



Emergency Response Plan (ERP)



July 1, 2017



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Emergency Telephone Numbers:

Wayne School District:

| | |
|----------------------------------|----------------|
| Superintendent | (435) 425-3813 |
| Special Education Director | (435) 425-3813 |
| Business Administrator | (435) 425-3813 |
| Transportation Director | (435) 425-3813 |
| IT Department | (435) 425-3813 |

Wayne County Emergency Response:

| | |
|---|-------------------------------|
| Ambulance & Fire..... | 911 |
| Emergency Dispatcher | 911 |
| Wayne Health Center, Bicknell Utah | (435) 425-3744/(800) 356-8757 |
| Wayne County Sheriff..... | (800) 356-8757 |
| Wayne County Sheriff (Non-Emergencies)..... | (435) 836-2765 |
| Fire Department (Non-Emergencies)..... | (435) 425-3288 |

Support Services:

| | |
|--------------------------------------|-------------------------------|
| Child and Family Services | (435) 896-1250 |
| Child Abuse and Neglect Hotline..... | (855) 323-3237 |
| Central Utah Counseling Center | (435) 896-8236 |
| Suicide Prevention..... | (435) 836-2209/(877) 386-0194 |
| Utah Poison Control Center..... | (800) 456-7707 |

Introduction.

1. **Plan Purpose:** This ERP provides a useful framework in identifying and responding to incidents at Wayne School District (WSD). This plan cannot cover all aspects of emergency preparedness and response, but it does provide a general understanding of activities that should be undertaken in preparing for and reacting to emergency situations. School administrators, teachers, staff, parents, and students should exert every possible effort to ensure the protection and safety of everyone associated with the school and to cooperate with state, city, and county emergency response agencies. This plan:
 - a. Outlines responsibilities and duties of school staff and students.
 - b. Empowers all employees to act quickly and knowledgeably to incidents that may occur in the school.
 - c. Educates staff, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident.
 - d. Outlines staff and student training requirements.
 - e. Establishes guidelines and procedures for dealing with potential emergency situations and incidents.
 - f. Provides parents and community members with assurances that Wayne School District has established guidelines and procedures to respond to incidents and/or hazards in an effective way.
 - g. Increase WSD's legal protection. Districts without an established plan or procedures have been found liable for not having them. While no set of policies rules out the potential for legal problems, establishing guidelines and procedures on the best professional practices provides a margin of protection against liability.
 - h. Provides guidelines that comply with Utah Code 53A-3-402; 15A Chapter 5, International Fire Code (IFC); Administrative Rule R277-400, Emergency Preparedness; and all applicable Utah State Risk Management requirements.
2. **Scope:** This plan outlines the expectations of staff and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal mandates; procedures; and specific hazards and vulnerabilities.
3. **Definitions:**
 - a. **Incident:** An incident is a human-caused, natural, or technological/chemical occurrence that requires a response to protect life or property.
 - b. **Hazard:** A hazard is a threat, risk, or source of danger that may include situations involving a threat of harm to students, personnel, and/or facilities. A hazard may include, but are not limited to, human-caused, natural, and technological/chemical incidents. A hazard may be addressed by school personnel or may require an interagency response depending on the size and scope of the incident.
 - c. **School Board Policy and Assurance Statement:** The framework for WSD's ERP adheres to the framework established by the USOE

Emergency Preparedness Planning Guide for Utah Schools dated March 2013, State Board Rules, Utah Code, and District Policy.

4. **Situation Overview/Hazard Analysis Summary:**

- a. **General Population:** WSD's enrollment fluctuates between 440 and 460 students in 4 schools.
 - i. Wayne School District Office: Located at 79 North 100 West, Bicknell Utah.
 - ii. Wayne High School: Located at 265 North 400 West, Bicknell Utah and has grades 9-12 with approximately 140-145 students.
 - iii. Wayne Middle School: Located at 75 North Center Street, Bicknell Utah and has grades 6-9 with approximately 110-120 students.
 - iv. Loa Elementary School: Located at 50 South 100 East, Loa Utah and has grades PreK-5 with approximately 210-220 students.
 - v. Hanksville Elementary School: Located at 42 South Center Street, Hanksville Utah and has grades PreK-5 with approximately 20-25 students.
- b. **Special Needs Population:** WSD is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes:
 - i. Limited English proficiency;
 - ii. Blindness or visual disabilities;
 - iii. Cognitive or emotional disabilities;
 - iv. Deafness or hearing loss;
 - v. Mobility/physical disabilities (permanent and temporary); and
 - vi. Medically fragile health (including asthma and severe allergies).
- c. A is provided to each classroom and is available in the main office. The master schedule is also located in Annex P as a reference.
- d. Master schedule of where classes, grade levels, and staff are located during the day

5. **Hazard Analysis Summary:**

- a. WSD is vulnerable to several key hazards, which have the potential for disrupting the school community, causing casualties, and damaging or destroying property.
- b. In June 2013, school staff members, students, local emergency responders, and community stakeholders completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of the school building and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.
- c. The following table briefly discusses WSD's high-priority hazards including intruder, active shooter, severe storms and flooding, fire, chemical, civil disturbance, and terrorism.

Table 1: High Priority Hazards (Based on Annex J – Risk Analysis Worksheet)

| | |
|-----------------------------------|--|
| Intruder | While a hostile intruder incident has never occurred at WSD, it is vulnerable to intruders. There are people who attempt to enter the school to contact students for various reasons. This can disrupt the school and possibly create a hazardous incident. |
| Active Shooter | While an active shooter incident has never occurred at WSD, it is vulnerable to an active shooter. There are disgruntled students and adults who may want to make a statement at the school. |
| Severe Weather, Storms & Flooding | Wayne County is vulnerable to severe local storms which cause localized flooding and the loss of utilities. Such rain- or snowstorms can disrupt transportation and cause personnel injuries. During the past several years, schools have experiences the loss of utilities; frozen and broken water pipes; and washed out roads due to severe storm and cold temperatures. |
| Fire | Fire hazards are the most prevalent types of hazard. WSD reiterates the importance of fire preparedness and prevention efforts. |
| Chemical | Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Wayne County. Currently ammonia, chlorine, cleaning materials, butane burners, and propane are used and stored on school grounds. |
| Civil Disturbance | WSD is vulnerable to possible civil disturbance. Such incidents are most likely to occur during sport events or community demonstrations. We believe that the risk is extremely low. |
| Terrorism | WSD like other public institutions is vulnerable to terrorist activity even though we believe that the risk is extremely low. There is a greater human risk with intruders and a possible active shooter. |

6. Preparedness, Prevention, and Mitigation Overview.

- a. Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency response activities. WSD encourages preparedness at all levels including students, parents, teachers, and staff.
- b. Prevention includes actions to avoid an incident or to stop an incident from occurring. WSD is committed to taking proactive prevention measures whenever possible to protect the safety and security of students, staff, and property. Our policies include zero tolerance for bullying and other actions that undermine the safety of our school.
- c. Mitigation includes activities to reduce the loss of life and property from human-caused, natural, technological, and chemical disasters. This is done

by creating safer communities and conducting activities that lessening or nullifies the impact of a disaster. WSD has taken action to reduce or eliminate the adverse effects of these types of disasters on people and property.

7. Planning Assumptions and Limitations:

a. Assumptions:

- i. This plan will not cover all possible hazards and will not provide procedures for all possible incidents. The premise of this plan is that basic procedures will be established and trained on. The hope is that it will provide guidelines that will empower staff members and students to react to different hazards in an appropriate way so that students, staff, and property are protected from harm.
 - ii. This plan also focuses on staff, students, and all stakeholders being vigilante, observant, and empowered to take immediate action should any dangerous incidents occur. Staff will report things that our out of the ordinary; students and individuals who are acting suspiciously; and any other indicators found in student work or from other students that may concern the safety of people and facilities.
- b. This plan assumes that emergency responders will arrive on site quickly and provide necessary support and expertise during any serious incident.
- c. Limitations: No guarantee can be implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, WSD shall endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

8. **Concept of Operations**

- a. **Concept:** This plan is based upon the concept that the school's daily routine functions like safety and student/property accountability generally parallel many of the emergency response requirements. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency response incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks. The following guiding principles will also be considered:
- b. The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

- c. According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, WSD participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.
- d. WSD recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.
- e. WSD works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:
 - i. Adopt the use of the Incident Command System (ICS). All staff and students who assume key roles described in this plan will receive ICS-100 training once every three years. This is a three hour online course and the website for the course is <http://training.fema.gov>
 - ii. School administration and all persons performing a primary role in this plan must complete the NIMS awareness course IS-700 NIMS once every three years. IS-700 is a three hour online course available free from the Emergency Management Institute. The website for the course is <http://training.fema.gov>
 - iii. Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
 - iv. Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

9. Implementation of the Incident Command System (ICS):

- a. In a major emergency or disaster, WSD schools may be damaged or need to be evacuated; people may be injured; and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. The ICS approach can be used in all phases of incident management including pre-incident activities, response, and recovery.
- b. The Incident Commander at WSD will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials; identify incident management resources required; and direct the on- scene incident management activities from the ICP. If no

Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

c. **Initial Response:**

- i. School personnel are usually first on the scene of an incident in a school setting. Faculty and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.
- ii. The principal or his/her designee is responsible for activating the school's ERP. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

10. **Organization and Assignment of Responsibilities**

a. **Organization:** This section establishes the operational organization that will be used to manage the incident and includes:

- i. A list of the kinds of tasks to be performed by position and organization.
- ii. An overview of who does what.

b. **Superintendent**

- i. Implement and supervise all emergency preparedness planning and response as recommended by Utah State Board of Education and FEMA.
- ii. Evaluate emergency preparedness to ensure a coordinated response by all schools in the district.
- iii. Appoint members of the district emergency response team.
- iv. Serve as the media spokesperson/public information officer and designate which individuals within the district can serve as an alternative spokesperson if needed.

c. **Business Administrator:** Develop a plan for recording district funds expended for emergencies, for assessing and repairing damage, and for seeking entitled reimbursement for emergency repairs.

d. **Director of Technology:** Assist the district and schools by developing and facilitating the use of multiple communications capabilities for use during a crises or emergency.

e. **Building and Grounds Director:**

- i. Provide procedures for periodic safety checks of school and district facilities and keep superintendent and school board apprised of any serious concerns.
- ii. Supervise assessment and repair of any damages to schools.
- iii. Provide detailed drawings of school facilities which include: shutoffs, for all HVAC systems, all electrical panels, main electric breakers and controls to close all exterior vents to the building. The

drawing should include all doors and their direction of entry.

- f. **Transportation Director:**
 - i. Assume responsibility for training transportation staff in their roles during a crisis or emergency.
 - ii. Maintain a telephone list for staff transportation. Develop a means by which a driver can be called back during the day if they are need.
 - iii. Be aware of the evacuation plans and designated relocation sites for each school and develop a plan to provide transportation assistance requested by the Superintendent (or designees) in event of an emergency requiring sheltering of students (buses can be utilized on school sites for this purpose) and/or evacuation and relocation.
- g. **Food Service Director:** Supervise the maintenance of adequate supplies of food for emergencies for use up to 72 hours for the number of people housed at each site including the district office. Food selected should be edible without heating or cooking if power is not available. As much water as possible should be stored.
- h. **Principal:** The principal shall serve as the Incident Commander until the incident is resolved or transferred to someone more qualified and/or to an emergency responder with legal authority to assume the Incident Commander responsibility. At all times, the principal retains the overall responsibility for the safety and accountability of students and staff. Delegating or transferring the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the District Office and the Incident Commander.
- i. **Incident Commander:** The Incident Commander responsibilities include:
 - i. Assume overall direction of all incident management procedures based on actions and procedures outlined in this ERP.
 - ii. Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
 - iii. Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
 - iv. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
 - v. Work with emergency services personnel. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.
 - vi. Keep the principal and other officials informed of the situation.
- j. **Teachers:** Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities

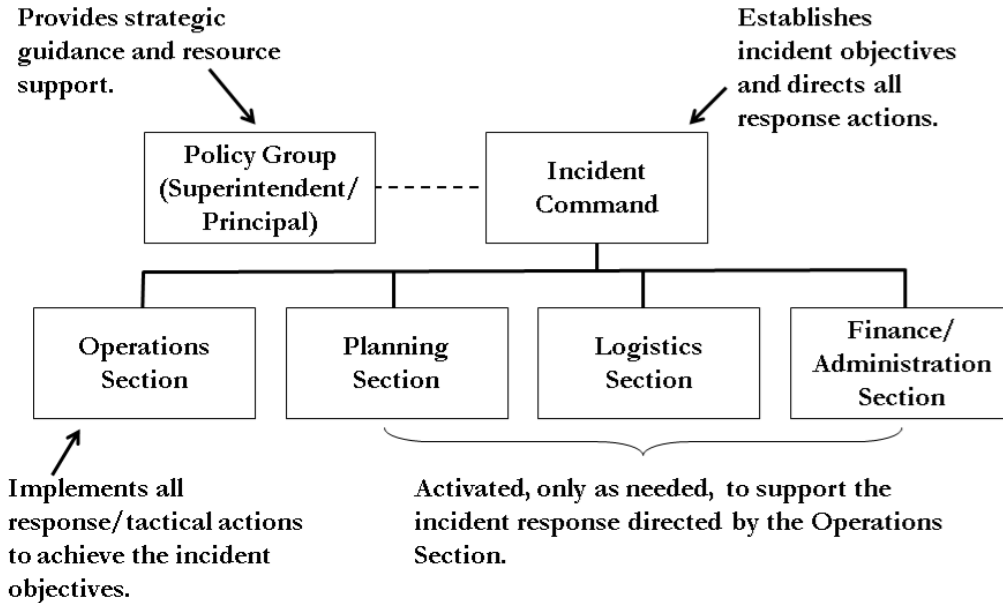
include:

- i. Supervise students under their charge.
 - ii. Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management procedures.
 - iii. Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders established in the incident management procedures.
 - iv. Take appropriate action during an incident.
 - v. Maintain accountability of students and take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
 - vi. Report missing students to the principal and/or Incident Commander.
 - vii. Execute assignments as directed by the Incident Commander or principal.
 - viii. Render or obtain first aid services for injured students. School staff will be trained and certified in first aid and CPR.
- k. **Para-Educators:** Responsibilities include assisting teachers as directed.
- l. **Counselors and Psychologists:** Counselors and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:
- i. Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management procedures.
 - ii. Direct students in their charge according to established incident management procedures.
 - iii. Render first aid if necessary.
 - iv. Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
 - v. Execute assignments as directed by the Incident Commander or the principal.
 - vi. Provide counseling and support services as directed.
- m. **School/Community Nurses:** Responsibilities include:
- i. Administer first aid or emergency treatment as needed.
 - ii. Supervise administration of first aid by those trained to provide it.
 - iii. Organize first aid and medical supplies.
- n. **Custodians/Maintenance Personnel:** Responsibilities include:
- i. Survey and report building damage to the Incident Commander or principal.
 - ii. Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
 - iii. Provide damage control as needed.
 - iv. Assist in the conservation, use, and disbursement of supplies and

- equipment.
 - v. Keep Incident Commander or principal informed of condition of school.
 - o. **School Secretaries/Office Staff:** Responsibilities include:
 - i. Answer phones and assist in receiving and providing consistent information to callers.
 - ii. Provide for the safety of essential school records and documents.
 - iii. Execute assignments as directed by the Incident Commander or the principal.
 - iv. Provide assistance to the principal and key district staff.
 - v. Monitor radio emergency broadcasts.
 - vi. Assist with health incidents as needed, acting as messengers, etc.
 - p. **Food Service:** Responsibilities include:
 - i. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
 - ii. Execute assignments as directed by the Incident Commander or the principal.
 - q. **Bus Drivers:** Responsibilities include:
 - i. Supervise the care of students if disaster occurs while students are in the bus.
 - ii. Transfer students to new location when directed.
 - iii. Execute assignments as directed by the Incident Commander or principal.
 - iv. Transport individuals in need of medical attention.
 - r. **Students:** Responsibilities include:
 - i. Cooperate during emergency drills and exercises, and during an incident.
 - ii. Learn to be responsible for themselves and others in an incident.
 - iii. Understand the importance of not being a bystander by reporting situations of concern.
 - iv. Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
 - v. Take an active part in school incident response/recovery activities, as age appropriate.
 - s. **Parents/Guardians:** Responsibilities include:
 - i. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
 - ii. Participate in volunteer service projects for promoting school incident preparedness.
 - iii. Provide the school with requested information.
 - iv. Practice incident management preparedness in the home to reinforce school training and ensure family safety.

- v. Understanding their roles during a school emergency.
- 11. Direction, Control, and Coordination**
- a. **School Incident Command System (ICS):**
 - i. To provide for the effective direction, control, and coordination of an incident, the school ERP will be activated including the implementation of the School Incident Command System (ICS).
 - ii. The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.
 - b. The ICS is organized into the following functional areas:
 - i. **Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group. School-related responsibilities and duties include:
 - 1. Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
 - 2. Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

Figure 1: Incident Management Team



3. Coordinate media relations and information dissemination with the principal.
 4. Develop working knowledge of local/regional agencies; serve as the primary on- scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
 5. Document all activities.
- ii. **Operations Section:** Directs all operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Specific responsibilities include:
- a. Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
 - b. Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
 - c. Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section if needed.
 - d. Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
 - e. Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the

- Logistics Section.
- f. Document all activities.
 - g. As needed, section teams may be organized. The following table outlines the responsibilities of organized teams.

Table 2: Operations Section Teams

| Teams | Potential Responsibilities |
|---|---|
| First Aid Team | <ul style="list-style-type: none"> • First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report. |
| Evacuation/ Shelter/ Care Team | <ul style="list-style-type: none"> • Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. |
| | <ul style="list-style-type: none"> • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies. |
| Search & Rescue Team | <ul style="list-style-type: none"> • Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building. Search and Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. |
| Facility & Security Response Team | <ul style="list-style-type: none"> • The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter security. |
| Crisis Intervention Team | <ul style="list-style-type: none"> • The Crisis Intervention Team is responsible for: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief. |
| Student Release Team | <ul style="list-style-type: none"> • Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages. |

- iii. **Planning Section:** If needed, the planning section responsibilities would be filled by District Office personnel. This section collects,

- evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Duties may include:
- a. Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
 - b. Document all activities.
- iv. 4) **Logistics Section:** If needed, the logistics section responsibilities would be filled by District Office personnel. This section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:
- a. Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
 - b. Coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
 - c. Document all activities.
- v. **Financial/Administration Section:** if needed, District Business Administrator will provide personnel to complete this section's responsibilities. This section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:
- a. Assume responsibility for overall documentation and recordkeeping activities and to photograph or videotape damage to property.
 - b. Develop a system to monitor and track expenses and financial losses and to secure all records.
- vi. **Policy/Coordination Group Coordination.** In complex incidents, a Policy/Coordination Group consisting of District Office administration will be activated. The principal and the incident commander will keep the Policy/Coordination Group informed. The role of the Policy/Coordination Group is to:
- a. Support the on-scene Incident Commander.
 - b. Provide policy and strategic guidance.
 - c. Help ensure that adequate resources are available.
 - d. Identify and resolve issues common to all organizations.
 - e. Keep elected officials and other executives informed of the

situation and decisions.

- f. Provide factual information both internally and externally for all parties and stakeholders.

1. **First Responders Coordination.** The school ERP requires that WSD coordinate this plan with local law enforcement and emergency responders to insure that all parties understand and agree to all emergency procedures and drills. All agencies are required to sign off on this plan.

c. **Communications:**

i. **Communications.** Communication is a critical part of this plan and incident management. This section outlines WSD's communications plan and provides clear and effective internal and external communications between the school, staff, students, parents, District Office, emergency responders, and the media.

1. **Internal Communications.** Internal communication includes communication with faculty, staff, and the District Office. The following will be utilized to disseminate information internally as appropriate.

- a. Telephone Tree/Telephone Calls.
- b. Email/Text Messaging.
- c. Faculty Meetings.
- d. Radios.
- e. Intercom.

2. **External Communications:** External communication includes communication with the larger school community. In the event of an incident, emergency responders, parents, and the media will require clear and concise messages from WSD about the incident and what is being done about the safety of the students and staff. The following will be utilized to disseminate information externally as appropriate.

- a. Telephone Calls/Telephone Tree.
- b. Text Messaging/Email/Web Announcements.
- c. Reverse 911 calls.
- d. Radio Announcements.
- e. Recorded Hotline.
- f. Press releases.

ii. **Communication Tools.** Common internal and external communication tools that WSD may use include:

- 3. Telephone.
- 4. Cellular telephones.
- 5. Intercom system.
- 6. Bullhorns/megaphones.
- 7. Two-way radios.
- 8. Computers.
- 9. Fax machines.
- 10. Alarm systems.

11. Whistles.

2. **Administration/Plan Development, Updates, and Distribution**
 - a. Requirements and Responsibilities.
 - i. The principal is responsible for Wayne School District's ERP in their school and for exercising the plan.
 - ii. The school emergency response planning committee is responsible for the overall maintenance and reviews of this plan. This includes seeking input from local law enforcement, county/city emergency responders, and clinics/hospitals.
 - b. The Superintendent and the School Board are responsible for approving and promulgating this plan. This includes:
 - i. Review and validate the plan.
 - ii. Present the plan for comments or suggestions.
 - iii. Approve the plan.
 - iv. Distribute the plan.
3. Administrative Requirements for the Emergency Response Plan (ERP). The principal shall:
 - a. Prepare the plan in a loose-leaf format using a three-ring binder.
 - b. Furnish copies of the approved plan and any updates or revisions to the District Office, local law enforcement, city or county emergency managers, and other key personnel. These copies should be given to the same organizations included in preparing this plan.
 - c. Review and practice this plan with all teachers, students, local law enforcements, and other public safety representatives annually.
 - d. Conduct at least one drill for school violence emergencies annually.
 - e. Provide parents and staff written notice of relevant sections of this plan annually.
 - f. Designate an Emergency Preparedness/Emergency Response week annually. This week needs to be held before April 30th of each school year.
 - g. Track updates or changes to the plan.
 - h. By July 1st of each year, certify to the Wayne Board of Education and USOE Board of Education that WSD's Emergency Response Plan has been practiced at the school level and presented to and reviewed by its teachers, administrators, students and their parents, local law enforcement, and public safety representatives (see the USOE School Level Emergency Compliance and Assurance form in Annex N of this plan).

Annex A – Emergency Procedures Matrix

This matrix serves as a guide that staff and students can easily follow in the event of an emergency. It also empowers staff to use the appropriate procedures (drill) based on each individual situation. An example may include a “lockdown” due to an intruder inside of the school. When most staff may be doing a “lockdown” situation inside of the school, teachers and students who are outside of the classroom or building will not want to re-enter the classroom or school and may do a “shelter-in-place” or “evacuation” procedure to ensure the safety of everyone. If the intruder is outside, the best procedures would be a “reverse evacuation.” It is very important for all staff to be trained and empower to exercise the appropriate procedures based on each individual situation.

Wayne School District Emergency Procedures Matrix

| Procedures/ Actions | Evacuation | Lockdown | Shelter-in-Place | Drop, Duck & Cover | Reverse Evacuation |
|------------------------|---|--|---|---|--|
| Situation | Danger in the building like fire, gas leaks, bomb threat, etc. | Violent situation exists in school or community like intruder or active shooter. | Domestic violence, serious fight, weather, hazardous material, etc. | Earthquake, explosion, or severe weather condition like tornado. | When danger is outdoors or on the premises. This includes severe weather like thunderstorms. |
| Response | Move students to a designated area. | - Confine students where they are located. - If outside and danger is inside, go to a safe alternative site. | Move people to safe areas and remove the dangerous situation. | Drop, get under a desk or table, and cover your head. | Bring students and staff indoors quickly and use lockdown, shelter-in-place, or drop, duck and cover procedures if needed or as the situation may require. |
| Security Facility | Do not let anyone other than emergency crews enter the building. | -Lock/barricade doors. -Shut blinds for maximum concealment. -Take cover, remaining seated as low as possible. -Remain quite. | -Key personnel will address the situation. All personnel will remain in class or be moved from the immediate area in cases of domestic violence. | No Action Required. | |
| Call for help | Call for Help: 911, Principal, Appropriate Director, Superintendent | | | | |
| Attendance | Take roll to account for all students | Take roll to account for all students | Take roll to account for all students | -Duck and cover -No need to take attendance | |
| Teaching and Work | Maintain accountability of students. | -Do not continue to teach. Hide until “all clear” signal is given. -Only local authority (fire/police) can give the “all clear” signal. | Teaching can continue in unaffected areas while remaining at while remaining at heightened security. | -Do not continue to teach. -Remain under cover until “all clear” is given. | |

Annex B – Wayne School District Floor Plan

Annex C – Evacuation Procedure (Drill)

1. **Purpose:** In the event of a dangerous incident inside the school like a fire, gas leak, or bomb threat, the principal shall initiate an “evacuation” procedure. The steps listed in paragraph 4 should be followed by all staff and students.
2. **Scope:** The evacuation procedure outlines steps to be taken by all staff and students to prevent injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the ERP as it relates to this annex. The procedure outlines steps for staff and students located both indoors and outdoors.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Establish evacuation routes and designated assembly areas.
 - ii. Post the Wayne School District Emergency Procedures and evacuation routes and assembly areas in all rooms within the school.
 - iii. Train staff and students on all steps of the evacuation procedure.
 - iv. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a dangerous incident occurs in the school.
 - v. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of an indoor dangerous incident, the principal shall:
 - 1) Sound the fire alarm or make an evacuation announcement.
 - 2) If it is a bomb threat, do not mention that there is a “bomb threat” in the announcement.
 - 3) Call for help.
 - 4) Secure the building and only allow emergency personnel to enter the building.
 - 5) Maintain accountability for all students.
 - 6) Support the incident commander upon arrival.
 - b. In the event that the fire alarm is sounded or an evacuation announcement is made, staff and students who are indoors will:
 - i. Exit the classroom and building by the designated route to the class’s assigned assembly area.
 - ii. The teacher shall maintain accountability on all students.
 - iii. Once at the assigned evacuation area, the teacher shall take roll and report it to the principal or office administration.
 - iv. Be prepared to respond to additional instructions from the principal or incident commander.
 - c. In the event that the fire alarm is sounded or an evacuation announcement is made, staff and students who are outdoors or in another part of the building shall:
 - i. Exit the building through the closest exit and go to their designed or closest assembly area.
 - ii. Provide attendance by class or through another teacher to the principal.
 - d. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining

student accountability and communication with parents, district personnel, and emergency response agencies.

- ii. Custodians/Maintenance Personnel shall support the principal and emergency response personnel in minimizing damage to the building; providing critical information like gas shutoff and electrical breaker switches; and securing the building. This should be done without putting these individual at risk for injury or death.
- iii. Para-educators will assist teachers in the accountability to students.
- iv. Other staff will be available to provide support to the principal or incident commander as needed.

Annex D – Lockdown Procedure (Drill)

1. **Purpose:** In the event of a dangerous or violent incident like an intruder or shooter in the school or community, the principal shall initiate the “lockdown” procedure. The steps listed in paragraph 4 shall be followed by all staff and students.
2. **Scope:** The lockdown procedure outlines steps to be taken by all staff and students to prevent injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of this ERP as it relates to this annex. This procedure outlines the steps for staff and students located both indoors and outdoors.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Post the Wayne School District Emergency Procedures in all rooms within the school.
 - ii. Train staff and students on all steps of the lockdown procedure.
 - b. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a dangerous incident occurs in the school or community.
 - c. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of an indoor violent or dangerous incident, the principal shall:
 - 1) Make a lockdown announcement (Note: In the event that there is no announcement, but the teacher is aware of the violent or dangerous incident in school, he/she should immediately initiate the lockdown procedure).
 - 2) Call for help if necessary.
 - 3) Secure the building and only allow emergency personnel to enter the building.
 - 4) Support the incident commander upon arrival.
 - b. In the event that a lockdown procedure is implemented and the class is indoors, the teacher shall:
 - i. Lock and barricade doors.
 - ii. Shut blinds and cover windows.
 - iii. Have students take cover remaining as low as possible and remain quiet. Additional safeguards should be implemented based on the teacher’s best judgment.
 - iv. Continue to maintain the lockdown until the local authority provides the “all clear” signal.
 - c. In the event that a lockdown procedure is implemented and the class is outdoors or at an alternative location, the teacher shall:
 - i. If the danger is in the community and not the school, the teachers shall conduct a “reverse evacuation” and return to the appropriate room to implement lockdown procedures. If the teachers and the class return to the school, the steps in paragraph b will be followed.
 - ii. If the danger is inside of the school, the teacher shall not return to the school. Instead the teacher should take his/her class to a safe

- alternate site and wait for instruction from the local authority.
- d. d. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining student accountability and communication with parents, district personnel, and emergency response agencies.
 - ii. Custodians/Maintenance Personnel shall be available to support the principal and emergency response personnel in providing critical information about the building.
 - iii. Para-educators will assist teachers in protecting students and maintaining accountability.
 - iv. Other staff will be available to provide support to the principal or incident commander as needed.

Annex E – Shelter-In-Place Procedure (Drill)

1. **Purpose:** In the event of weather, hazardous materials, domestic violence, or a serious fight incident, the principal may initiate a “shelter-in-place” procedure. The steps listed in paragraph 4 shall be followed by all staff and students.
2. **Scope:** The “shelter-in-place” procedure outlines steps to be taken by all staff and students to prevent trauma, injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of this ERP as it relates to this annex. This procedure outlines the steps for staff and students located both indoors and outdoors.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Post the Wayne School District Emergency Procedures in all rooms within the school.
 - ii. Train staff and students on the steps of the “shelter-in-place” procedure.
 - b. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a dangerous incident occurs in the school or community.
 - c. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of weather, hazardous materials, domestic violence, or a serious fight incident, the principal shall:
 - i. Make a “shelter-in-place” announcement (Note: In the event that there is no announcement, but the teacher is aware of such an incident in school, he/she should immediately initiate the “shelter-in-place” procedure).
 - ii. Call for help if necessary.
 - iii. Secure the building and only allow emergency personnel to enter the building.
 - iv. Support the incident commander upon arrival.
 - b. When a “shelter-in-place” procedure is announce, the teacher:
 - i. Shall follow the directions of administration and move to a safe place and/or remove the dangerous situation.
 - ii. Shall keep all students in the classroom or in another designation until the situation has been resolved.
 - iii. Shall take roll and maintain accountability for all students.
 - iv. May continue teaching in unaffected areas while remaining on heightened security.
 - c. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining student accountability and communication with parents, district, and emergency response agencies.
 - ii. Custodians/Maintenance Personnel shall be available to support the principal and emergency response personnel in providing critical information about the building.

- iii. Para-educators will assist teachers in protecting students and maintaining accountability.
- iv. Other staff will be available to provide support to the principal or incident commander as needed.

Annex F – Drop, Duck, and Cover

1. **Purpose:** In the event of an earthquake, emanate weather condition or explosion, teachers and staff may initiate a “drop, duck, and cover” procedure. The steps listed in paragraph 4 shall be followed by all staff and students.
2. **Scope:** The “drop, duck, and cover” procedure outlines steps to be taken by all staff and students to prevent trauma, injury or death during such an incident. Designated staff members are required to participate in the development, implementation, and evaluation of this ERP as it relates to this annex. This procedure outlines the steps for staff and students located both indoors and outdoors.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Post the Wayne School District Emergency Procedures in all rooms.
 - ii. Train staff and students on the steps of the “drop, duck, and cover” procedure.
 - b. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a dangerous incident occurs in the school or community.
 - c. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of an earthquake, emanate weather condition or explosion, all students, teachers, and staff shall drop, get under a table, and cover their heads.
 - b. All students, teachers, and staff shall remain under cover until an “all clear” signal is given.
 - c. The principal shall:
 - i. Survey the situation to see if subsequent procedures are needed. He/she will provide instructions to teachers, students, and staff as quickly as possible.
 - ii. If needed, call for help.
 - iii. Secure the building and only allow emergency personnel to enter the building.
 - iv. Support the incident commander upon arrival.
 - d. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining student accountability and communication with parents, district personnel, and emergency response agencies.
 - ii. Custodians/Maintenance Personnel shall be available to support the principal and emergency response personnel in providing critical information about the building.
 - iii. Para-educators will assist teachers in protecting students and maintaining accountability.
 - e. 4) Other staff will be available to provide support to the principal or incident commander as needed.

Annex G – Reverse Evacuation

1. **Purpose:** In the event of a dangerous incident outdoors, on school grounds, or in the community, the principal may initiate a “reverse evacuation” procedure. The steps listed in paragraph 4 shall be followed by all staff and students.
2. **Scope:** The “reverse evacuation” procedure outlines steps to be taken by all staff and students to prevent trauma, injury or death during such an incident. Designated staff members are required to participate in the development, implementation, and evaluation of this ERP as it relates to this annex. This procedure outlines the steps for staff and students located both indoors and outdoors.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Post the Wayne School District Emergency Procedures in all rooms.
 - ii. Train staff and students on the steps of the “reverse evacuation” procedure.
 - b. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a dangerous incident occurs on school grounds or in community.
 - c. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of a dangerous situation outdoors, on school grounds, or in the community, teachers, staff members, or principal shall initiate a “reverse evacuation” procedure. This procedure does not necessarily require a principal to initiate the procedure as it could be as simple as a lightning storm surrounding the school.
 - b. Once inside, the individual initiating the “reverse evacuations” shall report to the principal or his representative. Depending on the situation, the teacher, staff member, or principal may initiate one of the other procedures like lockdown, shelter-in-place, or drop, duck, and cover.
 - c. The principal shall survey the situation to see if subsequent procedures are needed. If so, he/she will follow the instruction found in one of the other procedures.
 - d. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining student accountability and communication with parents, district office personnel, and emergency response agencies.
 - ii. Custodians/Maintenance Personnel shall be available to support the principal and emergency response personnel in providing critical information about the building.
 - iii. Para-educators will assist teachers in protecting students and maintaining accountability.

- iv. Other staff will be available to provide support to the principal or incident commander as needed.

Annex H – Bomb Threat

1. **Purpose:** In the event of bomb threat, the principal shall following the procedures outlined in paragraph 4.
2. **Scope:** The annex is focuses primarily on the individual who receives the bomb threat and the principal. All other people within the school shall do an evacuation as outlined in Annex C.
3. **Responsibilities:**
 - a. The principal shall:
 - i. Train staff and students on the steps of the “evacuation” procedure when there is a bomb threat.
 - ii. Evacuate the school.
 - b. All staff and students will participate in training and drills so that they can be knowledgeable on what to do in the event that a bomb threat.
 - c. Emergency management and response personnel will review and provide input to this procedure.
4. **Evacuation Procedure Steps:**
 - a. In the event of a bomb threat, the individual receiving the threat shall:
 - i. Notify the principal or building administration immediately.
 - ii. Use the bomb threat checklist.
 - iii. Ask where the bomb is located; when it will go off; what materials are in the bomb; who is calling; and why the caller is doing this.
 - iv. Listen closely to the caller’s voice, speech patterns, and for background noises.
 - b. The principal shall:
 - i. Evaluate the building using the procedure in Annex C.
 - ii. Call 911.
 - iii. Notify the superintendent.
 - iv. Ask teachers to provide roll/accountability for students.
 - v. Assist the incident commander upon arrival.
 - c. The following support personnel shall:
 - i. Office Administration shall assist the principal in maintaining student accountability and communication with parents, district office personnel, and emergency response agencies.
 - ii. Custodians/Maintenance Personnel shall be available to support the principal and emergency response personnel in providing critical information about the building.
 - iii. Para-educators will assist teachers in protecting students and maintaining accountability.
 - iv. Other staff will be available to provide support to the principal or incident commander as needed.

Annex I – Recovery and Healing Procedures

1. **Purpose:** These procedures have been developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.
2. **Scope:** The following procedures outline steps to be taken by staff and students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in community and school nurses, psychologists, and counselors are required to participate in the development, implementation, and evaluation of the School ERP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts as needed.
3. **Responsibilities:** To implement the recovery and psychological healing procedures,
 - a. Key staff will undergo training to learn how to recognize signs of trauma.
 - b. Members of the District’s Crisis Response Team will undergo training to learn how to assist in managing trauma.
 - c. Parents and guardians will be offered tips on how to recognize signs of trauma.
 - d. Mental health experts will review and provide input into this plan.
4. **Procedures:** The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.
 - a. **Immediately Following a Serious Injury or Death and/or Major Incident:**
 - i. Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
 - ii. Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
 - iii. Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
 - iv. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.
 - b. **Hospital/Funeral Arrangements:** 1) Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff may be excused from school. 2) Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident. 3) Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
5. **Post-Incident Procedures:**

- a. Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- b. Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- c. Discuss and approve memorials only with the school board's consent.

Annex J – Risk Analysis Matrix

This worksheet shall be used in determining the greatest risks at Wayne School District and the community of Montezuma Creek. It will be used in planning and determining which procedures should be trained on and practiced.

RISK ANALYSIS WORKSHEET

School:

| Hazard | Frequency | Magnitude | Warning Time | Severity | Special Characteristics and Planning Considerations | Risk Priority |
|--------|---|---|---|---|---|--|
| | <input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | <input type="checkbox"/> Minimal <input type="checkbox"/> 6-12 hours <input type="checkbox"/> 12-24 hours <input type="checkbox"/> 24+ hours | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |
| | <input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | <input type="checkbox"/> Minimal <input type="checkbox"/> 6-12 hours <input type="checkbox"/> 12-24 hours <input type="checkbox"/> 24+ hours | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |
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| | <input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | <input type="checkbox"/> Minimal <input type="checkbox"/> 6-12 hours <input type="checkbox"/> 12-24 hours <input type="checkbox"/> 24+ hours | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |
| | <input type="checkbox"/> Highly likely <input type="checkbox"/> Likely <input type="checkbox"/> Possible <input type="checkbox"/> Unlikely | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | <input type="checkbox"/> Minimal <input type="checkbox"/> 6-12 hours <input type="checkbox"/> 12-24 hours <input type="checkbox"/> 24+ hours | <input type="checkbox"/> Catastrophic <input type="checkbox"/> Critical <input type="checkbox"/> Limited <input type="checkbox"/> Negligible | | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |

Annex K – Human Caused Hazards: Intruder or Active Shooter

1. **Purpose:** The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder or active shooter on school grounds or in the school building.
2. **Scope:** The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.
3. **Key Functions:**
 - a. Wayne School District shall post signs at points of entry to the campus and buildings from streets and parking lots stating the following: *All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office.*
 - b. To prevent intruders on campus, Wayne School District administrators shall keep doors secure; require sign-in sheets for visitors; and use cameras and staff to monitor entryways.
 - c. In the event of an intruder, Wayne School District will contact the School Resource Officer or local law enforcement for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.
 - d. Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.
4. **Procedures That May Be Activated in the Event of an Intruder/Active Shooter:**
 - a. Procedures that maybe activated in the event of an intruder or active shooter on campus may include:
 - i. **Lockdown:** In the event of an intruder or active shooter in the school or community, the principal shall initiate a lockdown procedure.
 - ii. **Evacuation:** If circumstances are such that the intruder or active shooter is inside of the building, it may be safer for staff to initiate an evacuation for some parts of the building. This would be a judgment call by staff attempting to protect children.
 - iii. **Reverse Evacuation:** If the threat is outside or in the community, staff and teachers who are outside shall immediately initiate a reverse evacuation and go into lockdown.
5. **Activating the EOP:** The principal shall determine the need to activate the EOP and serve as the School Incident Commander. In this role, he shall implement the procedures specified in this annex. The school Incident Commander will transfer control upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.
 - a. **School Incident Commander Actions:**
 - i. Issue stand-by instruction.
 - ii. Determine what procedures should be activated depending on the location and nature of the intruder.
 - iii. Consult with local law enforcement and emergency management

- agencies and monitor the situation.
 - iv. If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
 - v. Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
 - vi. Keep subject in view until police or law enforcement arrives.
 - vii. Activate communications plan.
 - viii. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
 - ix. Notify the superintendent and key district office personnel.
 - x. Be available to deal with the media and bystanders and keep visitors away from the school.
 - xi. If necessary, activate the Crisis Response Team to implement recovery: psychological healing procedures.
 - xii. Update the superintendent and key district office personnel of any significant changes.
 - xiii. Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
 - xiv. Give the “all clear” signal after the threat has passed.
 - xv. Determine whether school will be closed or remain open.
 - xvi. Document all actions taken.
- b. Staff Actions.
- i. Notify the principal or designee of a possible intruder. Provide description and location of the intruder. Visually look the intruder for indications of a weapon.
 - ii. Keep intruder in view until police or law enforcement arrives unless it poses a threat. Stay calm. Do not indicate any threat to the intruder.
 - iii. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
 - iv. Remain inside rooms until the “all clear” instruction is announced

Annex L – Natural Hazards (Floods, Storms, etc.)

1. **Purpose:** The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of dangerous thunder or snow storms and floods.
2. **Scope:** The annex outlines additional responsibilities and duties as well as procedures for staff responding to a dangerous thunder or snow storm and/or flood.
3. **Key Functions:**
 - a. The National Weather Service and other Federal/State agencies have extensive weather and river monitoring systems. They can provide warning information to the school and the community via telephone, television, radio, and the internet. In the event of a dangerous storm or flood, the principal, or the incident commander, shall activate the ERP .
 - b. The school intercom, telephone, and/or office staff may sound the warning system to notify staff/students of a Natural Hazard incident.
4. **Procedures That May Be Activated in the event of a Natural Hazard incident:**
 - a. Operational functions or procedures that may be activated in the event of a flood include the following:
 - i. Evacuation
 - ii. Reverse Evacuation
 - iii. Shelter-In-Place
 - iv. Drop, Duck, & Cover
 - b. Activating the ERP: The principal shall determine the need to activate the ERP and designate an Incident Commander.
 - i. Principal/Incident Commander Actions:
 1. Issue stand-by instruction. In consultation with the superintendent and/or key district office staff determine if evacuation is required.
 2. If needed, notify local law enforcement of intent to evacuate; the location of the safe evacuation site; and the route to be taken to that site.
 3. If needed, delegate a search team to ensure that all students have been evacuated.
 4. Activate communications plan.
 5. Determine if additional procedures should be activated.
 6. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
 7. Notify the superintendent of schools and key district office staff.
 8. Update the staff and students of any significant changes.
 9. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
 10. Communicate with bus drivers.
 11. Determine whether school will be closed or remain open.

12. Document all actions taken.
- ii. **Incident Management Team Actions:**
 1. Monitor radio and Internet for storm or flood information and report any developments to the principal/Incident Commander.
 2. Review procedures with staff as needed.
 3. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
 4. If needed, implement the internal and external communications plan.
 5. Notify relocation centers and determine an alternate relocation center if needed.
 6. Implement additional procedures as instructed by the Incident Commander.
 7. Take appropriate action to safeguard school property.
 8. Document all actions taken.
 - iii. **Staff Actions:**
 1. Execute evacuation procedures when instructed by the principal or Incident Commander.
 2. Take the class roster and take attendance before leaving the campus.
 3. Remain with students throughout the evacuation process.
 4. Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
 5. Do not return to the school building until it has been inspected and determined safe by proper authorities.
 6. Document all actions taken.
 - iv. **Bus Driver Actions:**
 1. If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges that may be damaged by flooding.
 2. If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
 3. Use two-way radios to communicate with the Incident Commander and bus barn.
 4. Document all actions taken.

Annex M – Technological and Chemical Hazards

1. **Purpose:** Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Wayne. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical incident.
2. **Scope:** The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical incident.
3. **Key Functions:**
 - a. Chemical accidents may originate inside or outside the building. Examples within the building may include janitorial spills, propane/butane leaks, and laboratory spills. Examples outside the building may include toxic leaks or spills caused by a tank or truck accident, water treatment/waste treatment plants; and industry spills.
 - b. Wayne School District staff inspects stored chemicals twice a month.
 - c. Decontamination equipment and personal protective equipment are located in a storage unit next to the main office.
4. **Procedures That May Be Activated in the event of a technological or chemical hazard incident:**
 - a. Operational procedures that may be activated in the event of an **external** chemical incident include:
 - i. Reverse Evacuation
 - ii. Shelter-in-Place
 - iii. Evacuation
5. If there is an **internal** chemical incident, the following procedures may be activated:
 - a. Evacuation - The principal shall determine if and when these procedures should be activated.
 - b. **Activating the EOP for an External Chemical Hazard Incident:**
 - i. The principal will determine the need to activate the ERP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.
 - ii. If the chemical hazard incident is **external**, the following steps will be taken by the school community:
 1. Incident Commander Actions:
 - a. Issue stand-by instruction if school is in session.
 - b. Determine what procedures should be activated.
 - c. Consider a reverse evacuation to bring all persons inside the building.
 - d. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
 - e. Notify local law enforcement of intent to shelter in place.
 - f. Notify the superintendent of schools and key district office personnel.
 - g. Activate communications plan.

- h. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
 - i. Keep all key personnel and staff updated on any significant changes.
 - j. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
 - k. Give the “all clear” signal after the threat has passed.
 - l. Determine whether school will be closed or remain open.
 - m. Document all actions taken.
2. Incident Management Team Actions:
- a. Review procedures with staff if needed.
 - b. Implement the internal and external communications plan.
 - c. Monitor radio and Internet for additional information and report any developments to the Incident Commander.
 - d. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
 - e. Notify relocation centers and determine an alternate relocation center if necessary.
 - f. Implement additional procedures as instructed by the Incident Commander.
 - g. Take appropriate action to safeguard school property.
 - h. Document all actions taken.
3. Staff Actions
- a. Move students away from immediate vicinity of danger.
 - b. Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
 - c. Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
 - d. Remain with students throughout the designed procedure process.
 - e. Report any missing or injured students to the principal or Incident Commander.
 - f. Remain in sheltered area until the “all clear” signal

has been issued.

- g. In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- h. Document all actions taken.

6. Activating the ERP for an Internal Chemical Hazard Incident:

- a. The principal will determine the need to activate the ERP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.
- b. If the chemical hazard incident is **internal**, the following steps will be taken by the school:

i. Person Discovering the Chemical Hazard or Spill:

- 1. Alert others in immediate area to leave the area.
- 2. Close windows and doors and restrict access to affected area.
- 3. Notify principal, custodian, and/or office.
- 4. Do not eat or drink anything or apply cosmetics.

ii. Incident Commander Actions:

- 1. Issue stand-by instruction to all staff and students.
- 2. Determine what procedures should be activated.
- 3. Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- 4. Consider an all-school evacuation.
- 5. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- 6. Notify the local fire department and the Department of Public Health. Provide the following information:
 - o School name and address.
 - o Location of the spill and/or materials released if known.
 - o Characteristics of spill (color, smell, visible gases).
 - o Injuries, if any.
- 7. Notify local law enforcement of intent to evacuate.
- 8. Notify the superintendent of schools and key district personnel.
- 9. Activate communications plan.
- 10. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- 11. Keep all key personnel and staff updated on any significant changes.
- 12. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- 13. Give the “all clear” signal after the threat has passed.
- 14. Determine whether school will be closed or remain open.
- 15. Document all actions taken.

iii. **Incident Management Team:**

1. Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
2. Review procedures with staff if needed.
3. Implement the internal and external communications plan.
4. Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
5. Notify relocation centers and determine an alternate relocation center if necessary.
6. Implement additional procedures as instructed by the Incident Commander.
7. Take appropriate action to safeguard school property.
8. Document all actions taken.

iv. **Staff Actions:**

1. Move students away from immediate vicinity of danger.
2. Report location and type (if known) of the hazardous material to Incident Commander.
3. Execute evacuation and relocation procedures when instructed by the principal or Incident Management Team unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
4. If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roll and check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
5. Upon arrival at evacuation site, take attendance. Notify principal or Incident Commander of any missing or injured students.
6. Remain with students throughout the evacuation and relocation process.
7. Report any missing or injured students to the principal or Incident Commander.
8. Remain in sheltered area until the “all clear” signal has been issued.
9. Do not return to the building until emergency response personnel have determined it is safe.
10. Render first aid as needed.

Annex N – School Level Emergency Compliance and Assurance Form

Annex P – Master School Schedules