

2023

IOWA SCHOOL SAFETY GUIDE



The original 2012 version of this guide was created by a committee including the Iowa Department of Homeland Security and Emergency Management, Iowa Department of Education, Iowa Department of Public Safety, State of Iowa Fire Marshal's Office, School Administrators of Iowa, Iowa State Education Association, Iowa Association of School Boards, Heartland Area Education Agency, and Des Moines Police School Resource Officers. This guide represents a template which schools should use to enhance their current safety programs. The purpose of this document is to give the schools of Iowa a planning resource to reference when creating their school safety plans. Each school can decide how much or how little of this document they would like to incorporate into their current plans.

OVERVIEW

This document is intended to be the beginning of school safety planning. The basic ideas and general response to various events is presented here. Schools can use this information to work with their planning teams and stakeholders to develop specific plans and procedures that align with their personnel, resources, assets, and training level to ensure students, staff, and visitors are best informed and prepared for a variety of events that may happen at their school.

In 2022, the Iowa Department of Homeland Security and Emergency Management (HSEMD) helped provide guidance and funding for school site assessments and improvements to school safety and security.

In 2022, the Iowa Department of Public Safety (DPS) Governor's School Safety Bureau (GSSB) provided emergency communication radios to schools across Iowa that will allow direct contact with a 911 dispatch center in the event of a school violence incident. DPS also provides training to educators and law enforcement officers regarding response to active shooter encounters. GSSB uses the nationally recognized Advanced Law Enforcement Rapid Response Training (ALERRT) program as a model for this training. Courses offered to educators consist of ALERRT's Civilian Response to Active Shooter Events (CRASE) course, Civilian Response and Casualty Care (CRCC) course, and/or Stop the Bleed (STB) course. In the spring of 2023, schools will be offered a free-of-cost threat reporting tool (Safe+Sound Iowa) that will allow students, teachers, and parents to anonymously report concerning behavior through a website, mobile app, and hotline before an act of violence or self-harm occurs. Information regarding this tool can be found at <https://dps.iowa.gov/SafeandSoundIowa>.

At the federal level, the Readiness and Emergency Management for Schools/Technical Assistance Center (REMS/TA) is the Department of Education resource to assist in school safety planning, training, exercises, outreach, and communication.

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School Emergency Planning: Roles and Responsibilities

The local districts have the authority to:

- Develop a plan for school emergencies and crises
- Obtain legal advice on recommended policies and procedures
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster
- Coordinate with other agencies in developing general standards for local school system emergency plans
- Establish a district school emergency/crisis plan review committee to approve and coordinate all school disaster plans. The review committee should include:
 - The local emergency manager (county, regional, or state level)
 - A school system emergency coordinator
 - Individual school and building representatives
 - Parents, students, teachers, and association representatives
- Require all students and staff to participate in emergency preparedness training, drills, and exercises
- Review school construction, renovation projects, and general operations for safety

Superintendent and other administrative staff should:

- Recommend school safety, violence prevention (including bullying/cyber bullying), and emergency preparedness programs to the local school board
- Assign selected faculty members to be a part of the district response team
- Appoint an emergency coordinator to assist with planning, monitoring, and implementation of the plan
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training, and coordination of school and community plans
- Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
- Implement change in school emergency plans based on evaluation of local policies, needs, and experiences
- Initiate, administer, participate in, and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including community education or early childhood
- Be informed of neighboring school system emergency management policies and make mutual aid agreements
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers
- Arrange notification systems for staff and families

Principals should:

- Appoint designee or act as the school emergency coordinator
- Assign selected staff to be a part of the building response team
- Ensure the building emergency plan coordinates with the district's mission/vision
- Assign school emergency responsibilities to staff as required
- Monitor staff participation in training and competencies
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum
- Conduct drills and initiate needed plan revisions based on drill evaluations

- Arrange for procurement, storage, and maintenance of emergency supplies and equipment
- Keep parents informed of the emergency notification system(s)
- Supervise periodic safety checks of school facilities and transportation vehicles
- Provide copies of the school emergency plan to the district superintendent and local emergency manager
- Keep the district superintendent informed of actions taken and resources needed
- Work with local law enforcement, fire fighters, and emergency management

Teaching staff should:

- Participate in developing the school emergency plan
- Participate in the execution of school emergency plan exercises, drills, and trainings
- Provide instruction and practice in universal emergency response procedures
- Help students develop confidence in their ability to care for themselves and help others
- Provide leadership and activities for students during a period of enforced emergency confinement
- Be familiar with the psychological needs of children in the stress of an emergency situation

Nursing staff should:

- Participate in the development and implementation of the school emergency plan and training
- Render first aid, treat injuries, and prepare victims for transport to hospitals
- Supervise and train first aid teams and medical emergency response teams
- Advise students and teachers of emergency health and sanitation measures
- Inform the principal of needed emergency supplies and equipment
- Coordinate school health services with community health services
- Advise on necessary accommodations for persons with special needs during all types of emergencies

Buildings and grounds staff should:

- Inspect facilities for structural safety and report areas of concern
- Identify shutoff valves and switches for gas, oil, water, electric, etc., and post charts for reference in an emergency
- Provide emergency protocol for ventilation systems (HVAC)
- Post location of all protective equipment
- Maintain an inventory of tools and equipment needed for emergency response
- Advise the building response teams of hazardous and shelter areas of school facilities, available emergency equipment, and alternate power sources
- Maintain maps and blueprints, if available, of school facilities

Transportation staff should:

- Instruct children and practice emergency bus evacuation procedures
- Be prepared to render aid in an emergency
- Inform school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans
- Follow district policies to ensure students' safe arrival at home (e.g. unscheduled releases)
- Keep emergency equipment, procedures, and telephone numbers in the bus
- Be aware of emergency shelter facilities along transportation routes and within the local community
- Service vehicles regularly and be ready to transport evacuees in an emergency

Food service staff should:

- Maintain adequate supplies of food and water for emergency use
- Contract or prepare with a local supplier for times of extended emergencies that may require large amounts of needed water and nutrients
- Rotate supplies to ensure freshness
- Plan for mass feeding under emergency conditions
- Practice kitchen health and safety laws, rules, and regulations at all times

Media center staff should:

- Collaborate with teachers and administrative staff to research, evaluate, and make recommendations for the acquisition of teaching aids and literature relevant to school safety, violence prevention, and emergency preparedness programs

Parents should:

- Encourage and support school safety, violence prevention, and emergency preparedness programs within the schools
- Provide volunteer services for school emergency preparedness
- Provide the school with requested information concerning emergency situations, early and late dismissals, and other related release information
- Practice emergency preparedness in the home to reinforce school training and ensure family safety
- Be familiar with the school's reunification plan if children won't be picked up at school

Students should:

- Cooperate during emergency drills and exercises
- Be responsible for themselves and others in an emergency
- Understand the importance of reporting situations of concern
- Develop an awareness of natural and technological hazards
- Take an active part in school emergency response, as age appropriate

Basic Disaster Supplies Kit

*Important to note, this kit is not a requirement of staff members or a requirement of building administrators to provide. It is a reference from [ready.gov](https://www.ready.gov) on disaster preparedness.

A basic emergency supply kit could include the following recommended items:

- Students (from your classroom), special needs (w/description of needs), and staff lists
- Building administrators should have a list of school activities (on site and off site for accountability)
- Water, one gallon of water per person per day for at least three days, for drinking and sanitation
- Food, at least a three-day supply of non-perishable food
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight and extra batteries
- First aid kit
- Whistle to signal for help
- Dust masks to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags, and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Local maps (school *evacuation routes, blueprint*; DOT maps)
- Cell phone with chargers, inverter or solar charger
- Age appropriate student activities

First Aid Kit

Knowing how to treat minor injuries can make a difference in an emergency. You may consider taking a first aid class, but simply having the following things can help you stop bleeding, prevent infection, and assist in decontamination. These kits can also be supplemented with other Stop the Bleed items and additional trauma-related equipment and supplies.

- Two pairs of latex or other sterile gloves for latex allergies
- Sterile dressings to stop bleeding
- Cleansing agent/soap and antibiotic towelettes
- Antibiotic ointment
- Burn ointment
- Adhesive bandages in a variety of sizes
- Eye wash solution to flush the eyes or as general decontaminant
- Thermometer

Non-prescription drugs:

- Aspirin or non-aspirin pain reliever
- Anti-diarrhea medication
- Antacid
- Laxative

Other first aid supplies:

- Scissors
- Tweezers

Staff Skills Inventory

Name _____ School _____ Room _____

During an emergency situation, it is important to draw from all available resources. The special skills, training, and capabilities of staff play a vital role in coping with the effects of any emergency. The purpose of this inventory is to pinpoint staff members with equipment and the special skills that might be needed. It is not intended to be the source of extra work or additional duties outside of emergency situations.

Please indicate the areas that apply to you and return this sheet to your administrator.

Please check any of the following in which you have expertise and training. Indicate the certified level of any of the below questions. (i.e. firefighter 1, EMT B)

_____ EMT (Exp. Date: _____) _____ Basic First Aid (Exp. Date: _____)
 _____ CPR (Exp. Date: _____) _____ AED [level of medical training: _____]

_____ Hazardous Materials _____ Firefighting _____ Triage
 _____ Emergency Planning _____ Emergency Management _____ Search/Rescue
 _____ Law Enforcement _____ Training in Conflict Resolution
 _____ Incident Command Training

_____ Construction (electrical, plumbing, carpentry, etc.)
 _____ Bus/Truck Driver (class 1 or 2 license - yes / no)
 _____ Bilingual/Multilingual (if so, what language(s)? _____)

_____ Other _____

Do you keep an emergency kit: In your room? yes / no In your car? yes / no

Do you have materials in your room that would be of use during an emergency? (i.e., athletic bibs, traffic cones, carpet squares) yes no

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency? yes no

Please list equipment and materials:

What would make you feel more prepared should an emergency occur while you are at school?

Comments:

Event-Driven Procedures Templates

Evacuation/Relocation Procedures

Critical Definition:

Evacuation procedures are used when conditions are safer outside the building than inside the building.

Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device
- Fire: Follow primary routes unless blocked by smoke or fire, but know the alternate route and practice the alternate route.
- Hazardous materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.

When implementing evacuation procedures:

Building Administration

- Determine evacuation routes based on location and type of emergency
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Monitor the situation and provide updates and additional instructions as needed
- Announce “all clear” signal once it is safe to re-enter the building

Staff

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to assembly area

When outside the building:

- Check for injuries
- Account for all students
- Immediately report any missing, extra, or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

When implementing evacuation and relocation procedures:

Building Administration

- Determine whether students and staff should be evacuated to a relocation center
- Alert school emergency response team of emergency type and evacuation
- Notify relocation center
- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Notify superintendent’s office and district public information officer of relocation center address
- Implement reunification procedures at the relocation/reunification site (Reference Page 22)
- Document the reunification of all students released
- When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation, and amenities (e.g. bathrooms, drinking water)
- An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability

Staff

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Remain with class on the way to the relocation center
- Take attendance upon arriving at the center
- Immediately report any missing, extra, or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

Relocation Centers:

Primary Relocation Center

Secondary Relocation Center

Address:

Address:

Phone:

Phone:

Lockdown Procedures

Critical Definitions:

Lockdown procedures are used to protect building occupants from potential dangers inside the building, or external threats that may enter the building.

Lockdown with warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

Lockdown with intruder occurs when there is a threat or intruder inside the building.

When implementing lockdown with warning procedures:

Building Administration

- Announce “lockdown with warning”
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Disable all bells
- Direct any movement by announcement only
- Announce “all clear” signal when the threat has ceased

Staff

- Lock all exterior doors
- Cover exterior windows*
- Keep students away from windows
- Continue classes. Move on announcement only
- Wait for further instructions

**Check with local law enforcement agencies regarding the covering of windows and doors*

When implementing lockdown with intruder procedures:

Building Administration

- Announce “lockdown with intruder”
- Repeat announcement several times.
- Be direct. DO NOT USE CODES
- Call 911 and notify law enforcement
- Direct all students, staff, and visitors to the nearest classroom or secured space
- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce all clear signal when threat has ceased as authorized by law enforcement

Staff

- Clear all students, staff, and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special accommodations
- Close and lock all windows and doors
- Cover exterior windows*
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

**Check with local law enforcement agencies regarding the covering of windows and doors*

Special Considerations**Lockdown prior to school starting**

- Staff gathers all students in the hallways into their classrooms, or other rooms
- Preschool activities leaders gather students and report attendance
- Admin and custodial staff check the hallways and exterior of the building
- Administration posts an individual at the drop-off location alerting parents and kids
- Staff takes attendance of students in their room
- At all clear, students report to their home room or first class to gain attendance

Lockdown during passing periods

- Staff gathers all students in the hallways into their classrooms, or other rooms
- Admin and custodial staff check the hallways and exterior of the building
- Staff takes attendance of students in their room
- At all clear, students report to home room or next class to gain 100 percent attendance

Lockdown during afterschool activities

- Event leaders gather students and take attendance
- Admin or custodial staff checks the hallways and other rooms

Reverse Evacuation Procedures

Critical Definition:

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

When implementing reverse evacuation procedures:

Building Administration

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce “all clear” signal when the emergency has ceased
- Implement a reporting process to know where all the school’s classes are every hour of every day

Staff

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to your classroom
- Take attendance
- Report any missing, extra, or injured students to building administration
- Wait for further instructions

Severe Weather Shelter Procedures

Critical Definition:

Severe weather shelter procedures are implemented during a severe weather emergency. “Drop and tuck” procedures are used in severe weather emergencies or other imminent danger to the building or immediate surroundings.

When implementing severe weather shelter procedures:

Building Administration

- Make an announcement or sound alarm for severe weather emergency
- Move students and staff from any portable classrooms into a permanent building
- Announce “all clear” signal when the severe weather has ceased
- Monitor weather conditions through best tools available
- Consider shutting off the gas feeds to buildings

Staff

- Take emergency go-kit and class roster
- Take the closest and safest route to shelter in designated safe area
- Use secondary route if primary route is blocked or dangerous
- If outside, return to main building
- If in a portable classroom, go to a permanent building and designated safe area
- Assist those needing additional assistance
- Do not stop for personal belongings

Once in safe area

- If appropriate, implement drop and tuck procedures
- Take attendance
- Report any missing, extra, or injured students to building administration
- Remain in safe area until all clear is given by building administration
- Wait for additional instructions

When implementing drop and tuck procedures:

- Face an interior wall
- Drop to your knees and roll forward to the balls of your feet
- If physically unable to perform, sit on the floor
- Tuck your head down and place your hands on top of your head and neck
- Do not lie flat on the ground

Shelter-In-Place Procedures

Critical Definition:

Sheltering-in-place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering-in-place provides refuge for students, staff, and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

When sheltering-in-place:

Building Administration

- Announce students and staff must go to shelter areas
- Close all exterior doors and windows, if appropriate
- Turn off ventilation system (HVAC), if appropriate
- Monitor the situation
- Provide updates and instructions as available
- Announce “all clear” when the emergency has ceased

Staff

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take emergency go-kit and class roster
- Take attendance and report any missing or extra students to building administration or incident commander
- Do not allow anyone to leave the classroom or shelter area
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

If sheltering-in-place because of an external gas or chemical release

- Close and tape all windows and doors
- Seal the gap between the floor and the bottom of the door

If sheltering-in-place because all evacuation routes are blocked

- Seal door
- Open or close windows as appropriate
- Limit movement and talking
- Communicate your situation to administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

Student Reunification/Release

Critical Definition:

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the beginning of the school year.

When implementing student reunification/release procedures:

Building Administration

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians, or others authorized in student's emergency information)
- Notify district administration and public information officer
- Coordinate messages to parents with public information officer
- Notify emergency responders for assistance with traffic control, crowd control, and medical needs as needed
- Activate staff assigned to set up the location for reunification.
- Assign staff to take most current student emergency contact/pick-up information to the site along with other reunification supplies
- Request transportation for students and staff including special needs transportation
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students (keep a log)
- Zero-tolerance policy on unauthorized adults attempting to pick up children

Planning for Student Reunification

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Reunifying students and parents at an off-site location is a complex process. Successful reunification requires significant pre-planning, coordination, and organization.

Planning for reunification

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including office staff, student support services, administration, and transportation are ideal choices to support the process. Members of the school emergency response team, technology personnel, and facility management staff may also play important roles in planning and leading the reunification. Ideally all staff should be trained on reunification procedures. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

Pre-selecting a reunification site

Several factors should be considered when selecting a reunification site. First, evaluate the selected building's potential capacity to accommodate the student body, staff, and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility, and building access control.

If the reunification site is not another district-owned building, a written agreement must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. It is ideal to designate one reunification site for the entire district with at least one additional site for backup.

Two reunification sites may be necessary if a single site will not accommodate the entire student body. When planning for two reunification sites, building administrators should pre-designate division of the student body based on location and communicate plans to staff, students, and parents to minimize confusion.

Planning transportation and site set up

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator. Transportation for students with special needs should also be pre-arranged.

Transportation and arrival at a reunification site must be well-organized. Administrators should pre-determine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents, if possible
- Designate holding area for students and staff—near restrooms, if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow

- Pre-assign staff for reunification duties and locations

Reunification process

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook. Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

Reunification materials and supplies

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

Administrative go-kits

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets, or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit. Consider including these items:

- Vests or hats to identify reunification staff
- Communication devices—for the registration area, student and parent holding sites, counselors, nurses, and student services staff
- Signs—pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with areas designated

Roles for community emergency responders

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part of reunification planning. While schools manage certain aspects of the reunification process, other roles including traffic control, crowd control, or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.

Emergency Response Procedures Templates

Emergency Phone Numbers

Fire, Ambulance, Police Emergency 911

Dispatch Center _____
(to contact local police, fire, and emergency medical services)

Public Utilities:

Electricity: Company _____ Contact Person _____ Position _____

24-hr emergency number(s) _____

Gas: Company _____ Contact Person _____ Position _____

24-hr emergency number(s) _____

Water: Company _____ Contact Person _____ Position _____

24-hr emergency number(s) _____

Emergency Management Agencies:

Local emergency management director _____
(Name and numbers)

County emergency management director _____
(Name and numbers)

Poison Control Center: _____

Crime Victim Services: _____

County Social Services (Child Protection): _____

Post-Crisis Intervention/Mental Health Services: _____

Assault

Critical Definition:

An assault is the intentional infliction of, or attempt to inflict, bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

Staff (initially confronted with the situation)

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- Defuse the situation, if possible, without putting yourself in harm's way
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses
- Document all activities

Building Administration or Designee

- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures if assailant leaves but may return
- Notify district administration
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Bomb Threat

Critical Definition:

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, **UNLESS** a device is located.

Upon receiving a bomb threat:

Building Administration or Designee

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Incident Report Form (Page 47)
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document all actions taken by staff

Staff

- Notify building administration
- Preserve evidence for law enforcement
 - If written threat, place note in paper envelope to preserve fingerprints
 - If the threat is written on a wall, photograph
 - If phoned threat, document all relevant information
- Complete Threat Incident Report Form (Page 47)

If the bomb threat is determined to be credible:

Building Administration or Designee

- Initiate appropriate evacuation procedures
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property — inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated
- Limit the use of cell phones and radios in the building

Staff

- Implement appropriate evacuation procedures
- Scan classroom or assigned areas for suspicious items
- Staff will be the best at telling what is out of place, or potential indicators.
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings
- Limit the use of cell phones and radios in the building

If evacuation procedures are initiated:

Building Administration or Designee

- Notify staff via phone system, hardwired PA system, or by messenger. Do not use cell phones, radios, or fire alarm system because of risk of activating the device(s)
- Ensure evacuation routes and area(s) are clear of suspicious items

Staff

- Implement evacuation procedures
- Take emergency go-kit and class roster

***When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious item has been located.*

Demonstration/Student Unrest

Critical Information:

Demonstrations on school property could be deemed trespassing.

If demonstration is near, but not on school property:

Staff

- Notify building administration

Building Administration or Designee

- Notify district administration
- Notify and consult with law enforcement in developing a plan of action
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. website posting, email)
- Consider lockdown with warning procedures (see lockdown procedures)

If demonstration is on school property:

Staff

- Notify building administration

Building Administration or Designee

- Pre-plan for this by designating protest area around the building
- Notify district administration
- Notify and consult with law enforcement
- Identify who asks the demonstrators to leave
- Develop an action plan
- Notify building staff
- Consider lockdown with warning procedures if threat is outside the building
- Ensure safe entry into and exit from the building
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. website posting, email)

Fire

Critical Information:

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

In the event of fire or smoke:

Staff

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms, temporary classrooms, buses)
- Implement evacuation plan for any students needing special assistance
- Evacuate students and other staff to designated areas
- Take emergency go-kits and class roster
- If primary route is blocked or dangerous, use closest, safe exit
- If trapped by fire, search for the safest way to get out
- Shut doors behind you, if possible
- Once outside, assemble a safe distance from building
 - Take student attendance
 - Report missing students, with last known location
 - Report extra or injured students to building administration

Building Administration

- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire, if known, if unknown provide general location
- Ensure fire alarm has sounded
- Notify district administration
- Meet with fire officer
- Identify the location of fire
- Advise location of injured persons
- Provide names of any missing persons
- Bring blue prints of facility; point out location of control panel, annunciators, and sprinklers
- Determine if students need to be transported to an evacuation site
- Notify parents or legal guardians of student reunification and release procedures (consider adding procedures to student handbook)
- Signal “all clear” when safe to re-enter school building

Additional Considerations

- Plan for accommodations for students or staff with special needs
- Ensure teachers have class and staff rosters

Hazardous Materials

Critical Information:

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY.

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a hazardous material incident inside a school building:

Staff

- Notify building administration
- Report location and type (if known) of the hazardous material
- Move students away from the immediate danger zone
- If safe, close doors to the affected area
- Implement evacuation procedures
- Take emergency go-kits and class roster
- Take attendance and report missing, extra, or injured students to building administration
- Render first aid as needed

Building Administration

- Call 911 and notify emergency responders
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
- Notify district administration
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document all actions taken
- Provide known hazardous materials list to the fire department

Recommended resources for chemicals:

- DOT HAZMAT Emergency Response Guidebook
 - Located at: (<http://www.phmsa.dot.gov/hazmat/library/erg>)
- NIOSH Guide Book
 - Located at: (<http://www.cdc.gov/niosh/npg/>)

In the event of a hazardous material incident outside a school building:

Staff

- Notify building administration
- Report location and type (if known) of hazardous material
- Move students away from the immediate vicinity of the danger
- If outside, implement reverse evacuation procedures, bringing everyone inside
- Avoid turning on and off lights

Building Administration

- Monitor situation
- Notify district administration
- Consult with emergency responders
- Determine if evacuation away from the incident is appropriate
- Consider implementing shelter-in-place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken
- Provide known hazardous materials list to the fire department
- Develop an action plan with emergency responders

Hostage

Critical Information:

If the hostage-taker is unaware of your presence, ***Do Not Attract Attention!***

In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions

If you witness a hostage situation:

Staff

- Do not put yourself in harm's way.
- Notify building administration immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

Building Administration

- Pre-plan how local law enforcement will identify themselves to staff during clearing procedures
- Use department identification badges with photos
- Distribute information to staff and practice it.
- Determine if evacuation away from the event is appropriate
- Call 911 and notify emergency responders
- If known, provide a description of the following:
 - Identity and description of the individual
 - Description and location of the incident
 - Number of hostages
 - Number of injuries, if any
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building or evacuated out of the building
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, they will take control of the situation
- Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken

In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.

Intruder

Critical Information:

Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

When interacting with a stranger at school, use the “I CAN” rule.

Intercept

Contact

Ask

Notify

In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the individual
- Inform the individual that all visitors must register at the reception area
 - Ask the subject the purpose of his or her visit
 - If possible, attempt to identify the individual and vehicle
 - Escort the subject to the reception area
- If the individual refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
 - Attempt to maintain visual contact with the individual until assistance arrives
 - If possible keep students away from the individual
 - Take note of the subject name, clothing, and other descriptors
 - Observe the actions of the individual (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the individual and yourself

Building Administration

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the individual refuses or his or her purpose is not legitimate,
 - Call 911 and notify law enforcement
 - Advise law enforcement of the intruder’s location and provide a full description
 - Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
 - Provide all staff with a full description of the intruder
- Notify district administration
- Document all actions taken by staff

Mitigation

Before dealing with an intruder in your school, implement the following:

- Develop and implement a 100 percent visitor identification process.
 - Create an easily identifiable visitor badge that all visitors must wear at all times.
 - Create an environment within the school that encourages all staff and students to politely challenge all unregistered visitors.
- Ensure all staff and students know the visitor process, and their role in accomplishing security.
- Reporting procedures should be included in the student handbook.
- Create a hall monitor program, through volunteers or staff.
- Encourage school resource officer, administration, janitorial staff, and others to do random walk-around of the premises before, during, and after school.

Media Inquiry

Critical Information:

All media inquiries must be referred to the district communications officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

When communicating with the media during an emergency:

Superintendent or Designee

- Prepare and coach district spokesperson
 - Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies' protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media know when to expect the next update
- DO NOT say "No comment." It is okay to say "I don't know."
 - Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media

Building Administration or Designee

- Notify district administration, board, and all staff of emergency event
- Direct all media contacts to superintendent or media point of contact
- Relay all factual information to superintendent or media point of contact
- If directed by administration, designate a site spokesperson
- Update staff throughout the emergency, review details of the emergency, and dispel rumors
- Inform superintendent and points of contact of any media presence at the building. Request onsite assistance with media if necessary.

Staff

- Direct all media inquiries to these points of contact.

Medical Emergency

Critical Information:

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure them that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. (Iowa Good Samaritan Law – Page 11)

In the event of a non-responsive or life-threatening injury or illness:

Staff

- Determine whether the individual has a health plan on file which would assist in providing the appropriate treatment
- Send for immediate help (notify health office staff or school nurse) and call 911
- Describe injuries, number of individuals, and give exact location
- If in locations with chemicals, provide Safety Data Sheets (SDS) to responders
- Notify building administration
- DO NOT move the individual(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check individual for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the individual(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders to the location of those injured
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report (medical policy) and/or document all actions taken

Building Administration or Designee

- Ensure 911 was called and provide any updated information
- Secure medical emergency profile of victim(s)
- Activate school emergency response team (Staff Skills Inventory (Page 10))
- Ensure someone (e.g. staff, student) meets and directs first responders
 - Provide any additional information about the status of the individual(s)
 - Provide information from the medical emergency profile of the individual(s)
- If needed, assign a staff member to accompany individual(s) to the hospital
- Notify district administration
- Notify parents, legal guardians or emergency contact of the individual(s) (Ensure the most accurate information is passed)
- Provide opportunity for debriefing of the event for staff, and coordinate counseling as needed
- Document all actions taken by staff
- Conduct after action review (AAR)

For medical emergencies related to life-threatening allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to all school personnel
- Check to see if the individual has an EpiPen on their person or near by
- Students should advise staff on EpiPen locations. (Staff should request training by nurse)
- Encourage all employees with special health considerations to alert building administration

Severe Weather (Tornado/Severe Thunderstorm/Flooding)

Critical Information:

Tornado shelter areas are interior hallways, interior restrooms, or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas. Having your building assessed by an appropriate individual (engineer, safety professional, and/or insurance agency staff inspector) is the recommended way to designate safe areas.

Watches: Indicate conditions favor development of a weather hazard. Watches provide advance notice.

Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

District Administration

- Monitor severe weather tools (weather radio, weather apps, radio/television)
- Notify impacted schools, buildings, and programs in the district

Building Administration or Designee

- Monitor severe weather tools (weather radio, weather apps, radio/television)
- Activate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing windows, if it is safe to do so
- Review severe weather sheltering procedures and location of shelter areas

Staff

- Review "drop and tuck" procedures with students

If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

District Administration

- Notify impacted buildings and programs in the school district
- Continue to monitor severe weather tools (weather radio, weather apps, radio/television)
- Provide any updated information to impacted schools, buildings, and programs

Building Administration or Designee

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate severe weather shelter area procedures
- Move students and staff out of portable classrooms and into a permanent building
- Notify parents and legal guardians according to district policy

Staff

- Initiate severe weather shelter area procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure students are in “tuck” positions as appropriate
- Take attendance and report any missing, extra, or injured students to building administration
- Remain in shelter area until an “all clear” signal is issued
- In the event of building damage, evacuate students to safer areas
- If evacuation does occur, do not re-enter the building until an all clear signal is issued by the incident commander (local law enforcement or fire personnel)

If flooding occurs near or at a school:

District Administration

- Monitor severe weather tools (weather radio, weather apps, radio/television)
- Develop an action plan with local emergency management officials and transportation coordinator
- Notify any impacted buildings or programs in the district

Building Administration or Designee

- Know the flood level at which the building is protected
- Review evacuation procedures with staff
- Notify relocation centers (Plan for locations outside of your immediate community)
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
- Notify parents or guardians of evacuation and relocation

Staff

- Initiate evacuation procedures as directed
- Take emergency go-kit and class roster
- Take attendance and report any missing, extra, or injured students to building administration

Sexual Assault

Critical Information:

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence, and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- An alleged rape or sexual assault occurs on campus
- A member of the individual's family or a friend requests intervention
- Rumors of an alleged incident are widespread and damaging

In the event of an alleged sexual assault or notification of a sexual assault:

Staff

- Notify building administration immediately
- Complete all required reports (law enforcement, state law, or district policy)
- Maintain confidentiality during the investigation
- Direct the individual (student or staff) not to repeat any information elsewhere in the school, especially if not the direct alleged victim
- *Do not leave the alleged victim alone*
- Ensure the short-term physical safety of the alleged victim
- Notify the school nurse or student services to provide care and secure immediate medical treatment, if needed
- Preserve all physical evidence
- Preserve personal effects, as well as the potential crime scene

Building Administration or Designee

- Maintain confidentiality during the investigation
- If a staff person heard the report, remind them the information is protected by federal law and instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred on campus notify appropriate law enforcement immediately
- Designate a school counselor or staff member who has a positive relationship with the alleged victim to review the types of support they may need
- Determine needs for peer support
- Encourage the alleged victim to seek support from a rape crisis center or other appropriate source
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file
- Without putting staff or students in harm's way, secure the potential crime scene until law enforcement arrives

Armed Assailant

Critical Information:

School policies should address who has the authority to initiate procedures in all schools and buildings.

The federal Department of Education Readiness and Emergency Management for Schools Technical Assistance Center (REMS/TA) recommends the Run, Hide, Fight procedures for armed assailants inside a school.

A person on campus intending to do harm is a fluid event that requires the response to adjust as appropriate to the actions of the armed assailant.

If a person displays a firearm, begins shooting, or shots are heard:

Staff

- Seek immediate shelter for staff and students, or evacuate away from the shooter as appropriate
- Initiate lockdown with intruder procedures
- Notify building administration, if possible and safe to do so
- Provide location of the shooting, if known
- Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed

Building Administration or Designee

- Call 911 and notify emergency responders
- Provide the following information, if known:
 - Location of shooter(s)
 - Description, identity, and number of shooters
 - Description of weapon(s)
 - Number of shots fired
 - Is shooting continuing?
 - Number of injuries
- Notify district administration
- Document all actions taken by staff
- Implement media procedures
- Implement recovery procedures

**Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year. Exercise armed assailant drills with staff and local law enforcement for effective responses in a variety of different conditions and times of day.*

Suicide Threat or Attempt

Critical Information:

Writing, talking, or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. (Reference potential indicators Page 49)

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker, or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
 - Assure the student of your concern
 - Assure the student you will find help to keep them safe
 - Stay calm and don't visibly react to the student's threats or comments
 - Do not let the student convince you the crisis is over
 - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Building Administration or Designee

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained, or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Notify district administration
- Document all actions by staff
- Follow-up and monitor to ensure student safety
- Implement recovery procedures

**School staff must exercise caution when discussing an attempted suicide or death by suicide with students. All actions should be in accordance with federal and state privacy laws, and where appropriate, local board policy. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

Suspicious Package or Mail

Critical Information:

Characteristics of a suspicious package or letter include: excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor. We suggest posting the attached document in mail opening locations.

If you receive a suspicious package or letter by mail or delivery service:

Staff

- **DO NOT OPEN** package or letter
- **DO NOT MOVE** the package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Building Administration or Designee

- **CALL 911** and notify law enforcement
- Notify district administration
- Document all actions taken by staff
- Mitigation: Train staff, volunteers, or students on mail procedures annually
- Mitigation: Post information on suspicious packages in mail room or mail opening area

If a letter/package contains a written threat but no suspicious substance:

Staff

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form (Page 47)

Building Administration or Designee

- **Call 911**
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- Document all actions taken by staff

If a letter or package is opened and contains a suspicious substance:

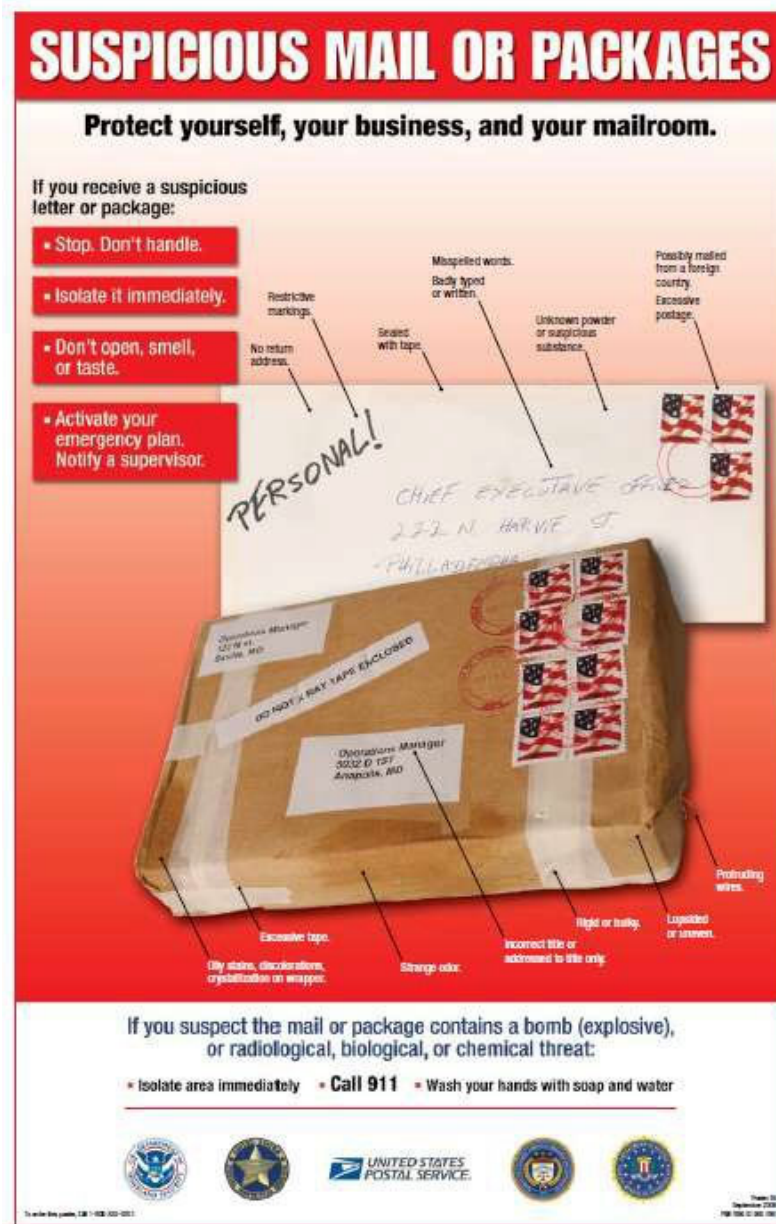
Staff

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it and isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Building Administration or Designee

- Call 911
- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
 - Need for decontamination of the area and the people exposed to the substance
 - Need for evacuation or shelter-in-place
- Notify district administration
- Notify parents or legal guardians according to district policies

**When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.*



Threat

Critical Information:

A threat is the expression of intent to harm one's self, another person, or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled, or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine the appropriate course of action.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone, or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify building administration

Building Administration or Designee

- Consider the need to evacuate or lockdown
- Move people away from the person making the threat
- **CALL 911**
- Notify district administration
- Document the incident

If threat is identified but there is no immediate risk:

Staff

- Complete a Threat Incident Report Form (Page 47)
- Notify building administration and student services staff
- Maintain confidentiality

Building Administration or Designee

- Convene the appropriate staff to evaluate the threat
- Notify law enforcement
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify district administration
- Contact parents or legal guardians
 - Inform them of the situation, any concerns and course of action
 - Obtain permission to exchange information between agencies
- Document any referrals, actions taken, and decisions made

Threat Incident Report Form (Locate near phone/workstation)									
All Threats									
Date:		Time:		Location:					
Recorded By:									
Means of Threat:									
	Phone		Written		In Person		Package		
Students Involved:									
Staff Involved:									
Phone Threat									
Phone Number shown on Caller ID:									
Exact wording of the threat:									
<i>Questions for the Caller:</i>									
Where is the bomb, chemical or hazard?									
What does it look like?									
What kind of bomb or hazard is it?									
When is it going to explode or be activated?									
What will cause it to explode or be activated?									
Did you place the bomb or hazard?									
If no, Who did?									
Why did you place the bomb or hazard?									
What is your name?									
Where are you calling from?									
What is your address?									
Callers Voice (Circle all that apply)									
Calm	Stutter	Giggling	Laughter	Stressed	Disguised	Slow	Distinct	Deep	
Nasal	Lisp	Sincere	Crying	Loud	Soft	Angry	Squeaky	Raspy	
Slurred	Drunken	Broken	Rapid	Excited	Normal	Young	Middle Aged		
Old	Incoherent								
Accent:									
Is the voice familiar? Who?									
Background Noises (Circle all that apply)									
Voices	Airplanes	Street Noises		Vehicles	Music	Clear	Static	Horns	
Bells	Motor	PA System		Trains	Factory	House Noises		Party	
Quiet	Phone Booth								
Animals:									
Other:									

Weapons

Critical Information:

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

If you are aware of a weapon on school property:

Staff

- Notify building administration immediately and provide the following information:
 - Location, identity, and description of the individual
 - Description and location of weapon(s)
 - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need-to-know basis
- Stay calm and do not call attention to the weapon

Building Administration or Designee

- Call 911 to report that a weapon is in school
 - Provide location, identity, and description of the individual
 - Provide description and location of weapons
- Develop an action plan for response
 - If the weapon is located on an individual, isolate the individual
 - If the weapon is in a locker or in a backpack, prevent access to that area
- Determine whether to initiate evacuation, lockdown, or other procedures
- Notify district administration
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
 - Need for assistance from law enforcement
 - Best time and location to approach individual
 - Description, location, and accessibility of weapon(s)
 - Safety of persons in the area
 - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
 - DO NOT try to disarm the individual
 - Avoid sudden moves or gestures
 - Use a calm, clear voice
 - Instruct the individual to put the weapon down or move away from it
 - Use the individual's name while talking to them
 - Allow for escape routes for you and the individual, back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to district policy

Staff members should be familiar with definitions of weapons within their school district's policies.

Pre-incident Indicators

In May 2002, the U.S. Secret Service and the U.S. Department of Education published the results of the *School Safety Initiative*. This study of 37 incidents of targeted school violence between December 1974 and May 2000 examined the thinking, planning, and pre-attack behaviors of attackers. The eleven key findings were:

- Incidents of targeted school violence are rarely sudden, impulsive acts
- Prior to most incidents, other people knew of the attacker's intent, idea, or plan to attack
- Most attackers did not directly threaten their targets prior to the attack
- There is NO accurate or useful profile of students who engage in targeted school violence
- Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help
- Most attackers were known to have difficulty coping with significant losses or personal failures
- Many had considered or attempted suicide
- Many attackers felt bullied, persecuted, or injured by others prior to the attack
- Most attackers had access to and had used weapons prior to the attack
- In many cases, other students were involved in some capacity
- Despite prompt law enforcement responses, most acts of targeted violence were stopped by means other than law enforcement intervention

Research in 200 incidents of workplace violence showed the following indicators; for the purpose of this document consider these indicators for anyone in the school workplace:

- Increased use of alcohol and/or illegal drugs
- Increase in absenteeism
- Decrease in attention to appearance or hygiene
- Decrease in school participation and grades
- Withdrawal from group, or enjoyable activities
- Depression
- Outbursts of anger or rage
- Threatening or abusive to co-workers or others
- Difficulties with authority or supervisors
- Suicidal comments, thoughts, or tendencies
- Loss of weight
- Giving personal belongings away
- Noticeable change in behavior, emotional responses, or mood swings
- Paranoia
- Off the cuff comments: "I have a plan..." or "Just wait until..."
- General resistance, or over reaction to changes
- Talking more about prior violent incidents, weapons, or tactics
- Empathy for individuals who committed violence
- Fascination with violence
- Repeated violations of standards or policies
- Increase in domestic problems

***If you feel a student in your school is showing potential indicators of violent tendencies you should report it immediately to local law enforcement by calling **911**. Remember you're allowed to release personal information about a student showing indicators of violence when deemed as a threat to others. Reference the Federal Law on page 11.*

Threat Scenarios

Use the following scenarios for the appropriate age(s) at your school. At the district or higher levels you can run these scenarios for a variety of student ages and school specialties. These scenarios are intended to allow school officials and local law enforcement the ability to exercise their school plans.

#1) At approximately 9:30 a.m. the nearest bank to your school is being held up, and the armed suspect (recent student, now graduated) is in a high-speed chase with police. After a short chase, the suspect abandons the car in front of the school and takes off on foot into your building. He enters the building during a passing period with the hallways full. He has a short lead on police and disappears into the crowd during the confusion. The police walk into the building not knowing where the suspect had gone. They now walk into the administration offices.

Procedures to table top or discuss:

- Evacuation? Lockdown?
- Identification of law enforcement during clearing operations
- Armed assailant

#2) At approximately 1 p.m., a teacher reports a student missing from his/her classroom. A quick check of the bathrooms, hallways, and common areas does not turn up the missing student. Placing a call to the parents reveals domestic issues, but no student.

Procedures to table top or discuss:

- Lockdown procedures (depending on student age)
- Accountability procedures
- Notification to law enforcement (SRO, or PD)
- IEP, 504 plan, or health plan

#3) On a Saturday during the school year, an EF5 tornado destroys your school. What do you tell parents/teachers for the weeks and months to come?

Procedures to table top or discuss:

- Continuity of operations plan
- IASB's School Safety Toolkit (<https://www.ia-sb.org/advocacy-center/issue-toolkits/school-safety-toolkit>)

#4) At approximately 9 a.m., the education sector is advised of an increased threat specific to the state of Iowa, but not specific to a school. The threat calls for an unidentified attack, unknown time, unknown location. Guidance from the State is to continue normal operations, with increased security, and reporting of incidents.

Procedures to table top or discuss:

- Discuss the increased security plan (with local responders)
- Reporting techniques from staff to administration, and administration to law enforcement

Training Courses

The following courses are available for registration through the Independent Study Program at the FEMA training website (<http://training.fema.gov/IS/>).

<u>Course Number</u>	<u>Course Name</u>
IS-100.c	Introduction to Incident Command System
IS-235.c	Emergency Planning
IS-241.c	Decision Making and Problem Solving
IS-247.b	Integrated Public Alert and Warning System (IPAWS)
IS-362.a	Multi-Hazard Emergency Planning for Schools
IS-393.b	Introduction to Hazard Mitigation
IS-700.b	National Incident Management System (NIMS), An Introduction
IS-906	Workplace Security Awareness
IS-907	Active Shooter: What You Can Do

EMC Insurance Companies (Online Training)

- Policy number may be required for log in
- <https://www.emcins.com/losscontrol/topicsindustries/schools.aspx>

FEMA School Training: Student Tools for Emergency Planning (STEP)

- <https://www.ready.gov/kids/student-tools-emergency-planning-step>

Exercise

Exercise support can be coordinated through Iowa Homeland Security and Emergency Management by emailing exercise@iowa.gov.

Acronyms List

AAR – After Action Report
AED – Automated External Defibrillator
CIKR – Critical Infrastructure Key Resource
CPR- Cardiopulmonary Resuscitation
DHS – Department of Homeland Security
DOT – Department of Transportation
DPS - Department of Public Safety
DRT – District Response Team
EM – Emergency Manager
EMT – Emergency Medical Technician
EOC – Emergency Operation Center
FC – Fusion Center
HAZMAT – Hazardous Materials
HSEMD – Department of Homeland Security and Emergency Management
HVAC – Heating, Ventilation, and Air Conditioning
“I CAN” Rule – Intercept, Contact, Ask, Notify
JIC – Joint Information Center
LE – Law Enforcement
LLE- Local Law Enforcement
NIOSH - National Institute for Occupational Safety and Health
NOAA – National Oceanic and Atmospheric Administration
PA system – Public Address System
PIO – Public Information Officer

SCHOOL SAFETY SELF - ASSESSMENT	YES	NO	N/A	COMMENTS
INFORMATION SHARING				
What local, state, and federal agencies do you share threat-related information with?				
Do you receive threat-related information from other agencies?				
Do you have a Homeland Security Information Network (HSIN) account?				
Does the school subscribe to Campus Safety Magazine (CampusSafetyMagazine.com exclusively serves hospitals, schools, and universities)?				
FIRST RESPONDER COORDINATION				
Is a school resource officer (SRO) assigned?				
SRO is onsite for the entire school day and extracurricular events?				
Is there a written MOU/MOA with first responders?				
Have there been onsite visit(s)/walkthroughs with first responders?				
Is there interoperable communication with first responders outside of 911?				
Have you updated responding agencies with floorplans of the facility?				
SECURITY/EMERGENCY PLANNING (You may have one or the other, or both. They may also be combined.)				
Do you have a written emergency action/emergency operation plan?				
Do you have a written security plan?				

Are the plans inclusive of the risks, threats, and hazards that are pertinent to the school?				
Do the plans include incidents at nearby facilities that could impact operations?				
Are your current plans coordinated with local first responder agencies?				
Are personnel trained on the plans?				
Have the plans been exercised? If so, which portions, and when?				
Do plans take into consideration all daily activities (before, during, and after school)?				
Do the plans address chain of command, roles and responsibilities, or pre-designated teams?				
Do the plans include updated emergency points of contact?				
Do the plans review threats and vulnerabilities of facility operations/activities?				
Do the plans identify critical/significant assets or areas?				
Do the plans address emergency utility shut-off procedures?				
Do the plans address security awareness and emergency operations training for staff?				
Are background checks conducted and addressed in the plans?				
If yes, are background checks conducted on the following categories of personnel:				
All employees				
Only select employees				
Employee security personnel				
Contract security personnel				
Contractors				
Vendors				

Volunteers				
Visitors				
Are recurring background checks conducted on the above categories of personnel for which you selected yes?				
Do you have a list of disqualifying factors?				
Do plans address suspicious activity recognition and reporting procedures?				
Do plans address monitoring social media for threats?				
Do plans address communication procedures for daily security operations, as well as emergency alerts?				
Do plans address post incident behavior health issues?				
Do plans address communication procedures for emergency messaging to the public and media?				
PROCEDURES (My plan(s) address:)				
Lockdown				
Evacuation/Relocation				
Severe Weather Shelter				
Shelter-in-place				
Reverse Evacuation				
Reunification				
INCIDENTS (My plan(s) address:)				
Emergency Contacts				
Assault				
Bomb Threat				

Demonstration/Student Unrest				
Fire				
Hazardous Materials				
Hostage				
Intruder				
Media Inquiry				
Medical Emergency				
Severe Weather				
Sexual Assault				
Armed Intruder				
Suicide Threat or Attempt				
Suspicious Package or Mail				
Terrorism				
Threat				
Weapon on Campus				
DRILLS (Conducted at least annually)				
Lockdown				
Armed Intruder				
Fire				
Severe Weather				
STAFF INCIDENT RESPONSE TRAINING				

Staff are trained in all above drills?				
Staff are trained in CPR and first aid?				
Staff are trained in the use of AEDs?				
Staff are trained on Stop the Bleed kits?				
Staff are trained on fire extinguisher use?				
Emergency response teams are identified, and trained?				
Staff are assigned areas to monitor in higher threat situations?				
ACCESS CONTROL				
Does the school have electronic access control (card, fob, etc.)?				
Does the school have manual access control (keys)?				
Does the access control change depending on the time of day, day of the week, or for special events?				
Are access points monitored with a camera and/or call box?				
Is there an entry alarm or notification system?				
Are there door prop alarms to notify if a door is propped open?				
Are there anti-pry protection (latch guards) on doors?				
Is there a "lockdown" system in place to restrict all exterior access?				
Is there a single point for visitor access to each building?				
Is the visitor access point monitored with a camera and/or call box?				
Do you use visitor badges?				
Are visitors required to show ID prior to receiving a badge?				

Are visitors required to sign in and out?				
Are contractors and vendors required to sign in and out?				
Are visitors, contractors, and vendors required to be escorted?				
Are students given hall passes?				
Is signage visible for visitor access, camera usage, restricted access, and prohibited items?				
Do staff have written plans/procedures on access of the building(s)?				
Staff members present after normal business hours required to sign in/out, or swipe in/out?				
There are specific people assigned to secure the facility after an event or school day?				
Personnel closing the facility daily, ensure all doors are locked, and document checks?				
If an outside-of-school event is hosted the school provides supervision?				
Is there a key control system/procedure to monitor keys, cards?				
Keys or cards are audited/inventoried at least annually?				
Does the school have a Knox box?				
Do staff have photo ID cards?				
Staff are required to turn in ID cards and/or keys upon resignation or termination?				
Classrooms can be locked from the inside?				
Rooms are locked when not in use?				

Utility rooms are not marked, and have limited access?				
FACILITY AND PERIMETER				
Areas of the grounds that need security are fenced?				
Fencing is appropriate type and height?				
Fencing includes signage?				
Gates on fenced-off areas are secure when not in use?				
Does the fencing have objects or structures close to it that would enable traversing the fence?				
Does the school use barriers to restrict vehicles from accessing entrances and/or locations where people congregate?				
Any mechanical, electrical, water, or other utility connections are surrounded by a protective enclosure?				
Trees, shrubs, and other foliage are trimmed to allow visibility?				
Are dumpster lids and other trash containers equipped with locking devices and/or located a safe distance from buildings?				
Posted signs indicate restricted areas?				
Ground floor windows are in good repair, and have functional locks?				
Do ground floor windows or glass entrances have any additional protective measures installed?				
Can interior and exterior windows be covered to obscure views?				
Does door hardware permit a perpetrator to chain or otherwise block doors closed preventing escape?				

Are security mirrors used in hallways and stairwells?				
Roof access is restricted to staff only?				
Do any skylights have protective enclosures?				
At night, areas are reasonably lit (access points, parking lot, etc.)?				
Bus loading areas are clearly marked?				
Parents' pick-up areas, and drop-off areas are clearly marked?				
Fire zones are maintained free of obstacles and cars?				
Student cars are issued parking passes?				
Staff cars are issued parking passes?				
Checks of the parking lots are performed several times throughout the day?				
Deliveries are accepted at designated areas?				
Deliveries are documented?				
All mail and deliveries are inspected by trained personnel?				
All rooms have emergency procedures/evac routes posted?				
Are room numbers labeled on the interior of the room?				
Phones are present at the primary work areas of all staff members?				
Procedure manuals/quick reference guides are located by each phone?				
The school has a security camera system?				
Is the camera system monitored in real time?				
Is the camera system recorded?				
School has an intrusion detection system/alarm?				

Intrusion detection system has appropriate sensors (forced entry, glass break, motion, etc.)?				
Does the school have backup power?				
School has a weather radio which is listened to during operational hours?				
Are there protective measures (access controls, cameras, etc.) for food service areas?				
COMMENTS:				