assistant Principal.
 - Operations Officer/Assistant Principal notifies the Incident Commander/Principal of completed accountability.

Note: The aftermath of a serious earthquake can be devastating. Accountability cards as well as key command personnel may be missing. All attempts should be made to improvise and take advantage of the Incident Command System you have learned.

5. Start the search and rescue of missing individuals, if SAFE to do so

Note: This role is best left to emergency responders. However, you must realize that your school may be inaccessible for an extended period of time.

- The possibility of aftershocks and building instability should be seriously considered!
- Prioritize your rescue efforts:
 - 1) Based on your accountability check, determine what areas are in need of a rescue effort.
 - 2) Determine if any teachers left injured students behind and obtain a description of their location.
 - 3) Start with the areas of least damage where quick access and light debris removal will do the most good.
 - 4) Focus your efforts on areas with the highest number of "salvageable" victims.
- Always search in teams of two or more.
- Have **lookouts** posted that can warn you of potential danger while searching.
- You are of no benefit to the survivors if you become a victim yourself.

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STANDARD OPERATING GUIDELINES "EARTHQUAKE"

Teacher:

1. At the first sign of an earthquake, have all room occupants "drop, cover, and hold" then remain in the sheltered position for at least 60 seconds.
2. Do **not** automatically rush your class into the corridor or outside the building.
 - It is recommended that you stay where you are.
 - Wait to hear instructions from the administration or the designated Group Leader.
 - If you have waited an extended period, smell gas or see smoke move the class to safety by leaving the building. If gas or fire is not a threat, a safe location may be inside another room. Exit the building only after it is SAFE to do so.
 - Account for all students before you leave the classroom.
 - Once outside, assemble in your predesignated location and account for all students again.

Note: An evacuation should never be automatic.

3. If the classroom damage forces you to leave the area, take injured students only if moving them will not cause further injury. Try to protect any student that you leave from falling objects, should an after shock occur. If possible mark the student's location with the yellow card. Report the student's location to your Group Leader as soon as possible.
4. The lights to the building will likely be out and it may be dark. **Always have a flashlight in your room.**
5. If you are outside, stay outside and assemble in a predesignated location.

Remain calm at all times, the students will sense your panic and react accordingly!

Group Leaders:

1. Depending on the severity of the damage, you should still determine accountability and medical need (**yellow** card) of the classes for which you are assigned. If it is safe, sweep your area and survey for signs of structural compromise. Report any and all findings to your assigned Branch Director or Operations Officer/ Assistant Principal.
2. If you determine it is unsafe to remain in the building, evacuate your assigned classes. Once outside, establish student accountability and medical need (**yellow** card) by checking with the teachers in their predesignated assembly area.
3. **Survey your assigned classrooms from the exterior of the building.**
4. Report any and all findings to your assigned Branch Director or Operations Officer/ Assistant Principal.
5. If you do not have a classroom responsibility, report to the Branch Director or Operations Officer/ Assistant Principal for an additional assignment.

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Branch Director:

1. The Branch Director is responsible for the coordination of the earthquake action plan within his/her assigned branch location.
2. Establish communications with the Operations Officer/ Assistant Principal and your assigned Group Leaders.
3. Gather the information required to provide a damage assessment of your assigned branch area. Report the damage assessment to the Operations Officer.
4. Obtain accountability and medical need (yellow card) reports from the Group Leaders.
5. Be prepared to coordinate the treatment of injured individuals.
6. Be prepared to coordinate the search and rescue of trapped or missing individuals.
7. Provide the Operations Officer/Assistant Principal with progress reports.

Operations Officer/Assistant Principal:

1. Report to the outside or inside command post location.
2. Do not allow yourself to become involved in any hands on roles.
3. Establish communications with the Branch Directors. If these individuals were unable to exit the building you may be required to substitute others to fulfill this role.
4. Accountability and the need for medical attention will be a priority of the Operations Officer/Assistant Principal in the event of an earthquake.
5. Coordinate the treatment of injured and the search/rescue of missing students and staff.
 - Establish an area for the injured and assign personnel to administer first aid.
 - Coordinate teams (minimum of two people) to search for and rescue missing individuals.
6. Inform the Incident Commander/Principal of your actions and document every person assigned to specific tasks.
7. Stay at the command post location.

Incident Commander/Principal:

1. Based on the severity or the earthquake, **the Incident Commander will determine the location of the command post.** The Incident Commander must inform the Operations, Documentation, and Safety Officers of the command post location.
2. Do not allow yourself to become involved in any hands on roles. Your role is to coordinate and make decisions.
3. You will need to address the immediate needs of the situation. These needs will likely be any or all of the following:
 - Accountability of students and staff.
 - The treatment of injured.
 - The search and rescue of missing individuals.
 - The safety of the survivors.

****You must prioritize the order in which to accomplish these objectives.****

4. Stay at the command post location.
5. Communicate your plan to the Operations Officer/Assistant Principal and allow that individual to execute those plans. These plans should include:
 - An assessment of the situation - inside and outside.
 - A decision on whether to evacuate all or parts of the building.
 - The evacuation route(s) and the safest place for assembly.
 - A process for communicating to all faculty. Use the communication process provided in your Incident Command System. Incident Commander, Operations, Branch Director, Group Leaders, and Teachers.

An earthquake of serious magnitude will produce a variety of challenges. Do not rush into any decisions. Use common sense and good judgment when choosing a course of action.

Safety Officer:

1. Following an earthquake of serious magnitude, the priority for this position will be to shut off the gas utility line.
2. If the facility still has lighting, the electrical system is probably still intact and not an immediate threat. In this case it will be best to leave it on to assist in evacuation efforts. If the quake has caused the lights to go out, it will probably be best to shut it off and prevent possible electrical injuries inside the structure.
3. Report to the command post location to assist the Incident Commander/Principal with safety related decisions.
4. Advise the Operations Officer/Assistant Principal regarding utilities.

Documentation Officer:

1. Obtain the documentation to verify the student attendance for that day. This documentation will include any sign- in/out sheets indicating which students have checked in or out throughout the day.
2. Provide this documentation to the Operations Officer/Assistant Principal. The Operations Officer will be at the command post/office area.
3. The Documentation Officer should now function as a scribe to record events, times, and decisions made at the command post.

Public Information Officer (District Representative):

1. He/she may be in immediate contact with the Incident Commander/Principal.
2. The Public Information Officer will meet with a fire and law enforcement counterpart to form a Joint Information Center (JIC) where incident information will be coordinated and disseminated.

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INCIDENT ACTION PLAN "VIOLENCE"

Goal:

To familiarize school administrators with basic tactical concepts for violent situations, and how these concepts may be implemented safely and efficiently.

Objectives:

1. Observe and gather intelligence on the incident
2. Advise administration and 911 dispatch of pertinent information
3. Issue a warning over the school public address system
4. Protect students and staff
5. Insure that the interaction between school personnel and law enforcement is safe and effective
6. Provide additional information as needed over the public address system to assure the staff that help has arrived
7. Understand and prepare for the tactical response of law enforcement
8. Evacuate all personnel and maintain or establish accountability

Tasks Required to Meet Objectives:

1. Observe and gather intelligence on the incident, if possible determine:
 - Age, height, weight of intruder
 - Clothing description
 - Type of weapon(s)
 - Last known location or direction of travel
 - Number and type of hostages
 - Number of victims

Note: All staff should be familiar with the basic concepts and terminology of suspect identification. Observations may have to be made in seconds.

2. Advise administration and 911 dispatch of pertinent information
 - The staff member should proceed immediately to the front office or nearest phone and advise the administration of the incident. The action plan can then be implemented to minimize the impact of the threat.
 - The individual who has the best information on the incident should call 911. The following information should be provided:
 - 1) Caller's name, title, and school address
 - 2) The number of suspects and their description
 - 3) Whether there has been gunfire or not
 - 4) The last known location of the suspect
 - 5) A description of any weapons
 - 6) The number of potential hostages
 - 7) Any actions taken by the school

Note: Once this information has been given DO NOT disconnect with 911 dispatch!

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3. Issue a warning over the school public address system
 - Alert the staff that the school is going into lockdown. **Initiate the ICS lockdown procedure.**
4. Protect students and staff
 - All teachers should immediately secure their room doors and if necessary barricade them.
 - Teachers should understand that projectiles could penetrate a wide variety of surfaces including sheet rock walls and safety glass.
 - Students and teachers should be in locations that provide maximum physical protection (cover).
 - Try to limit your visibility to anyone who may peer into the room, thus reducing a suspect's information (concealment).
 - Once the room has been secured the teacher should immediately perform a head count. **Affix the appropriate "card" to the exterior window. This should be done only when the safety concerns allow.**
 - The teacher should limit talking and other sounds that may announce their location.
5. Insure that the interaction between school personnel and law enforcement is safe and effective
 - Continue to provide informational updates to 911 dispatch.
 - Once law enforcement arrives, 911 dispatch should provide specific information as to what actions the police will be taking.
 - Once dispatch has given specific instructions, staff should follow them explicitly. Some important considerations are:
 - 1) Never leave the safety of cover unless specific instructions have been given to do so.
 - 2) Never run towards an officer.
 - 3) Always positively identify law enforcement prior to responding to instructions.
 - 4) Always keep your hands in plain view when approaching an officer. This will greatly reduce the stress of the officer and may avoid an unfortunate mistake.
 - 5) If you are asked to leave the school and contact an officer, make sure they know which exit you will be coming out. It is also important that you provide them with your general description.
6. Provide additional information as needed over the public address system to assure the staff that help has arrived
 - An additional announcement may assure the staff that the situation is under control and that help has arrived.
 - **Be sure to advise law enforcement prior to any additional public address announcements.**
7. Understand and prepare for the tactical response of law enforcement
 - All staff should prepare for the potential dynamic involvement of law enforcement. An immediate rescue attempt may be required and staff may here orders from the police to the suspect or even gunfire.

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- Staff should be aware that at some point law enforcement would conduct a SWEEP of the building. This generally entails several tactical officers moving from room to room and contacting the occupants.
- Teachers should be prepared to **positively** identify law enforcement prior to allowing them access to the room.
- Once the teacher has confirmed the identities, the door should be opened.
- All occupants of the room should lay on the floor with their hands extended. This will facilitate a quick search of all the occupants.

All law enforcement agencies have slightly different response protocols, which are based on specific information available at the time. It is critical that your staff is briefed by the local law enforcement agency on their general response protocols. However, some basic concepts should be adhered to.

8. Evacuate all personnel and maintain or establish accountability.
 - Once law enforcement has determined it is safe, they will generally escort groups to locations of safety.
 - Teachers and staff should comply with all police directives.
 - Maintain calm amongst the students as much as possible.
 - Ensure that all students are accounted for.
 - Remain with the students in a group until specifically relieved by an external incident command representative.

Due to differences in law enforcement response protocols, specific Standard Operating Guidelines (SOGs) for Acts of Violence are not appropriate.

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HINTS FOR RESPONDING TO INTRUDERS, HOSTAGE SITUATIONS AND LOCKDOWNS

Lockdown:

1. **Definition of Lockdown – External:** During an external lockdown all school exterior doors are locked. This takes place if the threat is outside of the school. A sign is posted on the main entrance of the school indicating an external lockdown. If the situation allows, and it is deemed safe for parents to enter the building, they could be admitted into the school with proper identification.
2. **Definition of Lockdown – Internal:** During an internal lockdown all school interior doors are locked and students are confined to their classrooms and no entry or exit of the school is allowed. This takes place if there is a possible threat inside the school.

Hostage:

1. If hostage taker is unaware of your presence, do not intervene.
2. **Call 911** immediately. Provide details of situation and request assistance.
3. Seal off area near hostage scene, if not a danger to do so.
4. Notify principal or designee who in turn notifies area executive director.
5. Give control of the scene to police and hostage negotiation team. Move into lockdown or evacuate building after consultation with law enforcement and District office.

If You Are Taken Hostage:

1. Follow instructions of hostage taker.
2. Try to stay calm. Calm students if they are present.
3. Treat hostage taker as normally as possible.
4. Do not provoke, argue or make suggestions.

Intruder:

1. Notify principal or designee. Ask another staff member to accompany you before approaching intruder.
2. Politely greet intruder and identify yourself. Ask intruder the purpose of his/her visit.
3. If purpose is not legitimate, ask intruder to leave. Accompany intruder to exit. Use radio, if possible, to notify office that you are escorting someone out of building and off campus.
4. If intruder refuses to leave, warn of consequences and that police will be called. Radio office again.
5. Principal calls 911 if intruder refuses to leave.
6. Principal notifies area executive director that a lockdown may be needed.
7. Walk away from intruder if there is a potential for violence (be aware of actions, location, weapons, and packages, etc.).

Steps and Practices to be Proactive:

1. Enforce sign-in policy for all guests and visitors.
2. Always tell someone when you are going to meet a campus guest or visitor.
3. Learn to read body language.
4. Establish and learn proper hand signals and communicate these to staff.
5. Use proper techniques for greeting and addressing guests.
6. Determine an alert signal for the school.
7. Prepare classrooms for quick lockdowns and drill!

INCIDENT ACTION PLAN "BOMB THREAT"

Goal:

To provide for the safety of students, staff and facilities in the case of a bomb threat.

Objectives:

1. Determine the seriousness of the threat
2. Notify 911 of the threat
3. Activate the Incident Command System
4. Activate an evacuation
5. Provide for the accountability of students and staff

Tasks Required to Meet Objectives:

1. Determine the seriousness of the threat
 - Note the caller's voice, male or female?
 - Was the caller agitated?
 - Did the caller give a time of detonation or what the bomb is made of?
 - Note what number was displayed on the caller ID.
2. Notify 911 of the threat
 - Call 911.
 - Tell the 911 dispatcher how the threat was received (phone, mail, in person, e-mail etc.)
 - Give the 911 dispatcher information about the caller, etc.
 - Tell the 911 dispatcher what actions the school is taking.
3. Activate the Incident Command System
 - Assume the key roles and position functions.
 - Establish an incident command location.
 - Establish communications with the command positions.

Due to the nature of the threat, this should be done face to face.

4. Activation of an evacuation
 - Initiate contact with the District office.
 - Decide if evaluation, lockdown, or search is appropriate.
 - Have all classes evacuate the building.
 - All staff should visually scan their classrooms or offices for any unusual packages, backpacks or devices prior to evacuating the building.
 - Provide for accountability of students and staff.
 - Respond to law enforcement requests.
5. Provide for the accountability of students and staff
 - Utilize the accountability card system.

STANDARD OPERATING GUIDELINES "BOMB THREAT"

Teacher:

1. Gather your daily class roster and accountability card packet.
2. Take 30 seconds to walk around your room and look for anything out of the ordinary or unusual (i.e. packages, backpacks, devices etc.). **DO NOT MOVE ANYTHING SUSPICIOUS.** Report any finding to your Group Leader once you have safely evacuated your students.
3. Exit the building according to the established fire escape route.
4. Upon reaching the predetermined outside class location, verify student accountability.
5. If all students are present, hold up your **green** card.
6. If not all students are accounted for, determine which students are missing. Write the students name on the **red** card and hold up the card. If you have an additional student, note this with a plus sign on the **red** card.
7. The Group Leader will contact you to determine which student is missing and their possible location.

Group Leader:

1. Establish communication with the Branch Director or Operations Officer/Assistant Principal. This should be done face to face. Radios should not be used in the evacuation process.
2. Sweep your designated area PRIMARY SEARCH.
3. Record accountability of your assigned classes on the Group Leader Tactical Worksheet.
4. If a student is located during the sweep, obtain the student(s) name as well as their teacher's name. **Keep the student(s) with you until the student(s) can be placed with the nearest teacher.**

Note: If at any time during your sweep you find anything out of the ordinary do not touch it, document what it looks like, and specify on your tactical worksheet where it is located and notify Operations.

5. Upon completing the sweep, exit the building.
6. Obtain accountability of your designated classes.
7. Complete the Group Leader Bomb Threat Tactical Worksheet and report to the command post/outside predesignated location.

Operations Officer/Assistant Principal:

1. Report to the command post/outside predesignated location.
2. Obtain daily attendance records from the Documentation Officer.
3. Document all information obtained from Group Leaders on Operation's Tactical Worksheet.
4. Compare plus student list to minus student list and daily attendance record.
5. If a student is missing, initiate a SECONDARY SEARCH, if SAFE to do so.

6. Group Leaders now become Search Leaders. Example, Group Leader "A" is now Search Leader "A", etc. Search Leaders always search in teams of two!
7. Provide information updates to the Incident Commander/Principal.

Incident Commander/Principal:

1. Insure that an evacuation is activated.
2. Access the Incident Command Kit.
3. Report to the command post/outside predesignated location.
4. Act on problems requiring immediate attention.
5. Advise emergency responders and law enforcement of your action plan progress:
 - What has happened?
 - What has been done?
6. Join a unified command position with emergency response agencies.

Safety Officer:

1. Prepare to shut down the gas and electrical utilities to the school if it is necessary and SAFE to do so.
2. Report to the command post/predesignated outside location.
3. Advise the Incident Commander of utility status.
4. Function as an adviser to the Incident Commander on safety matters pertaining to the emergency.

Documentation Officer:

1. Obtain the necessary documentation needed to verify the student attendance for that day. This should include any sign in/out sheets pertaining to students and visitors for that day.
2. Provide documentation to the Operations/Assistant Principal at the command post/ outside predesignated location.
3. The Documentation Officer now functions as a scribe to record events, times, and decisions made at the command post.

Public Information Officer (District Representative):

1. He/she may need to be at the command post location and in immediate contact with the Incident Commander.
2. The Public Information Officer will meet with a fire and law enforcement counterpart to form a Joint Information Center (JIC) where incident information will be coordinated and disseminated.

HINTS FOR HANDLING A BOMB THREAT

1. Train staff how to handle threatening phone calls.
2. Know the procedures for tracing calls.
3. Work with police to know when or if the school should evacuate.
4. Ask staff to visibly inspect work spaces, know what is in the space, and what may be out of place or suspicious.
5. Remember to use **caller ID**.
6. Present calm demeanor to students and other staff.

On receiving a message that a bomb has been planted in the school:

1. Remain calm and try to keep caller on line - Listen!
2. Note time of call
3. Ask the caller these questions
 - When is the bomb going to explode?
 - Where is the bomb right now?
 - What does it look like?
 - What kind of bomb is it?
 - What will cause it to explode?
 - Why did you leave the bomb?
4. Listen closely to caller's voice, speech patterns, and for background noises
5. Try to get someone's attention while talking to caller
6. Notify principal or designee
7. After hanging up, immediately dial ***57** to trace the call
8. Principal notifies **911** (police) and area executive director
9. Principal determines whether a lockdown or evacuation is the appropriate course of action

If lockdown is ordered, use procedure in the lockdown section of the Incident Command System. If evacuation is ordered, follow these procedures:

1. Principal alerts staff and students and directs any evacuation route changes due to bomb information
2. Use Incident Command System procedures to evacuate school unless evacuating into the reported bomb location
3. Direct students to take their belongings
4. Teachers and staff should take cell phones but **not** use them
5. Teachers and students should not touch anything but teacher should immediately report anything out of order
6. Students and staff must be evacuated to a safe distance away from the school
7. After consulting with the area executive director, the principal may move students to a secondary site depending on law enforcement and/or best judgment
8. Initiate ICS student accountability
9. No one should re-enter the school until declared to be safe by fire or police personnel
10. Incident Commander notifies staff and students when emergency is terminated