

*Appendix Q*

*Staff Handbook*

*School Based  
Emergency Operations Plan*



# **Liability Disclaimer**

Schools without established management procedures have been found liable for their absence. While no set policies rule out the potential for legal problems, establishing procedures on the best professional practices provides a margin of protection against liability. There is no guarantee that is implied of a perfect incident and response management system by this plan, as personnel and resources may be overwhelmed. There may be situations in which staff may need to use judgment and/or instinct to best manage the situation when no direction from the site administration is imminent or possible. The Clark County School District can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

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# Functional Annexes

# Clear Room

**Scope: Clear Room Procedure** occurs when there is an emergency affecting one or more persons in a room or area but does not require a school-wide procedure to be enacted. The Clear Room Procedure allows for the quick movement of students away from a dangerous situation and out of the way of emergency responders to a previously determined location.

The plan outlines procedures for staff during a:

- Medical Emergency.
- Disruptive or Unruly Person.
- Assault/Battery

Alert signal given by school staff: **“Clear the room. Clear the room, now.”**

## **ACTION STEPS**

### **Medical Emergency:**

1. **Check** the scene to make sure it is safe.
2. **Call** 911 and notify the office as soon as possible (see Reg. 5150).
3. **Instruct** students to “Clear the Room”.
4. **Attend** to the person(s) having the medical emergency to the best of your ability.

### **Disruptive/Unruly Person:**

1. **Instruct** students to “Clear the Room”.
2. **Follow** the Disruptive/Unruly Person Procedure.

### **Assault/Battery:**

3. **Instruct** students to “Clear the Room”.
4. **Follow** the Assault/Battery Procedure.

5. Remember that it may be necessary to take independent action during a real emergency.

# Code Red

**Scope:** The Code Red procedure means that bodily harm or life-threatening situation(s) exists and the employee and/or students are in imminent danger. Imminent danger is defined as any condition(s) or practices in a classroom, school building, or school campus which are such that danger exists which could reasonably be expected to cause serious physical harm immediately or before the imminence of such danger can be eliminated through the enforcement of normal School District procedures.

All Functional Annexes and Threat and Hazard Specific Annexes may include a Code Red.

## **ACTION STEPS**

1. **Check** the scene to make sure it is safe.
2. **Follow Emergency Procedures**
3. **Alert** your supervisor/office that there is a “Code Red”

Nothing in this procedure is intended to prevent an employee from directly contacting school police if they deem the situation is life threatening or that bodily harm reasonably could be expected.

# Evacuation

**Scope:** The evacuation procedure outlines steps to be taken to protect staff and students from injury or death when there is a threat in or near the facility and it is safer for students to move away from the building rather than remaining. Typically, staff and students will move to the designated Staff-Student Staging Area. At this location, attendance is taken, and decisions can be made as to whether there will be movement to the Family Reunification Site, return to the school, or dismissal.

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

**Alert Signal:** An announcement is made “This is an emergency announcement **Evacuate; Evacuate; Evacuate.**”, the fire alarm has been active for 3 minutes, or you see smoke/fire and it is safe to evacuate the building.

Classrooms in buildings without fire sprinklers and portable classrooms need to evacuate immediately when the fire alarm sounds. However, use of the OODA Loop is still recommended to ensure you are always able to make decisions to provide for the safety and security of you and those in your care (see Fire Alarm section for details). Once everyone has reached fire drill locations, by radio and then orally, staff members will be told to move students to the Staff-Student Staging Area.

## **ACTION STEPS**

### **Indoors:**

1. **Line up** students, for large classroom sizes use two lines.
2. **Take** Classroom Evacuation Kit.
3. **Visually sweep** the classroom making sure it is clear.
4. **Lock the door** only if the fire is NOT in your room.
5. **Power walk**, if necessary, to escape danger.
6. Ensure care for those students with access and functional needs.
7. Enforce Student Code of Conduct. Use constant verbal instructions.
8. If the primary route is blocked with fire and/or smoke, use an alternate route.

## Outdoors:

1. **Line up** students, for large classroom sizes use two lines.
2. **Power walk**, if necessary, to escape danger.
3. Ensure care for those students with access and functional needs.
4. Enforce Student Code of Conduct. Use constant verbal instructions.
5. Conduct Staff and Student Accounting.

Remain with the students at all times. Assure the students that they are safe.

Do not use cell phones during an emergency unless there is a life-threatening medical emergency.

Take notes, names, and descriptions of any unusual events that occur.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Family Reunification

**Scope:** The Family Reunification Procedure outlines steps to be taken to safely reunify students and parents no matter the size or location of the incident when normal release is not possible or practical. The plan outlines procedures for remaining at the school and moving to a designated reunification site.

**Alert Signal:** Verbal instructions to implement family reunification will be given by the Incident Commander.

## ACTION STEPS

### **Controlled Release:**

1. Continue with the functional annex in use, unless instructed otherwise.
2. Follow all instructions given by school administrators and emergency responders.

### **Two Gate System**

If an incident has occurred at a school it may be necessary to utilize a more secure method of reuniting students with parents/guardians.

### **If walking:**

1. **Monitor** critical areas, making sure students remain on designated pathways, sidewalks, etc.
2. **Enforce** Student Code of Conduct. Use constant verbal instructions.
3. **Conduct** Staff and Student Accounting upon arrival at the Student Holding Area of the Reunification Site.
4. **Do not** dismiss any students until the official word from the Site Administrator is given.
5. If student(s) leave without permission, note the time and describe the manner in which the student(s) left and the person(s) with whom they left.

**If using buses:**

1. **Escort** students to the designated loading area. Follow instructions given by District staff or emergency responders.
2. **Enforce** Student Code of Conduct. Use constant verbal instructions.
3. **Conduct** Staff and Student Accounting upon arrival at the Student Holding Area of the Reunification Site.
4. **Do not** dismiss any students until the official word from the Site Administrator is given.
5. If student(s) leave without permission, note the time and describe the manner in which the student(s) left and the person(s) with whom they left.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Hard Lockdown

**Scope:** A Hard Lockdown is an emergency lockdown response to an emergency situation within the building, on school grounds, or immediate surroundings of the school. This type of lockdown requires that all staff and students seek as much safety from physical harm. The Hard Lockdown Procedure outlines steps to be taken to protect staff and students from injury or death during an incident and ensure the safety of all occupants when necessary. This type of lockdown requires that all staff and students seek as much safety from physical assault as possible by using barriers to sight (hiding behind/away from/beneath) as well as physical barriers. This procedure requires immediate, evasive action on the part of staff and students, and it rapidly enhances the level of security in the building.

The plan outlines procedures for staff and students located:

- Outdoors.
- Indoors.

**Alert Signal:** “This is an emergency announcement **Hard Lockdown; Hard Lockdown; Hard Lockdown.**” Or alert from the Emergency Alert System.

## ACTION STEPS

### Outdoors:

1. **Independently Evacuate**, if no instructions for Reverse Evacuation are given.
2. **Look** for several escape routes.

### Indoors:

1. **Move** students to a secure location behind a lockable door or Independently Evacuate.
2. **Lock** the door(s).
3. **Lights Off**.
4. **Cover Windows**.
5. Students should lie on the ground flat on their stomachs with their hands over their heads and move to a hard corner if possible.

6. Ensure care for those students with access and functional needs.
7. Enforce Student Code of Conduct; remain calm and silent.
8. Conduct Staff and Student Accounting.
9. Staff member(s) take evasive action (lie flat on ground).

Do not attempt to contact the office unless you have pertinent information regarding the incident.

If needed, contact 911 for a life-threatening situation occurring in your room.

**Do not open the door for anyone.**

**Remain in place if the fire alarm rings;** Evacuation will be signaled only by intercom announcement.

Follow Hard Lockdown procedures until instructed otherwise.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Independent Evacuation

**Scope:** The Independent Evacuation Procedure outlines steps to be taken to protect staff and students from injury or death during an incident. Independent Evacuation is the decision made by any staff or student (age-appropriate) who is unable to get behind a lockable door quickly or safely during a life-threatening event and leaving campus is a better option.

**Alert Signal:** May be triggered by a Hard Lockdown announcement or by a life-threatening incident occurring at or near staff or students' location.

## ACTION STEPS

1. **Look** for several escape routes.
2. **Move** students to a safe location away from campus.

### Once at a safe location:

1. **Conduct** Staff and Student Accounting.
2. **Call** School Police at 702-799-5411 and give the following information:
  - a. Your name and the names of any other staff members with you.
  - b. What location (school) you are assigned to.
  - c. Any information you have about the incident.
  - d. Address where you relocated.
  - e. Number of students with you.
  - f. The names of all students with you.
3. Ensure care for those students with access and functional needs.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Reverse Evacuation

**Scope:** Reverse Evacuation Protocol is used when staff and students, who are outside of the school facility, must be moved as quickly as possible into the school facility for protection. This action is done when there is a potential threat or danger outside of the facility or when a Soft Lockdown or Shelter-In-Place is called. Reverse Evacuation may also be used for a Hard Lockdown if the threat is outside the school. The Reverse Evacuation Procedure outlines steps to be taken to protect staff and students from injury or death during an incident and ensure the safety of all occupants when necessary.

The plan outlines procedures for staff and students located:

- Outdoors.

**Alert Signal:** When a Soft Lockdown or Shelter-in-Place is announced or when a life/safety event occurs or may occur. Staff and students may also be directed to Reverse Evacuate when the reason for a Hard Lockdown is outside the school building.

## ACTION STEPS

1. **Blow** three loud and sharp whistle blasts to get students attention (Stop, Look, and Listen).
2. **Utilize** hand signals for direction, urgency, and safety commands.
3. **Ensure** care for those students with access and functional needs.
4. **Initiate** Soft Lockdown, Hard Lockdown, or Shelter-in-Place procedures as directed, once in the building.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Shelter-in-Place

**Scope:** Shelter-in-Place Procedure occurs when there has been a chemical, biological, or radiological incident outside but in proximity to the school. This procedure is used when there is not adequate time to evacuate the building to a safe location before dangerous contaminants reach the school. The Shelter-in-Place Procedure outlines steps to be taken to protect staff and students from injury or death during an incident and ensure the safety of all occupants when necessary.

The plan outlines procedures for staff and students located:

- Outdoors.
- In a portable classroom.
- Indoors.

**Alert Signal:** “This is an emergency announcement **Shelter-in-Place; Shelter-in-Place; Shelter-in-Place.**”

## **ACTION STEPS**

### **If outdoors:**

1. **Reverse Evacuate.**

### **If in a portable classroom:**

1. You may be instructed to move into the building, if not follow the following instructions:
2. If you are unable to reverse evacuate into the main building you must **turn off** the **HVAC** system and **lock and seal** (with plastic and tape) all exterior opening doors and windows, any broken windows, and all air vents.

### **If indoors:**

1. **Lock and seal** (with plastic and tape) all exterior opening doors and windows and any broken windows.
2. **Tape** inside opening classroom door(s) as an added precaution.
3. **Conduct** Staff and Student Accounting.
4. **Enforce** Student Code of Conduct; remain calm.

5. **All** Student movement outside of your classroom, if necessary, can only occur within a sealed hallway and will be directed by the administration and emergency responders.
6. Continue instruction as usual.
7. Ensure care for those students with access and functional needs.
8. Do not attempt to contact the office unless you have pertinent information regarding the incident.
9. If needed, contact 911 for a life threatening situation occurring in your room.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Soft Lockdown

**Scope:** A Soft Lockdown occurs when an outside event or threat near the building requires security actions to take place. Soft Lockdown is a preventative response to rapidly enhance the level of security within the building. In this type of lockdown, all exterior doors and main interior doors are locked, making it more difficult for an intruder to enter the building or gain access to students, but staff and students can continue with productive activities in a limited fashion. The Soft Lockdown Procedure outlines steps to be taken to protect staff and students from injury or death during an incident and ensure the safety of all occupants when necessary.

The plan outlines procedures for staff and students located:

- Outdoors.
- In a portable classroom.
- Indoors.

**Alert Signal:** “This is an emergency announcement. We are initiating a **Soft Lockdown**. I repeat, initiate a **Soft Lockdown**.”

## **ACTION STEPS**

**If outdoors:**

1. **Reverse Evacuate**.

**If in a portable classroom:**

1. You may be instructed to move into the building, if not follow the following instructions:

**If indoors:**

1. **Lock** the classroom door(s).
2. **Conduct** Staff and Student Accounting.
3. **Do not** open exterior or classroom doors for anyone.
4. **All** student movement outside of your classroom will be directed by the administration and emergency responders.
5. Continue instruction as usual.
6. Ensure care for those students with access and functional needs.

7. Do not attempt to contact the office unless you have pertinent information regarding the incident.
8. If needed, contact 911 for a life threatening situation occurring in your room.

Refer all media inquiries to the site's School Administrator.

Remember that it may be necessary to take independent action during a real emergency.

# Staff and Student Accounting

**Scope:** Any time an Evacuation, a Shelter-In-Place, Hard Lockdown, or Soft Lockdown is enacted, initiate the Staff and Student Accounting protocol. The Staff and Student Accounting Procedures outlines the steps to be taken to account for all occupants of the school when a crisis or emergency occurs.

The plan outlines procedures for staff located:

- Outdoors (Evacuation)
- Indoors (Hard or Soft Lockdown or Shelter-in-Place)

**Alert Signal:** No alert signal will be given. This procedure will occur in conjunction with all Functional Annexes.

## **ACTION STEPS**

Take attendance ensuring to visually (see) and auditorily (by name) account for each student on the class roster and obtain a count of the students in your care.

### **Evacuation:**

1. **Display** teacher identification sign at the fire drill location, Staff-Student Staging Area, and/or Reunification Site.
2. **Attach** Green Card (all present) or Red Card (assistance needed).
3. **Place** a name tag on each student, if continuing on to the Family Reunification site.

### **Hard or Soft Lockdown or Shelter-in-Place:**

All staff must document accounting with a computer based system or back-up system as established by the school's Incident Management Team.

# **Threat- and Hazard-Specific Annexes**

# Active Assailant

**Scope:** Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated area.

## ACTION STEPS

### **At your location:**

1. **Act** in the best possible manner given the situation and known facts.
2. **Consider** your personal safety and those around you. L.I.V.E (Lockdown, Independently Evacuate, Vigilant, Evaluate your Options)
3. **Alert** the school by activating the Emergency Alert system by pressing #777 from any school phone. If safe, alert the main office of the situation by the fastest and safest available means to report actual or potential danger to your supervisor by advising them this is a “Code Red”. (avoid runners, if possible).
4. Call 911.

### **Near your location:**

1. **Hard Lockdown or Independent Evacuation**
2. **Act** in the best possible manner given the situation and known facts.
3. **Consider** your personal safety and those around you. L.I.V.E (Lockdown, Independently Evacuate, Vigilant, Evaluate your Options)
4. **Alert** the school by activating the Emergency Alert system by pressing #777 from any school phone. If safe, alert the main office of the situation by the fastest and safest available means to report actual or potential danger to your supervisor by advising them this is a “Code Red”. (avoid runners, if possible). Call 911.

**Far from your location:**

1. **Hard Lockdown**
2. **Act** in the best possible manner given the situation and known facts.
3. **Consider** your personal safety and those around you. L.I.V.E (Lockdown, Independently Evacuate, Vigilant, Evaluate your Options)
4. **Alert** the school by activating the Emergency Alert system by pressing #777 from any school phone. If safe, alert the main office of the situation by the fastest and safest available means to report actual or potential danger to your supervisor by advising them this is a “Code Red”. (avoid runners, if possible). Call 911.

If a weapon has been dropped or discarded, secure the area where it is located, but do not handle it. Alert the main office.

Do not disturb the area. This is potentially a crime scene.

Notify the Site Administrator if you or your students have witnessed anything.

Remember that it may be necessary to take independent action during a real emergency.

# Aircraft Accident

**Scope:** An event in which an aircraft crashes into a school building, on the school grounds, or in the neighborhood near the school.

## ACTION STEPS

### **Into the building:**

1. **Alert** school administration immediately if you are the observer of the crash.
2. **Independent Evacuate** if needed.
3. **Duck and Cover** as a precaution in the event of an aircraft explosion.
4. **Follow** appropriate Functional Annex as needed/directed.

### **Neighborhood near the school:**

1. **Alert** school administration immediately if you are the observer of the crash.
2. **Reverse Evacuate** if needed.
3. **Follow** appropriate Functional Annex as needed/directed.

Remember that it may be necessary to take independent action during a real emergency.

# Bees/Animal on Campus

**Scope:** A situation in which a swarm of bees or an animal is observed on campus.

## ACTION STEPS

### 1. Reverse Evacuate.

#### **Bees:**

1. Cover your head and run for shelter.
  - a. Do not swat at the bees.
  - b. Instruct students near the bees to cover their faces with shirts or jackets and to keep their mouths closed.

#### **Animal:**

1. Do not approach the animal.
2. No sudden moves.
  - a. Back away slowly and do not run.

Once indoors, close all outside doors and windows.

Alert the nurse if any staff or student is injured.

Alert the main office immediately.

Follow appropriate Functional Annex as needed/directed.

Remember that it may be necessary to take independent action during a real emergency.

# Biological/Chemical Threat

**Scope:** A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate.
- Unusual weight given the size of the letter/package, or oddly shaped.
- Marked with restricted endorsements such as “personal” or “confidential.”
- Addressed to position title only or incorrect title.
- Excess postage.
- Mailed from a foreign country.
- Has strange odor, stains, leaks, or fine powder on the outside of the letter/package.
- Poorly typed or written with misspelled words.
- Postmark that doesn’t match the return address.

## **ACTION STEPS**

1. If you are the person who discovers the Biological/Chemical Threat:
  - a. **Do not open the letter/package.**
  - b. **Do not touch, smell, or taste** any substances.
  - c. **Clear** the room or office of those who were **not** exposed.
  - d. **Wash** hands, arms and any exposed body parts with soap and warm water. Utilize only one sink/shower to limit contamination.
  - e. Do not move the suspicious package from its current location.
2. **Alert** main office.

Remember that it may be necessary to take independent action during a real emergency.

# Bomb Threat/Suspicious Package

**Scope:** A bomb threat/suspicious package situation involves the threat of an explosive device that has been placed in, around or near a facility or the detection of a suspicious package that could contain an explosive device.

## ACTION STEPS

### Phone threat:

1. **Complete** the Bomb Threat Checklist (CCF-621).
2. **Alert** another staff member to contact the main office.
3. Do not hang up the phone even if the caller does.

### Written threat:

1. **Alert** the main office.
2. Place the original document in a container or bag (zip-lock) to prevent further contamination and turn it over to Site Administrator.
3. Scan area for any suspicious packages (objects that are not recognized as normally being present).

### Suspicious package:

1. **Alert** the main office immediately.
2. **Do not touch** item(s).
3. Remove staff and students from the area.

Remember that it may be necessary to take independent action during a real emergency.

# Disruptive/Unruly Person

**Scope:** A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

## ACTION STEPS

### The person discovering the unruly person:

1. **Seek** a position of safety and escape route(s) for staff and students.
2. **Activate** the Clear Room Procedure, if in a classroom.
3. **Alert** the main office of your situation by the fastest and safest available means. If you believe that bodily harm or a life-threatening situation exists and the employee and/or students are in imminent danger, alert the office and your supervisor by the fastest and safest available means (avoid runners, if possible). Tell them this is a “Code Red”.
4. Visually scan the disruptive/unruly person for any signs of a weapon.
  - a. If you notice bulges in clothing, leave the area immediately and place the school in a Hard Lockdown.
5. Speak in a calm and firm voice.
6. Do not physically confront the individual(s) unless you or a student is attacked or an attack appears imminent. If you decide you must use physical force, comply with District guidelines and use only the minimal amount of force that is necessary.

Remember that it may be necessary to take independent action during a real emergency.

# Earthquake

**Scope:** A minor earthquake involves slight tremors which may be felt by some staff members and/or students. Usually, a minor earthquake will shake ceiling fixtures and not affect any other parts of your building.

A major earthquake involves tremors and/or slow, rumbling sounds causing partial to complete building collapse causing injury to staff and/or students. While hurricanes and other weather conditions are more predictable, earthquakes often happen suddenly. Earthquakes are usually detected first by the feeling of furniture shaking or fixtures swaying.

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

## ACTION STEPS

### Indoors:



**Drop** where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



**Cover** your head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter. If not, crawl next to an interior wall and away from windows. Stay on your knees, bending over to protect vital organs.



**Hold on** until shaking stops. If you are under shelter, hold on to it with one hand. Ensure you are ready to move with your shelter if it shifts.



Students and staff in wheelchairs should lock the wheels and bend forward in the chair covering their heads.

## **Outdoors:**

1. **Move** away from trees, buildings, signs, electrical lines, or poles.
2. **Drop and Cover**. Stay on your knees, bending over, and hold on to your head and neck with both arms and hands to protect your vital organs.

## **After a minor earthquake:**

1. Inspect the classroom for any damage to the walls or ceiling, look for cracks which run the length of the ceiling then continue down the wall (vertically).
  - o If cracks are found, evacuate your room and contact the main office.

## **After a major earthquake:**

1. **Evacuate**.

Be prepared for aftershocks.

Remember that it may be necessary to take independent action during a real emergency.

# Fire Alarm

**Scope:** The fire alarm procedure outlines steps to be taken to protect staff and students from injury or death when there is a threat in or near the facility and it is safer for students to move away from the building rather than remaining. It is important to observe your immediate surroundings when the fire alarm goes off.

Fire alarms may activate at any time. They may be the result of automatic detection by the fire alarm sensors or they could be due to a manual pull station being used. The activation may be due to an actual fire, a ruse by an active assailant to cause confusion and easier access to targets, or a false alarm.

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

**Alert Signal:** The fire alarm sounds and strobe lights flash.

## **ACTION STEPS**

### **Indoors:**

**These procedures are for classrooms inside of buildings equipped with a fire suppression sprinkler system. When responding, ensure to **Observe, Orient, Decide, and Act (OODA)**. This process is called the **OODA Loop**. The use of the **OODA Loop** continuously throughout an incident will help you respond as effectively as possible.**

1. **Observe:** Do not open the classroom door without observing the hallway first. This observation may be conducted by looking through the window, listening (as best you can) at the door, or looking into the hallway if your door is already open.
2. **Orient:** Look and listen for any danger. Are there sights and/or signs of violence? Are there sights and signs of smoke and/or fire?
3. **Decide:** What action [procedure(s)] would be best to provide for the safety of you and those in your care?

The following is a guide of various actions one could take. However, every situation is different and independent action may be needed in order to keep you and those in your care as safe as possible.

Smoke or fire is detected and there are NO sights and/or sounds of violence: The **Evacuation Procedure** should be followed.

Smoke or fire is detected and there ARE sights or sounds of violence: The **Hard Lockdown Procedure** should be followed and seal the gaps of the door to prevent smoke entering the room, if needed.

No smoke or fire is detected and there are NO sights and/or sounds of violence: Stay in the room. The alarm may be silenced during the investigation into the cause of the alarm. If silenced, verbal instructions to evacuate may be given to indicate the need to evacuate due to fire or if 3 minutes have reached without verbal instructions given, evacuate the building ensuring you follow the OODA Loop before leaving your classroom.

If the alarm is not silenced, and no instructions to evacuate are given within 3 minutes, evacuate the building ensuring you follow the OODA Loop before leaving your classroom.

4. **Act:** Using the information you have observed and oriented yourself to, take the necessary course of action appropriate to the decision you have made. Ensure you constantly follow the OODA Loop.

### **Outdoors:**

1. **Observe:** Do not move to the fire drill location without observing your surroundings to ensure the area is safe. This observation may be conducted by a visual sweep of your surroundings and listening for any sounds of violence (as best you can).
2. **Orient:** Look and listen for any danger. Are there sights and signs of violence? Are there sights and signs of smoke and/or fire?

3. **Decide:** What action [procedure(s)] would be best to provide for the safety of you and those in your care?

The following is a guide of various actions one could take. However, every situation is different and independent action may be needed in order to keep you and those in your care as safe as possible.

Smoke and/or fire are detected and there are NO sights and/or sounds of violence: The **Evacuation Procedure** should be followed.

Smoke and/or fire are detected and there ARE sights and/or sounds of violence: The **Independent Evacuation Procedure** should be followed.

No smoke or fire is detected and there are NO sights and/or sounds of violence: Follow the **Evacuation Procedure**.

4. **Act:** Using the information you have observed and oriented yourself to, take the necessary course of action appropriate to the decision you have made. Ensure you constantly follow the OODA Loop.

### **Portables and Non-Sprinklered Buildings:**

Classrooms in buildings without fire sprinklers and portable classrooms need to evacuate immediately when the fire alarm sounds. However, use of the OODA Loop is still recommended to ensure you are always able to make decisions to provide for the safety and security of you and those in your care.

Remember that it may be necessary to take independent action during a real emergency.

# Fire/Smoke

**Scope:** The combustion of materials such that it creates heat and flame. Fires typically start where large groups of people will not see them: student-started fires begin in bathrooms or in trash cans in remote locations. Accidental fires start in areas where there is high heat that can get out of control (cooking areas, kilns, etc.).

## ACTION STEPS

### Person discovering a fire or see/smell smoke:

1. **Move** students away from danger. Do not lock the door to the room where the smoke/fire is located.
2. **Pull** the nearest fire alarm or **call** the front office.
3. **Evacuate.**

Remember that it may be necessary to take independent action during a real emergency.

# Hazardous Materials

**Scope:** Hazardous material incidents can occur within the school facility or external to the school site. Determination will have to be made as to the location and magnitude of the incident in deciding a course of action, either Evacuation or Shelter-in-Place.

Warning of hazardous materials is usually received from public safety officials. These include the local fire department, law enforcement agencies, and/or the local Emergency Management Agency.

In rare situations, the incident may occur close to or on facility property and personnel at the facility must spot the indicators of an incident and relay the warning to appropriate agencies.

## **ACTION STEPS**

### **Person discovering the hazardous material:**

1. **Alert** others in the immediate area to leave the area.
2. **Close** windows and doors and restrict access to the affected area.
3. **Notify** principal by the quickest and safest way possible.
4. **Do not** eat or drink anything or apply cosmetics.
5. **Quarantine** any affected persons in a separate location.

Remember that it may be necessary to take independent action during a real emergency.

# Intruder/Suspicious Person

**Scope:** An intruder or suspicious person, on school grounds or in the school building, is a person who does not appear to have a legitimate purpose for being on campus.

The plan outlines procedures for staff and students located:

- Outdoors.
- Indoors.

## **ACTION STEPS**

**The person discovering the suspicious person:**

**Outside:**

1. **Reverse Evacuate** all staff and students.
2. **Ensure** the intruder/suspicious person does not enter the school building.
3. **Alert** the front office to lockdown (hard or soft) the school.
4. After the building has been placed in a lockdown, give the school administrator details about the intruder/suspicious person:
  - o Description of the suspect, actions, and last known location.

**Inside:**

1. **Move** students into a lockable room and lock the door.
2. **Alert** the front office to lockdown (hard or soft) the school.
3. After the building has been placed in a lockdown, give the school administrator details about the intruder/suspicious person:
  - o Description of the suspect, actions, and last known location.

Remember that it may be necessary to take independent action during a real emergency.

# Natural Gas Leak

**Scope:** A gas leak occurs when an appliance or pipe leaks natural gas in the school building, on school grounds, or near a school.

Leaks are identified by:

- Smell. Natural gas has an odorant added to it to make it smell similar to sulfur or rotten eggs.
- Sound. A hissing or roaring sound emitted from the ground, aboveground piping, or a natural gas appliance may indicate a leak.
- See. Dirt or water blowing into the air, unexplained dead or dying plants or grass, or standing water constantly bubbling may indicate a leak.

## ACTION STEPS

**If you discover the gas leak:**

1. **Move** students away from danger.
2. **Open** all doors and windows to dissipate the gas.
3. **Alert** the main office.

Remember that it may be necessary to take independent action during a real emergency.

# Suicide/Death

**Scope:** Loss of life of one or more persons due to an accident, natural disaster, natural causes, suicide, or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

## ACTION STEPS

### On Campus

#### If you discover the death:

1. **Move** students away from the area as quickly as possible and shield their view.
2. **Notify** main office immediately.
3. **Do not** disturb the area. This is potentially a crime scene.
4. **Separate** any witnesses and do not allow them to discuss events. Report witnesses to emergency responders.
5. **Avoid** contact with bodily fluids.
6. **Listen** to students who want to talk and refer them to the Mental Health Intervention Team, if needed.
7. **Watch** students for signs of depression and alert the Mental Health Intervention Team, if needed.

Remember that it may be necessary to take independent action during a real emergency.