



# Standard Response Protocol & Incident Command System Manual



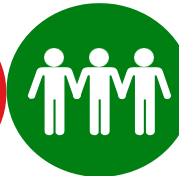
HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



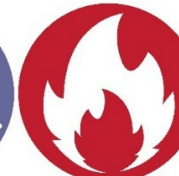
ACTIVE  
ATTACKER



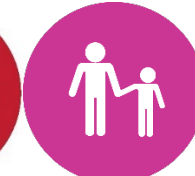
BOMB  
THREAT



EARTHQUAKE



FIRE



REUNIFICATION

**911 EMERGENCY**

**988 Suicide and Crisis Lifeline**

**801-567-8623 District School Safety Coordinator**

**801-567-8865 JSD 24-hr. Alarm Response**

This manual is a confidential record of security measures as provided for by Utah Code 63G-2-106

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## INCIDENT COMMAND POSTIONS

### **Incident Commander**

The Incident Commander is responsible for the 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 appropriate Action Plan as described in this manual. The principal is ideal for this role.

### **Operations Officer** – *Reports to the Incident Commander*

This person supervises Branch Directors, Group Leaders and Teachers in accordance with the specific Incident Action Plan being activated and directs its execution. This person is responsible for communicating with the Group Leaders and Branch Directors and relaying pertinent information and progress reports to the Incident Commander. An assistant principal may be ideal for this role.

### **Branch Director** – *Reports to the Operations Officer*

In a large school, Branch Directors may be added as necessary under the direction of the Operations Officer. Branch Directors will supervise and account for specific Group Leaders.

### **Group Leaders** – *Reports to the Operations Officer or Branch Director as assigned*

Group Leaders are responsible for student accountability from a predetermined group of classrooms. Once the accountability check is complete the information is passed to the Branch Director. 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 such as cafeterias, stages, and auditoriums. 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** – *Report to the assigned Group Leader*

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 plan.

### **Facilities Specialist** – *Reports to the Incident Commander*

This person may be required to shut down the school utilities and should have knowledge as to their location and operation. The school custodian may be the best person to be assigned this role. The Facilities Specialist needs to have a thorough knowledge of the facility and be calm under pressure.

### **Safety Specialist** – *Reports to the Incident Commander*

The Safety Specialist serves as an advisor to the Incident Commander and will report to them directly for assignment. This person should be prepared to fulfil any role as needed and help oversee the implementation of the Incident Action Plan being implemented. If the designated Safety Specialist is a teacher with a class, their responsibility will remain with the class unless relief is provided. This person should not have any other pre-designated roles.

### **Public Information Officer (PIO)** – *Reports 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 be determined as a gathering point for the media by law enforcement. Absent law enforcement, the PIO will determine a suitable location and inform the Incident Commander when practicable. This site should be away from the activities of the incident and at the same time be appropriate for any necessary media updates or photo opportunities.

**Documentation Officer – Reports to the Incident Commander**

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 for attendance accounting. This person is responsible for providing the Incident Commander with the daily school attendance information. The Documentation Officer will then function as a scribe to record events, times, related finances, etc. and decisions made at the Command Post throughout the incident. Ideally this role should be assigned to someone with access to and knowledge of the electronic attendance system such as an attendance clerk or office assistant.

**Reunification Support Roles:** *Ideally, people in these roles have no class responsibilities.*

**Greeters – Report to the Exterior Director**

The Greeters are responsible to help set up the Check-in, Staging and Reunification areas as directed by the Staging Manager. These people will welcome and guide parents/guardians in getting ready to check-in when they arrive at the reunification site.

**Checkers – Report to the Interior Director**

The Checkers are responsible to help set up the Check-in, Staging and Reunification areas as directed by the Staging Manager. These people will verify parent/guardian ID and check-out/pick up rights using student information as indicated on Skyward. Accounting for all students is a vital function of this assignment.

**Reunifiers – Report to the Interior Director**

The Reunifiers are responsible to help set up the Check-in, Staging and Reunification areas as directed by the Incident Commander. The primary function of this role is to work directly with the Checkers for retrieval of students to be reunified with verified parents/guardians.

**Exterior Director – Report to the Staging Manager**

The Exterior Director organizes and assigns the Greeters as needed while managing to the flow of traffic. The primary function is to ensure the entrance is flowing smoothly and parents/guardians know where/how to proceed. Maintaining perimeter integrity and access control is vital.

**Interior Director – Report to the Staging Manager**

The Interior Director oversees the parent checking and verification process as well as the retrieval of students. They will help with any special circumstances such as language barriers, missing parent/guardian ID's, and/or difficult persons.

**Staging Manager – Report to the Operations Chief**

The Staging Manager is responsible to help set up and organize the Check-in, Staging, and Reunification as directed by the Operations Chief. The primary function to this role is to check-in and assign roles to responding staff.

**Operations Chief – Reports to the Incident Commander**

The Operations Chief is responsible for overseeing the Reunification site as directed by the Incident Commander. Operations Chief will liaison with first responders and act as the on-site Incident Commander absent the Incident Commander who may still be at the original incident location. A school administrator or senior staff member is recommended for this role.

**Crisis Counselors – Report to the assigned Group Leader**

District and/or school level personnel that will provide counseling support as needed.



### **IN YOUR ROOM OR AREA.**

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is:

**“Hold in your room or area. Clear the Halls.”**

It is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

**“Hold in your room or area. Clear the Halls. Hold in your room or area. Clear the Halls.”**

An example of a medical emergency would be:

**“Students and staff, please Hold in the cafeteria or your room. We’re attending to a medical situation near the office.”**

When it’s been resolved:

**“Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly.”**

### **PUBLIC ADDRESS - RELEASE**

A Hold Action can be released by Public Address.

**“The Hold is released. All Clear. The Hold is released. All Clear.”**

### **ACTIONS**

- Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.
- Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.
- Students and staff outside of the building should remain outside unless the administration directs otherwise.
- It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.
- If there is an urgent need to use the restroom that cannot wait, a teacher or supervising adult will call the main office and request assistance. The student needing urgent use of the restroom will be escorted to and from the restroom while **Hold** is active. Students shall not be released into the halls even if the hazard is believed to be a safe distance away.
- In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.
- Notify the Administrator of Schools as soon as practicable.

## RESPONSIBILITY

Typically, an administrator is responsible for initiating a **Hold**. However, anyone should be able to request a Hold if they observe something happening that would require this action.

## PREPARATION

Student, teacher, and administrator training.

## DRILLS

Hold should be done in accordance to district training, or as mandated by state requirements.

## CONTINGENCIES

Students are trained that if they are not in a classroom, they may be asked to identify the nearest classroom and join that class for the duration of the **Hold**.

## EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a **Hold**:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.

## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However, if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Variables in the message are in italic type.

### Current Hold during the school day

#### **Email:**

**Subject Line:** Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

### Current Hold at the end of the day

#### **Email:**

**Subject Line:** Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

**Text Message:**

**[School Name]** has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

**Phone Call:**

Parents, **[School Name]** has been placed in Hold due to **[state the reason for the Hold]**. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

**Notification that a Hold occurred during the day**

**Email:**

**Subject Line:** Safety Notification - Hold Ended at **[School Name]**

Dear Parent or Guardian,

**[School Name]** was placed in Hold from **[start time]** to **[end time]** due to **[state the reason for the Hold]**.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.



## Get inside Lock Outside Doors

### GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

### PUBLIC ADDRESS

The public address for Secure is: **“Secure! Get Inside. Lock outside doors”** and is repeated twice each time the public address is performed.

**“Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”**

- **“Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood or area. No one is allowed in or out of the building at this time. Stay inside and continue with your day.”**

### PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

- **“The Secure is released. All Clear. The Secure is released. All Clear.”**
- **“Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly.”**

### ACTIONS

- The **Secure** action demands bringing people into a secure building and locking all outside access points.
- Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.
- There may be occasions when students expect to be able to leave the building such as: End of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.
- During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.
- Notify the Administrator of Schools as soon as practicable.

### ADDING A LIFECYCLE TO THE SECURE PROTOCOL

- As a situation evolves there may be more information available to guide decision making. With the **Secure** Protocol, there is the option to transition from the initial response of “No one in or out” to some access control.

### NO ONE IN OR OUT

- The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.



## CONTROLLED RELEASE

- An unresolved, but not directly evident, situation at the end of the school day may warrant a **Controlled Release**. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

## MONITORED ENTRY

- When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

## INCIDENT COMMAND SYSTEM

- The School Incident Command System should be initiated.

## RESPONSIBILITY

- During a **Secure** Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."
- A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.
- Each "Secure Zone" assigned may be unique to design of the building. Those assigned as "Primary" and "Secondary" should be familiar with how to safely secure the as a part of the "Secure Duty."
- Assign someone to attach the **Secure posters** outfacing to building entry doors, alerting potential visitors of the **Secure** condition.

## REPORTED BY

- **Secure** is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.
- It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

## PREPARATION

- Identification of perimeter access points that must be locked in a **Secure** action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within the building that can be secured.
- **Secure Zones** - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "**Secure Duty**" attend to all areas in their zone.
- Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

## DRILLS

- **Secure** drills should be performed in accordance with district training, or as mandated by state requirements.

## CONTINGENCIES

- There may be physical attributes to the campus that mandate special handling of a **Secure** action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to evacuate to the main building rather than going to **Secure** in the modular building. Listen for specific additional directives.
- If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.
- If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

## EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal and/or police activity in the area

## SECURE AND HOLD

Sometimes people become confused about the difference between “**Secure**” and “**Hold.**” During a **Hold**, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a **Secure**, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a **Secure** the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a **Secure**.

Remember, the main difference between the two is that a **Secure** is enacted when a threat or hazard is outside of the school. A **Hold** is used when there is a need for the halls to **remain empty**, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.

## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Specify in the messaging if the situation allows for **Monitored Entry** and **Controlled Release**. Variables are in italic type.

### Current Secure Action during the school day

#### Email

**Subject Line:** Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*  
Watch for updates here *[link to the platform you'll be updating]*

### Current Secure Action at the end of the day

#### Email:

**Subject Line:** Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

*[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

#### Text Message:

*[School Name]* is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

#### Phone Call:

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

## **Notification that the school was in Secure Action**

**Email:**

**Subject Line:** Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.





# LOCKDOWN

## Locks, Lights, Out of Sight

**Lockdown** is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, **Lockdown** uses classroom and school security actions to protect students and staff from the threat.

### PUBLIC ADDRESS

The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed.

“**Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!**”

### ACTIONS

The **Lockdown** Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple. Sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a **Lockdown**. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in **Lockdown**. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### INCIDENT COMMAND SYSTEM

Activate the Incident Command System.

- Assume the key roles and position functions.
- Establish an Incident Command Post location.
- Establish communications with Command positions.

### RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom **Lockdown**. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### REPORTED BY

When there is a life safety threat on campus, a **Lockdown** should be immediately initiated by any student or staff member. Initiating the **Lockdown** may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. **Lockdown** alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a **Lockdown** should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.



## PREPARATION

Identification of classroom access points that must be locked in the event of a **Lockdown** is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A “**safe zone**” should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

## DRILLS

**Lockdown** drills should be performed in accordance with district training, or as mandated by state requirements.

## CONTINGENCIES

Students and staff who are outside when a **Lockdown** is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a **Lockdown** an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a **Lockdown**. This may require following additional directives found under **Active Attacker** on page #34.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

**Lockdown** may last for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## RED CARD/GREEN CARD

Red Card/Green Cards should **NOT** be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

## CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student and parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.



## **EVACUATION**

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.

## **SAMPLE OUTWARD MESSAGING TO PARENTS**

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

### **Current Lockdown**

#### **Email:**

**Subject Line:** Safety Notification - Lockdown Currently Activated at **[School Name]**

Dear Parent or Guardian,

**[School Name]** is currently in Lockdown due to **[state the facts you know about the situation]**.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here **[link to the platform you'll be updating]**

#### **Text Message:**

**[School Name]** is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here **[link to social media page/site]** for updates.

#### **Phone Call:**

Parents, **[School Name]** is currently in Lockdown due to **[state the facts you know about the situation]**. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our **[social media page/site]** for ongoing updates.

### **Lifted Lockdown**

#### **Email:**

**Subject Line:** Safety Notification - Lockdown Ended at **[School Name]**

Dear Parent or Guardian,

**[School Name]** was placed in Lockdown from **[start time of Lockdown]** to **[end time of Lockdown]** due to **[state the incident that occurred]**.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority. What is a **Lockdown**?

#### **Text Message:**

The Lockdown at **[School Name]** has been lifted. Please check your email or voicemail for more information.

#### **Phone Call:**

Parents, the Lockdown at **[School Name]** has been lifted. The school was in Lockdown from **[state Lockdown start time]** to **[state Lockdown end time]** due to **[state the incident that occurred]**. Thank you for your patience while we worked with first responders to respond to the situation.



# EVACUATE

A Location may also be provided

## TO A LOCATION

- **Evacuate** is called when there is a need to move people from one location to another for safety reasons.
- An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.
- An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them. **(See the Bomb Threat section of this manual on page #34 for additional guidance)**
- If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.
- Students and staff must be evacuated to a safe pre-determined location away from the school, unless law enforcement advises to not evacuate.
- The principal may move the students to a secondary site depending on direction from law enforcement and/or best judgment but must notify the Administrator of Schools as soon as practicable.

## REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site. For in-depth information about conducting a Reunification, please refer to Reunification Action Plan on page #37.

## PUBLIC ADDRESS

The public address for **Evacuate** is: **“Evacuate! To a Location”** and is repeated twice each time the public address is performed. For instance, **“Evacuate! To the Flag Pole.”**

**“Evacuate! To a location. Evacuate! To a location.”**

## ACTIONS

- The Evacuate Action demands students and staff move in an orderly fashion to a safe area.
- Bring the Emergency Response Kits.
- Notify the Administrator of Schools as soon as practicable.

## INCIDENT COMMAND SYSTEM

Activate the Incident Command System.

- Assume the key roles and position functions.
- Establish an Incident Command Post location.
- Establish communications with Command positions.

## RESPONSIBILITY

An administrator is usually responsible for initiating an **Evacuation**. Teachers may initiate an evacuation of their classroom if a hazard poses a direct or immediate threat. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

## PREPARATION

**Evacuation** preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another far away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance.

An **Evacuation** plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

## EVACUATION ASSEMBLY

The **Evacuation Assembly** refers to gathering at the **Evacuation Assembly Point(s)**. Teachers are instructed to take roll after arrival at the **Evacuation Assembly Point(s)**. Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

## DRILLS

Drills should be performed in accordance with this manual, or as mandated by state requirements. An **Evacuation** drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid **Evacuation** drill. Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

## CONTINGENCIES

Students are trained that if they are separated from their class during an **Evacuation**, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

## RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the **Red card** if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-site.

### Evacuation with a return to school anticipated

#### Email:

**Subject Line:** Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

*[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action?





**Text Message:**

**[School Name]** has been Evacuated due to **[state reason for evacuation]**. Please check your email and voicemail for details and information.

**Phone Call:**

Parents, **[School Name]** has been Evacuated due to **[state reason for evacuation]**. Please check your email for details and information.

**Evacuation with early dismissal planned****Email:**

Subject Line: Safety Notification - **[School Name]** Has Been Evacuated

Dear Parent or Guardian,

**[School Name]** was Evacuated at **[state evacuation time]** due to **[state reason for evacuation]**. Because of **[reason]**, there will be an early dismissal at **[state the time]**.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here **[link to the platform you'll be updating]**

**Text Message:**

**[School Name]** has been Evacuated due to **[state reason for evacuation]** and students will be dismissed early at **[state the time]**. Please check your email and voicemail for details.

**Phone Call:**

Parents, **[School Name]** has been Evacuated due to **[state reason for evacuation]** and students will be dismissed early at **[state the time]**. Please check your email for details and information.

**Evacuation to an off-site location****Email:**

Subject Line: Safety Notification - **[School Name]** Has Been Evacuated

Dear Parent or Guardian,

**[School Name]** was Evacuated at **[state evacuation time]** due to **[state reason for evacuation]**.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here **[link to the platform you'll be updating]**

**Text Message**

**[School Name]** has been Evacuated due to **[state reason for evacuation]** which renders the building unsafe at this time. Students can be picked up at **[alternate location]** after **[time]**. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

**Phone Call**

Parents, **[School Name]** was Evacuated at **[state evacuation time]** due to **[state reason for evacuation]**. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.



# POLICE LED

## Evacuation after a Lockdown

### POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### WHAT TO EXPECT

Prepare students and staff that during a **Police Led Evacuation**, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

### EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

“On **[date]** at **[time of day]**, **[agency name]** responded to **[school name]** in reference to **[event type]**. Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the **[School District]** was able to initiate the Reunification process.”

### DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

“**[Dispatched Units]** respond to **[school name]** to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at **[location]**. Respond to the Command Post for your assignment. **[Time stamp]**”

## **LAW ENFORCEMENT MESSAGING**

To responding officers during an event.

Example Situation: Gas Leak

**[Police unit name]** respond to **[area near the school]** to assist with evacuating students from **[school name]** because of a gas smell in the building. Meet with **[supervisor]** for further information to assist with Evacuation and Reunification.

## **LAW ENFORCEMENT GUIDANCE**

Once the threat has been neutralized, it is recommended that first responders regroup and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

## **CONTINGENCIES**

In an off-site evacuation to a reunification site, Incident Commanders should consider keeping students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation. When it's time, each room can be cleared directly to the buses in order to minimize trauma. It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

## **TRANSPORTATION**

During a **Police Led Evacuation**, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



### STATE THE HAZARD AND SAFETY STRATEGY

**Shelter** is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

### PUBLIC ADDRESS

The public address for **Shelter** should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

**“Shelter for a [state the hazard]. [State safety strategy]. Shelter for a [state the hazard]. [State safety strategy].”**

After the danger has passed:

**“Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter.”**

### HAZARDS MAY INCLUDE

- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tornado

### SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

### RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Schools should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

### PREPARATION

Identification and marking of facility Shelter areas. Shelter areas are locations best suited for specific hazards. In the case of a severe wind storm interior parts of the building away from windows might be ideal. Whereas remaining in individual classrooms is beneficial during a hazardous material incident.

### DRILLS

Shelter safety strategies should be Drills should be performed in accordance with this manual, or as mandated by state requirements.

## STATE THE HAZARD AND SAFETY STRATEGY

Using the **Shelter** Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the **Shelter** Protocol is utilized for earthquakes and other severe weather, in which case it would include the **Shelter** location for students and staff, and what protective posture or action they should take.

**Sheltering** for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

## PLAIN LANGUAGE

Incident Command System requires the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

## SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation.

### Shelter (Current)

#### Email

Subject Line: Safety Notification - Shelter Currently Activated at **[School Name]**

Dear Parent or Guardian,

**[School Name]** is currently Sheltering due to **[state reason for Shelter]**. The safety and security of your child is our top priority. We are actively monitoring the situation. Watch for updates here [link to the platform you'll be updating]

#### Text Message

**[School Name]** is currently Sheltering due to **[state reason for Shelter]**. Please check your email and voicemail for more information.

#### Phone Call

Parents, **[School Name]** is currently Sheltering due to **[state reason for Shelter]**. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

### Shelter (Past)

#### Email

Subject Line: Safety Notification - Shelter Ended at **[School Name]**

Dear Parent or Guardian,

**[School Name]** used the Shelter Action from **[start time of Shelter]** to **[end time of Shelter]** due to **[state reason for Shelter]**. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school. Watch for updates here **[link to the platform you'll be updating]**.

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

#### Text Message

The Shelter at **[School Name]** has been lifted. All school operations have now returned to normal. Please check your email and voicemail for more information.

### Phone Call

**[School Name]** used the Shelter Action from **[start time of Shelter]** to **[end time of Shelter]** due to **[state reason for Shelter]**. All school operations have now returned to normal. **Shelter** is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

### INCIDENT ACTION PLAN:

1. Activate the Incident Command System.
  - Assume the key roles and position functions.
  - Establish an Incident Command Post location.
  - Establish communications with the Command positions.
2. Seal off or otherwise restrict the airflow between the internal and external environment.
  - Implement a shutdown of the HVAC (heating, ventilation and air conditioning) system.
  - Escort any outside students or staff members to the interior of the school.
  - Ensure that all doors and windows leading to the exterior of the building, both classroom and common areas, are closed.
  - Interior doors leading to classrooms and common areas should remain closed.
  - Report the completion of these tasks to the Operations Officer.
3. Ensure 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 pre-designated location.
  - Receive the **SWEEP COMPLETE** from the 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. Notify **911** of the incident.
  - Be prepared to give the 911-dispatcher information regarding the incident.
  - Tell the 911-dispatcher what actions the school is taking.
5. Notify Administrator of Schools and JSD 24-Hour Alarm Response: **801-567-8865**.
  - This will initiate appropriate District response and support to assist with the emergency.
6. 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.
  - Incident Commander and/or Safety Specialist determines if a rescue should be attempted or left to emergency responders.
7. See **Shelter** guidelines on page #22 for additional information.

### 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 all students are in class, place a **green card** on the door leading to the hallway.
4. If any students are missing, use a **red card** and write the name of the student(s) denoted with a minus (-). If any additional students, visitors, or staff members are in the class write the name(s) with a plus (+) and place the red card as directed above.
5. If anyone in the class is in need of medical attention, place the **yellow card** along with the **green** or **red card** on the door leading to the hallway.

**Group Leader:**

1. Establish communications with the Operations Officer notifying the given location and beginning of assigned tasks.
2. Sweep designated area (**PRIMARY SEARCH**) and close any doors and 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 during the sweep to their classrooms. If the student is not in the immediate vicinity of their class, then shelter the student in the closest class available. Make note on the **tactical worksheet**.
4. Record accountability of assigned classes on the **tactical worksheet**.
5. Advise the Branch Director or Operations Officer of accountability status.
6. Advise the Branch Director or Operations Officer when assignment is completed.
7. Report to the Command Post/office area.

**Operations Officer:**

1. Report to the Command Post/office area.
2. Obtain student, daily attendance record from the Documentation Officer.
3. Document radio information from Group Leaders and the Safety Officer on the **Operations Tactical Worksheet**.
4. Compare the plus (+) student list to the minus (-) student list and the daily attendance record.
5. If a student is missing, initiate **SECONDARY SEARCH**, if it is **SAFE** to do so.
6. 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 or more.
7. Provide information updates to the Incident Commander.

**Incident Commander:**

1. Report to the 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.
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?
1. Notify Administrator of Schools.

**Safety Specialist:**

1. The Safety Specialist should proceed to the Command Post/office area and make contact with the Operations Officer and advise that the system is shut down or not and why.
2. The Safety Officer will function as an adviser to the Incident Commander on safety matters relevant to the incident.

**Facilities Specialist:**

1. The Safety Specialist's primary role is to ensure that the heating, ventilation and air conditioning (HVAC) system to the school have been shut down.
2. Shut down any and all pilot lights within the school when needed.

**Note: The importance of shutting down the HVAC system (when needed) in a timely manner cannot be over emphasized. This is the PRIMARY responsibility of the Safety Specialist.**

**Documentation Officer:**

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. 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 when available):

1. The Public Information Officer (PIO) may need to be at the Command Post/office area 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 the incident information will be coordinated and disseminated.





# BOMB THREAT

## INCIDENT ACTION PLAN:

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

1. Remain calm and try to keep the caller on the 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 the caller's voice, speech patterns and for background noises.
5. Try to get someone's attention while talking to the caller.
6. Notify the principal or designee.
7. Note the number on the caller ID, and the time of day. This will help authorities trace the call.
8. Principal or designee notifies **911** (police) and Administrator of Schools.
9. Principal determines whether a Lockdown or evacuation is the appropriate course of action.
10. Notify JSD 24-hour Alarm Response: **801-567-8865**.

**If a Lockdown is ordered, use the procedure in the Lockdown section of this manual on page #12. If an evacuation is ordered, follow the procedures on pages #15 or #18 (Police Led).**

## Steps to Follow:

1. Activate the Incident Command System.
  - Assume the key roles and position functions.
  - Establish an Incident Command Post location.
  - Establish communications with Command positions.
2. Principal or designee alerts staff and students and directs any evacuation route changes due to bomb information.
3. Direct students to take their readily available belongings and to NOT use cell phones until safely evacuated.
4. Teachers and staff should take radios and cell phones, but NOT use them.
5. Teachers and students should not touch anything suspicious, but should immediately report anything concerning or out of order.
6. No one should re-enter the school until declared to be safe by fire or police personnel.

## Teacher:

1. Gather daily class roster, accountability card packet, and emergency preparedness kit.
2. Take 30 seconds to walk around your room and look for anything out of the ordinary or unusual (i.e., package, backpack, device, etc.). **DO NOT TOUCH or MOVE ANYTHING SUSPICIOUS**. Report any findings to your Group Leader once you have safely evacuated your students.
3. Exit the building according to the established **Evacuation** route.
4. Upon reaching the pre-determined, outside class location, verify student accountability again.
5. If all students are present, hold up the **green card**.

6. If any students are not accounted for, determine which students are missing. Write the student names with a minus (-) sign on the **red card** and hold up the card. If there any additional students, note this with a plus (+) sign on the **red card**.
7. If there is a combination of missing students and additional with a class, indicate with both a plus and minus (+/-) sign on the **red card**.

#### **Group Leader:**

1. Establish communication with the Branch Director or Operations Officer. This should be done face-to-face. **Radios and cell phones should NOT be used in the evacuation process.**
2. Sweep designated area, **PRIMARY SEARCH**.
3. Record accountability of 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 the sweep anything out the ordinary is found, DO NOT TOUCH IT. Document what it looks like and specify on a tactical worksheet where it is located, and notify the Operations Officer immediately.**

5. Upon completing the sweep, exit the building.
6. Obtain accountability of designated classes.
7. Complete the Group Leader Bomb Threat Tactical Worksheet and report to the Command Post/outside pre-designated location.

#### **Operations Officer:**

1. Report to the Command Post/outside pre-designated 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.

#### **Incident Commander:**

1. Ensure that an evacuation is activated, unless law enforcement advises not to.
2. Report to the Command Post/outside pre-designated location with Unified Command.
3. Act on problems requiring immediate attention.
4. Advise emergency responders and law enforcement of your action plan progress:
  - What has happened?
  - What has been done?

#### **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/pre-designated 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 students' attendance for that day. This should include any sign-in/out sheets.
2. Provide documentation to the Operations Officer at the Command Post/outside pre designated 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 when available):

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



# EARTHQUAKE

**Note: Earthquakes are a widespread event impacting entire communities. Expect possible delays when making notifications and emergency personnel response times.**

## **INCIDENT ACTION PLAN:**

1. React to the initial threats posed by an earthquake.
    - If inside, stay inside; if outside, stay outside.
    - Be aware of and avoid freestanding or suspended objects.
    - Drop to the floor and seek cover if possible (i.e., table, desk, counter, or secured large object)
    - Turn away from windows and place both hands on back of neck with 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 after the shaking stops.
    - If in a hallway or location where sheltering under a desk or table is not an option:
      - Attempt to get to a corner of two walls.
      - Move to an interior wall and kneel down on the floor with hands covering head.
    - If outside, you should:
      - Beware of power lines, trees, or chain link fences that could become energized by fallen power lines.
      - Avoid areas where hazardous materials may be stored (maintenance sheds, etc.)
      - Seek open spaces (pre-determined) that are clear of any structures.
  2. Activate the Incident Command System.
    - Assume the key roles and position functions.
    - Establish an Incident Command Post 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 building(s) has little or no damage, this may not be necessary.
    - Decide whether to evacuate all or part of the building(s). A decision to evacuate should **never** be automatic.
    - If evacuation is required, choose the safest route(s) to the assembly place (pre-determined location).
    - Communicate directions to all teachers.
  4. Notify **911** of the incident.
    - Be prepared to give the 911-dispatcher information regarding the incident. Tell the 911-dispatcher what actions the school is taking.
  5. Notify Administrator of Schools and JSD 24-Hour Alarm Response: **801-567-8865**.
    - This will initiate appropriate District response and support to assist with the emergency.
- 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 utilize the Incident Command System in accordance with training and this manual.**
6. 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 rescue efforts.**

1. Based on the accountability check, determine what areas are in need of immediate rescue efforts.
2. Determine if any injured individuals were left behind and obtain a description of the location.
3. Start with the areas of least damage where quick access and light debris removal will be most efficient.
4. Focus efforts on areas of the highest number of victims first.
  - Always search in teams of two (2) or more.
  - Have lookouts posted to warn of potential danger while searching.

### **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 after shaking stops.
2. Do **NOT** automatically rush students into the corridor or outside of the building.
  - It is recommended that you stay where you are.
  - Wait to hear instructions from the administration or the designated Group Leader.
  - If there is no communication after an extended period, a smell of gas, or smoke is seen nearby then move the class to safety by leaving the building. If gas or fire is not a threat, a safe location may also be inside another room. Exit the building only after it is **SAFE** to do so.
  - Account for all students before leaving the classroom.
  - Once outside, assemble at the pre-designated location and account for all students again.

**Note: An evacuation should never be automatic. Remain calm at all times, the students will sense panic and react accordingly.**

3. If the classroom damage forces the class to leave the area, take injured students only if moving them will not cause further injury. Try to protect any student that are left from falling objects, should an aftershock occur. If possible, mark the student’s location with a **yellow card**. Report the student’s location to the Group Leader or first responders as soon as possible.
4. The lights to the building will likely be out and it may be dark. **A flashlight should be in each Emergency Preparedness Kit.**
5. If outside, stay outside and assemble in a pre-designated location.
6. If any students are not accounted for, determine which students are missing. Write the student names with a minus (-) sign on the **red card** and hold up the card. If there any additional students, note this with a plus (+) sign on the **red card**.
7. If there is a combination of missing students and additional with a class, indicate with both a plus and minus (+/-) sign on the **red card**.

### **Group Leader:**

1. Depending on the severity of the damage, determine accountability and medical needs (**yellow card**) of the classes assigned. If it is safe, sweep the area and survey for signs of structural compromise.
2. If it is determined unsafe to remain in the building, evacuate assigned classes. Once outside, establish student accountability and medical needs (**yellow card**) by checking with the teachers in pre-designated assembly area.
3. Survey assigned classrooms from the exterior of the building.
4. Report any and all findings to the assigned Branch Director or Operations Officer.
5. Any personnel without a classroom responsibility will report to the Branch Director or Operations Officer for assignment.

### **Branch Director:**

1. The Branch Director is responsible for coordinating with her/his assigned branch location.
2. Establish communications with the Operations Officer and assigned Group Leader.
3. Obtain accountability and medical need (**yellow card**) reports from the Group Leaders.

4. Gather the information required to provide a damage assessment of the assigned branch area. Report the damage assessment to the Operations Officer.
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 with progress reports.

#### **Operations Officer:**

1. Report to the outside or inside Command Post location.
2. Do not become involved in any hands-on roles.
3. Establish communications with the Branch Directors or Group Leaders in a smaller school. If these individuals were unable to exit the building, be prepared to handle additional duties to fulfill this role.
4. Accountability and the need for medical attention will be a priority of the Operations Officer in the event of an earthquake.
5. Coordinate the treatment of injured and the search/rescue of missing students and staff.
6. Establish an area for the injured and assign personnel to administer first aid.
7. Coordinate teams of two or more to search for and rescue missing individuals, if **SAFE** to do so.
8. Inform the Incident Commander of your actions and document every person assigned to specific tasks.
8. Stay at the Command Post location.

#### **Incident Commander:**

1. Based on the severity of 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. Stay at the command post location. Do not become involved in any hands-on roles.
3. Address the immediate needs of the situation. These needs may include, but are not limited to, any or all of the following:
  - Make appropriate notifications to first responders and Administrator of Schools.
  - Accountability of students and staff.
  - The treatment of the injured.
  - The search and rescue of missing individuals.
  - The safety of the survivors.
4. Communicate plans to the Operations Officer and allow that individual to execute those plans.
  - Use the communication structure/process provided in your Incident Command System: Incident Commander, Operations, Branch Director, Group Leaders and teachers.
5. Initiate the **Reunification** plan when and where appropriate. See **Reunification** on page #37

**Note: 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 Specialist:**

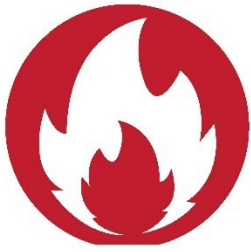
1. If safe to do so following an earthquake of serious magnitude, a priority will be to ensure the gas utility line is shut off.
2. If the facility still has lighting, the electrical system is probably still intact and not an immediate threat. In this case, it will be best to leave it on to assist in 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 with safety related decisions.

#### **Documentation Officer:**

1. Obtain the documentation needed 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. The Operations Officer will be at the Command Post location.
3. The Documentation Officer should now function as scribe to record events, times and decisions made at the Command Post.

**Public Information Officer** (District Representative when available):

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



# FIRE

**Note: Activation of the fire alarm will automatically notify 911 and Jordan School District 24-hour Alarm Response (801-567-8865) of the incident. Notify the Administrator of Schools as soon as practicable.**

## **INCIDENT ACTION PLAN:**

1. Activate the Incident Command System.
  - Assume key roles and position functions.
  - Establish an Incident Command Post location.
  - Establish communications with Command positions.
2. Ensure 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 each designated area and left the building.
3. Provide for the 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.
  - The Operations Officer notifies the Incident Commander 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 or more.
  - The Incident Commander and Safety Specialist will determine if a rescue should be attempted or left to emergency responders.

## **Teacher:**

1. Gather your daily class roster and Emergency Preparedness Kit.
2. Exit the building according to the established fire escape route.
3. Upon reaching the pre-determined outside class location, verify student accountability.
4. If all students are present, hold up your **green card**.
5. If any students are not accounted for, determine which students are missing. Write the student names with a minus (-) sign on the **red card** and hold up the card. If there any additional students, note this with a plus (+) sign on the **red card**.
6. If there is a combination of missing students and additional with a class, indicate with both a plus and minus (+/-) sign on the **red card**.
7. Use the **yellow card (medical card)** to note any injuries or medical issues.

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

## **Group Leader:**

2. Acquire a hand-held radio and establish communications with the Branch Director or Operations Officer. State which Group Leader you are and that you have begun your assignment.
3. Sweep your designated area **PRIMARY SEARCH**.
4. Record accountability of your assigned classes on your **tactical worksheet**. If a student is located during the sweep, obtain the student's name as well as their teacher's name and report this to your Branch Director





or Operations Officer. 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 COMPLETE** to the Branch Director or Operations Officer. Ensure 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 your Branch Director or Operations Officer. Report the areas that were not swept and continue with your “outside” assignment.**

6. Advise your Branch Director or the Operations Officer 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 outside Command Post/pre-designated location.

#### **Operations Officer:**

1. Report to the outside Command Post/pre-designated location.
2. Obtain student, daily attendance record from the Documentation Officer.
3. Document radio information from the Branch Directors/Group Leaders on the “Operations Tactical Worksheet”.
4. Compare the **plus (+)** student list to the **minus (-)** student list and the daily attendance record.
5. If a student is missing, initiate **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 are to search in teams of two or more.
7. Provide information updates to the Incident Commander.

#### **Incident Commander:**

1. Ensure that the fire evacuation alarm system has been activated.
2. Report to the outside Command Post/pre-designated location.
3. Act on problems requiring immediate attention.
4. Advise emergency responders of your action plan progress:
  - What has happened?
  - What has been done?

#### **Safety Specialist:**

1. Report to the outside Command Post at pre-designated location.
2. Advise the Incident Commander if the utilities have been turned off or left on.
3. Function as an adviser to the Incident Commander on safety matters pertaining to the emergency.

#### **Facilities Specialist:**

1. Shut down the gas and electrical utilities to the school, if **SAFE** to do so.

#### **Documentation Officer:**

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. 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 when available):

1. He/she will need to be at the Command Post location and in immediate contact with the Incident Commander.



# ACTIVE ATTACKER

## INCIDENT ACTION PLAN:

1. **CALL 9-1-1 IMMEDIATELY. Never assume "someone else will."**
2. Notify the school administration or front office to initiate **LOCKDOWN** procedures.
3. Observe and note as much of the following information as possible:
  - Identity of the attacker(s) if known
  - Age, height, weight of attacker(s)
  - 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 (listed above). Observations may have to be made in seconds.**

4. Advise administration and **911** dispatch of pertinent and progressing information.
  - The individual who has the best information on the incident should call **911**. The following information should be provided:
    - Caller's name and which school or building.
    - The number of attackers and accompanying descriptions.
    - Whether there has been gunfire/other or not.
    - Last known location and direction of the attackers(s).
    - Description of any weapons.
    - Number of potential hostages.
    - Any actions taken by staff.

**Note: Once this information has been given DO NOT disconnect with 9-1-1 unless directed by the dispatcher.**

Initiate either **SECURE (Page #?)** or **LOCKDOWN (Page #?)** procedures.

## **CRITICAL INDIVIDUAL ACTIONS TO BE TAKEN WHEN THREAT IS NEAR:**

**AVOID** the threat. When safe to do so, quickly move away from the violence, sounds of violence, or gunshots. Create distance from the threat; flee the area, exit the room or building if possible.

**If AVOID is not possible:**

**DENY** the threat access to people by creating a barrier. Get behind a closed, locked door. Make use of anything to create a barricade or block the door if possible. **LOCKS, LIGHTS, OUT OF SIGHT!**

**If AVOID or DENY are not possible:**

**DEFEND!** Everyone has the legal right to defend against an attacker trying to hurt or kill. Fight hard. Be mentally prepared and physically positioned to defend. Grab the attacker's weapon or hands.

## **AVOID-DENY-DEFEND Explained:**

The AVOID-DENY-DEFEND continuum strategy can be used during an act of violence, threat, or a dangerous situation.

**AVOID** the threat by getting away:

- Pay attention to surroundings.
- Know exit options.
- When safe to do so, quickly move away from the violence, sounds of violence, or gunshots.
- Create distance from the threat; flee the area, exit the room or building if possible.
- Call **9-1-1** once safe and away from the threat.

**DENY** the threat access to students and staff when (**AVOID**) is difficult or not possible:

- Create barriers between to slow down or prevent the threat from getting access to people.
- Barricade the door if possible. The heavier the objects, the better.
- Remain out of sight and quiet.
- Silence and darken all cell phones.

**DEFEND** if **AVOID** and/or **DENY** fail:

- **DO NOT FIGHT FAIR!** Be aggressive and committed to defense actions. Find and use anything around as a tool to aggressively stop the threat. Everyone has the right to SURVIVE and no one is helpless.
- Grab the attacker's weapon or hands as they present the biggest danger. Do not quit fighting until the threat is stopped.
- Choose a position that provides an advantage such as favorable angles and/or ambush.

**AVOID-DENY-DEFEND** is a continuum that doesn't need to be exercised in any particular order. Always respond with the best part of the strategy that is called for at the moment. Continue to assess the situation, looking for options.

*Example: If attempting to **DENY**, and the opportunity to **AVOID** the threat presents itself, get away as quickly as possible if safe to do so.*

### **Hostage Situation:**

1. If the hostage taker is unaware of others are present, do not attempt to intervene.
2. Call **9-1-1** immediately. Provide details of the situation and request assistance.
3. Seal off the area near hostage scene, if not a danger to do so.
4. Notify the principal or designee who in turn notifies JSD 24-hour Alarm Response at **801-567-8865**.
5. Initiate **Lockdown** to **DENY** the threat access to other students and staff.
6. Give control of the scene to law enforcement immediately upon arrival.
7. Consult with law enforcement and the district personnel such as: The School Safety Coordinator and an Administrator of Schools for further direction.

### **If Taken Hostage:**

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

### **If Fire Alarm Activates During Lockdown:**

1. Do not panic or immediately attempt to evacuate as this may be an attempt to draw people into the hallways.
2. If no signs of fire, or immediate danger, are present remain in a **Lockdown** posture. Look, Smell, and Listen. Use extreme caution when looking to avoid being seen by an attacker.
3. If a fire is near and threatening, use another means of evacuation such as windows is possible.

4. If evacuation is necessary due to fire, give clear directions to the students prior to exiting. Utilize the **AVOID-DENY-DEFEND** principles while moving. Remain quiet and move swiftly to the safest location possible. Outside and away from the building is ideal.

**Steps and Practices to be Proactive:**

1. Enforce sign-in policy for all guests and visitors.
2. All visitors should be identified, using some type of visitor badge, sticker, or pass.
3. Always tell someone when you are going to meet a campus guest or visitor.
4. Learn to read body language.
5. Make reasonable efforts to communicate with students and staffs.
6. Always greet and address guests and visitors.
7. Prepare classrooms for quick Lockdowns by keeping the door handle locked at all times. Keep portable classroom doors locked.
8. All employees are required to wear JSD employee ID badges while in District buildings and on grounds.
9. Hold school "Lockout" and "Lockdown" drills. Invite local law enforcement to participate whenever possible. Learn about their response protocol.
10. Follow the recommendations from the Jordan Safety and Security Assessments (JSSA).
11. Coordinate outgoing communications such as Skylert messages, through the JSD Office of Communications whenever possible.

**Violence Prevention:**

Warning signs are present prior to many incidents of school violence and may have been prevented with proper action. When threats (direct or indirect), tips, or clues are observed and/or reported then **Comprehensive School Threat Assessment Guidelines (CSTAG)** shall be implemented by trained personnel. All Jordan School District Administrators are CSTAG trained. If no trained personnel are available then contact **Jordan School District Student Services** for assistance.

An employee of Jordan School District who obtains a concealed weapons permit does so in his or her own individual capacity and must strictly follow the law and District policy.

- District Police AA409: Scope of Employment
- UCA §§53-5-704(1),-705.
- UCA §76-10-501(3)(a)(i).

The Jordan School District would like to thank the **I Love U Guys Foundation** for sharing concepts about responding to violence and making the Standard Response Protocol available to school districts.

The **AVOID-DENY-DEFEND** (ADD) strategy is part of the **Civilian Response to Active Shooter Events** (CRASE) program, developed by the **Advanced Law Enforcement Rapid Response Training** (ALERRT) Center at Texas University. Implemented in Jordan School District July 2018.



# REUNIFICATION

The **Reunification Action Plan** is utilized when a school is required to conduct a controlled release of students following an emergency or other significant disruption to the normal schedule.

Reunification takes time and requires patience and understanding from everyone involved. Accounting for students, while maintaining a safe and controlled environment, is of the utmost importance.

All emergencies should be dealt with by exercising the appropriate **Standard Response Protocol** and **Incident Command Procedure** before a **Reunification** is conducted. Once an incident has been managed, the Incident Commander will activate the **Reunification Action Plan** when appropriate

**Reunification** can be done on-site or at a remote location dependent on the condition of the school building and/or initial cause of the emergency.

## REUNIFICATION ACTION PLAN:

1. Set up and establish a Reunification Command Post.
2. Establish accountability for all students.
  - Attendance shall be taken, even if previously completed, prior to gathering to the staging location.
  - Each teacher accounts for the students assigned or in their care.
  - The teacher communicates accountability to their assigned Group Leader.
  - The assigned Group Leader reports accountability to the Branch Director or Operations Officer.
  - The Operations Officer notifies the Incident Commander of the accountability status.
  - If a student is unaccounted for, all reasonable and safe efforts should be taken to locate or identify a location for them.
  - A missing or unaccounted for student should be immediately reported in order to increase resources and efforts to locate.
3. Set up the Check-in, Staging and Reunification areas.
  - Determine of the reunification can be done at the school or at a secondary location based on the incident needs.
  - Establish an area away from the incident location and/or hazards.
  - Use an area that will best accommodate the use of an access control point and secured perimeter.
  - DO NOT allow parents/guardians to enter the area from back or side entrances and gain direct access to the students.
  - Request police assistance with access control enforcement.
  - Consider how foot and vehicle traffic will flow through the process from beginning to end.
4. Secure students in the Staging/Reunification area.
  - Students should be kept in an area out of eyesight of the parents/guardians. This will help maintain control and order ensuring proper accountability is taken upon release.
  - Students should remain with the class or group they arrived with so they will be more easily located by the Reunifiers. Displaced students who came with a different class may be escorted to their assigned class to assist in this process as well.
  - Make use of directional signs and barriers to help mitigate confusion.

**Note: The Incident Commander will determine if a Staging area is needed due to the nature of any incident, or for strategic placement of students. In some circumstances it may be best to have students remain in classrooms with their teacher while waiting to be reunified.**

5. Set up the Check-in location.
  - Check-in location should be near the front entrance and highly visible but away from the students in the staging/reunification area.
  - Check-in should include computers if power is available with school rosters and schedules downloaded to the hard-drive in case there is no internet access. Paper copies of these lists should be available as well in the event there are no usable computers.
  - Have pens, clipboards, and student reunification cards ready for parents/guardians to fill out while waiting for check-in.
  - Signage should be clearly posted to help guide parents/guardians through the process.
6. Notify Parents/Guardians.
  - Utilize all means of public communication to inform parents/guardians of where and how to reunify with their respective student(s).
  - Be detailed and direct in the communication providing clear and concise instructions.

**Note: Parents/guardians should not be instructed to come to the Reunification site before the school is adequately set up and prepared to receive them.**

**Greeters:**

1. Greeters are outside the entrance to reunification area ready to greet the parents/guardians or any members of the public.
2. Help direct both foot and vehicle traffic at the direction of the Exterior Director.
3. Ensure no one from the public, including parents/guardians, enters the reunification area from anywhere other than the controlled access point (main entrance).
4. Work closely with law enforcement in matters of security outside.

**Checkers:**

1. Check and verify the identification(s) of all parents/guardians attempting to pick up a student.
2. Have Skyward or other means of record access to accurately obtain student and parent/guardian information.
3. Provide **reunification cards** for parents/guardians to complete while waiting to be checked
4. Communicate closely with Reunifiers to ensure the correct student is reunified with a corresponding parent/guardian.

**Reunifiers:**

1. Reunifiers are to work closely with the Checkers.
2. Help maintain and manage the line of parents/guardians checking in.
3. Once a student's parent/guardian is verified the Reunifier will retrieve the student, ensuring they have the correct individual.
4. Make sure the teacher is aware before each student is taken from their care for reunification.

**Exterior Director:**

1. Oversee all exterior operations of the reunification area.
2. Direct the Greeters of how the flow of both foot and vehicle traffic is to go.
3. Work closely with law enforcement and/or security personnel to ensure perimeter integrity is maintained through the reunification procedure.
4. Help resolve and de-escalate issues on the exterior of the reunification area.

**Interior Director:**

1. Oversee the Checkers and Reunifiers.
2. Make sure Checkers have the equipment and records necessary to successfully complete their assignments.
3. Assist with special circumstances such as language barriers or parents/guardians without identification. Use alternate means to establish identification of a parent/guardian without ID. Methods may include:
  - Does a school staff member know the individual?
  - Can the school call a contact person listed on the student's emergency information, as indicated on Skyward, to get a description of the individual?
  - Take a photo of the individual and ask the student to identify the person in the picture.
4. Help deal with and deescalate difficult parents/guardians as needed.

**Staging Manager:**

1. Ensure the Staging and Reunification areas are set up and ready to receive students and parents/guardians.
2. Identify equipment and/or personnel needs and work to acquire or rectify any deficiencies.
3. Check-in and assign all responding personnel to duties as needed.

**Operations Chief:**

1. Assumes command of the Reunification area in the absence of the Incident Commander, who may still be at the scene of the origination incident.
2. Remain with the Reunification Command Post and liaison with first responders.
3. Oversee the overall operations of the Reunification area by allocating resources necessary to be successful.
4. Assist the Incident Commander in all tasks as needed if present.

**Crisis Counselors:**

1. Provide mental health resources to all who need it as a result of the critical incident.
2. Counselors should be centrally located within the building in order to respond to the needs of students and parents/guardians.
3. A room or secure space should be designated for use by counselors and first responders to be able to speak privately with student, staff, and/or parents/guardians.

**Reunification Operation Execution:**

1. The reunification site needs to be established and completely set up, whether on or off site, before students are moved and parents/guardians are directed to the area.
2. Once operationally ready, students will be moved and gathered in a designated area. It is preferred this area be out of sight and enclosed from the public if possible.
3. After all the students arrive and accounted for then parents/guardians will be directed to the front of the location. Their arrival should be monitored and controlled in a manner that will not block or overly congest the area in a way that inhibits operations.
4. Greeters will be promptly greeting the parents/guardians upon arrival and providing them with a reunification card and pen before having them proceed to the Check-In station.
5. Checkers will match the parent/guardian with the information housed in Skyward or school records and verify their identification.
6. If the student(s) is present and not directly involved in the incident (i.e., being interviewed as a witness, injured, or even deceased) then a reunifier will be sent to retrieve the student(s).
7. If the student(s) is somehow directly involved in the incident or is missing, the parent/guardian will be directed into a private or more secluded area accompanied by the appropriate personnel (i.e., counselors, law enforcement, Operations Chief or designee.) This is when relevant information should be shared or disclosed.
8. When a student(s) is reunified with a parent/guardian they should then be directed to exit from different door or location in order to preserve the flow of the process.

# APPENDIX

**Green Card** – A card or paper used to indicate all are accounted for and with no issues or concerns.

**Yellow Card** – A card or paper used to indicate a need more medical attention.

**Red Card** – A card or paper used to indicate a need for urgent attention such as serious medical attention or missing students.

**Reunification Operations Kit (ROK)** – An emergency box or crate containing essential tools for reunification.



R277. Education, Administration.

R277-400. School Facility Emergency and Safety.