



District of Columbia

SCHOOL EMERGENCY PREPAREDNESS AND RESPONSE PLAYBOOK

REVISED 2025



Table of Contents

ADMINISTRATIVE AND HANDLING INSTRUCTIONS	iv
ACKNOWLEDGMENTS	v
PREFACE.....	vi
INTRODUCTION	vii
PURPOSE.....	viii
ACRONYMS.....	ix
SECTION I: EMERGENCY PREPAREDNESS PRINCIPLES	1
NATIONAL PREPAREDNESS GOAL	1
BUILDING PREPAREDNESS.....	2
HOW SCHOOLS CAN IMPLEMENT PREPAREDNESS	3
SECTION II: PLAN DEVELOPMENT GUIDANCE	7
PLAN REQUIREMENTS	7
SCHOOL EMERGENCY RESPONSE TEAM (SERT)	8
PLANNING CONSIDERATIONS.....	8
COMMUNICATIONS CONSIDERATIONS	9
DISABILITIES AND ACCESS AND FUNCTIONAL NEEDS CONSIDERATIONS.....	10
REUNIFICATION CONSIDERATIONS.....	13
RESPONSE CONSIDERATIONS	14
ROLES AND RESPONSIBILITIES.....	15
THREAT MANAGEMENT.....	19
WARNING/NOTIFICATION.....	23
UNIVERSAL EMERGENCY PROCEDURES	24
SECTION III: TRAINING AND EXERCISE GUIDANCE	27
MANDATORY SCHOOL DRILLS.....	27
SUGGESTED DRILL SCENARIO	28
POST-EXERCISES DEBRIEFING	28

District of Columbia School Emergency Preparedness and Response Playbook

SCHOOL EXERCISE SCHEDULE..... 28

DRILL DOCUMENTATION 29

PARTICIPATION CONSIDERATIONS 29

PREPARING PARENTS AND STUDENTS..... 30

APPENDIX A: EMERGENCY RESPONSE PLAN RESOURCES A1

 A.1 SCHOOL EMERGENCY RESPONSE TEAM ASSIGNMENTS..... A1

 A.2 COMMAND POST LOCATIONS A2

 A.3 OCCUPANTS NEEDING SPECIAL ASSISTANCE..... A3

 A.4 HAZARDS AND MITIGATION PLANS..... A5

 A.5 ASSEMBLY AREAS: OUTDOORS FOR STANDARD EVACUATION A6

 A.6 ALTERNATE BUILDING LOCATION: WALKING DISTANCE..... A8

 A.7 ALTERNATE BUILDING LOCATION: REQUIRING TRANSPORT A9

 A.8 OCCUPANT ACCOUNTING AND RELEASE PROCEDURES A9

 A.9 ORIENTATION AND TRAINING SCHEDULE A10

 A.10 SITE AND FLOOR PLAN(S) A13

APPENDIX B: GUIDE FOR DEVELOPING A SCHOOL CARDIAC EMERGENCY RESPONSE PLANB1

 B.1 INTRODUCTION AND PURPOSE.....B1

 B.2 PART 1: PREPARING FOR AND RESPONDING TO A CARDIAC EMERGENCYB2

 B.3 PART II: DEVELOPING A HIGH-QUALITY CERP.....B10

APPENDIX C: REUNIFICATION GUIDANCE - BUILDING LEVEL EVACUATION MAPSC1

 C.1 SETUP GOALS.....C2

 C.2 DEMOGRAPHIC CARDS OR ELECTRONIC VERIFICATION.....C2

 C.3 LEVEL OF EFFORT REQUIRED.....C5

 C.4 LAUNCHING: GROUND UP.....C6

 C.5 LAUNCHING: TOP DOWNC6

 C.6 DISTRICT LEVEL AND SCHOOL LEVEL PLANNING.....C7

 C.7 ASSEMBLING THE PLANNING TEAMS.....C8

 C.8 SENSE OF URGENCY.....C8

District of Columbia School Emergency Preparedness and Response Playbook

C.9 SCHOOL PLANNING JOB SKILLS C9

C.10 LAUNCH MEETINGS C9

C.11 CREATING THE PLAN C10

C.12 FLOOR PLANS C12

C.13 SITE PLANNING AND GOOGLE MAPS C14

C.14 PROXIMITY OF SEXUAL OFFENDERS C14

C.15 ROUTE MAP CHECKLIST C15

C.16 NOTIFICATION PROCEDURES C15

C.17 SPECIAL NEEDS CONSIDERATIONS C16

C.18 TIME OF DAY CONTINGENCIES C16

C.19 PARENTS ARE CAPABLE C16

C.20 THE REUNIFICATION GO KIT C17

APPENDIX D: EVACUATION MAP PROCEDURES D1

APPENDIX E: PLAN DEVELOPMENT CHECKLIST E1

APPENDIX F: STAFF SKILLS INVENTORY F1

APPENDIX G: COMMON SCHOOL SCENARIOS G1

 G.1 ARMED ASSAILANTS G1

 G.2 FIRE G1

 G.3 BOMB THREATS G2

 G.4 SEVERE WEATHER G3

 G.5 UTILITY FAILURES G4

 G.6 WEAPONS G7

APPENDIX H: HOMELAND SECURITY EXERCISE AND EVALUATION PROGRAM (HSEEP) H1

 H.1 TYPES OF EXERCISES H2

 H.2 RESOURCES H4

ADMINISTRATIVE AND HANDLING INSTRUCTIONS

The *District of Columbia School Emergency Preparedness and Response Playbook, Revised 2025* is a public document and approved for appropriate distribution in its current (revised) form.

ACKNOWLEDGMENTS

Coordinated by the Government of the District of Columbia's Office of the Deputy Mayor for Education (DME), the completion of the *District of Columbia School Emergency Preparedness and Response Playbook, Revised 2025* would not have been possible without the invaluable contributions and dedication of numerous agency representatives. We extend our deepest gratitude to everyone who played a role in this endeavor.

A special thank you to the following DC government agencies, the DC [Homeland Security and Emergency Management Agency \(HSEMA\)](#), the DC [Fire and Emergency Medical Services Department \(FEMS\)](#), the [District of Columbia Public Schools \(DCPS\)](#), the DC [Public Charter School Board \(DC PCSB\)](#).

We are grateful for their partnership and commitment to ensuring the safety and well-being of our students and school communities in the District of Columbia.

PREFACE

The *District of Columbia School Emergency Preparedness and Response Playbook, Revised 2025* serves as an emergency planning and response guide and is based on the principles of the *School Emergency Response Plan and Management Guide*, the *District Emergency Management Framework* (DEMF), and the *District Emergency Operations Plan* (EOP). Thus, providing a framework for schools in the District of Columbia to create and update their emergency response plans. This “Playbook” complements the DEMF and captures the commitment of District officials to establish a comprehensive system for preparedness and effective response in the aftermath of an emergency or disaster that affects one or multiple District of Columbia Public Schools, District of Columbia Public Charter Schools, or private school facilities. The DEMF serves as the District’s capstone preparedness document that identifies the doctrine, policies, programs, and systems the District uses to build, sustain, and deliver capabilities. The DEMF describes and codifies the District Emergency Management Preparedness System (DEMPS), which is the system that enables all the District’s emergency management and homeland security partners to implement a coordinated, all-hazards approach to planning, organizing, equipping, training, and exercising. As such, the DEMF is the foundation that allows the District to meet the mission, achieve strategic goals, and deliver capabilities. The DEMF and DEMPS are aligned with the *National Preparedness Goal* and *National Preparedness System*. They incorporate emergency management best practices, capture learned experiences, and integrate federal, volunteer, non-governmental, private sector, and regional jurisdictional participation as the approach to institutionalize homeland security and emergency management programs and practices in the District of Columbia Public Schools, District of Columbia Public Charter Schools, or District of Columbia private schools.

Coordinated by the Government of the District of Columbia’s Office of the Deputy Mayor for Education (DME), this revised *District of Columbia School Emergency Preparedness and Response Playbook* was a collaborative effort with the DC Homeland Security and Emergency Management Agency (HSEMA), the DC Fire and Emergency Medical Services Department (FEMS), the District of Columbia Public Schools (DCPS), the DC Public Charter School Board (DC PCSB), the DC Office of the State Superintendent of Education (OSSE), the Metropolitan Police Department (MPD) and the DC Department of Behavioral Health (DBH).

INTRODUCTION

The District of Columbia (the District), as the nation's capital, faces a unique set of challenges when it comes to emergency preparedness and response. The concentration of critical infrastructure, high population density, and symbolic importance make the District susceptible to both natural disasters and a potential target for human-caused incidents. The 2023 *District Emergency Management Framework* (DEMF) provides a comprehensive, all-hazards approach to emergency management, emphasizing a systems thinking approach and the interconnectedness of prevention, protection, mitigation, response, and recovery efforts.

In 2020, District of Columbia Public Schools (DCPS), the District of Columbia Public Charter School Board (DCPCSB), and the School Emergency Safety Alliance (ESA) established a working group to develop the School Emergency Preparedness and Response Playbook (“The Playbook”) in collaboration with several agencies including the District’s Metropolitan Police Department (MPD), Fire and Emergency Medical Services Department (FEMS), Office of the State Superintendent of Education (OSSE), Department of Human Services (DHS), Office of Risk Management (ORM), Department of Health (DC Health), Executive Office of the Mayor (EOM), and Homeland Security and Emergency Management Agency (HSEMA).

One of the District’s primary goals for public, charter, and private schools is to create and maintain a safe and secure school environment. To achieve this goal, it is essential that local education agencies (LEAs) and schools take measures to prevent and mitigate risks, prepare for all-hazards impacting school communities, respond to a variety of emergency and crisis situations, and facilitate timely recovery and resumption of normal school operations.

This planning guide incorporates the experiences, lessons learned, setbacks, and achievements that have brought the District and the Nation to a new normal for emergency preparedness. The District’s schools played a critical role in responding to the most prolonged and significant emergency the District has ever faced, the COVID-19 pandemic, and it provided a wealth of information on how to deliver a responsive, adaptive, and whole community system of preparedness. Schools also face a variety of unique challenges and threats independent of other institutions, departments, and agencies.

This plan also builds upon those core achievements since 2020 and integrates new guidelines, threats, hazards, doctrines, and statutes to help schools develop new plans or update existing plans using the established, nation-wide best practices of all-hazards emergency management.

District of Columbia School Emergency Preparedness and Response Playbook

This Playbook is divided into three major sections (see **Table 1** below):

- Overview of emergency preparedness principles;
- Plan update and development process; and,
- Training, testing, and evaluating the plan.

Table 1. Playbook Sections

Section	Description
Section I: Emergency Preparedness Principles	Provides overview of emergency preparedness principles including the National Response Framework and preparedness components. An understanding of basic emergency management concepts is essential to developing a comprehensive school safety program and supporting plans, policies and procedures.
Section II: Plan Development Guidance	Details the requirements that must be included in a school’s Emergency Response Plan; outlines planning considerations for consideration in the Plan; and covers operational components such as roles and responsibilities and emergency response procedures.
Section III: Training & Exercising Guidance	Provides guidance on the development of training and exercises to support the socialization and institutionalization of Plan knowledge.

Appendices are included to provide additional resources to assist schools in developing and exercising their Emergency Response Plans (ERP).

The quality of an ERP reflects the extent to which all stakeholders in the school community were involved in its development. Schools should personalize the plan to meet the individual and unique needs of each school, working closely with District agencies, regional partners, non-governmental organizations, and private sector agencies. Schools should review and update the ERP regularly, in accordance with the preparedness cycle outlined in this plan.

PURPOSE

The purpose of this playbook is to provide essential, easily accessible information and operational guidance for school-level staff and leadership to assist with preparing for and responding to emergencies that may impact their facility and students. The plan references key principles from DEMF, DEMPS, EOP, and other emergency management doctrine to assist in preparedness, response, and recovery.

ACRONYMS

Below are the list of common acronyms and terms used throughout the revised Playbook.

AED	Automated External Defibrillator
AOR	Area of Refuge
CERP	Cardiac Emergency Response Plan
DAFN	Disabilities and Access and Functional Needs
DC Health	DC Department of Health
DCPS	District of Columbia Public Schools
DCPCSB	District of Columbia Public Charter School Board
DHS	DC Department of Human Services
EOM	Executive Office of the Mayor
ERP	Emergency Response Plan
EST	Executive Support Team
HSEMA	Homeland Security Emergency Management Agency
HSEEP	Homeland Security Exercise and Evaluation Program
FEMA	Federal Emergency Management Agency
FEMS	DC Fire and Emergency Medical Services
IC	Incident Commander
ICS	Incident Command System
LEA	Local Education Agency
MPD	Metropolitan Police Department
NCR	National Capital Region
NIMS	National Incident Management System
ORM	DC Office of Risk Management
OSSE	Office of the State Superintendent of Education
PA	Public Address
POC	Point of Contact
SERT	School Emergency Response Team

SECTION I: EMERGENCY PREPAREDNESS PRINCIPLES

NATIONAL PREPAREDNESS GOAL

The Federal Emergency Management Agency’s (FEMA) National Preparedness Goal defines what it means for the whole community to be prepared for all types of disasters and emergencies. The goal itself is succinct: “A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.”

Three major categories of hazards

- Man-made (e.g., active threat)
- Natural (e.g., weather-related or geological)
- Technological (e.g., power or major utility disruption)

The National Preparedness Goal groups the 32 core capabilities across the five mission areas:

1. **Mitigation:** Any action taken to reduce the adverse effects of an emergency by lessening the impact of disasters. Mitigation measures can be implemented before an emergency, during an emergency, or in recovery from an emergency. These actions can eliminate existing hazards, help schools respond effectively when emergencies arise, or assist in the aftermath of an emergency during the recovery phase. Examples include structural changes to school buildings, bracing and locking chemical cabinets, properly mounting lighting fixtures, etc.
2. **Prevention/Protection:** Any actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. Examples are cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, procuring security systems and cameras, etc.
3. **Response:** The process of implementing appropriate actions *while* an emergency is unfolding. These activities address the short-term direct effects of an incident and include immediate actions to save lives, protect property, and meet basic human needs. In this phase, school systems mobilize resources needed to handle the emergency at hand, such as implementing the Universal Emergency Procedures and/or emergency management protocols to maximize the health, safety, and well-being of the school community. Examples are lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
4. **Recovery:** The process of assisting with physical, psychological, and emotional trauma associated with experiencing tragic events. Recovery *during* an emergency can address

immediate short-term needs, while *long-term* recovery can last for months or years. Examples include short-term recovery focuses on crisis counseling and restoration of water, electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

These five mission areas serve as a framework to organize the District’s preparedness activities, and do not constrain or limit integration across mission areas. The mission areas are, by their nature, highly interdependent and may have operations and actions related to all threats and hazards. Actions within these mission areas occur along a continuum, and there is a dynamic interplay between and among them. Because of this, preparedness activities should be considered within all emergency management mission areas.

BUILDING PREPAREDNESS

Preparedness is the process by which a deliberate set of actions are taken to meet the demands of potential emergencies and perceived risks as determined during the hazard identification process. Preparedness is critical to achieving school safety goals. These actions should include creating emergency plans, physical preparations such as procuring emergency supplies, training school staff on emergency actions to take in a given situation and conducting exercises such as fire drills. Governments, private entities, faith-based organizations, and educational establishments can build preparedness capabilities through the following methods:

1. **Planning.** Planning is the key to ensuring communities are prepared for all types of risks, threats, and hazards. A planning process requires planners to think through and determine solutions for the entire life cycle of a problem or potential crisis. It should also provide a way to engage other groups of planners and key stakeholders within a jurisdiction. A robust planning process: determines desired outcomes, develops courses of action to achieve the desired outcomes, identifies and measures the required capabilities to solve problems, and determines appropriate roles and responsibilities. More information regarding plan content and development is included in Section II of this plan.
2. **Organization/Staff.** The organization capability is vitally important as it comprises stakeholder engagement, establishing clear lines of authority (following the incident command system structure), and acquiring and training adequate staffing to fulfill the mission and goals outlined in the plan. Without adequate numbers of trained staff and stakeholder engagement, it is difficult to implement effective response and recovery protocols.
3. **Equipment.** A key part of building preparedness capabilities in schools, in addition to writing plans and staffing teams, is acquiring necessary equipment and resources to implement response procedures. Additionally, staff need to know how to use the equipment and

resources. Equipment may include Go-Kits for classrooms and the main office, fire extinguishers, and/or an Automated External Defibrillator (AED) device.

4. **Training and Exercises.** School emergency preparedness requires more than just having a written plan, staff, and equipment. Training and exercises, which are discussed in greater detail in Section III, provide a means to ensure all staff are aware of procedures, protocols, roles and responsibilities, and available resources when emergency incidents arise. The following guidelines should be considered:

- Training needs for staff on how to support or respond to all students, including persons with disabilities and others with access or functional needs;
- Training exercises and drills in which persons with disabilities can participate;
- Training materials available in multiple languages;
- Annual safety training for all staff;
- Drills with realistic scenarios and participation from both staff and students;

Schools should refer to Section III: Training and Exercise Guidance for additional guidance on developing exercises and a full list of emergency drills and their frequencies.

HOW SCHOOLS CAN IMPLEMENT PREPAREDNESS

Mitigation, Prevention, Protection

Mitigation is an action taken to reduce the loss of life or damage to property from threats and hazards. The following actions should be taken during the planning process to prevent or reduce the loss of life or damage to property from all hazards:

1. **Identify hazards present in and/or around the school.** Conduct a multi-hazard assessment of the facility by identifying factors that put the site and its inhabitants at risk not only inside of the school but the surrounding area as well. Ideally, identification should be conducted jointly with local emergency preparedness and law enforcement agency officials Consider man-made and natural hazards/threats such as chemical and/or cleaning supplies, community

Examples of School-related Threats/Hazards

- Fire;
- Hazardous materials;
- Medical emergencies;
- Suicide/death on school property;
- Terrorism;
- School violence assaultive behavior/armed intruder(s)/hostage situation;
- Weather-related emergencies; and,
- Suspicious package or threat (such as an explosive device), suspicious powders/liquids, aerosolized

issues, chemicals, proximity to busy roads, flood-prone areas, and other hazards/threats that could pose a risk to life safety, the environment and/or property. Consider ways of mitigating

the risk, to avert or avoid injury or damage, including measures such as requesting increased police presence from MPD, and/or DCPS School Police. Once identified, each hazard should be analyzed to determine how it will be addressed and what resources are needed to mitigate the hazard. Appendix A of this Playbook has links to additional hazard assessment resources.

2. **Establish a process to monitor and control access and egress to buildings.** Include measures to deal with strangers. Make sure that access and egress points are accessible by students with disabilities. Also, plan to have alternative routes in case primary access and egress points are blocked or otherwise not passable. Ensure that contract security officers adhere to the school's visitor management policies. It is critical to incorporate contract security officers in the school's emergency planning efforts. Contract security must know their roles and legal authorities (powers) for providing safety and security. If applicable, utilize the school's visitor management system to screen parents and visitors for authorized guardian, custody issues, barring notices, and registry sex offender checks.
3. **Schools must conduct all-hazard drills throughout the school year and emergency preparedness training for staff.** A quick review of emergency drills and a sample drill schedule is available in Section III, **Table 5**.
4. **Schools must have a Cardiac Emergency Response Plan.** Legislation (Bill 25-270) passed in September of 2024 requires all schools to have a Cardiac Emergency Response Plan (CERP) in place for the start of School Year 25-26. The Office of the State Superintendent of Education (OSSE) and the DC Fire and Emergency Medical Services (FEMS) have created a template (see Appendix B) for schools to fill out and upload to their home page in CORE DC. Representatives from DCPS and the DC Public Charter School Board (PCSB) will be responsible for acknowledging the CERPs annually.
5. **Review traffic patterns and parking.** Plan how releasing students will be handled during an emergency. Take measures to manage vehicle traffic by utilizing traffic cones for student arrival and dismissal. As a best practice, communicate the ERP to parents during back-to-school night. In the event of an evacuation, ensure that designated School Emergency Response Team (SERT) members are at crosswalks to stop traffic and allow students to move away from the building. When discussing the release of students, develop a Student-Parent Reunification Plan. Refer to the reunification guidance in the response section. For additional materials and sample documents, see Appendix C.
6. **Community Engagement.** Safety committee meetings are an integral aspect of maintaining situational awareness of community activities as well as identifying external threats and hazards present to which schools may not be aware of. Engage the community to participate in quarterly safety meetings in the community. These teams can include parents and anyone in

the community. This offers an opportunity to identify vital issues going on in the surrounding areas that may impact the school community and need to be addressed.

7. **Conduct monthly SERT meetings.** SERT is the emergency response team in the school. These meetings should include school-based staff, law enforcement, and first responders. SERT team members should not include teachers, as their primary role is student care. These meetings should be designed to review the emergency plan, address safety issues, culture and climate concerns, all-hazard drills, training and exercises.
8. **Include local agencies and other key stakeholders when developing plans.** Local agencies may include emergency management agencies, emergency medical services, the local health department, fire department operational staff, police department, and other agencies unique to the school. Other key stakeholders should include risk management professionals, school nurses or school nursing supervisor, mental health professionals, school staff, special educators, persons with disabilities and others with access and functional needs, service providers for students with disabilities (such as occupational and physical therapists), and parents/family members. When considering the needs of students, staff, and visitors with disabilities in the planning process, the school should account for the specific roles of emergency personnel and their functions in assisting individuals with disabilities.
9. **Establish relationships with local businesses, neighboring schools, and faith-based organizations.** Familiarize school leadership with facilities in close proximity to the school. This allows the school to establish working relationships in the event of a necessary evacuation or temporary relocation out of harm's way.

Response

Response comprises actions taken immediately following an imminent or actual emergency through short-term recovery operations required to stabilize the situation. Before engaging in the development of plans and trainings, schools should reference doctrine that outlines the national best practices for response to emergencies and ensure those concepts are reflected in school-specific planning efforts. There are numerous online and local resources for materials, training, and other guidance to leverage in developing response plans.

- **National Incident Management System (NIMS):** NIMS is a comprehensive, nationwide, systematic approach to incident management, including the command and coordination of incidents, resource management, and information management. It is a set of concepts and principles that are scalable, flexible, and adaptable for small and large incidents of any threat or hazard. NIMS defines all other operational systems, including the Incident Command System (ICS), that guide how personnel work together during incidents. NIMS applies to all

incidents, from traffic accidents to major disasters. More information may be found on [FEMA's website](#).

- **Incident Command System (ICS):** ICS is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to enable effective and efficient domestic incident management. FEMA's [ICS Resource Center](#) has reference documents, training courses, and other useful tools. Additional information on implementing ICS in schools is also provided in Section II: Plan Development.

Additional information on specific response considerations to consider in a school ERP is in Section II: Plan Development.

Recovery

In the aftermath of emergencies and disasters, it is essential to take actions to assess structural or physical damage to buildings; repair and restore service disruptions; clean and remove safety hazards; and establish a plan to resume normal operations. While the damage to the infrastructure may be apparent, medical, and psychological issues resulting from the emergency are harder to recognize. Comprehensive planning must include short and long-range actions to recover and restore normal operations as quickly and thoroughly as possible.

The following actions should be considered in planning for recovery from an incident:

- Resumption of normal school operations either on site or at an alternate location.
- Embrace a concept of recovery as a process rather than an event. Recovery may occur over a protracted time.
- Refer staff to appropriate services as needed.
- Provide appropriate services as needed for children such as the anniversary of the event, the day after, week after, month after, etc.).
- Develop a communication plan to let students and parents know where and how to access assistance to help them recover.

SECTION II: PLAN DEVELOPMENT GUIDANCE

PLAN REQUIREMENTS

DC Municipal Regulation DC Fire Code 405.1 mandates that schools create a site-specific Emergency Response Plan (ERP). Each school must establish a School Emergency Response Team (SERT) to develop their ERP, using this playbook as a resource, and provide a training to familiarize staff with the plan. Each school will create an emergency plan which includes:

- A designated chain of command;
- Specific roles for team members; and
- School-specific emergency procedures, referencing the outline, sample forms, and protocols provided in this document.

Furthermore, schools shall develop a plan that identifies:

- Emergency procedures to accommodate, safeguard, and evacuate students, staff;
- The process of returning to normal operations of teaching and learning;
- Languages and formats (e.g., braille, large print, etc.) and created with accessibility standards;
- Additional resources that may be required, where these resources are located, how these resources may be accessed, and a timeframe for attaining them;
- Maintain site plans for each school facility readily available and ensure that they are shared with first responders and agencies responsible for emergency preparedness. Access to these site plans should be available from users/devices external to the school facility on a single page and electronically when possible;
- Plan for multiple evacuation routes and meeting points. The first or second evacuation site options may be blocked or unavailable at the time of a real emergency;
- Plan for students and staff to shelter-in-place for 12 to 24 hours;
- Analyze landscaping to ensure that buildings are not obscured by overgrowth of bushes or shrubs where contraband might be placed, or persons may hide unnoticed; and
- Establish a well-defined command structure with clearly delineated roles and responsibilities be included in the school ERP with a description of the essential roles and responsibilities of educators, law enforcement, fire officials, mental health providers, medical professionals, service providers for students with disabilities, and other first responders.

SCHOOL EMERGENCY RESPONSE TEAM (SERT)

The principal or designee oversees the formation of the SERT and convenes monthly meetings. SERT members include but are not limited to: counselors, nurses, custodians, social workers, cafeteria managers, school psychologists, school resource officers, and personnel with relevant knowledge or training. SERT members have unique expertise ranging from mental and physical health, disabilities, access and functional needs, access to building plans, and knowledge of community resources. As a best practice, the SERT point of contact (POC) should hand out staff skill surveys while developing the plan prior to the beginning of the school year. It is important to consider staff assignments. Identify staff most qualified through the staff skill survey for certain positions.

The SERT typically has five to eleven members, depending on the number of staff at the school. Although these staff members make up the formal SERT, all personnel have a role during a critical incident at a school. Everyone is responsible for addressing the immediate safety needs of students. As a best practice, cross-training all personnel to function in more than one position builds redundant capacity. Assign a secondary person for each position in the event that the primary is unavailable or injured, especially for leadership roles. Review the ERP to consider turnover and ensure no gaps exist in key positions.

PLANNING CONSIDERATIONS

FACILITY CONSIDERATIONS

Buildings may have different and unique circumstances that should be addressed during preparation for emergencies, such as the building design and structure, disability and functional needs populations, occupant safety, and before and after-school programs. Several DC schools share their facility with tenants. As a best practice, co-located programs should collaboratively develop an ERP.

FLOOR CAPTAINS

Assign floor wardens to each floor within a building to ensure all occupants are aware of the emergency and have taken immediate protective measures if necessary. Floor Wardens should direct the evacuation of occupants to the nearest emergency exit, ensuring clearance of each floor, and direct them to their designated assembly area(s). During drills and exercises, floor wardens should carry out responsibilities as if it were a real emergency.

BUILDING LEVEL EVACUATION MAPS

Floor Maps

Schools must have floor maps that depict the following items:

- Location of all emergency exits
- Location of all fire extinguishers
- Area of Refuge on each floor
- Location of pull stations
- Enunciator location
- Fire Control Panel location
- Primary and secondary evacuation routes from each area (should not be room specific)
- Exterior area of assisted rescue
- Fire department connections

One map from each floor must be submitted in CORE DC. Please see Appendix D for more detailed instructions.

Room Maps

Post evacuation maps near the door inside each room of the school. Each map must identify primary and secondary routes for evacuating from that specific location. Every map must designate the current location by placing a “you are here” symbol in the room/area. Map rooms in the proper directional orientation (N, S, E, and W).

Site Maps

The sitemap is an aerial view of the building depicting the primary and secondary assembly areas, the fire hydrant locations, and the fire department access areas. This map must also be loaded into CORE DC.

COMMUNICATIONS CONSIDERATIONS

Effective communication is a critical aspect of managing school emergencies. This entails informing school staff, students, and visitors of activities occurring before, during, and after an incident.

Parents of students and families of staff members must be informed about situations, including the status of their child or family member. Convey pertinent information to the school support team and or the appropriate LEA officials and affected schools. Finally, the media must be informed and kept updated by LEA communications teams. Useful strategies in communicating with parents and the community include:

- Inform and involve parents and stakeholders about the ERP. Information can be included in a school newsletter, school website, or other informational material prepared for parents.
- Develop a school culture that fosters relationships with students and parents so that they trust and feel comfortable calling school personnel in the event of an emergency.
- Develop material that may be needed, such as:
 - Developing a School Emergency Guide for Parents
 - Providing information regarding possible reactions to a variety of school safety situations for use by a parent as they talk with their children
 - Steps the school and school district are taking to handle the situation.

DISABILITIES AND ACCESS AND FUNCTIONAL NEEDS CONSIDERATIONS

Individuals with disabilities and others with access and functional needs (DAFN) who are self-sufficient under normal circumstances may have to rely on the help of others in an emergency. Planning and preparations prior to an event can aid in the quick, safe, and efficient evacuation of an entire school. When planning and implementing the building’s ERP, incorporate the following suggested procedures to address individuals with disabilities and access/functional needs.

Definitions

Disability—refers to a temporary or permanent condition that would delay or impede the ability of an individual to evacuate the building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

Areas of Refuge (AOR) - an area which has direct access to an exit, where people who are unable to use stairs may remain temporarily in safety to await further instruction or assistance during an emergency evacuation.

SPECIALIZED PLANNING CONSIDERATIONS

Ensure that essential staff members know the unique needs of students, staff, and visitors. Comprehensive plans to accommodate, safeguard and evacuate students, staff, and visitors with disabilities should account for needs including (but not limited to): language, mobility, cognitive, social/emotional/behavioral, equipment, visual, medical, auditory, and sensory. Detailed information on the specific needs of students, staff, and visitors can be maintained and available as

a reference in the event of an emergency, enabling staff to have access to this information during an emergency.

- **Language** – English proficiency, American Sign Language, braille, processing time.
- **Mobility** – Equipment necessary for mobility; the amount of assistance needed for a student to be mobilized; time required to move from point A to point B. If evacuating persons with disabilities away from an area (school building or other school site), lift-equipped or other accessible buses should be part of the plan.
- **Cognitive** – Step by step instructions, direct support.
- **Social/Emotional/Behavioral** – Social stories, person-centered planning, having providers familiar with the student.
- **Equipment** – Assistive technology, elevator access options, building accessibility.
- **Visual** – Braille, large print/high contrast auditory needs, use of mobility canes.
- **Sensory** – alternative alerts/alarms, coping mechanisms for some students (sunglasses for strobe lights, earphones for loud noises), situation-specific alerts.
- **Medical** – Be prepared for medical and other health needs of students. Pre-plan for potential long lockdown situations where persons may not have access to life- saving or emergency medications.
- **Auditory** – Use of American Sign Language, printed materials or other visual supports, alternatives to reliance on verbal announcements over the PA system.

EVACUTATION AND AREA OF REFUGE CONSIDERATIONS

Identify All Accessible Exits: Contact the agency safety POC and/or FEMS it to assist in inspecting the facility to determine which building exits are accessible. If all exits are not accessible to individuals with disabilities, update the posted floor map that identifies the nearest emergency exit routes that offer accessibility capabilities.

- Identify AOR's on each level of the building.
- Post signs to identify each AOR within the building and clearly identify the AOR on each floor map.
- Identify students and employees with disabilities within the facility. Work with the Special Education Coordinator or designee to note the type of disability (physical, mental, emotional, or sensory) and the level of assistance required to safely evacuate. When determining the most effective methods of evacuation, consideration should be given to the size and weight of the individual, distance required to reach the assembly area, and obstacles such as steps, curbs, streets, intersections, traffic, etc.

- Compile a list of all students and employees with disabilities that might affect their ability to safely evacuate.
- Develop and maintain a master list and schedule showing the location(s) of students and employees with disabilities who require evacuation assistance as well as locations of students throughout the day. Update this information in the ERP.
- Incorporate all aspects of the evacuation plan for individuals with disabilities in monthly evacuation drills. During these drills, evacuate those individuals to the appropriate designated AOR and communicate their location to IC.

EVACUATION ASSISTANCE

Students with DAFN requirements are assigned to a designated staff member. If the student changes locations throughout the school day, responsibility may shift to the next staff person. As a best practice, assign backup individuals to provide assistance. Personnel working in close proximity to an employee with a disability, may be requested to provide evacuation assistance. This responsibility may shift as the employee works in different locations of the building throughout the day. Floor wardens will canvas all areas for visitors with disabilities and assist visitor to an AOR or evacuate. Communicate AOR occupancy to the IC. Evacuation accommodations and appropriate assistance is outlined in **Table 2**.

Table 2. Evacuation Accommodations and Assistance

Disability	Evacuation Assistance
Blind/Low Vision	<ul style="list-style-type: none"> ● Offer to assist person to a safe location. ● Never grab their arm. Ask them to hold your arm or elbow. ● Give verbal instruction or information while moving to the designated area.
Deaf and Hard of Hearing	<ul style="list-style-type: none"> ● Establish initial communication by touch and eye contact and notify them of the emergency. ● Have written notes ready, if appropriate, which explain the existence and nature of the emergency. ● Offer gestures to provide information and instruction.
Limited Mobility	<ul style="list-style-type: none"> ● Accompany the mobility-impaired person to the nearest AOR. It may be necessary to clear the exit route of debris so that the person with the mobility impairment can move. ● Once within the AOR, wait for the fire department to evacuate the mobility impaired person.

	<ul style="list-style-type: none"> ● Determine how many people are needed to move the person up or down the stairs. ● Determine the ability of the person to extend or move his or her extremities when lifting due to pain, catheters, leg bags, spasticity, braces, respirators, etc.
<p>General Emergency Evacuation Procedures for Individuals with Disabilities</p>	<ul style="list-style-type: none"> ● Communicate the emergency to the individual; ● Avoid using elevators, chair lifts, or any other system requiring electrical power in an emergency; ● Assist in evacuating individuals with disabilities located on the first floor; ● Utilize the AOR as designated on the evacuation map; ● Floor wardens must communicate with IC to identify which AORs have individuals in them; ● Communicate the number, identity, and locations of any individuals in AOs; ● DC FEMS will assist with evacuating any individuals from the AOR.

REUNIFICATION CONSIDERATIONS

Student-parent reunification is a vital part of the response and recovery phases. Reunification rests on accountability measures taken through the process of tracking students at the reunification site and effectively communicating with and directing incoming parents/guardians attempting to be reunited with their child. Schools must be accountable for maintaining the chain of custody for every student during and after a crisis. See Appendix C for details.

The reunification process is made up of several key components and requires consideration of several factors. Share the following components with the school community, especially parents/guardians and families.

- **Reunification Site:** Depending on the nature and location of the emergency the reunification process may occur inside (e.g., an assembly room) or outside (e.g., in the event of a fire in the building). Schools should partner with nearby community organizations such as houses of worship or recreation centers to identify reunification sites when only their individual school is affected by an incident. When identifying locations, the site must be accessible and large enough to accommodate the entire student body, staff, volunteers, and parent(s)/guardian(s). When there is a District-wide emergency, schools should coordinate with their public safety partners to identify reunification sites.
- **Emergency Contact Cards:** Maintain current contact information for all students. This is one of the most critical aspects of reunification. As a best practice, have a set of hard copies of the contact information as well as electronic copies such as on a USB flash drive. Maintain

these cards in alphabetical order, by classroom and grade level and place both hard and electronic copies in the Go-Kit in the main office.

- **Transportation:** It is important to attempt to identify a reunification site within walking distance of the school facility to ensure that the school is not dependent on transportation. However, there may be instances when it is safer to move students further away from the school which will require transportation. In such instances, coordination must occur with DCPS Central Services and/or local LEA authority for assistance.
- **Student Rosters:** Schools should keep track of who is at school and who is absent to minimize anxiety during reunification. Also, as mentioned in the evacuation response procedures, ensure that teachers are utilizing flip charts with the appropriate colors, to identify that all students are present. Teachers should also conduct a physical role call to verify.
- **Security:** MPD or other law enforcement officials may be at the reunification site to ensure that a safe and orderly reunification process takes place. If applicable, identify what roles contract security officers will have during this process as well.
- **Release Process:** Students will gather in their assigned staging areas usually by grade level or class. Parents/guardians will arrive at designated check-in locations and line up based on grade level or alphabetical order. Parents/legal guardians must provide valid identification and sign for EACH student they are picking up. Once the information is confirmed, a runner will go to the staging area where that student is to retrieve them. Parents/guardians must wait in the reunification area where information on the cards will be matched, and then they are reunited with their child.

RESPONSE CONSIDERATIONS

LEVELS OF EMERGENCIES

We must understand and be prepared for a range of emergencies (from school-based incidents such as a student’s allergic reaction, to community-wide disasters such as a hurricane or terrorist attack). The information below illustrates three levels of emergencies, and the following page describes in greater detail the possible impacts of community-level disasters on individual schools.

Level I – School Emergency

A Level I emergency is a site-based event affecting only that location and does not require the activation of the EST. However, the Incident Commander (IC) may use EST personnel or resources (for example, Central Services).

Level II – System Emergency

A Level II emergency is a local event having an impact on more than one site or having a large-scale community impact, such as a major fire, civil disturbance, hostage situation, or widespread power outage. Also, a Level II emergency may be an event that only affects one location, but the magnitude of the emergency requires the support of the EST, who determines what additional resources and expertise may be needed to manage the event. School Emergency Response Plans are implemented by the IC, as the EST assembles key staff and section leaders.

Level III – District Emergency

A Level III emergency is a community or region-wide event affecting multiple sites such as an earthquake, chemical/biological-related incidents, terrorism, or any incident having a collateral impact on the District of Columbia and the National Capital Region (NCR). An example of this event would be a mass evacuation from Maryland or Virginia. In the event of a Level III emergency, the District of Columbia Response Plan would be fully activated to coordinate system-wide response efforts and site emergency plans are implemented along with administrative support teams.

ROLES AND RESPONSIBILITIES

In plan development, it is important to consider individuals who are best suited to perform response functions as members of a SERT. This is necessary so that staff is trained on how to handle an emergency as well as being assigned and trained to specific roles. Each key person should designate an alternate in case the primary individual is unavailable or injured. It will be necessary to routinely review the plan to consider employee turnover.

COMMAND AND CONTROL

The Incident Commander (IC) is the individual responsible for all incident activities, including the development of strategies and tactics, as well as the management of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site until command is turned over to law enforcement. In a school with multiple tenants, each should establish a unified command structure. Each tenant will identify an IC. In the event of an incident each schools' respective IC will communicate and collaborate with each other. Emergency situations demand constant control from a central location (a command post). That means that the IC should not leave the command post without leaving someone in charge. At a minimum, the IC should:

- **Assess** the situation;
- **Determine** the response;

- **Establish** objectives;
- **Track** resource needs, including what resources are available, what have been assigned, and what additional resources are needed;
- **Develop** a strategy/plan for handling the emergency, monitoring how the plan is working, and adjusting the plan to meet the realities of the situation;
- **Document** the emergency, as it is a historical record and for legal and financial reasons;
- **Appoint** additional staff as the incident escalates;
- **Establish** and **maintain** lines of communication
- **Update** emergency first responders with any pertinent information, including the accountability and the use of any area of refuge.

Figure 1. Sample Incident Command Structure for Schools

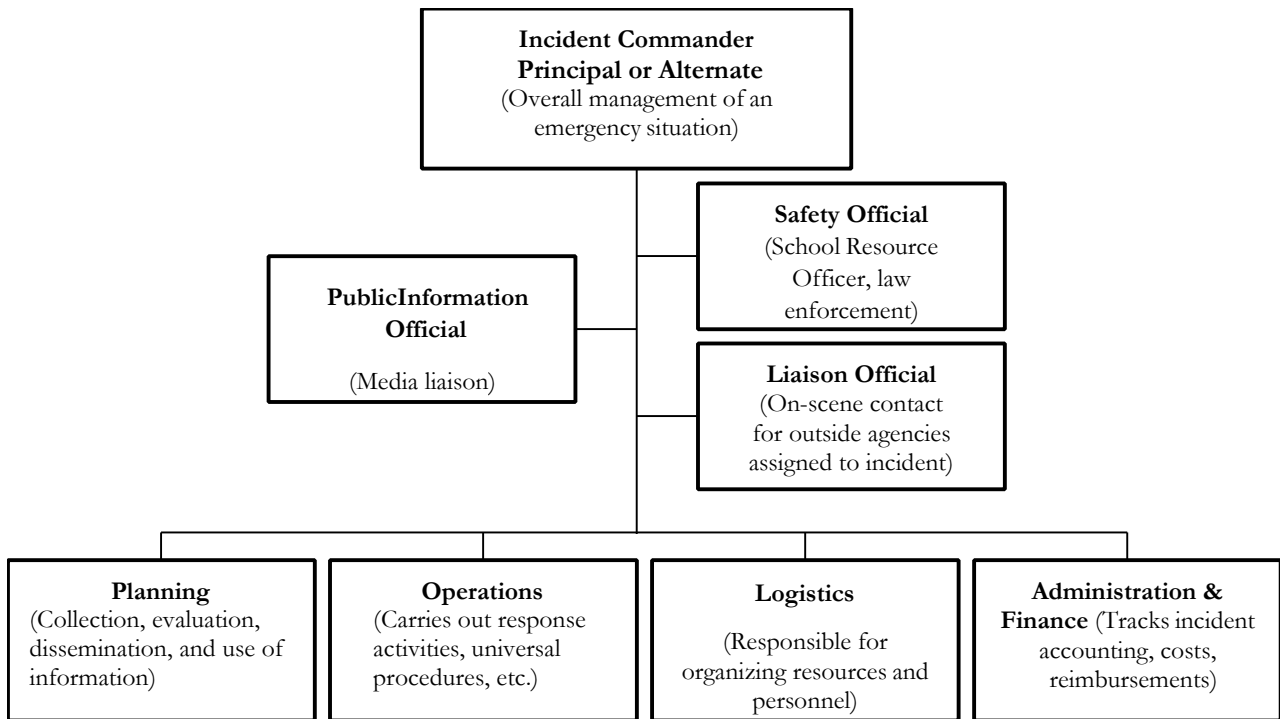


Table 3. School Specific Incident Command System Positions

Title and Location in ICS Structure	Location in ICS Structure	Role/Responsibility
*Incident Commander (IC): Principal or Designee	Command Staff	<ul style="list-style-type: none"> ● Responsible for the development of the school plan and overall management of emergency situations ● Establish/manage Command Post until the arrival of emergency responders ● Activate SERT and determine strategies to implement protocols and adopt as incident dictates
*Public Safety Liaison	Command Staff	<ul style="list-style-type: none"> ● Develop working knowledge of local/regional agencies ● Serve as the primary on-scene contact for outside agencies assigned to an incident ● Assist in accessing services when the need arises ● Document activities
*Occupant Accounting Coordinator: AP or Guidance Counselor	Operations Section	<ul style="list-style-type: none"> ● Validate school staff and students at the assembly area, develop and maintain Occupant Accounting and Release Plan (worksheet) ● Collaborate with floor wardens to develop report ● Communicate occupant accounting discrepancies to IC
*Facility Access Coordinator: Chief Custodian	Operations Section	<ul style="list-style-type: none"> ● Monitor site utilities (electric, gas, water, HVAC) ● Secure facility ● Establish alternate plan of action for water/sewer failure ● Request needed supplies from Logistics ● Document activities
*Triage Coordinator: Nurse CPR/First-aid trained designee, if the nurse is not available	Operations Section	<ul style="list-style-type: none"> ● Establish and maintain first-aid supply box ● Establish medical triage with staff trained in first aid ● Manage care given to the injured ● Distribute supplies (gloves, bandages, etc.) ● Request additional supplies from Executive Support Team ● Develop plan to address management of student medications/treatments ● Document activities

District of Columbia School Emergency Preparedness and Response Playbook

Media Liaison	Command Staff	<ul style="list-style-type: none"> ● Develop relationships with local media representatives ● Prepare media releases ● Establish a media center near the command post ● Coordinate information with IC and EST ● Document activities and familiar with site plan
Community Liaison: School Secretary	Command Staff	<ul style="list-style-type: none"> ● Communicate with parent groups on the Release Plan ● Collaborate with the Occupant Accounting Coordinator to properly identify parents and adults identified as emergency release personnel ● Document activities
Counseling Coordinator: Guidance Counselor	Operations Section	<ul style="list-style-type: none"> ● Provide and access psychological first aid services (working with Operations: Medical) ● Access Crisis Teams coordinate local/regional providers for ongoing crisis counseling for students, staff, and parents ● Document activities
Supplies Coordinator	Logistics Section	<ul style="list-style-type: none"> ● Establish and maintain SERT Go-Kit (batteries, etc.) ● Coordinate access to and distribution of supplies during an emergency ● Monitor inventory of supplies and equipment ● Coordinate the distribution of food and water ● Document activities
Transportation Coordinator	Logistics Section	<ul style="list-style-type: none"> ● Establish emergency transportation of students and staff through established procedures ● Coordinate pickup locations ● Document activities
Floor Captain: Preferable non-teaching staff	Operations Section	<ul style="list-style-type: none"> ● Responsible for inspecting assigned floor and alert all occupants of the appropriate response ● Survey isolated offices and individuals needing special assistance ● Report status and use of Areas of Refuge to the IC

***Required Members at all levels-Elementary, Middle, and High School.**

THREAT MANAGEMENT

PROCESS FOR STUDENTS SITUATION DESCRIPTION

The following is a guide on responses to verbal or written threats of students toward self, other students, staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel—particularly school psychologists—must assess threats, which are classified Low, Medium, or High Level. Each Level has specific indicators and responses. Student and staff safety are always paramount.

Procedures Immediate Response

- Administrator learns of verbal or written threat of harm to self, others, or property made by student.
- **Activate RAVE** (or applicable system) **and/or Call 911** (if RAVE is not accessible).
- Administrator immediately determines level of threat with input from the school counselor, psychologist, social worker, and/or SRO, where appropriate.
- The administrator will consult with Student Services and School Social Work Services as needed.

Low Level Threat Determination

- Threat is:
 - Stated in vague or general manner;
 - Often reflects anger, frustration, lack of hope, or distrust;
 - Does not include a specific target other than self; – Does not specify concrete steps to carry out threat; and – Developmentally inappropriate or unrealistic.
- Administrator consults with school counselor, school psychologist, and/or school social worker regarding:
 - Needs of the student;
 - Involvement of the student’s parents; and
 - Identification of appropriate referral resources.
- Pupil personnel worker and school nurse are involved as needed.
- Consultation is provided to school staff regarding strategies for managing low level threats.
- Refer student to the Crisis Team as needed.

Medium Level Threat Determination

- Threat is:

District of Columbia School Emergency Preparedness and Response Playbook

- Clearly stated, often a function of anger or frustration;
 - Uncertain about specific targets of threat;
 - Lacking in capacity or resources to act on threat;
 - Lacking in concrete steps taken to carry out threat;
 - Suggestive of attention-seeking behavior; and could continue or escalate if not addressed.
- Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:
 - Administrator identifies employee to contact student's parents;
 - Identify and offer appropriate referral resources to parents; and
 - Notify parents of intended victims, as appropriate.
 - Pupil personnel worker and school nurse are involved as needed.
 - Disciplinary actions are determined by the principal.
 - Student is referred to the Crisis Team as needed.
 - Administrator may consult with Police at 911.
 - Patrol officer may investigate and refer.

High Level Threat Determination

- Threat is:
 - Clearly stated;
 - Targeted to specific individuals or property;
 - Identifies behaviors that can realistically be carried out; and implies that concrete steps have been taken to carry out threat.
- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- Call School Security Command Center.
- Administrator initiates the following:
 - Student remains under administrative supervision.
 - Administrator contacts EST Manager, if applicable
 - Consult police regarding timeframe for notifying parents.
 - Notify parents of student making threat and request their immediate response to the school.
 - Notify parents of the threatened student.
- Administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.

- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Involve the school psychologist in emergency assessment.
- Offer appropriate referral resources to parents.
- Offer follow-up support to intended victim(s).
- Involve school nurse, as needed.
- Principal determines disciplinary actions.
- Refer student to the Crisis Team, as appropriate.

PROCESS FOR EMPLOYEES/VISITORS SITUATION DESCRIPTION

The provision of a safe school and workplace is essential to the well-being of students and staff. Threats may originate within the school system or from the outside. Violence, abusive, threatening, harassing, or intimidating acts from employees and/or members of the public will not be tolerated. Violence includes but is not limited to: Physical attacks that inflict injury or harm to persons or property; Threats of violence either directed or reported by others; and Behaviors that cause a reasonable fear or intimidation response in others. Also, workplace violence may include oral or written statements, gestures, or expressions that communicate a direct or implied threat of harm. The following categories are defined as violations:

- Willful disturbance of school activities—A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary, or higher education.
- Molesting or threatening students or school personnel—A person may not molest or threaten with bodily harm any student, employee, administrator, agent, or any other individual lawfully on the grounds or in the immediate vicinity of any institution of elementary, secondary, or higher education institution.
- Carrying or possessing deadly weapon upon school property—No person (except law enforcement officers in the regular course of their duties and commissioned security guards hired by the school system) shall carry or possess any rifle, gun, knife, or deadly weapon of any kind on any school property.

Individuals who engage in these behaviors will be removed from school property and are subject to disciplinary action (employees) up to and including termination, criminal prosecution, or both. Visitors may be denied access to school grounds and be subject to criminal prosecution.

The Trespass Statute also empowers school principals and other designated school officials to deny certain individuals access to school property. Denial of access to school grounds—The principal of any public institution of elementary, secondary or higher education—or a person designated in writing by the principal—may deny access to the institution’s buildings or grounds to any person who:

- Is not a bona fide, currently registered student, staff, or faculty member at the school and does not have lawful business to pursue at the school;
- Is a bona fide, currently registered student at the school and has been suspended or expelled from the school for the duration of the suspension or expulsion; or
- Acts in a manner that disrupts or disturbs the normal educational function of the school.

EMERGENCY RESPONSE PROCEDURES

A situation is an emergency when:

- An employee suffers physical injury.
- There is an immediate threat of physical harm or property damage.
- There is a weapon present (implied, concealed, or displayed).

Initial Response

- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- Initiate School Emergency Response Plan and determine Appropriate Universal Emergency Response.
- Contact the appropriate administrative support team.
- Contact security.
- Follow police direction.
- Follow-up response:
 - Preserve and maintain evidence and collect appropriate documentation on the incident.
 - Provide communication plan to appropriate staff.
 - Provide debriefing, or support services.
 - Complete the After Action Report.

NONEMERGENCY RESPONSE PROCEDURES

A situation is a nonemergency when an employee is fearful of suffering harm in the workplace, but there is no immediate danger. Inform employees that they need to report threats or threatening, abusive, or intimidating behavior. Administrator/supervisor will contact security and submit appropriate reporting documents.

WARNING/NOTIFICATION

Office personnel must assess life and safety issues and inform the principal or designee of the office or room number where they/the emergency is located. The principal or designee, now the Incident Commander (IC), notifies designated executive support team.

- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible).
- Contact School Security Police when necessary. The School Emergency Command Center located in the Office of Unified Communications (OUC) is the nerve center for school emergency notifications and response.
- Use the Public-Address System (PA system) to issue an announcement informing all staff and students to relocate to their assigned areas.
- Activate the SERT. In non-critical incidents, for example in COOP situations, activate the Telephone Tree to notify staff of an emergency event:
 - The principal or IC establishes the telephone tree, connecting him/her with the SERT and various staff groups. Use the Public-Address System (PA system) to issue an announcement or radio transmission
 - The principal or IC crafts a statement, specifying the details of the incident.
 - The IC initiates the first call to immediate staff who in turn call others until the notification is complete.
- Utilize technology applications for information and to notify community of emergencies:
 - Staff, students and parents with “smart” cellphone devices can download situational awareness mobile apps, for example, Alert DC, HSEMA and FEMA mobile applications to receive emergency alerts and notification. This is a simple and easy way to receive emergency safety notifications that provide real-time information and warning before, during, and after emergencies. It is recommended that schools provide this information to students and parents during the first few days of the school year.
 - The channels of communication utilized by LEAs are the following:

- Connect-ED and Written Notices are an effective tool that can be used to communicate information and news to students and parents. Written notices are vetted through the DCPS Central Services Communications Team for dissemination to staff and parents/guardians. Don't forget to consider those individuals who are absent on the day of the emergency.
- Alert DC is the official District of Columbia communications system allowing users to pick the type of emergency alerts, notifications, and updates directly from District of Columbia public safety officials. By staying informed, Alert DC provides real-time updates and instructions to protect individuals and families. Register for AlertDC: <https://hsema.dc.gov/page/alertdc>.

UNIVERSAL EMERGENCY PROCEDURES

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response message using the public address (PA) system, sounding of the bell (evacuation), radios, mobile technology applications, and shelter building lockdown technology if applicable. Use plain language and “exact terms” when directing an emergency response using the appropriate Universal Emergency Response Procedure classifications as follows:

- Evacuation
- Alert Status
- Lockdown and barricade door when safe to do so
- Shelter in Place
- Severe Weather Safe Area
- Drop, Cover, and Hold

Table 4. Universal Emergency Response Chart

<p>A. Evacuation (For use when conditions outside are safer than inside)</p> <p>When the announcement is made or alarm is sounded:</p> <ul style="list-style-type: none">● Close windows and doors; do not lock.● Be alert to and assist any student with a disability if needed.● Bring Emergency Procedures Guide and student roster.● Evacuate students quietly and in an orderly fashion. (Follow posted directions.)● Report to your designated area and take attendance.
--

District of Columbia School Emergency Preparedness and Response Playbook

<ul style="list-style-type: none"> ● Check for Injuries. ● Hold up Emergency Procedures Guide to indicate: <ul style="list-style-type: none"> ○ Red Side Out–Need assistance/student missing. ○ Yellow Side Out–Have additional students ○ Green Side Out–All students accounted for ● Report any missing students to the Principal. ● Be alert for further instructions. ● Return to building only after the building principal or fire department gives the “all clear” signal. ● Avoid emergency vehicles. 	
<p>B. Alert Status (For use in securing access to the building, usually in a community emergency event) When the announcement is made:</p> <ul style="list-style-type: none"> ● Secure the facility by locking all doors from the inside. (Do not chain any doors.) ● Inform staff of “Alert Status”. ● Inform students of “Alert Status” in an age-appropriate way. ● Conduct classes and activities within the building in a normal manner. 	
<p>C. Lockdown (For use to protect building occupants from potential dangers in the building or outside) When the announcement is made:</p> <ul style="list-style-type: none"> ● Students are to be cleared from the halls immediately and report to nearest available classroom. ● Assist those needing special assistance. <p>All windows and doors should be closed and locked, and no one should leave for any reason.</p> <ul style="list-style-type: none"> ● Cover all room and door windows if possible. ● Stay away from all doors and windows; move students to interior walls and sit on floor. ● Shut off lights. ● <i>BE QUIET!</i> ● Wait for further instructions. ● Document attendance. 	<p>C1. Shelter-in-Place (For use in external gas or chemical release) When the announcement is made follow the Lockdown Procedure with the additions below:</p> <ul style="list-style-type: none"> ● Close and tape all windows and doors and seal the gap between the bottom of the door and floor using coats, blankets, or rugs. ● Turn off heating, ventilation, and air conditioning systems.
<p>D. Severe Weather Safe Area (For use in severe weather emergencies) When the announcement is made or alarm sounded:</p>	<p>D1. Drop, Cover & Hold (For use in earthquake or other imminent danger to building or immediate surroundings) When the command DROP is given:</p> <ul style="list-style-type: none"> ● DROP – to the floor, take cover under a nearby desk or table and face away from the windows.

District of Columbia School Emergency Preparedness and Response Playbook

<ul style="list-style-type: none">● Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous).● Occupants of portable classrooms shall move to the main building to designated safe areas.● Take student roster for student accounting.● Assist those needing special assistance.● Do not stop for student/staff belongings.● Close all doors.● Take attendance.● Remain in safe area until the “all clear” is given.● Wait for further instructions.	<ul style="list-style-type: none">● COVER – your eyes by leaning your face against your arms.● HOLD – on to the table or desk legs, and maintain present location/position.● Assist those needing special assistance.● Wait for further instructions.
---	--

If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class or an assembly.

The principal or the crisis team notifies parents of victims, if necessary. The executive support staff notifies other schools in the district.

The designated Incident Commander (IC) will lead communications until the arrival of first responders. After first responders arrive, establish a unified command- which means that individuals from one or more response agencies work jointly with the Incident Commander and school officials to carry out the response.

SECTION III: TRAINING AND EXERCISE GUIDANCE

As mentioned in Section I, training provides a means to ensure all staff are aware of procedures, protocols, roles and responsibilities, and available resources during emergency incidents. It is important to train students and staff prior to exercising or implementing the plan so that everyone understands the relevant information it contains.

To support the District's school's emergency planning needs School Security Emergency Planning and Guidance Unit (EP&G) provides:

- School Emergency Response Team (SERT) courses of instruction throughout the school year such courses include Crime Prevention Through Environmental Design for School Leaders (CPTED), student parent reunification, navigating the CORE DC web application, and school ERP training in collaboration with FEMS.
- Emergency preparedness and school safety trainings.
- Monitors the CORE DC web application and administers non-compliance email safety drill notifications to school leaders.
- High level school emergency response plan administrative reviews, safety drill assessments, and technical assistance to school based staff.

As a best practice, school leaders and SERT POC's must reaffirm their dedication to professional development and training by completing the FEMA web-based interactive courses, such as IS-362 Multi-hazard Emergency Planning for Schools and IS-36 Multi-hazard Planning for Childcare Training Delivery Considerations.

MANDATORY SCHOOL DRILLS

Schools must conduct all-hazard drills throughout the school year and emergency preparedness training for staff. **Table 5** outlines the mandatory exercise and drill requirements according to *DC Municipal Regulation DC Fire Code 405.1* and the *School Emergency Response Plan and Management Guide* to be conducted during the school year. This information must be listed in your ERP and on the CORE DC web-based application drill log section.

Table 5. Required School Drills

Type of Required School Drill	Required Frequency
Fire/Evacuation Drill	1 drill each week first month of school, once every (30) calendar days thereafter not to take place during periods of mandatory testing; (12) total fire drills
Earthquake Drill	1 drill annually - In cooperation with FEMA Earthquake National Event (Great Shake Out)
Lockdown/Intruder Drill	Required (2) drills per year
500 Feet Evacuation	Required (2) drills per year
Severe Weather Drill/Duck and Cover	Required (1) drill per year
Reverse Evacuation	Minimum (1) drill per year (Recommended)
Shelter-in-Place	Minimum (1) drill per year (Recommended)
Alert Status Drill	Minimum (1) drill per year (Recommended)

SUGGESTED DRILL SCENARIO

As a best practice alternate condition drills should be practiced – this consists of simulating that a primary exit is “blocked” requiring the secondary egress route to be utilized. The primary exit should not be physically blocked. There should be a person standing in the egress pathway announcing that this exit is blocked, and they must use their secondary egress route to exit the building.

POST-EXERCISES DEBRIEFING

School leaders should conduct debriefings with students (and assisting adults if appropriate) to determine what worked or did not work and to identify gaps and assess drill effectiveness. If a student with disabilities is not able to fully participate in a drill, the drill can be differentiated or modified for students, staff, and visitors with disabilities. For example, some participants may complete the full drill while others may complete the drill up to a certain point based on their abilities.

SCHOOL EXERCISE SCHEDULE

On an annual basis schools should prepare a schedule of orientations and training for staff, students and parents. The model training and orientation schedule, (located in the CORE DC

Emergency Response Plan), outlines school safety and security drills which includes fire safety and prevention, lockdown training and any other relevant training to staff regarding the plan. The SERT POC updates the training and orientation schedule for their respective school annually.

DRILL DOCUMENTATION

Enter the following information on the View Details page of CORE DC after each drill:

Fire, 500 Feet Evacuation, and Reverse Evacuation Drills

1. Date and time of the drill.
2. Staff members on duty participating.
3. Number of occupants evacuated.
4. Special conditions simulated.
5. Problems encountered.
6. Weather conditions when occupants were evacuated.
7. Time required to accomplish a complete evacuation.

Severe Weather & Earthquake Drills

1. Date and time of the drill.
2. Number of occupants
3. Problems encountered.
4. Time required for completion.

Lockdown & Alert Drills

1. Date and time of the drill.
2. Event practiced
3. Problems encountered.
4. Time required to accomplish a complete lockdown/alert status.

PARTICIPATION CONSIDERATIONS

Ensure all students, including students with disabilities, can participate in drills. Determinations regarding a student's participation in a drill should be made on an individual basis. However, the fact that a student has a disability and may make it more challenging or complex does not mean the student should be excluded. Students with disabilities need to participate in all drills unless, through consultation with the parent, medical provider, school nurse, and/or other school staff

members, it is determined that the risk of a particular drill is outweighed by the student's health or safety needs. It is critical that students with disabilities and adults responsible for their safety practice emergency procedures prior to drills so they are aware of what will take place in the event of an emergency or drill. In addition, ensure that SERT members are cross trained in different roles. As a best practice, school leaders should conduct debriefings to identify gaps and assess drill effectiveness. Debrief with students (and assisting adults if appropriate) to determine what worked or did not work. If a student with disabilities is not able to fully participate in a drill, the drill can be differentiated or modified for students, staff, and visitors with disabilities. For example, some participants may complete the full drill while others may complete the drill up to a certain point based on their abilities.

PREPARING PARENTS AND STUDENTS

It is important to give parents and students an overview of how the school plans to respond in an emergency; what protocols parents and students are expected to follow; and the rationale for these policies. In addition to training, schools can orient parents through briefings, newsletters, and policy distribution to school emergency concepts. Parents and guardians should receive information at the beginning of each year to familiarize them with certain aspects of the ERP and schools should provide regular updates throughout the year, before/after exercises, and following any real-world events. Parents and students will be more willing to follow protocols if they understand the safety concerns and procedures that underline the various steps that need to occur during an emergency.

APPENDICES

APPENDIX A: EMERGENCY RESPONSE PLAN RESOURCES

A.1 SCHOOL EMERGENCY RESPONSE TEAM ASSIGNMENTS

In general, Emergency Response Team (or ICS) roles should be logical, reasonable parallels to day-to-day work assignments. In CORE dc, you will be asked to complete the form below to reflect your team assignments; remember that no individual can be assigned to more than one role within the plan. The Incident Commander, Public Safety Liaison, Occupant Accounting Coordinator, Facility Access Coordinator, and the Triage Coordinator are required positions in every plan. The remaining positions should be filled if determined necessary by the SERT team during plan development. For each role described below, at least one person must be entered for completion.

Title	Name Position 1. Primary 2. First Alternate 3. Second Alternate	Location Person Is Found: Room # - Phone #/Ext. – Intercom #
Incident Commander*	1. 2. 3.	
Public Safety Liaison*	1. 2. 3.	
Occupant Accounting Coordinator*	1. 2. 3.	
Facility Access Coordinator*	1. 2. 3.	
Triage Coordinator*	1. 2. 3.	
Media Liaison	1. 2. 3.	
Title	Name Position 1. Primary 2. First Alternate	Location Person Is Found: Room # - Phone #/Ext. – Intercom #

	Second Alternate	
Community Liaison	1. 2. 3.	
Counseling Coordinator	1. 2. 3.	
Supplies Coordinator	1. 2. 3.	
Transportation Coordinator	1. 2. 3.	
Floor Captains	1. 2. 3.	

A.2 COMMAND POST LOCATIONS

Command Posts (CP) are meeting places designated in advance where ERT members convene during an emergency event. All team members must know where each CP is located. When identifying CP locations, remember that location is of primary importance and should provide easy access to ERT staff and emergency responders. When scouting CP interiors, be sure to consider availability of communication links (data/phone). Assure that the CP is not located in a vulnerable area (e.g., a site that is prone to flood or locations near large glass windows).

NAMING FOUR DESIGNATED CP SITES

Each site will identify at least four distinct CP sites for these responses:

1. For normal evacuations (e.g., a fire drill—usually a flag pole);
2. For a 500-foot evacuation (typically an outdoor area);
3. Alternate Building within walking distance (usually a neighboring building); and
4. Inside the facility (one primary site, usually the main office, and two alternate sites for lockdowns, weather, etc.).

District of Columbia School Emergency Preparedness and Response Playbook

If you are evacuated to a central location requiring transportation, the CP will be located in a lobby area. In the form below, list the exact location for each of the four CP sites described above.

Command Post(s)

In CORE DC, you will be asked to complete the form below to identify your Command Posts(s).

Primary Command Post

Name: _____ State: _____ Zip: _____
Address: _____ Phone #: _____
City: _____ Contact Name: _____

(Enter location within a building, e.g. First Floor Lobby)

Building Primary: _____ Phone #: _____

Alternate Command Post(s):

(You must add at least one alternate command post for completion)

Building Alternate: _____ Phone #: _____

Evacuation (Fire Drill): _____

Evacuation (500 feet): _____

Walking Distance (Facility)

(You must add at least one facility for completion)

A.3 OCCUPANTS NEEDING SPECIAL ASSISTANCE

STAFF SURVEY: STUDENTS/ADULTS NEEDING SPECIAL ASSISTANCE (INCLUDING VISITORS)

In **CORE DC**, you will be asked to list the names and schedules of anyone in your building that will require special assistance in an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.). The standard protocol for evacuating disabled personnel is to evacuate with the regular population. If this is impossible, disabled personnel are to be moved to stairwells to meet arriving emergency personnel (fire, police, and rescue) who will evacuate the disabled persons.

Alternate Individual 2: _____

Location & Time:

Location	Time

A.4 HAZARDS AND MITIGATION PLANS

CLASSROOM AND BUILDING: HAZARD HUNT

All Staff: Emergency Response Team is interested in identifying any special circumstances that exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to location in the building, situations which may impede evacuation from the building, community issues (factories, airport, jails/juvenile facilities, water plant, rivers/streams), etc. Please describe any such potential hazards below, and list actions requested to mitigate the hazard.

Teacher Name: _____ **Room #:** _____

Potential Hazard	Action Requested to Mitigate Hazard (if possible)
Hazard:	Action: Requested: Contact:
Hazard:	Action Requested: Contact:
Hazard:	Action: Requested: Contact:
Hazard:	Action Requested: Contact:
Hazard:	Action: Requested: Contact:
Hazard:	Action Requested: Contact:
Hazard:	Action: Requested: Contact:

Building Hazards

Each Emergency Response Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another entity, hazard-prone areas (i.e., persistent flooding), etc.

Using information from Building "Hazard Hunt" , as well as insights from Emergency Response Team members, specific risks or potential hazards needing special consideration and plans to address and mitigate them must be uploaded into CORE DC. You must add at least one hazard hunt for completion.

Potential Hazard: _____

Locations: _____

Contact: _____

(Provide the name of a person who can be contacted about this hazard)

Action Taken:

(Action Taken or Planned to mitigate the hazard, if possible)

A.5 ASSEMBLY AREAS: OUTDOORS FOR STANDARD EVACUATION

Use this worksheet to plan for evacuation from the building to an onsite or near-site Assembly Area (e.g., onsite football field). This area should minimize exposure of students to dangers or hazards around the school. All information pertaining to standard and 500-foot evacuations must be uploaded in CORE DC.

Examine floor plans and maps of school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as gas, sewer, and power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material; water towers, multistory buildings (vulnerable to collapse); and transformers, balconies (which may fall from buildings), etc.

Assembly Area 1: Normal Evacuation (Fire Drill):

Command Post–Location _____
of Incident Commander

District of Columbia School Emergency Preparedness and Response Playbook

Access for emergency vehicles _____

Triage Area _____

Media Area _____

Parent Reunification Area _____

Student assembly areas (by grade level, team, etc.) _____

Assembly Area 2: 500 feet from the building:

Command Post—Location of Incident Commander _____

Access for emergency vehicles _____

Triage Area _____

Media Area _____

Parent Reunification Area _____

Student assembly areas (by grade level, team, etc.) _____

- Place copies of floor plans and evacuation routes, highlighted as appropriate, in the actual plan section of the Guide and post throughout the building.

- In the event your primary access point for emergency vehicles is blocked, identify alternative access and egress points for emergency vehicles/personnel.
- Identify several potential emergency resource staging areas for commodities and emergency vehicles. Also, identify potential staging areas for positioning media, triage, and reunification.
- Communicate Accounting and Release procedures to parents for all assembly areas.
- If crossing a street is necessary during an evacuation the IC must designate traffic control personnel during crossings.

A.6 ALTERNATE BUILDING LOCATION: WALKING DISTANCE

In inclement weather, or if your building and surrounding area requires evacuation, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Areas. Use the following worksheet to plan for evacuation from the building to an offsite building location within walking distance from the school. Coordinate your planning with other schools, etc.

- Examine maps and site plans for possible Alternate Building Locations in the immediate vicinity of the school property.
- Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- Coordinate planning with nearby schools, community centers, recreation centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
- Evacuation sites must be reconfirmed with the sponsor(s) annually. Often-times when using private sites the willingness or ability to accommodate a school change and the sponsor may be unable to recommit.

Alternate Building Location Details

Name _____
(Building): _____
Address: _____
City: _____
State: _____
Zip: _____
Contact _____
Name: _____

Contact _____
Number:

A.7 ALTERNATE BUILDING LOCATION: REQUIRING TRANSPORT

Planning is coordinated with the EST and the HSEMA–EOC for Level II or III emergencies requiring transportation.

- Contact the EST to coordinate and plan for transporting students and staff to an Alternate Building Location.
- Consider factors such as roadways (for potential traffic gridlock), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- EST in cooperation with the HSEMA–EOC will direct your school to one of the shelters identified in the District Response Plan.
- Actual location will be determined and instructions will be provided to the IC by EST.
- Identify special transport areas (potential fleet staging areas include: helistop, bus, and emergency vehicles).

A.8 OCCUPANT ACCOUNTING AND RELEASE PROCEDURES

Each school needs to establish a specific plan for occupant accounting and release. Use the following worksheet to describe how your school will account for students and staff during emergencies. Teachers must carry a student roster and School Emergency Procedures Guide, with student attendance sheets/cards, when exiting the building during an evacuation. A staff roster and visitor sign-in sheet should also be taken during evacuations.

Remember to incorporate the Emergency Procedures Guide accountability tool in your accounting procedures, if applicable:

Red Side Out — Need assistance/person(s) missing

Yellow Side Out — Have additional person(s)

Green Side Out — All person(s) accounted for

All students and staff need to have emergency information on file, through the Student Emergency Information Form. Only parents, relatives, or friends listed on the aforementioned form will be allowed to pick up a student during an emergency. These adults are to show identification and sign out the student using the Student Release Form (Section 3; Unit 1).

District of Columbia School Emergency Preparedness and Response Playbook

The Occupant Accounting Coordinator is responsible for developing and maintaining an Occupant Accounting Worksheet. This spreadsheet is comprised of all enrolled students with emergency contact information and should contain a comment section to note any disposition to a medical facility, injuries, release to parents, etc.

- List steps or procedures staff will take to ensure student or staff accounting (i.e., teachers report to team leader, who reports to Occupant Accounting Coordinator of the School Emergency Response Team, who reports to the Incident Commander):

- What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency in your Reunification Area?

A.9 ORIENTATION AND TRAINING SCHEDULE

Annually, each team should prepare a schedule of orientation and training events. The sample worksheet below can be used to outline a schedule for training events, drills, etc.

Schedule

Month	Training Event and Who Is To Be Trained	Person Responsible	Comments
July	Development of Plan and Update ERT Go-Kit	Building Administrator	

District of Columbia School Emergency Preparedness and Response Playbook

August	Orientation of Plan to Staff	ERT	
September	Orientation of Students, Parents, and Community, if applicable	ERT	
October			
November			
December	Review Plan	ERT	
January	Update ERT Go-Kit	ERT	
February			
March	Review Plan	ERT	
April			
May	Review Plan	ERT	

DRILL SCHEDULE AND LOG

Use the following worksheet to plan drills for your building. Schools must submit a copy of the schedule with ERP and update ERP with issues or challenges encountered during drills.

FIRE DRILLS

Two fire drills in the first month of school, and one per month each following month, if applicable.

Monthly Schedule	Date Conducted	Weather Condition	Total Occupants	# Mobile Impaired	Evacuation Time	Alarm Status	Notes
1st							
1st							
2nd							

District of Columbia School Emergency Preparedness and Response Playbook

3rd							
4th							
5th							
6th							
7th							
8th							
9th							
10th							
11th							
12th							

EMERGENCY EVACUATION (500 FEET) PRACTICE DRILLS

Two each year

Date Scheduled	Date Conducted	Number of Occupants	Evacuation Time	Comments, Notes
1st				
2nd				

SEVERE WEATHER SAFE AREA

At least one in March

Date Scheduled	Date Conducted	Number of Occupants	Reaction Time	Comments, Notes
1st				
2nd				

LOCKDOWN DRILLS

Twice a year

Date Scheduled	Date Conducted	Type of Event Practiced	Comments, Notes
1st			

2nd			
-----	--	--	--

INSPECTIONS

Inspection Type	Date of Inspection	Date of Re-Inspection	Violations Cited <input type="checkbox"/>	Violations Cleared

A.10 SITE AND FLOOR PLAN(S)

SITE PLAN

This section must include a site plan that indicates the location of your building’s Command Post, Reunification Area, Media Area, Triage Area and the Assembly Areas. It should also describe the routes people will use when evacuating to those areas. The site plan must also show emergency equipment access, fire hydrant locations, the locations of any fuel storage tanks (above or below ground), and electrical transformers located in close proximity.

Also, include locations of adjacent structures on the building property, including temporary structures and dumpsters.

FLOOR PLANS

Complete this section with copies of your buildings specific floor plans detailing evacuation routes, locations of hazardous materials, including classrooms, storage areas, and laboratories containing toxic substances, etc.

Floors plans should also note the locations of facility infrastructures, including HVAC Systems, fire alarm annunciators, pull stations, generators, utility control valves for water, gas and electricity, computer system servers, fire extinguishers, etc.

Finally, the floor plans are to indicate the location(s) of the Severe Weather Safe Area(s) and any Areas of Rescue Assistance.

You must provide floor/site plans in order to complete Emergency Plan wizard. You may do it at a later time, however, the emergency plan will not be considered complete until at least one floor plan is uploaded (see Appendix C and Appendix D).

APPENDIX B: GUIDE FOR DEVELOPING A SCHOOL CARDIAC EMERGENCY RESPONSE PLAN

B.1 INTRODUCTION AND PURPOSE

According to the 2023 Annual CARES Report, in 2023, 31.6 percent of cardiac arrest victims in Washington, DC received bystander cardiopulmonary resuscitation (CPR) and only 11 percent of cardiac arrest victims had an AED applied before the arrival of emergency medical services.

Studies have shown that people who receive CPR within two minutes of suffering sudden cardiac arrest have an 81 percent higher chance of surviving and being released from the hospital.

According to the American Heart Association, of the people with cardiac arrest who receive a shock from an AED in the first minute, 9 out of 10 live. In addition, application of an AED in communities is associated with nearly a doubling of survival after out-of-hospital cardiac arrest.

Although school staff are not traditional first responders, they must be prepared and trained to respond immediately when a cardiac emergency occurs. The actions they take before the first responders arrive can be lifesaving.

Drawing on best practices, this guide is organized into two parts: Part I includes recommendations on how to prepare for and respond to a cardiac emergency; and Part II includes a fillable template that a school can use to develop a high quality CERP.

Part I is organized into seven sections:

1. Definitions of key terms.
2. How to develop a cardiac emergency response team (CERT).
3. CERT's roles and responsibilities.
4. AED placement, installation and maintenance.
5. Working with Fire and EMS.
6. Training and drills.
7. School-specific cardiac emergency response protocol.

Part II is organized into five sections:

1. Principles for developing a high-quality CERP
2. A model CERP template that when filled in constitutes a school's CERP.
3. Recommendations for sharing the CERP.
4. A graphic that identifies key cardiac emergency response actions and that

- can be posted throughout the school including near AEDs.
- 5. A resource on the Rave Panic Button Emergency Safety app.

DC Fire and EMS and OSSE are providing examples of practices and matters to consider for planning and implementation purposes. The guidance does not create any requirements beyond those included in applicable law and regulations.

B.2 PART 1: PREPARING FOR AND RESPONDING TO A CARDIAC EMERGENCY


DEFINITIONS


- Automated External Defibrillator (AED)
 - A device used to help someone who has had a sudden heart problem (like a heart attack).
 - It checks the heart's rhythm and can give a shock to help it start beating correctly.
 - It's easy to use, with instructions on how to apply it.
- Cardiopulmonary Resuscitation (CPR)
 - A life-saving technique used when someone's heart or breathing stops.
 - It combines chest compressions and mouth-to-mouth breathing (or just chest compressions if you're not trained).
 - Helps keep the person alive until medical help arrives.
- Sudden Cardiac Arrest (SCA)
 - A condition where the heart suddenly stops beating properly.
 - It can happen quickly and causes a person to collapse and stop breathing.
 - It is an emergency and needs immediate action like CPR or using an AED to save the person's life.
- Staff
 - All teachers, administrators, school district personnel and adult volunteers who are present at the school on a regular basis.
- School Leaders
 - Principals and administrators who are responsible for the health and safety of all students, staff, and visitors to the school.


DEVELOPING A CARDIAC EMERGENCY RESPONSE TEAM


The CERT is a group of staff members who are CPR/AED trained. This group is responsible for providing basic life support during a cardiac emergency.


CERT Best Practices

- 

The CERT should be made up of at least five people, or 10 percent of staff.
- 

School leaders should keep and have available a list of CERT members. It should be updated prior to the start of each school year.
- 

Members of the CERT should be able to step away from daily tasks or have classroom coverage to assist when the CERP is activated.
- 

There should be at least one CERT member in each section of the building.
- 

Potential team members include staff with AED and CPR training and certifications, nurses, administrators, health and physical education staff, athletic coaches, etc.

CERT ROLES AND RESPONSIBILITIES

Role	Responsibilities
Cardiac Emergency Response Team Coordinator	Responsible for: (1) coordinating the delivery of training, education, and evaluation of CPR and AED programs; (2) ensuring that all CERT members and selected staff have current AED and CPR certifications; and (3) ensuring CERT members have the RAVE Panic Button App downloaded on their phones.
911 Caller and Provider of Emergency Location	Calls 9-1-1 or utilizes the RAVE Panic Button App and directs FEMS to the location of the cardiac emergency.
Cardiac Emergency Response Team	All members have current AED and CPR certifications and are available to provide care in an emergency.

AED PLACEMENT, INSTALLATION, AND MAINTENANCE

**Each school in the District of Columbia is
required to have and maintain an AED on site
([D.C. Code § 7-2371.02c\(2\)](#)).**

1. Where the AEDs should be located:
 - α. Inside the building: There should be enough AEDs so it takes no more than 3 minutes to get one from anywhere in the building.
 - β. Outside the building: AEDs can be stationary or mobile. They must be available at all outdoor events. Mobile AEDs can be carried by an athletic trainer or another qualified person. There should also be enough AEDs outside to ensure they can be reached within 3 minutes.
 - χ. Accessibility: AEDs should never be locked in an office or cabinet. They must always be easy to access.
2. Regular Maintenance: AEDs are checked and maintained regularly. The AED is maintained and tested according to the manufacturer's operational guidelines, and written records of the maintenance and testing are maintained. There should be a designated AED Coordinator, this person can be the CERT Coordinator. The AED Coordinator is responsible for ensuring the AEDs are functioning properly and that accessories including the battery and electrodes are not expired.
3. Clear signage: AEDs must have signs that are easy to see and identify:
 - α. Signs should be visible from common walking paths.
 - β. A 3-D sign should be installed above the AED cabinet or wall rack to clearly show its location.
4. Extra pads: Each AED should have a spare set of pads available.
5. Emergency supply kit: Consider placing extra emergency supplies with the AED. These might include latex-free gloves, a razor, scissors, a towel, antiseptic wipes, and a CPR mask.
6. Coordinator responsibilities: The CERT Coordinator or AED Coordinator must ensure AEDs are in places where they can be quickly retrieved and delivered anywhere in the building within 3 minutes. They must also be available for outdoor events.
7. 24/7 Accessibility: AEDs are accessible whenever the building is occupied, including during after-school activities like sports.

WORKING WITH FIRE AND EMS

- Register all AEDs in the department's AED registry.

- Begin with a group of selected staff and ultimately train all staff members in Hands-only CPR and AED use:
 - For CPR certifications, contact the DC Fire and EMS CPR Office at (202) 673-6901.
 - For Hands on Hearts Hands-only CPR community awareness training, email Hands.OnHearts@dc.gov.

TRAINING AND DRILLS

CERT members, selected staff, and selected students should receive a number of trainings in order to understand their roles and fulfill their responsibilities.

- All members of the CERT and selected staff should receive training on the Cardiac Emergency Response Protocol.
- All members of the CERT and selected school staff should receive the AED and CPR training and have current AED and CPR certifications.
- Schools may determine that it would be helpful for selected students to be CPR certified.

Cardiac emergency response drills are an important part of this plan. The school must complete at least two successful cardiac emergency response drills every school year. CERT members and other staff trained in CPR and AEDs should take part in these drills.

A successful drill means the entire process is completed in 5 minutes or less. A member of the CERT will create a cardiac emergency response drill report for each drill. These reports must be kept for at least five years with other safety documents.

Each report will include:

- An evaluation of how the drill went.
- Suggestions for changes to the CERP if needed.

The school may want to include students in these drills.

Note: If the AED is taken with the patient or is removed from its cabinet, please place a sign about where the next closest one is located until there is an AED put back in the cabinet. Consider having a process or checklist for AEDs that have been used to verify all parts have been checked and replaced.

SCHOOL-SPECIFIC CARDIAC EMERGENCY RESPONSE PROTOCOL

Sudden cardiac arrest events can happen in many ways. All staff and CERT members must follow the duties listed below. Taking immediate action is key to handling a cardiac emergency successfully. Plan by arranging on-site ambulance coverage for high-risk athletic events. Identify the nearest medical facility with advanced cardiac care to ensure quick access in an emergency. Sudden

cardiac arrest events can happen in many ways. All staff and CERT members must follow the procedures listed below. Taking immediate action is key to handling a cardiac emergency successfully. Plan by arranging on-site ambulance coverage for high-risk athletic events. Identify the nearest medical facility with advanced cardiac care to ensure quick access in an emergency.

STEPS TO FOLLOW

Follow these steps in responding to a suspected cardiac emergency:

Recognize the emergency

1. The person is not moving, unresponsive, or unconscious.
2. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
3. The person may appear to have a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
4. If the person received a blunt blow to the chest, this could cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

Call for Help

1. Call 9-1-1 or utilize the RAVE Panic Button App as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, quadrant of the city, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on the speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
2. Immediately contact the members of the CERT using your facility's designated communication system (e.g., walkie talkies, paging system).
3. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

Start CPR as soon as possible

The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.

1. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.

2. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Think of songs like “Stayin’ Alive,” by the Bee Gees, “Man in the Mirror,” by Michael Jackson, or “Baby Shark.”)
3. Use two hands: The heel of one hand and the other hand on top (or one hand for children younger than age 8), pushing to a depth of at least 2 inches (or a third of the depth of the chest for children younger than age 8).
4. Follow the 9-1-1 telecommunicator’s instructions, if provided.
5. If you are able and comfortable giving rescue breaths, please use a barrier and provide two rescue breaths after 30 compressions.
6. **AED Access:** The person who can retrieve the AED the fastest (ideally enroute to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.
7. **Additional communication measures**
 - a. Give the exact location of the emergency to the FEMS and CERT members who may assist. (“Mr./Ms. ____ Classroom, Office or Room ____, gym, football field, cafeteria, etc.”). Be sure to let FEMS know which door to enter.
 - b. Assign someone to go to that door to wait for and flag down FEMS responders and escort them to the exact location of the patient.

Use the nearest AED

1. When the AED is brought to the patient’s side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED’s audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school’s AED and be aware if you need to press the shock button or if it will deliver automatically. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
2. Minimize interruptions of compressions when placing AED pads to patient’s bare chest.
3. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compressions to avoid getting tired.
4. Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
5. If the AED is used, be sure to have a plan to download the data, store the data, and deliver to the patient’s cardiology care team.

Transition care to FEMS

1. Once FEMS arrives, there should be a clear transition of care from the CERT to FEMS.
2. CERT focus should now be on assisting FEMS safely out of the building/parking lot.
3. Provide FEMS a copy of the patient's emergency information sheet.

ACTION TO BE TAKEN BY OFFICE/ADMINISTRATIVE STAFF

Immediate response

1. Confirm the exact location and condition of the patient.
2. Activate the CERT and provide the exact location.
3. Confirm that the CERT has responded.
4. Call 9-1-1 or utilize the RAVE Panic Button App if it hasn't been done already by the CERT.
5. Assign a staff member to direct FEMS to the scene.

Managing the scene

1. Perform "crowd control" – directing others away from the scene.
2. Notify other staff, such as the school nurse, athletic trainer, athletic director, safety director, safety manager, and sports facilities manager.

After the initial response

1. Plan for ongoing coverage following the emergency in case another event happens.
2. Consider having people stay in place to facilitate CPR and EMS functions, like delaying class changes or hallway traffic.
3. Designate people to cover the duties of the CPR responders.
4. Copy the patient's emergency information for EMS.
5. Notify the patient's emergency contact (parent/guardian, spouse, etc.).

Communication and coordination

1. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
2. Contact organization leadership (e.g., school district administration), human resources, and/or other facility management (e.g., sports facility management).

Debrief

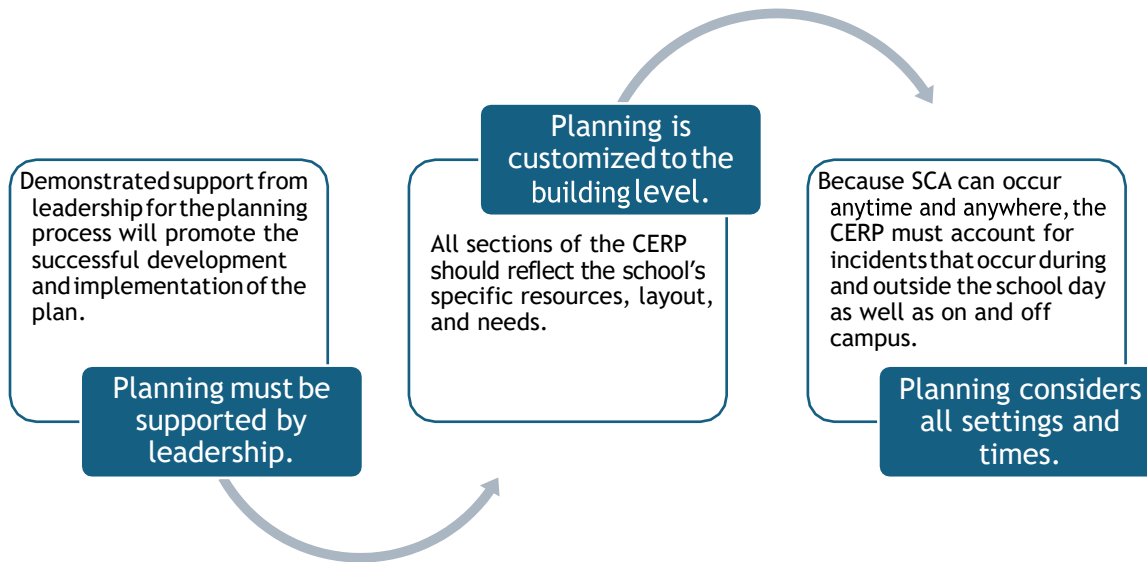
1. Talk about what happened during the cardiac emergency. Include a summary of the person's medical condition if that information is publicly available. Do not collect personal details unless they are already public.
2. Review if the CERP worked well for the specific emergency. If the plan didn't work as expected, suggest ways to improve it and how it is used. The review may include talking with medical staff (ideally through the organization's medical team) to help understand what happened and address any concerns about on-site medical care.
3. Evaluate how the debriefing process went for responders and what support was given after the event. Make sure to identify available aftercare services, like crisis counselors, for those who need them.

Other considerations

- **Additional Medications:** Consider adding lifesaving medications near AEDs, such as—
 - Narcan (Naloxone)
 - Epinephrine autoinjector (EpiPen)
- **Emergency Supply Kit:** Each AED location should have an emergency kit containing—
 - Latex-free gloves
 - Razor
 - Scissors
 - Towel
 - Antiseptic wipes
 - CPR barrier mask
- **Accessibility:** AEDs will always remain unlocked and easily accessible, including after-school activities.
- **Signage:** Clear AED signage will be installed above each AED location, visible from walking paths.

B.3 PART II: DEVELOPING A HIGH-QUALITY CERP

The following planning principles are key to the development of an effective CERP.



A high-quality CERP must not only comply with applicable legal requirements, it must also be feasible, comprehensive, and tailored to the individual characteristics of the school. It should include effective communication procedures, provide for training responders how to administer CPR and use an AED, ensure that the AEDs and other emergency equipment are available for quick use, and include protocols for working with the local FEMS system.

When filled out the following template will constitute a school's annual CERP. As indicated earlier, the model template is based on recommended best practices, and schools have the discretion to adopt or not adopt individual practices unless they are required by law or regulation. Legal requirements are highlighted in the template.

The template is formatted in part through a series of "yes" or "no" questions. It is perfectly acceptable for school to answer "no" to one or more of the questions unless it relates to a legal requirement, and schools should only answer affirmatively to the yes/no questions if it plans on carrying out the action or activity.

MODEL CERP TEMPLATE

School Year _____

Name of School _____

Name of Local Educational Agency (LEA) _____

Cardiac Emergency Response Team (CERT) Composition

Role	Name and School Position Title	Room Number	Cell Phone	Email	CPR Expiration
CERT Coordinator					
9-1-1 Caller					
CERT Member 1					
CERT Member 2					
CERT Member 3					
CERT Member 4					
CERT Member 5					
CERT Member 6					
CERT Member 7					

CERT Training

CERT Training	Date of Last Training	Date of Next Training
Cardiac Emergency Response Protocol Training		
CPR Training		
AED Training		

CERT Administration	Yes	No
Do all CERT members have current AED and CPR certifications?		
Does the school leader have a list of the CERT members?		
Was the list of CERT members updated for the current school year?		
Are CERT members authorized to step away from daily tasks if the CERT is activated?		
Is class coverage established for CERT members who have to step away to assist when the CERT is activated?		
Is there at least one CERT member in each section of the building?		

Are all CERT members equipped with the school’s designated communication system (e.g., walkie talkies, paging system) to ensure immediate communication.		
--	--	--

Staff and Student Training

Non-CERT Staff and Student Training	Date of Last Training	Date of Next Training
All Staff Cardiac Emergency Response Protocol Training		
Selected Staff CPR Training		
Selected Staff AED Training		
Selected Student CPR Training (if applicable)		

CPR and AED Training	Yes	No
Have the following individuals successfully completed a CPR and AED program?		
Athletic coach, coaching assistant and athletic trainer		
Athletic director		
Team or game physician		
School nurse		
Is at least one individual trained in a CPR or AED program present during the school’s hours of operation and during any athletic activity?		

Drills	Yes	No
Will the school conduct at least two drills this year?		
Date of Drill 1:		
Date of Drill 2:		
Will the school create a cardiac arrest response drill report for each drill?		
Will the school keep the drill reports on file for five years?		
Will each drill report include an evaluation of the drill and suggested changes to the CERP if needed?		

AEDs

How many AEDs does the school have?	
Where are the AEDs located?	Location 1: [e.g., Main Office by Reception Desk]
	Location 2: [e.g., Gymnasium Hallway near Locker Rooms]
	Location 3: [e.g., Carried by Athletic Trainer during events]
	Location 4:

AEDs		Yes	No
Are the AEDs located so it takes no more than 3 minutes to get one from on to anywhere in the building?			
Are AEDs available at all outdoor events?			
Are there enough AEDs located outside to ensure they can be reached within 3 minutes?			
Are all AEDs accessible whenever the building is occupied including during after-school activities like sports?			
Is all AED signage visible from common walking paths?			
Is a 3-D sign installed above the AED cabinet or wall rack to clearly show its			
Does each AED have a spare set of pads available?			
Are extra emergency supplies with the AED (e.g., latex-free gloves, a razor,			
Are lifesaving medications like Narcan (Naloxone) or an EpiPen (Epinephrine			
Have all the AEDs been registered in the DC Fire and EMS AED registry?			
Are all the AEDs maintained and tested according to the manufacturer's operational			
Are written records of the maintenance and testing maintained?			
Has the school established an AED inspection schedule?			
AED	Date of Last Testing and Inspection	Date of Next Testing Inspection	Notes (e.g., battery replaced)
AED 1			
AED 2			
Mobile AED			

Post-Event Reviews

Post-Event Reviews	Yes	No
Does the school have a post-event review process?		
Does the school post-event review process include the following?		
A list of individuals to be notified in case of a cardiac emergency.		
Procedures for the release of information regarding cardiac emergencies.		
The date, time, and location of the of the cardiac emergency.		
Identification of the person(s) who responded to the emergency.		
The outcome of the cardiac emergency including a summary of events leading to the cardiac emergency and any health information about person who experience the cardiac emergency.		
An evaluation of whether the CERP and CERP protocol was sufficient to enable an appropriate response to the specific cardiac emergency.		
An evaluation of the debriefing process for responders and post-event support.		

CERP Administration

CERP	Yes	No
Was the CERP shared with all and staff at the start of the school year?		
Has the CERP been posted near AEDs?		
Has the CERP been attached to all the mobile AEDs?		
Has the CERP been shared with people and groups who regularly use the school and its outdoor areas for sports activities?		
Has the CERP been incorporated into the school's Emergency Response Plan?		
Will the school conduct an annual CERP review before the start of the school year		
Date of annual CERP review:		
Names of staff who participated in annual CERP review: 1. 2.		
Date of next annual CERP review:		
Where has the CERP been displayed throughout the school? Location 1: [e.g., Main Office by Reception Desk] Location 2: [e.g., Gymnasium Hallway near Locker Rooms] Location 3: [e.g., Carried by Athletic Trainer during events] Location 4:		
Persons who have reviewed and approved the CERP: School leader: [name and date] LEA representative: [name and date] CERT coordinator: [name and date] Nurse: [name and date]		

CERP SIGNATURE PAGE

SchoolPrincipalName:

_____ Signature	_____ Date	_____ Approver	_____ Date of Approval
--------------------	---------------	-------------------	---------------------------

DCPS/PCSB Administrator Name:

_____ Signature	_____ Date	_____ Approver	_____ Date of Approval
--------------------	---------------	-------------------	---------------------------

FEMS Name:

_____ Signature	_____ Date	_____ Approver	_____ Date of Approval
--------------------	---------------	-------------------	---------------------------

SHARE THE PLAN WIDELY



Give the CERP to all staff at the start of the school year.

The CERP should be displayed in visible places throughout the school.

Examples of where to post it: classrooms, offices, staff rooms, restrooms, cafeterias, auditoriums, gyms, and pool areas.

It should also be posted near AEDs and public phones.

A copy should be attached to any mobile AED.



Staff should:

Get a copy of the CERP at the start of the school year.

Receive an updated copy if there are any changes.

Be trained on how to follow the CERP.

Know how to perform hands-on CPR and use an AED.

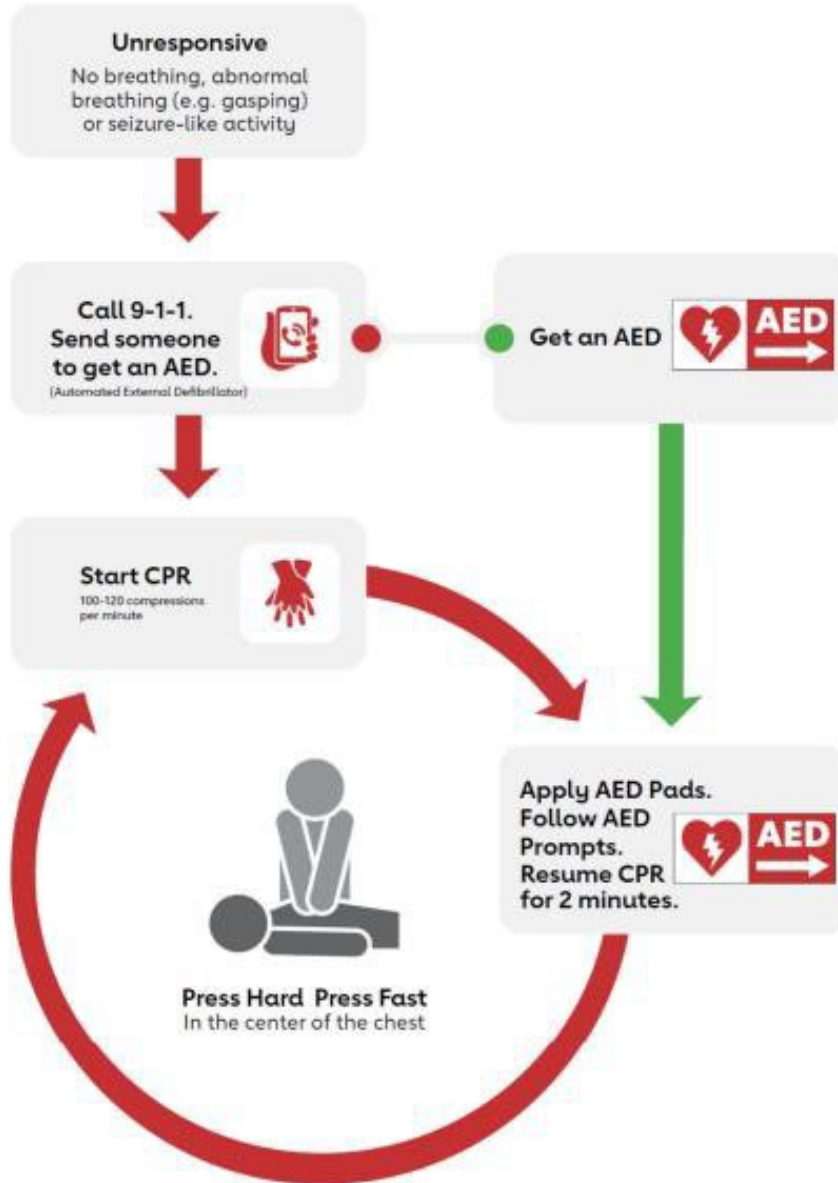
New staff should get the CERP when they are hired.



Share the CERP with people and groups who regularly use the school and its outdoor areas.

GRAPHICS ON KEY CARDIAC EMERGENCY RESPONSE ACTIONS

Act Now. Save a Life.
Follow these steps to take action.



© 2024 American Heart Association



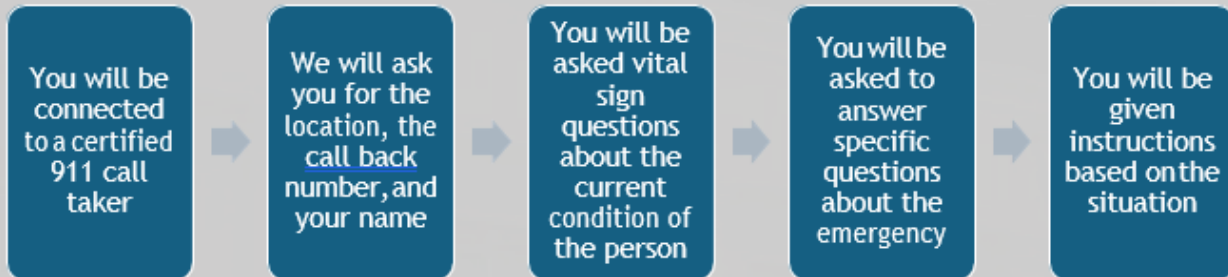
How Does RAVE Panic Button Work?

[Rave Panic Button Emergency Safety App for Schools and Organizations - Education - Motorola Solutions Video Library Update \(Catalogue\)](#)

Who should have RAVE Panic Button on their device?

Everyone at the School

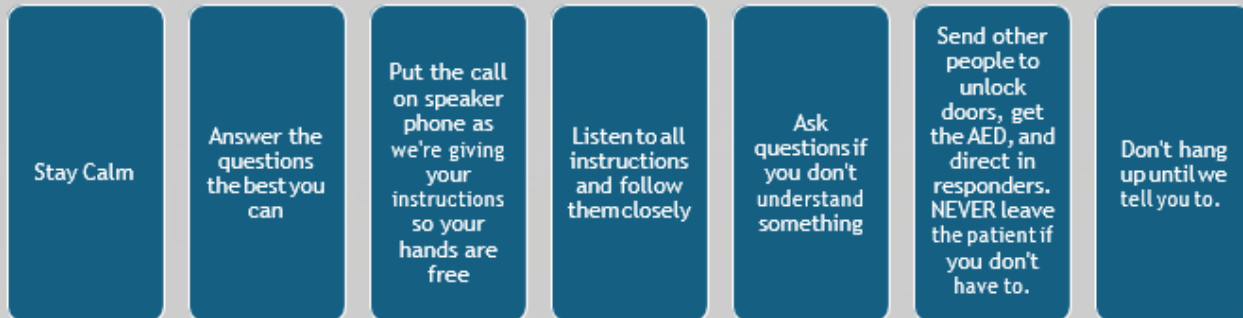
What happens when I call 911?



What questions will you ask?

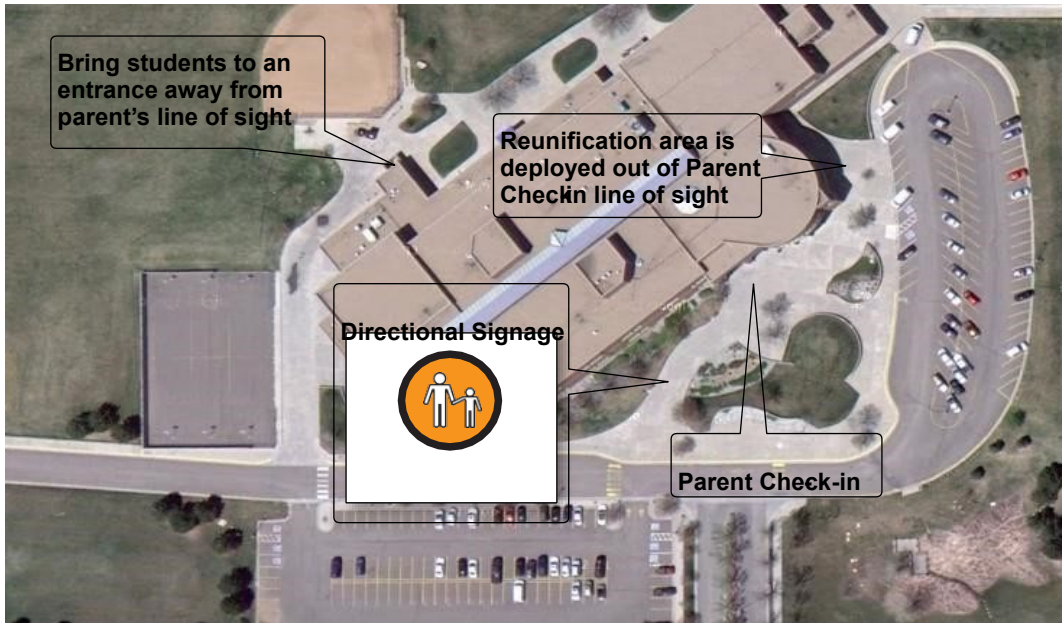
- What is the emergency?
- What is the patient's age, or approximate age?
- What is the patient's gender?
- Is the patient conscious?
- Is the patient breathing normally?

What should I do when I call 911?



APPENDIX C: REUNIFICATION GUIDANCE - BUILDING LEVEL EVACUATION MAPS

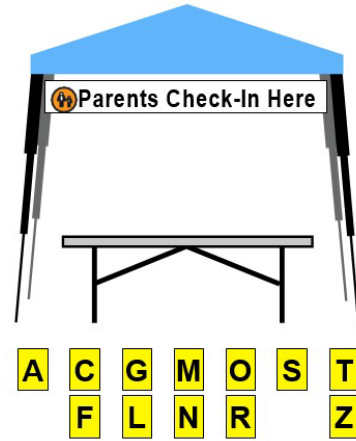
There are a number of simple tasks necessary to prepare a site for reunification. The site prep can be accomplished by several individuals. During setup, it's imperative to ensure school and district personnel know their roles and responsibilities. It is better to take a few extra minutes at this point, rather than stopping the process in mid-stream.



C.1 SETUP GOALS

For Setup, the goals are:

1. Establish a visible Parent Check-in Area and deploy tent and signage.
2. Deploy Check-in table.
3. Deploy Student Demographic Card/Binders at Check-in table.
4. Deploy traffic directional signage
5. Tape alphabet breaks to the ground or table
6. Identify Student Parent Reunification Area and mark

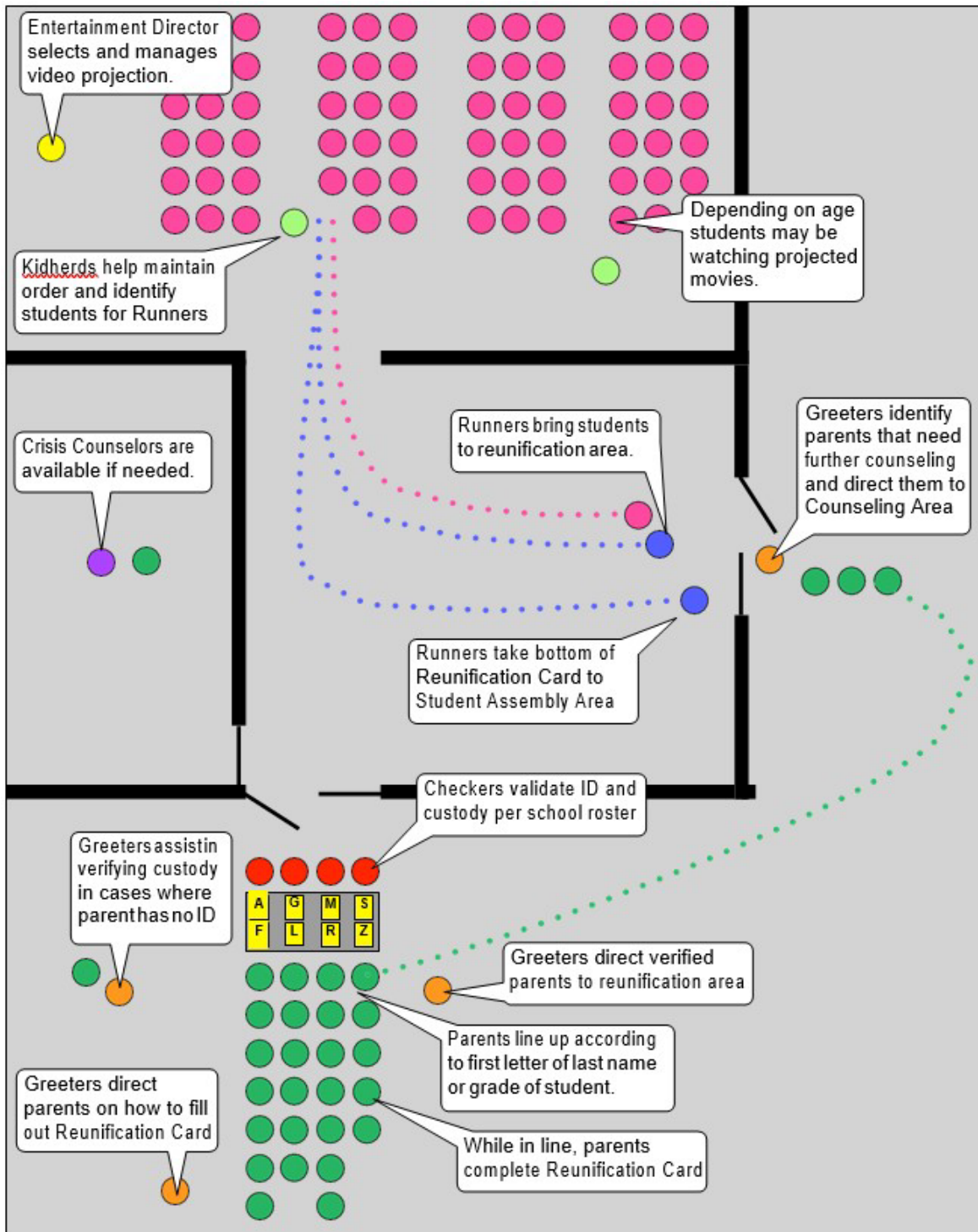



These are the basic tasks expected to be included in the plan.

C.2 DEMOGRAPHIC CARDS OR ELECTRONIC VERIFICATION

Most schools use a demographic card to retain information on each student. It's not uncommon for these cards to be kept in one or two enormous binders. That's typically because it's easier for school administrators to locate and maintain a handful of binders instead of multiple binders. Ideally, it is beneficial to separate the cards into multiple, thinner binders. Here's why: During reunification, a school experiences hundreds or even thousands of parents arriving at the site, seeking their child. By separating demographic cards into smaller groups, the process tends to move faster, and the goal of reunification is greatly accelerated. The system should be focused on the ease-of-use for stress-filled incoming parents.

District of Columbia School Emergency Preparedness and Response Playbook





Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Print Student Name Again

Student Grade School personnel completes upon release of student

Student Birthday TIME INITIALS OTHER

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Parent Guardian Sign Off

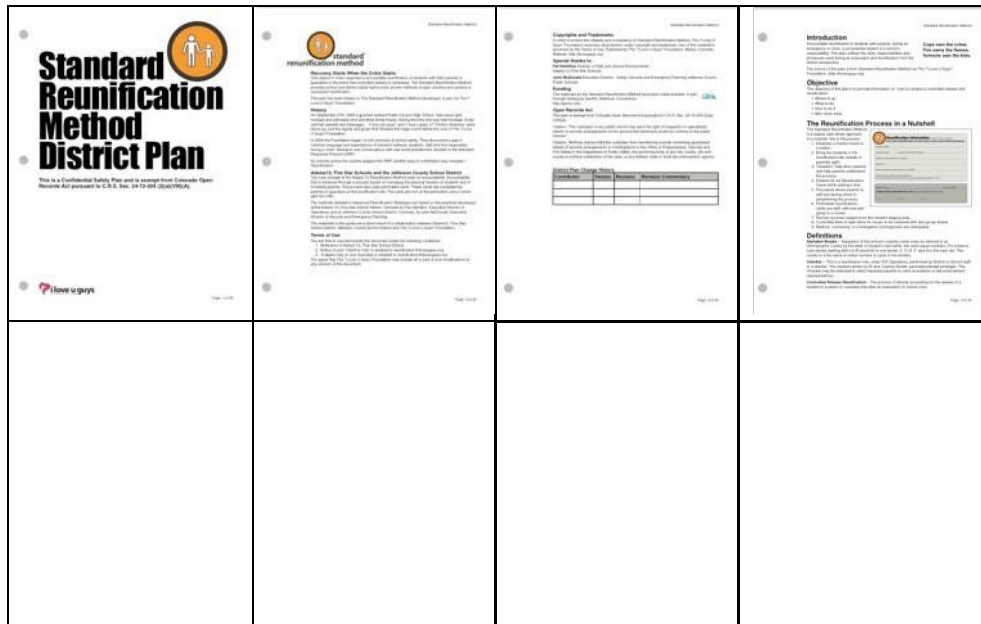
I have read and understand these instructions.

Print Your Name Date

Signature

C.3 LEVEL OF EFFORT REQUIRED

It may be best to look at reunification planning as a process, not a switch. There will be a point where the planning results in documents that outline procedures. Included in The Standard Reunification Method are sample district and school plans. The templates for these plans are available online at <http://iloveguys.org/srm> and may help jumpstart plan creation. But they are just templates. Site-specific considerations have to be included in the planning. It may be the 80/20 rule in action. The template accommodates about eighty percent of the plan. The remaining twenty percent has to be customized.



Using the templates, it should take an afternoon to complete. Usually it's someone at the school level tackling the task. With smaller districts, it may actually be a district resource.

The district review is the next step. With larger districts, a one hour review of the school's first draft should be sufficient. There may be a couple of hours of revision following the district review.

After that, "process" comes into play. With first draft in hand, establishing review meetings with law enforcement, fire and medical will result in another round of changes. The district legal counsel will frequently have a role in plan review and approval review. Forwarding the work-in-progress to the district's insurance providers should also be on the checklist.

It's important to seek a level of completion which makes sense for the school or district – and its first responder participants. As mentioned earlier, there is a great deal of "art" involved in emergency planning. Consequently, it's okay to launch fundamental guidelines which are relevant

to the majority of expected incidents instead of waiting until every conceivable scenario can be detailed. Open Records Act Plan documents should be immune or partially immune to Open Records Acts because there are specific tactics, emergency procedures and contact information involved. Consultation with district legal or the State Attorney General's office may be warranted. From The "I Love U Guys" Foundation's perspective, transparency in government is essential. But there is a balance when sensitive information is being created.

C.4 LAUNCHING: GROUND UP

Reunification strategies should be a district priority. It may be the case that it's a lesser priority than others. Yet, someone in the district or at a school recognizes the importance of a solid reunification plan. In this case, it may be a ground up effort to integrate a reunification plan into the school or district safety plan. If so, then a launch strategy is probably going to involve creating the first draft of the reunification plan in order to show the decision-makers that the apparently "toughest" level of effort is already complete. This is the "Apologize instead of ask for permission" strategy.

Recognize the champion of this effort may have to work "off the clock" in order to get a foot in the door. Experience has shown that these champions are often school resource officers, or counselors, or coaches, or teachers that have a strong personal motivation to enhance their school's safety.

Also recognize that The "I Love U Guys" Foundation can help. There are dozens of case studies where the Foundation has supported these "Champions" in their efforts to make a difference. Call or email us. The key objective is to get the first draft plan done. With that in hand, the rest will fall (or be nudged, pushed or coerced) into place.

C.5 LAUNCHING: TOP DOWN

The more conventional approach is the top down launch. Here the process, schedule and deliverables are more clearly defined. It starts with the district requiring a response and reunification plan for each school. And then providing the schools with suggested tasks for how to get this done.

The word "suggestions" indicates that there is a reality when working with schools. Principals are the "boss" or "CEO" of their schools. In order to achieve principal buy-in, the district may need to

pilot a school reunification plan as a “Proof of Concept” to win over the resisters and skeptics, prior to “suggesting” that every school create one.

The reality is it’s much easier for educators and administrators to start a project when they can see what the outcome looks like.

The top down launch usually involves a combined school administration and school safety team meeting. It might require a large room. The desired outcomes of this meeting include greater awareness for the importance of a reunification plan and the nuts and bolts of how to achieve it.

C.6 DISTRICT LEVEL AND SCHOOL LEVEL PLANNING

There are two types of plans necessary: the district level plan and the school level

plan. The district plan will include every school plan in the district. Much of the level of effort at the district level involves managing, reviewing and suggesting any needed modification of the individual school planning efforts. There is, however, a level of effort necessary to complete the district plan as well.

For both the district plans and the school plans, teams need to be assembled and tasked. The Emergency Plan and the Deliberate Plan.

One way to complete a comprehensive reunification plan is to break the project into smaller, more manageable phases. The first phase is the Emergency Reunification plan. If only one afternoon is available for planning, and tomorrow a reunification had to occur, what would that plan look like?

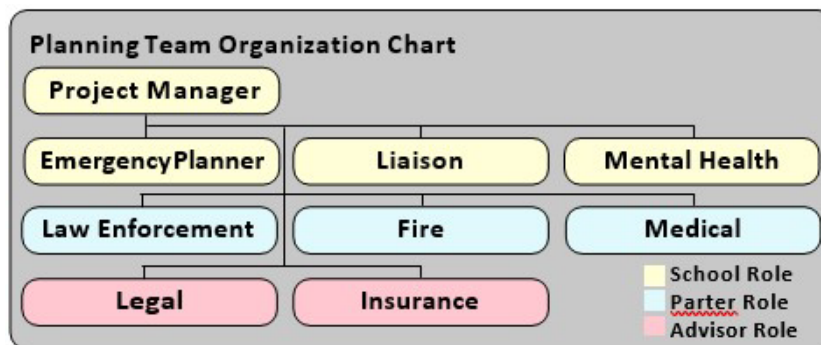
The Emergency Reunification plan is the core of what will be the final Deliberate Plan. The difference is in the review by the district and the first responder departments and agencies, and incorporating the suggested modifications into the plan.

The Deliberate Plan will be accompanied by an exercise schedule. At a bare minimum, every school safety team should conduct a tabletop exercise around reunification. This exercise should include representation from the first responder departments and agencies. Conducting a full evacuation and parent reunification drill should be performed at the district level annually.

C.7 ASSEMBLING THE PLANNING TEAMS

The first step to completing a comprehensive reunification plan is assembling the planning team and identifying individuals with planning partner organizations. While there are several roles specified, a number of them may be combined.

The key role is the Emergency Planner. This doesn't necessarily require an individual with extensive emergency planning experience, but someone with solid writing and computer skills. Strong partnerships with first responding agencies or departments will fill in most deficiencies that might arise. The following organization chart outlines the roles associated with School planning.



C.8 SENSE OF URGENCY

Any new initiative often requires a sense of urgency to maintain momentum and deliver the expected result on schedule. Otherwise, it falls off the task list. One way to invoke urgency is to establish a 30-day completion target. Here's what it might look like:

- Week 1 – First draft
- Week 2 – District, law enforcement, fire and medical review
- Week 3 – Tabletop exercise and revisions
- Week 4 – Final reviews and release.

The plan isn't rocket science, nor does it need to be overly elaborate. In essence, the plan simply outlines the physical site considerations, the roles of the students, staff, parents/guardians and responders, and the reunification process. Simple.

C.9 SCHOOL PLANNING JOB SKILLS

The following table outlines the responsibilities and skills of each role. Keep in mind though, smaller schools or districts may combine some or all of the planning roles.

Role	Responsibility	Skills
Project Manager	Scheduling, project management and oversight	At the district level this may be the superintendent or in larger districts it may be the safety director. At the school level this is often the principal or safety team lead. This position demands management and communication skills
Emergency Planner	Creating and revising the reunification plan	Good communication and writing skills are necessary. Either knowledge or willingness to learn enhanced features of Google Maps. Completion and certification of IS-100SCa online course It is not uncommon for this role to be filled by a vice principal, dean of students, safety team lead or school resource officer
Liaison	Facilitate meeting times and places, document forwarding	Scheduling, email and phone
Mental Health	Review materials with professional consideration	Respective professional skills
Law Enforcement, Fire and Medical	Review and contribution of individual office, department or agency concerns	Respective professional skills
Legal and Insurance	Review and contribution of individual office, department or agency concerns	Respective professional skills

C.10 LAUNCH MEETINGS

The Launch Meeting should be conducted once the planning role assignments have been completed. The purpose of the Launch Meeting is to establish plan objectives, introduction of the people involved, deliverables and milestones. It is frequently attended by District personnel and does not need to be long and arduous. The following simplified agenda should suffice:

District of Columbia School Emergency Preparedness and Response Playbook

- Introductions
- District Objective
- School Objective
- Example Plan
- Roles
- Deliverables
- Emergency Reunification Plan
- Deliberate Reunification Plan
- Project Gantt Chart
- Milestones
- Partner Agencies
- Advisory Entities

C.11 CREATING THE PLAN

The Sample Plans available online at <http://iloveguys.org/srm> contain the

components listed on the next page. They are straightforward and can be easily customized for the school and the district. Some components demand consideration greater than simply “filling in the blanks” and are covered in greater detail.

As with any school safety plan, the concept of plan evolution is ever-present. Events may occur or lessons may be learned that impact these roles or procedures.

Emergency planners should also remain vigilant and familiarize themselves with emerging trends regarding school safety and crisis response management in particular. For instance, the behavior of recent active shooter events reveals a new trend. There are recent incidents where the shooter has killed in one location then moved to another (Youth with a Mission, Virginia Tech). This trend has resulted in a number districts instituting district-wide Lockouts, whenever a Lockdown is called.

Additionally, depending on the type of event, plans may suggest districts ask law enforcement to help evaluate and secure evacuation locations prior to moving students.

WHAT DOES THAT PLAN LOOK LIKE?

Schools must integrate reunification planning into their ERP training and exercise opportunities during the school year. The school reunification plan components include:

1. Introduction
2. Objectives

District of Columbia School Emergency Preparedness and Response Playbook

3. Planning team acknowledgment and contact information
4. School, District, Law Enforcement, Fire, Medical, Legal and Insurance acknowledgment signoffs
5. Definitions
6. Contact Information
7. Incident Command Structure
8. Attendance Procedures
9. Local site floor plan
10. Primary walking evacuation site floor plan
11. Primary walking evacuation routes with emergency services routes
12. Secondary walking evacuation site floor plan
13. Secondary walking evacuation routes with emergency services routes
14. (Optional tertiary walking site information)
15. Primary bus evacuation site floor plan
16. Primary bus evacuation routes with emergency services routes
17. Secondary bus evacuation site floor plan
18. Secondary bus evacuation routes with emergency services routes
19. (Optional tertiary bus site information)
20. District/School “Go Kits”
21. Notification Procedures
22. Media Management
23. Special Needs Considerations
24. Time of day contingencies
25. Type of incident contingencies
26. Reunification Setup Roles and Procedures
27. Reunification Process Roles and Procedures
28. Reunification Teardown Roles and Procedures
29. Debriefing Guidance
30. Exercise Schedule
31. Memorandums of Understanding

The district reunification plan has the following components:

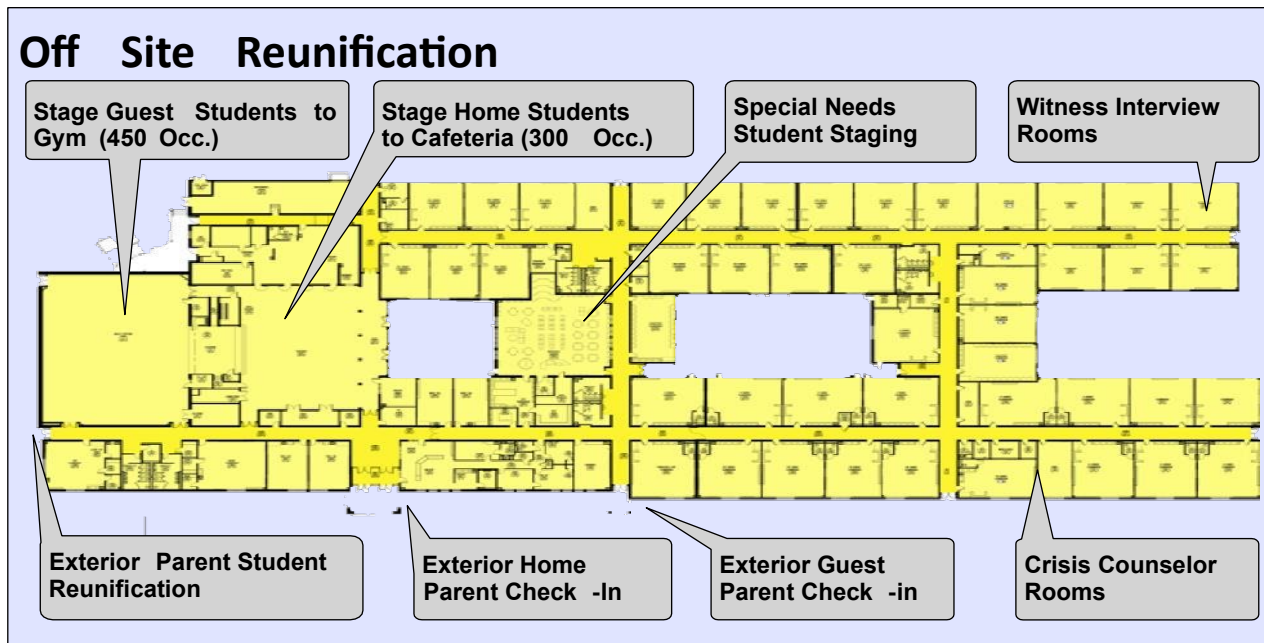
1. Introduction
2. Objectives
3. Planning team acknowledgment and contact information
4. School, District, Law Enforcement, Fire, Medical, Legal and Insurance acknowledgment signoffs
5. Definitions
6. Contact Information
7. Incident Command Structure
8. District/School “Go Kits”
9. Notification Procedures
10. Media Management
11. Time of day contingencies
12. Type of incident contingencies
13. Reunification Setup Roles and Procedures
14. Reunification Process Roles and Procedures
15. Reunification Teardown Roles and Procedures
16. Debriefing Guidance
17. Exercise Schedule
18. Memorandums of Understanding

C.12 FLOOR PLANS

It’s important to include on- and off-site floor plans in the reunification plan. If the off-site evacuation location is another school, it’s usually a reciprocal case. Given that condition, advance communication and distributed effort can result in both schools having each other’s floor plans. There may be different versions of the floor plan for each reunification location.

1. A floor plan with no annotations
2. A floor plan annotating student locations during an onsite reunification
3. A floor plan annotating both home and guest student locations during an offsite reunification.
4. Occupancy limits should be noted on all rooms used during an offsite reunification.
5. A floor plan annotating occupancy in the case of an off-site location not a school.

6. In the event of criminal activity, witness interview rooms and crisis counselor rooms should be annotated. 6. In the event of law enforcement debriefing needs, it is strongly suggested that a separate facility be used. While it may initially appear expeditious to conduct law enforcement or SWAT debriefings at the reunification location, further consideration may reveal that recovery of all participants may be impacted by commingling first responders and civilians. One further consideration when selecting floor plans is level of detail. These need not be architectural blueprints. Rather, a simple diagram indicating rooms, halls and floors is sufficient.



In this example, consideration of where to stage guest and home students, special needs students, parents, counselors, and law enforcement during an off-site reunification. Notice that after check-in, parents are guided around the corner to pick up their students. If necessary, parents can be brought into the building for interviews or counseling.

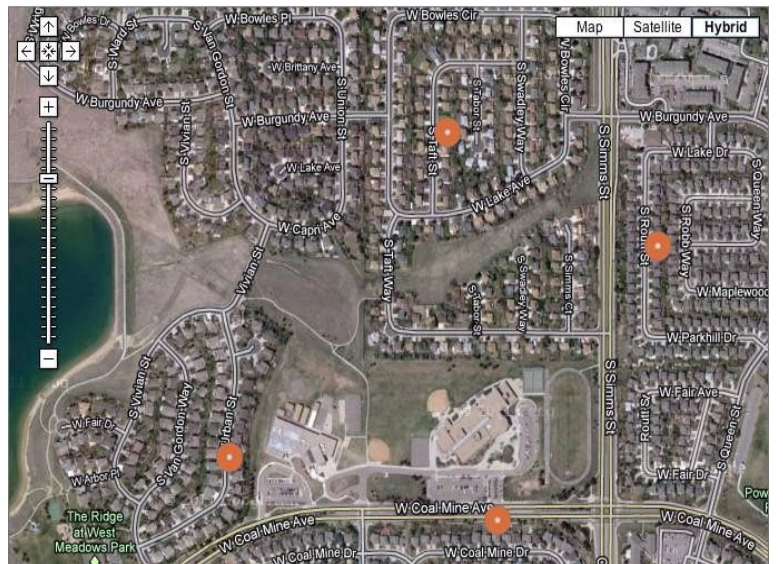
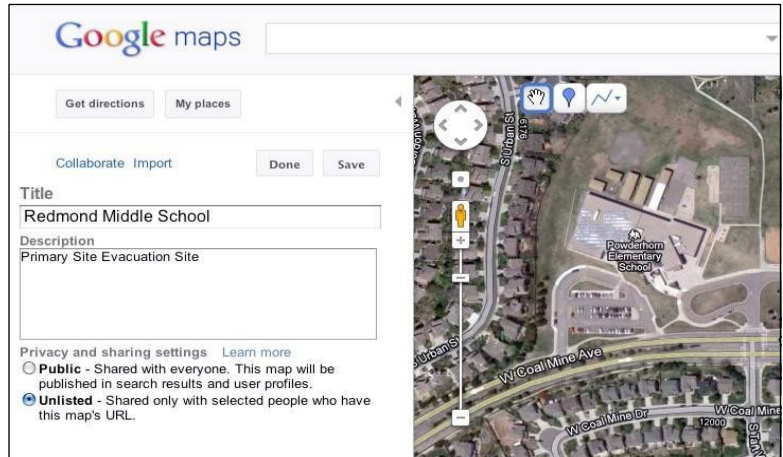
C.13 SITE PLANNING AND GOOGLE MAPS

It is not necessary to be a GIS mapping expert to assemble site plans. Google maps is sufficient for the task. Creating custom maps starts by setting up an account with Google, then at <http://maps.google.com/> select the “My Places” button.

From there, it is relatively straightforward to use both map and satellite imagery to develop site plans and routes. It’s strongly suggested that maps be categorized as “Unlisted.”

EVACUATION ROUTES

In mapping both walking and bused evacuation routes, it’s important to identify potential traffic issues and first responder ingress and egress paths. The routes from the nearest fire station and the routes to the nearest hospitals must be considered. Are walking paths crossing streets that will be used by first responders? Are there some predictable streets that would be common for parents to use?



C.14 PROXIMITY OF SEXUAL OFFENDERS

It is also beneficial to determine the nature of the neighborhood around schools or other evacuation sites. Most states provide a mapping utility to locate sexual offenders. These maps often link to a database that provides name, address and photo of the convicted felon. It is important to identify these individuals and their proximity to the site. There are many documented cases of sexual predators using a crisis as an opportunity for sexual predation.

C.15 ROUTE MAP CHECKLIST

These considerations should be included when mapping routes:

1. Evacuation routes
2. Incident Command Post locations
3. Incoming district responder routes
4. Incoming fire routes
5. Incoming medical routes
6. Outgoing medical routes
7. Incoming parent routes
8. Outgoing parent routes
9. Staging area
10. Landing Zone
11. Media Staging
12. Reunification signage locations
13. Parent check-in location
14. Possible road block sites
15. Possible neighborhood evacuation perimeter
16. Sexual offender locations
17. Security perimeter
18. Long perimeter

C.16 NOTIFICATION PROCEDURES

In the event of a reunification, parent/guardian notification is a necessary first step. Many schools or districts have mass notification systems to bulk call and/or text information to the parent population. It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is okay, or to minimize the number of injuries, this First Message not only begins the recovery process, it may be evidentiary for purposes of liability. Rather than saying “All students are safe,” it is probably more accurate to report that, “We are in the process of establishing the safety status of all students and staff.”

With the number of cell phones available to ever-younger student populations, parents will, in all likelihood, be the first to arrive at the impacted school. Prepare for the fact that this may occur prior to the transmission of any official notification by the school or the district.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While anything written in advance may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements can be vetted with the district public information officer and legal counsel as part of the planning process. Other notifications should be considered. Contacting district legal counsel, as well as the district's insurance providers should be part of the notification process.

C.17 SPECIAL NEEDS CONSIDERATIONS

Schools are encouraging parents of students with special medication needs to consult their physicians about medication Go Kits. The medication Go Kit may include extra dosages that are not in the school medicine locker. If it's determined that the school does create a medication Go Kit, security and chain of custody should be part of the plan and procedure.

Other special needs considerations include mobility and caretaking. An evacuation and reunification can be especially disturbing and challenging for special needs students. The plan should consider staging special needs students apart from the general population to ensure adequate supervision and responsiveness.

C.18 TIME OF DAY CONTINGENCIES

Time of day may impact how a reunification evolves. A crisis at the end of the day, when buses are already on site, may require a controlled release reunification. It is not beneficial to immediately release students who have witnessed a traumatic incident, even though the buses are there and it's the end of the school day. Mental health concerns might dictate a controlled release so that crisis counseling can be made available. This mandates a site plan that includes bus staging areas.

C.19 PARENTS ARE CAPABLE

There may be circumstances where some of the early arrival parents can be given a task. This is situational, but consider that, when given a job, parents are now helping with the crisis. This has

important psychological benefits in addition to distributing labor. “Can you help set up this table?” or “Could you help me by placing these signs along Elm street?” Both are necessary tasks and can enlist the parent into being part of the solution.

C.20 THE REUNIFICATION GO KIT

Reunification “Go Kits” contain specialized items that are unique to the reunification process. Consequently, these kits are different than school evacuation go kits. Since reunification is often managed by district personnel, reunification Go Kits aren’t necessary at each school, rather the kits can stay with district response teams. Larger districts may have several kits, one at the district office. Others in the trunks or backs of vehicles used by district responders. Smaller districts may have only two kits. One at the district office. One with the primary district responder. (Two is a suggested minimum: redundancy is important). Inventories and locations should be audited once a quarter. Some districts are moving to electronic parent verification (see page 11) and include electronic rosters, laptops and internet hot spots in their reunification Go Kits.

Item	Count	Date	Date	Date	Date
Inventory Sheet	1				
Popup tent	1				
Parent check in banner	1				
Bungee cords	12				
Folding table (6 foot)	1				
Folding chairs	4				
24 count boxes of pens	2				
English reunification cards	2500				
Item	Count	Date	Date	Date	Date
Spanish (or another language) reunification cards	500				
Directional signs	12				
Bull horn	1				
Extra bull horn batteries	1				
Flashlights	4				

District of Columbia School Emergency Preparedness and Response Playbook

Extra flashlight batteries	12				
Safety vests	24				
Set of laminated alphabet sheets (A - Z)	2				
Set of laminated grade sheets (K - 12)	2				
Numbered plastic bins with lids	8				
Duct/Gaffers Tape	2				
Emergency contact hardcopy	1				
Suntan Lotion	10				



standard reunification method™

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: "The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."

Parent/Guardian Expectations


If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

What if the Student Drove to School?

There may instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.



Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name _____

Student Grade _____ Student Cell Phone Number _____

Name of person picking up student _____

Signature _____

Phone number of person picking up student _____

Relationship to student being picked up _____
 Photo identification matches name of person picking up student? Y or N _____

Print Student Name Again _____

Student Grade _____ School personnel completes upon release of student.

Student Birthday _____ TIME INITIALS OTHER

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their students last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

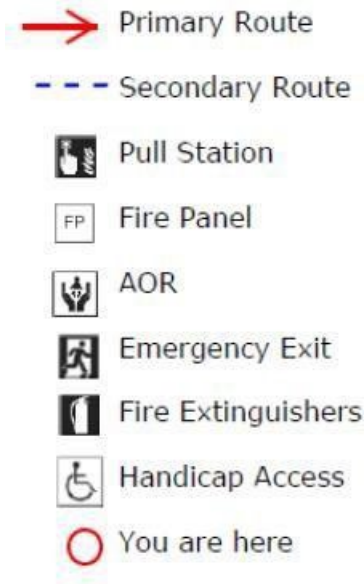
In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



APPENDIX D: EVACUATION MAP PROCEDURES

Requirements for all Evacuation Maps

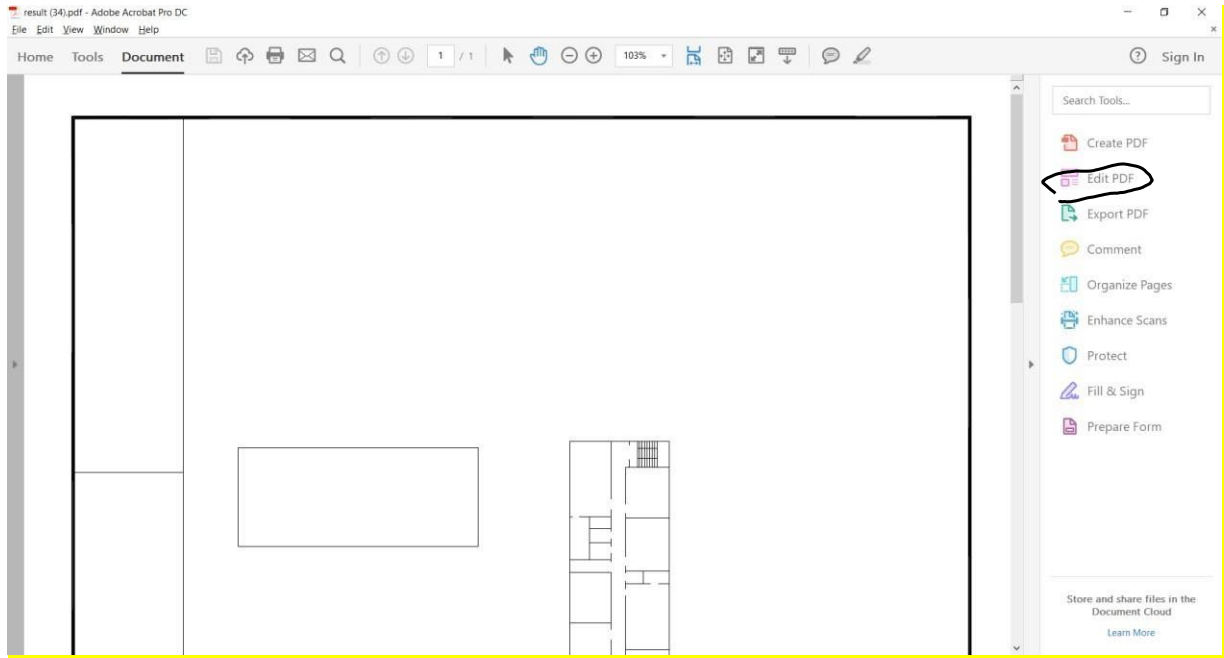
1. All evacuation maps must be uploaded into CORE DC
2. Maps must clearly identify the location of Fire Extinguishers, Pull Stations, and Emergency Exits with the corresponding icon as seen on the following legend:



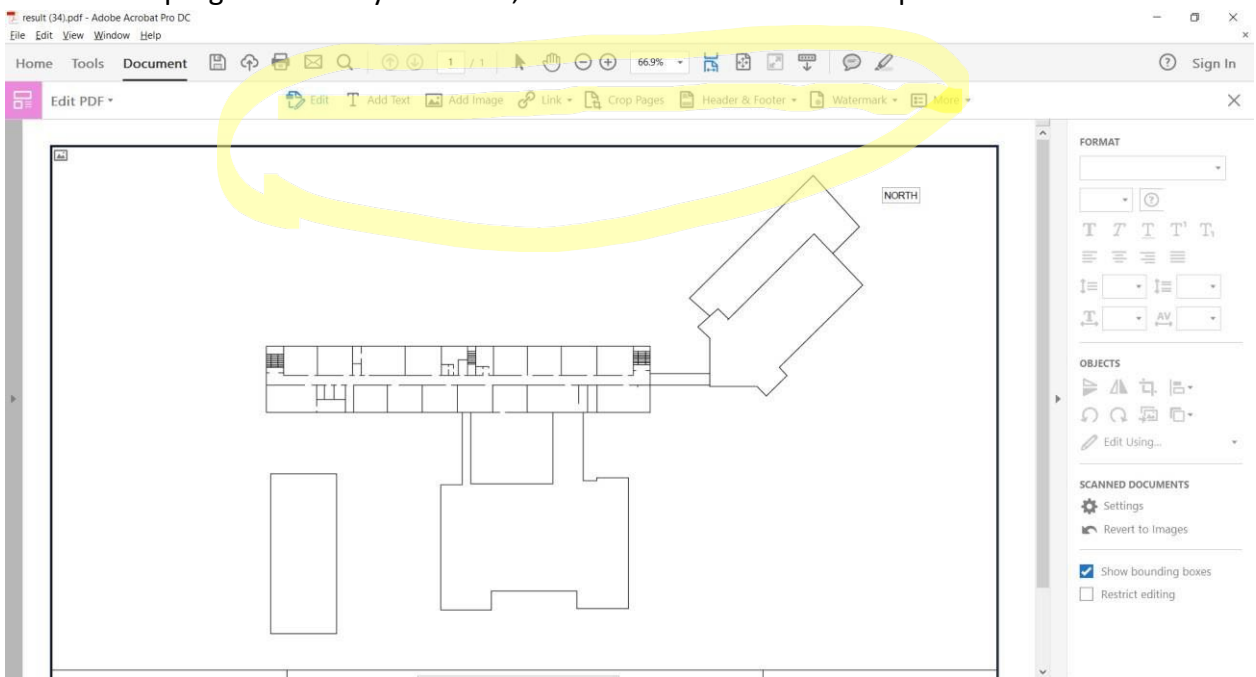
How to Create Evacuation Maps:

1. Open the adobe pro application. It should be listed as Acrobat DC on your computer.
2. Once it opens, click **HOME** then **STORAGE** and then browse for where you saved the downloaded map (see Appendix C).
3. Once you open the map, click **EDIT**

District of Columbia School Emergency Preparedness and Response Playbook



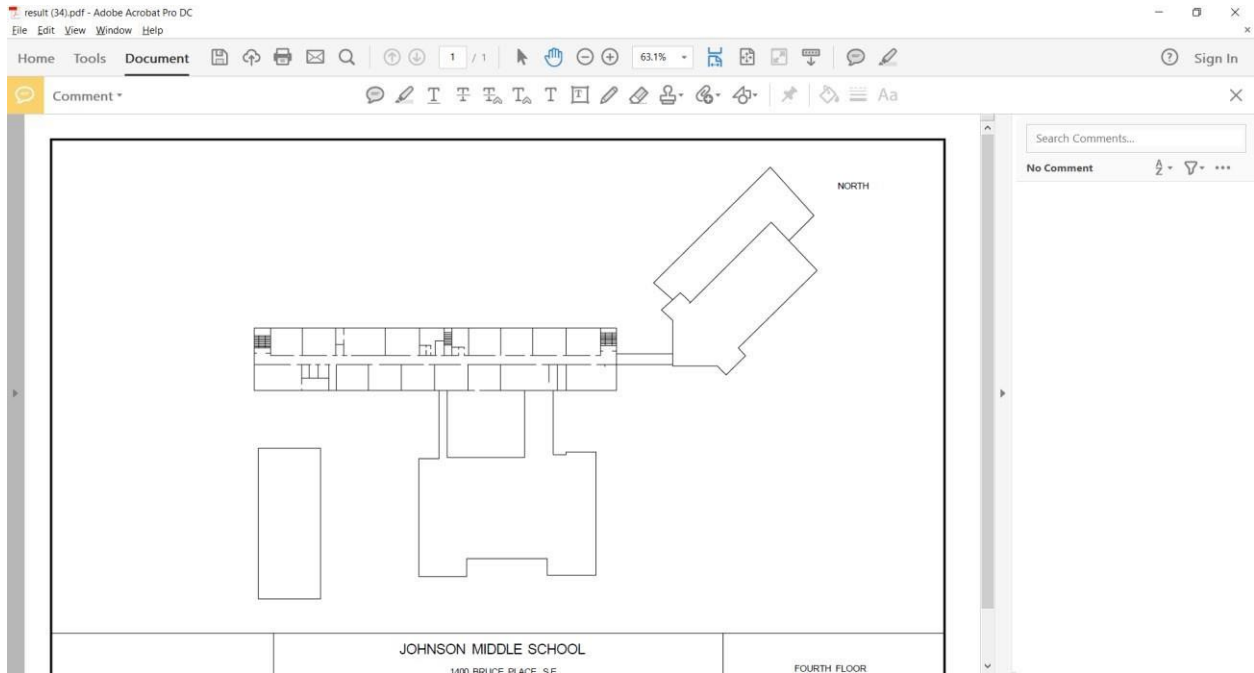
4. Once the program allows you to edit, a tool bar will show at the top of the screen:



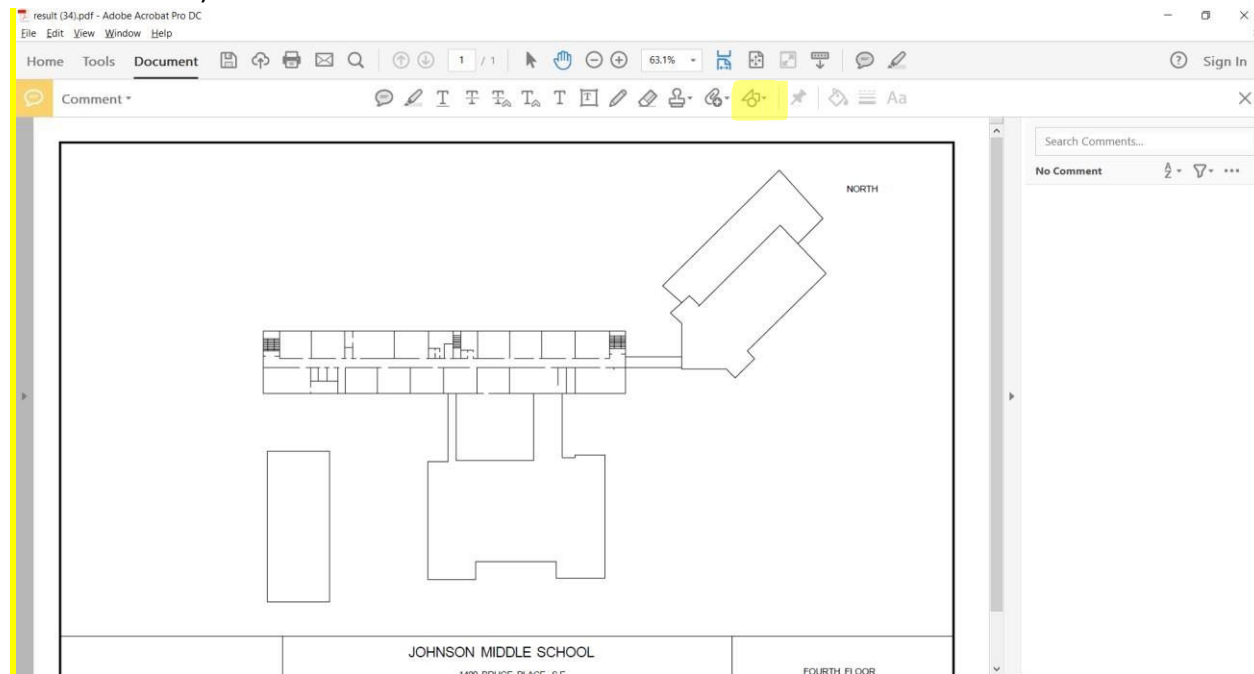
You can add room numbers by clicking on ADD TEXT, then click where on the map you want to add the text.

5. Click on EDIT PDF at the top left corner of the page, and a drop-down will show. Select COMMENT.

District of Columbia School Emergency Preparedness and Response Playbook



6. This function will allow you to make your primary and secondary routes, as well as your “you are here” marker.
7. The lines can be found by clicking on the drawing tools icon (before the thumbtack on the toolbar).



8. Clicking on this should show all the lines you can use. For primary routes, use the arrow, and for secondary routes use the line or connected lines (if you need to go around a

District of Columbia School Emergency Preparedness and Response Playbook

corner). For all lines, click where you want to start the line and HOLD AND PULL to where you want it to go.

NOTE: For connected lines, click where you want to start. When you come to where you want to turn, click again and drag the line. When you have dragged the route to the end, double click.

9. Finally, under drawing tools, click **OVAL**. Click the room you want to make the map for and pull.
10. Save your map on your computer: SAVE AS, (Name of School) Floor X, Room XXX. Do this for each room

APPENDIX E: PLAN DEVELOPMENT CHECKLIST

Under the direction of the principal or his/her designee, each school must complete this Checklist according to its unique needs and circumstances.

<input type="checkbox"/> Has each School Emergency Response Team member become familiar with this School Emergency Response Plan and Management Guide and the procedures outlined in this Guide?
<input type="checkbox"/> Complete the following in CORE DC: <ul style="list-style-type: none">○ SERT Assignments○ Command Post Locations○ Staff Skills Inventory: Response Planning○ Students Needing Special Assistance○ Classroom and Building Hazards Hunt○ Assembly Area: Outdoors○ Alternate Building Location: Walking Distance○ Alternate Building Location: Requiring Transport○ Occupant Accounting and Release Procedures
<input type="checkbox"/> Create a School Emergency Response Team Go-Kit using the checklist provided.
<input type="checkbox"/> Adopt Visitor Screening Policy consistent with local policy.
<input type="checkbox"/> Adopt General Dismissal Procedures consistent with local policy.
<input type="checkbox"/> Review Emergency Protocols—the Safety and Security Protocols; make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.).
<input type="checkbox"/> Review and update Evacuation Sites—Fire evacuation location as well as secondary locations at 500 feet.
<input type="checkbox"/> Review Lockdown plan for each room of building.
<input type="checkbox"/> Review and update Severe Weather Safe Area for each room of building.
<input type="checkbox"/> Review the School Emergency Procedures Guide and the School Emergency Response Plan.
<input type="checkbox"/> Distribute a copy of the School Emergency Procedures Guide to all staff members; tell them to keep the Guide visible in their classrooms and offices at all times.

District of Columbia School Emergency Preparedness and Response Playbook

- | |
|---|
| <input type="checkbox"/> Establish a schedule and procedures for orientation, training, and practicing each of the Universal Responses |
| <input type="checkbox"/> Submit a copy of the School Emergency Response Plan on the web-based application, through CORE DC for system use by the beginning of each school year. |
| <input type="checkbox"/> Place a copy of the Plan in SERT Go-Kit. |
| <input type="checkbox"/> Conduct drills and exercise the Plan as required. |

APPENDIX F: STAFF SKILLS INVENTORY

Staff: As part of the development of our School Emergency Response Plan and in accordance with district policy, please complete the following survey and return to the administration office. This information will be used to help design and update your School Emergency Response Plan in order to be fully prepared for an emergency when one arises.

NAME: _____ ROOM: _____

I. EMERGENCY RESPONSE

Please check any of the following areas in which you have training or expertise:

- Multilingual—list language(s):
- Experience with disabilities
- Ham radio or CB radio experience
- Other skills:
- Knowledge of community resources
- Other knowledge:
- Check if you have a cell phone that could be used in an emergency.
- Check if you have a 2-way radio that could be used in an emergency.

Explain or clarify items checked, if needed:

II. SPECIAL CONSIDERATIONS

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- _____ Multilingual—list language(s) _____
- _____ Experience with disabilities _____
- _____ Ham radio or CB radio experience _____
- _____ Other skills _____
- _____ Knowledge of community resources _____
- _____ Other knowledge _____

District of Columbia School Emergency Preparedness and Response Playbook

_____ Check if you have a cell phone that could be used in an emergency

_____ Check if you have a 2-way radio that could be used in an emergency

III. SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Each school is to form a SERT to provide leadership and direction in response and recovery activities related to emergency management.

_____ **Please check here** if you are interested in becoming a member of our SERT.

APPENDIX G: COMMON SCHOOL SCENARIOS

This section outlines some of the most common scenarios where schools must implement emergency response procedures. Although schools should conduct thorough risk assessments as mentioned in Section I, it is important to consider some of the most common or most destructive scenarios that take place in schools. This list is not exhaustive, and each scenario only provides a simple overview of the scenario and key response elements to consider. Schools should conduct additional research, planning, and outreach regarding each scenario in their particular school and how it fits into planning, training, and exercising.

G.1 ARMED ASSAILANTS

The principal or designee is the only person authorized to order a lockdown for emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building. It is important to note that all individuals must follow the orders of law enforcement during the incident and receive clearance only from law enforcement to re-enter the building. In the event of an armed intruder entering the building, consider the following actions:

- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- **Use** the Public-Address System (PA system) to issue an announcement informing all staff and students to relocate to their assigned areas

ACTIVATE SERT

- **Initiate** Lockdown Protocol using the flip charts (Red and Green only). Barricade doors when safe to do.
- **Evacuate** the building when directed by law enforcement.

G.2 FIRE

Fires may originate from within a building or threaten the building from outside. Regardless of the size of the fire, everyone **MUST** evacuate the building. The following list comprises immediate response for a fire evacuation:

- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- **Use** the Public-Address System (PA system) to issue an announcement informing all staff and students to relocate to their assigned areas

ACTIVATE SERT

- **Evacuate** the building, utilizing primary or secondary routes as indicated by the evacuation map in classrooms.
- **Take** student rosters and go-kit
- **Evacuate** individuals with disabilities to the respective Area of Refuge (AOR) identified on the evacuation map. NOTE: an adult must be present with this individual at all times.
- **Communicate** the number of individuals remaining in the building and floor wardens will identify the active AOR's.
- **Evacuate** and gather at pre-determined assembly areas. Once evacuated, classes should move to pre-determined assembly areas.
- **Utilize** flip charts (Green, Yellow, and Red) as an accounting tool for students and report accountability to Incident Commander (IC).

G.3 BOMB THREATS

Bomb threats are generally received either directly or indirectly by telephone. They may also arrive as written threats by mail or other means.

BOMB THREAT RECEIVED BY PHONE

- **Use** DHS bomb threat checklist (Appendix D) to obtain as much information as possible about the caller
- **Write** the entire message
- **Keep** the caller talking as long as possible
- **Notify** school authorities
- Activate SERT and communicate the conversation details to the principal or designee and confirm credibility. If the principal or designee chooses to evacuate, in consultation with Metropolitan Police Department, then occupants can only re-enter the building after a Police/Fire official has cleared the building.
- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- **Activate** SERT and assess if the threat is credible
- **Confirm** credibility by completing the bomb threat checklist, in consultation with law enforcement
- **Evacuate** the building, moving at least 500 feet away or to the pre-determined alternate location
- **Await** further instructions from on-scene first responders

BOMB THREAT RECEIVED BY EMAIL/FAX

- **Use** DHS bomb threat checklist (Appendix D) to obtain as much information as possible about the caller
- **Notify** school authorities
- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
- **Activate** SERT and assess if the threat is credible
- **Confirm** credibility by completing the bomb threat checklist, in consultation with law enforcement
- **Evacuate** the building, moving at least 500 feet away or to the pre-determined alternate location
- **Await** further instructions from on-scene first responders

For additional guidance on bomb threat situations and suspicious packages refer to Appendix A.

SUSPICIOUS PACKAGE

A small number of explosive devices and biological agents have materialized in the mail system. If uncertain about a letter or package and unable to verify the sender or contents with the person it is addressed to, take the following actions:

- Do not open it, shake it, bump it, or sniff it! Evacuate the area quickly and calmly.
- Wash hands with plenty of soap and water.
- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible) and the U.S. Postal Inspection Services (1– 703–948–3613). Complete a list of all people who were near the package or letter in case they are needed for further questioning.

G.4 SEVERE WEATHER

In cases of severe weather such as hurricanes, severe thunderstorms, and tornados, it may become necessary to relocate occupants into a safer area of the school to protect them from glass and other projectiles. Schools should determine the best shelter areas within the building. Ideally, when identifying **severe weather areas**, attempt to utilize interior hallways, restrooms, stairwells, basement areas and other enclosed areas that must be away from window, large glass areas or other open spaces.

In the event of a severe weather incident, the immediate response is as follows:

- **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible) if a threat of life safety is imminent

- **Use** the Public-Address System (PA system) to issue an announcement informing all staff and students to relocate to their assigned severe weather safe areas.

ACTIVATE SERT

- **Inspect** all areas of the school to ensure no child is in an unsafe location. Floor wardens should communicate any finding to the IC.
- **Move** all temporary classrooms and outdoor activities inside immediately.

Additional guidance on severe weather hazards can be located in Appendix A. To assist in moments where there is lack of clarity, a *Decision to “GO” or “STAY” Utilizing Emergency Response Procedures* flow chart is available in Appendix D. An all hazards/threats list with respective response procedures and guidelines is available in Appendix A. The following types of hazards are listed based on two factors: the likelihood of the threat or hazard affecting a community and the impact of the threat and hazard. If applicable, activate RAVE to notify SERT, staff, law enforcement, and appropriate Central Services teams of the incident. See Appendix A, Incident Specific Hazards, for additional information.

G.5 UTILITY FAILURES

Utility failures or incidents are common occurrences and may happen at any time. Preplanning for utility failures is necessary to protect students and staff as well as building contents. Facility engineers and administrative personnel should be knowledgeable of utility power source locations.

ELECTRIC POWER FAILURE

Interruptions in electrical power services may occur at any time due to high winds, ice storms, falling tree limbs, downed utility poles, and new construction in the surrounding area. Electric power failures may result in the loss of refrigerated food supplies or create a potential fire hazard.

Procedures

- Immediate response—
 - Check that students are calm and safe.
 - Building services personnel should follow prearranged shutdown procedures to ensure that all three-phase electrical equipment is shut down and turned off.
 - Notify PEPCO at 202–833–7500 or 1–877–PEPCO62.
 - Notify maintenance during regular school hours, or after hours contact security.

District of Columbia School Emergency Preparedness and Response Playbook

- Notify the School Operations or appropriate personnel if power is expected to be off for an extended period of time or if the length of time of the power outage is unknown.
 - Distribute flashlights, if available and necessary.
 - Evacuate the building using Evacuation procedures if there is any threat to the safety of students or staff.
 - Relocate students from rooms without windows and/or direct outside ventilation.
 - Keep refrigerated food storage units closed.
- Follow-up response—
- If food preparation was in process and utilities remain out for a period of time, verify safety of food by contacting the Department of Health (DOH) Food Safety Division for guidance.

HEATING OIL SPILLS

All spills of heating oil, no matter how small, must be treated as a potential environmental emergency and handled by trained personnel.

Procedures

- Immediate response—
- Notify maintenance and the safety unit during regular school hours, or after hours contact Security to have trained environmental personnel respond to the incident.
 - Absorbent material should be immediately placed on the floor to block the oil spill from moving into floor drains, storm drains, or sanitary sewer lines. Use whatever material is at hand (e.g., sawdust, rags, sand, dirt, or special oil absorbent materials, if available). Department of Public Works (DPW) may be able to provide sand if needed.
- Follow-up response—
- Residue and/or contaminated absorbent materials should be placed in plastic bags for proper disposal by trained Environmental personnel.

MAJOR PIPE BURST

Flooding from a broken pipe may cause extensive damage to property and building fixtures and endanger students and staff if not properly controlled. Flooding from pipes is the most apparent

hazard, but electrical hazards and asbestos exposure from damaged pipe insulation may also be present dangers to students and staff members.

Procedures

- Building services personnel should isolate pipe break by shutting off the appropriate water supply valve. If the pipe break cannot be isolated quickly, the main water valve to the building should be closed.
- Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
- Shut off electricity to the affected area, if necessary.
- Relocate articles that may be damaged by water, if necessary.
- Complete appropriate Property Loss Reporting form.
- If flooding occurs, evacuate the building following the Building Evacuation procedure.

NATURAL GAS LEAKS

All gas leaks, no matter how small, should be treated as a potential explosion hazard. Most school buildings have some natural gas service provided. Leaks are typically detected by smelling the strong odor associated with natural gas. If students or a staff member reports a gas odor, investigate with the Building Services leader.

Procedures

- Immediate response—
 - **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
 - Follow Evacuation procedures.
- Follow-up response—
 - Notify [Washington Gas Emergency Leak Line](#) at 844-WASHGAS (844-927-4427).
 - Notify maintenance during regular school hours, or after hours contact security to have trained maintenance personnel respond to the incident.
 - Notify the EST Manager.

WATER MAIN BREAK

Breaks in the municipal water distribution system may lead to interruption of the water supply to a school building. These breaks can lead to school closures due to lack of basic sanitation and supply water for various pressure vessels. Schools and offices cannot be in session if water service is not available within a reasonable period.

Procedures

- Immediate response—
 - Notify DC Water through their [Report A Problem online form](#) or the DC Water 24-Hour Command Center at 202-612-3400.
 - Notify School Operations or appropriate personnel if water service is expected to be interrupted for an extended period of time or if the length of time of the interruption is unknown.
 - Notify maintenance during regular school hours, or after hours contact security.

G.6 WEAPONS

Weapons are not permitted on school grounds. Weapons are any item that can inflict bodily harm such as a rifle or gun (loaded or unloaded, operable or inoperable), switchblade knife, hunting knife, star knife, razors including straight or retractable razor, nunchaku, spiked glove, spiked wrist band, or any mace derivative, tear-gas device, or pepper spray product. Students bring weapons for a variety of reasons. All reports of weapons are to be taken seriously and handled by administrators with police support.

Procedures

- Immediate response—
 - If immediate danger exists **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible)
 - Notify administrator.
 - Notify security.
 - Initiate School Emergency Response Plan and Team and determine appropriate Universal Emergency Response.
 - Remove students and staff away from the area around student with weapon or area where weapon is thought to be stored.
 - If individual has the weapon visible or displayed:
 - Remain calm; avoid sudden moves or gestures.
 - Try to remove all other staff/students from the area.
 - Do not attempt to take the weapon from the individual.
 - Using a calm and clear voice, instruct the individual that he or she needs to place the weapon on the ground.

District of Columbia School Emergency Preparedness and Response Playbook

- Use the individual's name while talking to him or her.
- Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity.
- If information is received that a weapon is on an individual:
 - Do not approach or confront person suspected of having a weapon in a classroom or crowded area.
 - **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible) when assistance is needed (required for all firearms).
 - Make every effort to keep your eyes on person suspected of having a weapon until the police arrive. It is best to have the police officer at the school prior to confronting the person suspected of having a weapon.
 - If possible, remove individual from vicinity of other persons.
- If weapon is in a locker or in a backpack:
 - Prevent access.
 - Notify security
 - **Activate RAVE (or applicable system) and/or Call 911** (if RAVE is not accessible) if assistance is needed by administration (required for all firearms).
 - Administrators and police together will determine on whom and how the search will be conducted.
 - Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need-to-know basis.
- Follow-up response—
 - Appropriate disciplinary actions are to be taken which include suspension and possible expulsion.

FIREARMS FOUND ON SCHOOL PROPERTY

In the event firearms (gun, rifle, shotgun) or what is believed to be a firearm is found on school property, personnel are directed to immediately report this to the principal/administrator, who should immediately call the MPD at 911 and security.

Procedures

If possible, secure the firearm and cordon off the area to prevent students and/or other unauthorized persons from entering the area. Unless extreme circumstances are present that would warrant immediate action, personnel should not tamper with or move the firearm. Handling of the firearm or suspected firearm should be reserved for responding police officers.

District of Columbia School Emergency Preparedness and Response Playbook

If personnel are required to handle the firearm, it should be done with extreme caution. If you believe that you must handle the weapon, the following are recommended:

- Always assume that the firearm is loaded.
- Pick up the weapon by its handle or stock.
- Under no circumstances are you to place your finger or thumb on the trigger of the firearm.
- Point the firearm toward the ground. Never point the firearm at yourself or others.
- Secure the firearms immediately (i.e., obtain a trash can or cover and place it over the firearm).

Await the arrival of the police.

APPENDIX H: HOMELAND SECURITY EXERCISE AND EVALUATION PROGRAM (HSEEP)

The Homeland Security Exercise and Evaluation Program (HSEEP) provides a set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning. Applying these principles to both the management of an exercise program and the execution of individual exercises is critical to the effective examination of capabilities.

- Guided by elected and appointed officials
- Capability-based, objective driven
- Progressive planning approach
- Whole community integration
- Informed by risk
- Common methodology



Figure 2: HSEEP Exercise Cycle

H.1 TYPES OF EXERCISES

DISCUSSION-BASED EXERCISES

Discussion-based exercises include seminars, workshops, tabletop exercises (TTXs), and games. These types of exercises can be used to familiarize players with or develop new, plans, policies, agreements, and procedures. Discussion-based exercises focus on strategic, policy-oriented issues. Facilitators or presenters usually lead the discussion, keeping participants on track towards meeting exercise objectives.

OPERATIONS-BASED EXERCISES

Operations-based exercises include drills, functional exercises (FEs), and full-scale exercises (FSEs). These exercises can be used to validate plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps. Operations-based exercises are characterized by actual reactions to an exercise scenario, such as initiating communications or mobilizing personnel and resources. It is essential to practice the plan periodically to make sure that it works, and that all personnel understand their roles. There are typically three ways schools use to accomplish this goal: drills, functional exercises and full-scale exercises.

DRILLS

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency or organization or building. Drills are the optimal method by which schools can test and validate their preparedness efforts, they are commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills. Drills are primarily used to practice and perfect a single emergency response. They typically deal with a specific type of response and provide field experience, for example schools may use drills to test how well students and staff respond to simulated fires, tornadoes, and bus emergencies. Additionally, drills may be used to test plans for bomb threats, intruders, hazardous materials release, and explosions. Drills can also be used to determine if plans can be executed as designed, to assess whether more training is required, or to reinforce best practices. For every drill, clearly defined plans, procedures, and protocols need to be in place. Personnel should be familiar with those plans and trained in the processes and procedures.

The following five most common drills should be practiced at least once a year:

- **Evacuation.** Students and staff are led to the closest and safest way out of a building and roll is taken;
- **Reverse Evacuation.** Students and staff are moved as quickly as possible back into secure buildings and roll is taken;
- **Lockdown.** Students are instructed to report to the nearest classroom and close and lock all doors and windows. Students/staff should move away from doors and windows and drop to the floor and instructed to be quiet;
- **Shelter-in-place.** Students and staff report to assigned locations. Ideally, the locations are away from windows and in the core of the building. Put signs in the windows about sheltering. For a chemical or biological event, turn off HVAC/air conditioning system and put tape on windows and on outside door; and
- **Drop, cover, and hold.** Students and staff take cover under a desk (DROP), away from windows, cover eyes (COVER), make efforts to protect vital organs, and hold onto the desk legs (HOLD). Special consideration must be given to those individuals in wheelchairs, they will require specialized assistance for this drill and at the time of an event.

FUNCTIONAL EXERCISE (FE)

FEs are designed to validate and evaluate capabilities, multiple functions, and sub-functions, or interdependent groups of functions. The primary focus of an FEs is on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions. In FEs, events are projected through an exercise scenario with event updates that drive activity typically at the management level. An FE is conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated.

FULL-SCALE EXERCISE (FSE)

FSEs are typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. FSEs often include many players operating under cooperative systems such as the Incident Command System (ICS) or Unified Command. In an FSE, events are projected through an exercise scenario with event updates that drive activity at the operational level. FSEs are usually conducted in a real-time, stressful environment that is intended to mirror a real incident. Personnel and resources may be mobilized and deployed to the scene, where actions are performed as if a real incident had occurred. The FSE simulates reality by presenting complex and realistic problems that require

critical thinking, rapid problem solving, and effective responses by trained personnel.

H.2 RESOURCES

There are numerous resources available for learning about HSEEP and developing tailored exercises for schools.

- **HSEEP Doctrine:** FEMA's [HSEEP doctrine](#) consists of fundamental principles that frame a common approach to exercises. Training, technology systems, tools, and technical assistance, frame the basis for nation-wide best practices. It is intended to enhance consistency in exercise conduct and evaluation while ensuring exercises remain a flexible, accessible way to improve our preparedness across the nation.
- **Preparedness Toolkit:** FEMA's [Preparedness Toolkit](#) is an interactive website providing an excellent source of information for each step in HSEEP, standardized templates, and resources for exercise development.
- **Trainings:** Additionally, FEMA provides numerous exercise development and HSEEP courses both online, and through the training program at HSEMA. Register for FEMA courses at <https://training.fema.gov/> or HSEMA courses at <https://trainingtrack.hsema.dc.gov/Home.aspx>.

THIS PAGE LEFT INTENTIONALLY BLANK

