



Rainbow Dreams Early Learning Academy School-Based Emergency Operations Plan 2020-2021

School Name: Rainbow Dreams Early Learning
Academy

Region: Las Vegas, NV

Principal: Janice D. Henry

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SIGNATORY PAGE

A review of this school’s written School-Based Emergency Operations Plan has been conducted and modified as needed by the planning/review committee charged with the specific elements in the development and ongoing review of this plan. This School-Based Emergency Operations Plan conforms to the mandated requirements set forth in the School Based Emergency Operations Plan Template. The written School-Based Emergency Operations Plan is at Rainbow Dreams Academy School and available for review by authorized personnel. Based on this review, written modifications have been made to account for and meet the emergency needs of students and employees at this school site in the School-Based Emergency Operations Plan. The School-Based Emergency Operations Plan is ready for implementation if required. Due to implemented COV-19 procedures, committee meetings were held through teleconferencing.

Principal
Janice Henry

Licensed Employee
Traneika Ross

Board Member
Diane Pollard

Non-Licensed Employee
Leslie Graves

Police Officer

Parent/Guardian
Ralexsia Wilson

Mental Health Professional
License Clinical Social Worker
Telisha Morgan

USC Intern Social Worker
Yvette Lopez

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Rainbow Dreams Academy School-Based Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the School, its employees, and students. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgeably. In addition, the plan educates staff, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides assurances that Rainbow Dreams Academy has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Annual training must be provided to faculty and staff to assess the seriousness of incidents and respond according to these established procedures and guidelines. This school must conduct monthly Emergency Operations drills throughout the school year. The principal of the school could face misdemeanor charges if drills are not conducted per NRS 392.450.

Lastly, developing, maintaining, and exercising the School-Based EOP increases each school's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The School-Based EOP outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

1. Definitions

Annex: Explains how the school will carry out a broad function in response to a threat or hazard. The Annex is broken down into two parts a Functional Annex and a Threat and Hazard Specific Annex.

Appendix: Supplementary documents needed for emergency operations planning and implementation of the crisis plan during a drill or real-life incident.

Crisis: NRS 388.231 defines a crisis as a "traumatic or sudden event or emergency condition.... that involves violence; profoundly and negatively affects or will affect pupils and employees of a school, or both; occurs on property of a public school, at an activity sponsored by a public school or on a school bus while the bus is engaged in its official duties for a public school; and may involve serious injury or death."

These incidents can be a large-scale event impacting the schools in the area, the total district, or they can happen on a smaller scale and impact one school site. In all situations, however, a crisis incident has a harmful effect on those who directly and indirectly experience it.

Emergency: NRS 388.233 defines an emergency as “an occurrence or threatened occurrence for which action is necessary to save lives, protect property or to protect the health and safety of persons, or to avert the threat of damage to property or injury to persons, on the property of a public school, at an activity sponsored by a public school or on a school bus while the bus is engaged in its official duties for a public school.”

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena, which may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

OODA Loop: The OODA Loop stands for Observe, Orient, Decide and Act. The use of the OODA Loop in conjunction with the School-Based Emergency Operations Plan, training, and drills can greatly enhance the response to various crisis and emergency situations.

Policy Group: The Policy Group is made up of the Governing Board or designee, the Principal or designee, and various other designees. The Policy Group is the executive level oversight and strategic decision-making body for the school during a crisis or emergency. The Policy Group has the authority to make strategic, financial, operational, and policy decisions in response to a crisis or emergency.

Threat: A natural or man-made occurrence, individual, entity, or action that has or indicates the potential to harm life, body, information, operations, the environment, and/or property.

Suicide: NRS 388.2359 defines suicide as “the suicide of a pupil, teacher, or other member of the community of a public school.”

Vulnerability: Characteristic of the school that could make it more susceptible to the identified threats and hazards.

C. Disclaimer

There is no such thing as a perfect incident management system. While no set policies rule out the potential for disaster, establishing procedures based upon best professional practices increases the probability that a crisis will be managed efficiently and effectively in order to mitigate the impact upon the school, its students and employees. Adopting this plan is one means by which the Rainbow Dreams Academy endeavors to ensure that every reasonable effort is expended to manage crisis situations with the information and resources available at the time.

D. Open Meeting Law Inapplicable

NRS 388.261 states that Nevada’s Open Meeting Law, NRS Chapter 241, does not apply to meetings of a Development Committee established pursuant to NRS 388.241; a School Committee established pursuant to NRS 388.247; or the State Board of Education (if the meeting concerns a regulation adopted pursuant to NRS 388.255 or the plan developed pursuant to NRS 388.253).

E. Situation Overview

1. School Population

- _____ Administrators
- _____ Teachers, specialists, and licensed staff
- _____ Students
- _____ Office/support staff
- _____ Instructional Assistants
- _____ Cafeteria staff
- _____ Maintenance and custodial staff
- _____ Volunteers

A master schedule of where classes, grade levels, and staff are located is available in the main office and is accessible in Infinite Campus.

2. Students with Disabilities or Access and Functional Needs

This school is committed to the safe evacuation, transportation and communication with staff, students, and parents with the following disabilities (including but not limited to):

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Significant planning must occur by the planning/review committee for students who may require accommodations due to medical conditions, whether chronic or temporary. The Emergency Response Plan for Medically Fragile Students (Health Services form, HS-140) is a required section of the School-Based Emergency Operations Plan. This plan must capture what additional support is needed for classrooms with multiple students who are medically fragile and /or students who are compromised short-term (broken legs, ankles, etc.).

Clark County, Nevada, is subject to a variety of natural and technological disasters. Currently, the Clark County Hazard Mitigation Plan specifies the following threats to the region (in alphabetical order): Climate Change, Dam Failure, Drought, Earthquake, Flood, Hazard Material Events, Infectious Disease, Infestation, Subsidence and Fissures, Terrorism and Wildfire.

It is the responsibility of each staff member to monitor and notify the Health Office of any additional needs so that additional assignments to classrooms/areas can be made. School nurses will collaborate with site administrators to facilitate completion of the HS-140, and the Healthmaster (HMS) electronic student health record attachments for the HS-140 will be maintained in the Health Office Disability Notebook. Please contact the Health Services Department (702-799-7443), Office of Emergency Management (702-799-HELP), or site school nurse with any questions.

The Americans with Disabilities Act (ADA) as well as school policy ensure that accommodations must be afforded to children with disabilities or access and functional needs. The site administrator must account and plan for those students who need assistance when a crisis event occurs and communicate with students and parents with limited proficiency.

The HS-140 and any supporting documents are in the Appendix.

3. Employees with Disabilities or Access and Functional Needs

Significant planning must occur by the planning/review committee in planning for employees who may require accommodations due to medical conditions, whether chronic or temporary. The Americans with Disabilities Act (ADA) as well as school policy ensure that accommodations must be afforded to those in the workplace. For confidentiality purposes, this should be handled at the school administration level only.

The Employees with Disabilities or Access and Functional Needs Worksheet is in the Appendix.

4. Threat/Hazard Assessments Summary

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

At 2:00pm, on June 23, 2020, the planning/review committee completed a thorough site assessment to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The school will take into consideration the amount of time it will take for police and fire department resources to respond to their school in an emergency.

The planning/review committee also referenced the culture and climate assessment to determine staff, student, and parents' perceptions of safety and to identify problems needing to be addressed.

The table on the following page briefly discusses this school's high-priority threats/hazards.

All threats against the school by a pupil or pupils should be reported to School Police at 702-799-5411 and the Department of Student Threat Assessment, Evaluation and Crisis Response at 702-799-7449. They have the assessment tools that will assist you with the threat to your school.

Additional information on School Specific Threats can be found in Appendix V.

Table 1. High-Priority Hazards

Active Assailant	While active assailant incidents at schools are rare, they are highly impactful. The Police Department averages 227 calls per year for a weapon on campus which illustrates the need to be prepared.
Fire	Fire poses a risk to the staff, students, and the building of the Rainbow Dreams Academy. For the past five years, there have been no fires reported to the Police Department.
Earthquake	<p>According to the Clark County website “The State of Nevada is located in “earthquake country.” It lies within the Basin and Range Province, one of the most seismically active regions in the United States. Along with California and Alaska, Nevada ranks in the top three states subject to the largest earthquakes over the last 150 years.” (http://www.clarkcountynv.gov/building/engineering/Pages/EarthquakeInformation.aspx)</p> <p>Although scientists say there is around a .5% chance of an earthquake with a magnitude of 6.0 striking in Clark County within 50 years, the effects would be devastating. In a 2009 interview with the Las Vegas Review-Journal then state Geologist, Jon Price stated that a 7.0 earthquake would kill about 2,300 people, damage 60,000 buildings, and hospitalize 8,100 people. (https://www.reviewjournal.com/news/state-geologist-estimates-possible-earthquake-risk/)</p> <p>See the Resource Documents Folder for more information.</p>
COV-19 Outbreak	A Covid-19 outbreak poses a risk to the entire campus community of learners, teachers, administrators and staff, and our pupils and employee’s families. Strict precautions are in place if an outbreak should occur.

5. Resources

Resources are vital during many incidents. To request resources, contact the Office of Emergency Management (OEM) at 702-799-HELP (4357). OEM will work with the various site administrators and/or outside agencies in order to fill requests. During large incidents, resources may be limited, and fulfillment of requests will be prioritized based on needs.

F. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows schools to deviate from the plan if certain assumptions prove not to be true during operations. The School-Based EOP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections will stop or reduce incident-related losses.
- Maintaining the School-Based EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, emergency responders, etc.) can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their aiding assistance and support to incident management efforts.

2. Limitations

It is the policy of the school that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, school administrators can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Rainbow Dreams Academy recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

The school works with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff that assumes roles described in this plan should receive IS-100.SCa training. IS-100.SCa: Introduction to Incident Command System for Schools is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes should take the IS-700 course.
- Understand how to create a multi-hazard emergency operation plan by completing course IS-362.A: Multi-Hazard Emergency Planning for Schools. IS-362.A is a Web-based course available free from the Emergency Management Institute. All persons assuming roles on the Planning/review committee should take the IS-362.A course.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and threat/hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, this school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used before, during, and after an incident.]**

The Incident Commander should be the person who has the most experience with the emergency operations plan and should not be dependent upon title. The Incident Commander at this school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from the school and local officials and seek technical assistance from the Office of Emergency Management and/or State and Federal agencies where appropriate. The principal or designee is responsible for activating the School-Based EOP, including common and specialized procedures as well as threat/hazard-specific procedures. The principal or designee will assign an Incident Commander based on who is most qualified for the type of incident occurring.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

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

The principal, assistant principals, or designees are not able to manage all the aspects associated with an incident without assistance; therefore, the school should rely on other key school personnel to perform tasks that will ensure the safety of staff and students during a crisis or critical incident. The Incident Command System (ICS), see Figure 1 on page 11, uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with their role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this school's School-Based EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal

The principal may serve as the Incident Commander or delegate the authority to a qualified individual. At all times, the principal still retains the ultimate responsibility for the overall safety of staff and students. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with the District, other agencies, and parents/guardians. The principal, when not the school's Incident Commander, shall coordinate between the Superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in the School-Based EOP.
- Be aware of authorities, policies, and external stakeholders as part of the incident size up.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., evacuation, shelter-in-place, hard lockdown, etc.), as described more fully in the functional annexes of this document.

- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel both internal and external. Depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.
- Keep the principal and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervising students under their charge.
- Taking steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols located in the Staff Handbook of the Emergency Operations Plan.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Conduct Staff and Student Accounting when needed following the Staff and Student Accounting Procedure.
- Execute assignments as directed by the Incident Commander or designee.
- Render first aid, in accordance with PUB 648 First Aid and Emergency Guidelines for School Staff, or obtain first aid services for injured students from the school's emergency first aid/triage team.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, Social Workers, and Psychologists aid assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render Psychological First Aid if necessary. Counselors, Psychologists, and Social Workers may be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or designee.

F. School Nurses/FASA/Unlicensed Assistive Personnel (UAP)

Responsibilities include:

- Initiate triage.
- Provide life-saving interventions in concert with education, skills, and training.
- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Completes the Victim Situation Sheet, as needed.
- Facilitates transfer of care to EMS emergency responders upon their arrival.
- Works with the Operation Section Chief to notify parents/guardians of injured student's status and the location the student was transported, as needed.
- Communicates with the Operations Section Chief when students are identified who require medication or specialized nursing procedures.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or appropriate supervisor.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Assist in the school threat and hazard vulnerability site assessments.
- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or designee.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of staff and students becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or designee.

J. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

K. Students (age-appropriate)

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.

IV. DIRECTION, CONTROL, AND COORDINATION

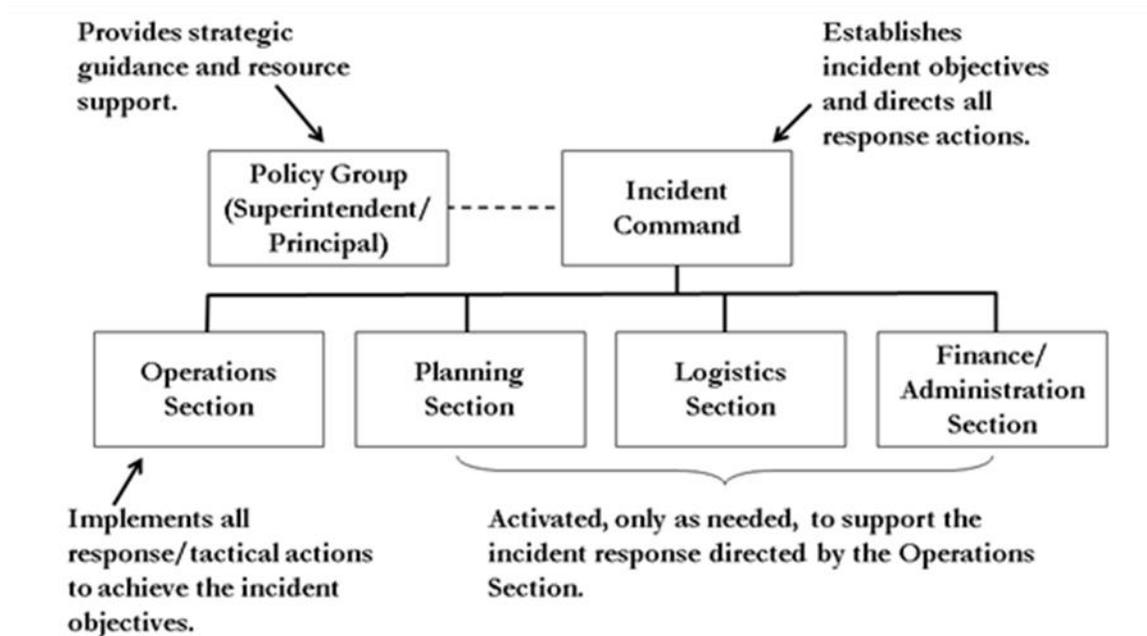
A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School Emergency Operations Plan will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Incident Commander should be the person who has the most experience with the emergency operations plan and should not be dependent upon title. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Due to the rapid on-set and unpredictable nature of emergencies it is important for schools to have an incident management team who will implement the tactics and strategies to achieve the goals set by the Incident Commander. The Incident Management Team's organization as well as a description for each section is discussed below.

Figure 1. School-Based Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Policy Group.

Responsibilities and duties may include:

- Sets initial incident objectives to account for life safety, incident stabilization, and property preservation.
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities using the Activity Log.

2. Operations Section

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, emergency first aid/triage, Psychological First Aid, light search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties may include:

- Implement an incident action plan. To address life/safety issues, stabilize the incident, and to protect school property.
- Analyze incident needs to develop a Family Reunification Plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide, and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access Psychological First Aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Office of Emergency Management 702-799-4537 or the Logistics Section.
- Document all activities using the Activity Log.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Light Search & Rescue Team	Light Search & Rescue Teams are responsible for ensuring that all staff and students evacuate the building or, if it is unsafe to move the person(s), that their locations are documented so that professional responders can locate them easily and extricate them. Light Search & Rescue Teams are responsible for ensuring all staff and students are inside the building during a Soft Lockdown and Shelter-in-Place. Light Search & Rescue Teams may search the entire school facility, after an incident, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter.
Emergency First Aid/Triage Team	Emergency First Aid/Triage Teams provide triage, and treatment. Emergency First Aid/Triage Teams are responsible for: <ul style="list-style-type: none"> ▪ Setting up first aid area for students. ▪ Assessing and treating injuries. ▪ Completing Victim Situation Sheet, see HS-140. Note: The Logistics Section provides care to responders (if needed). The Operations Section Emergency First Aid/Triage Team is dedicated to staff and students or other disaster victims.

Strike Team	Potential Responsibilities
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: <ul style="list-style-type: none"> ▪ Accounting for the whereabouts of all students, staff, and visitors. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with Emergency Management or the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: <ul style="list-style-type: none"> ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating fire/HazMat. ▪ Assessing and notifying officials of fire/HazMat. ▪ Conducting perimeter control. ▪ Crime scene preservation.
Mental Health Intervention Team	The Mental Health Intervention Team is responsible for: <ul style="list-style-type: none"> ▪ Psychological First Aid ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school School-Based Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Reunification Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. Reunification of staff with their loved ones is an important part of Reunification as well. The Reunification Team is responsible for: <ul style="list-style-type: none"> ▪ Setting up the Two-Gate Reunification process, see Appendix G. ▪ Organizing students at the Student Holding area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

3. Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.

- Document all activities using the Activity Log.

This section may not be established onsite at the incident. Rather, the school office may assume responsibility for these functions.

4. Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties may include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom emergency kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities using the Activity Log.

This section may not be established onsite at the incident. Rather, the school office may assume responsibility for these functions.

5. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Responsibilities and duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses in accordance with school policy, and secure all records.

This section may not be established onsite at the incident. Rather, the school office may assume responsibility for these functions.

B. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the Emergency Operations Center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The principal or Incident Commander will keep the Policy/Coordination Group informed.

C. School Emergency Operations Plan (EOP)

Rainbow Dreams Academy maintains a School Emergency Operations Plan (EOP) to address threats/hazards and incidents. The School-Based EOP has been developed to fit into the Clark County School District larger EOP in the case of a large-scale incident.

D. Coordination with Responders

An important component of the School-Based EOP is the school's set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and affected schools. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school's Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

This school will use its own resources and equipment to respond to incidents until exhausted or until incident response personnel arrive.

V. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

An assigned administrative staff will collect, analyze, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, administrative staff should be assigned to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal, with any immediate actions required identified.

After an incident, assign staff to monitor websites and hotlines of mental health, emergency management, and relief agencies, as well as the school information portal, to determine any information pertinent or critical to the school's recovery effort.

B. Information Documentation

The assigned staff member will document the information gathered using the Activity Log in the Appendix section. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.

- The date and time the information was collected and shared.

VI. TRAINING AND EXERCISES

The school understands the importance of training, drills, and exercises in maintaining and planning for an incident. NRS 392.450 mandates principals conduct drills, at least once per month, to instruct pupils in the appropriate procedures to be followed in the event of a lockdown, fire, or other emergency. Not more than three of the drills may include instruction in the appropriate procedures to be followed in the event of a chemical explosion, related emergencies and other natural disasters. At least one-half of the drills provided must include instruction in appropriate procedures to be followed in the event of a lockdown. In other words, there must be five drills for lockdown (at least three should be for a Hard Lockdown), three drills for fire/evacuation, and one drill each for shelter-in-place and earthquake. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions should occur. The Exercise Planning Team should coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Training and exercises should be documented including date(s), type of training or exercise, and participant roster.

A. Training

All school staff and students will receive training throughout the school year to better prepare them for an incident.

1. Staff Training

At the beginning of the school year, before students start attending class, basic training and refresher training sessions should be conducted for all school personnel.

Mandatory staff training should include:

- Threat/hazard and incident awareness training for all staff.
- Orientation to the School-Based EOP.
- Team training to address specific incident response or recovery activities, such as Family Reunification and relocation to the Reunification Site.
- Procedures for Staff and Student Accounting, Shelter-in-Place, Soft Lockdown, Hard Lockdown, Evacuation and Reverse Evacuation.
- Staff needs to know the exits, alternate routes, and what to bring with them.
- Location and placement of the classroom evacuation map and Teacher's Crisis Response Guide Poster should be consistent throughout the school. Staff should be intimately aware of both documents' contents.
- Teachers need to understand what is in their Classroom Kits.
- Teachers need to know the release procedures.
- Non-assigned personnel need to know where to receive their assignments.
- Alternative routes must be addressed (when they will be used, how staff will receive the communication, etc.)
- Student-Staff staging areas as well as Family Reunification Site locations should be discussed.

Additional staff training could include:

- First aid and CPR for all staff.
- Stop the Bleed for all staff.
- Two online FEMA courses: IS-100.sca and IS-700. Both courses are available without charge at FEMA's Emergency Management Institute website.
- Psychological First Aid for Schools (PFA-S) based on the PFA-S Field Operations Guide for school counselors and other designated staff.
- Review of the School Pub 648 First Aid and Emergency Guidelines for School Staff.

All staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member might be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

2. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

B. Drill/Exercises

Drills will be conducted at least once per month (See Appendix R – Emergency Drill Guide). Other types of exercises should occur at least once per school year.

Approved parent/guardian volunteers and community members may be incorporated into larger exercise plans.

VII. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, school administration or the Incident Commander will request assistance from local emergency services, the Office of Emergency Management, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school officials authorized to request assistance pursuant to those documents. Contact the Office of Emergency Management 702-799-HELP (4357) for more information.

B. Recordkeeping

1. Administrative Controls

The school administration is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Appendix H Activity Log

The Incident Commander, Scribe, and ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualty management using the Victim Situation Sheet from the HS-140.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records will be protected accordingly in a secure location.

VIII. PLAN DEVELOPMENT AND MAINTENANCE

The planning/review committee is responsible for the overall maintenance and revision of the School-Based EOP and for coordinating training and exercises. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The school development committee and the school planning/review committee are responsible for approving and promulgating this plan.

A. Approval and Dissemination of the Plan

The principal or designee along with the school planning team:

- Will review and validate the plan
- Present the plan to staff
- Distribute the plan as needed

1. Record of Changes

Each update or change to the plan will be tracked and maintained by the planning team. The record of changes will include: the date of the change and signatures of the planning team.

2. Record of Distribution

Copies of plans and annexes should be distributed to those tasked in this document. The Crisis Plan Review Verification Forms will be utilized and kept as proof that individuals have acknowledged their receipt and review of the plan.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School-Based EOP will be updated based upon deficiencies identified during incident management activities, drills, and exercises and when changes in threats, hazards, resources and capabilities, or school structure occur.

IX. AUTHORITIES AND REFERENCES

The following laws are the State authorizations and mandates upon which this School-Based EOP is based. These authorities and references provide a legal basis for incident management operations and activities. The following is a brief overview, see NRS 388.229 – 388.266 for all laws related to Response to Crisis, Emergency or Suicide.

- NRS 388.241 subsection 1 mandates the board of trustees of each school shall establish a development committee to develop one plan to be used by all the public schools.....in responding to a crisis, emergency or suicide.
- NRS 388.243 subsection 2 mandates the plan developed pursuant to subsection 1 must include, without limitation:
 - (a) The plans, procedures and information included in the model plan developed by the Department pursuant to NRS 388.253;
 - (b) A procedure for responding to a crisis or an emergency and for responding during the period after a crisis or an emergency has concluded, including, without limitation, a crisis or an emergency that results in immediate physical harm to a pupil or employee of a school...;
 - (c) A procedure for enforcing discipline within a school for obtaining and maintaining a safe and orderly environment during a crisis or an emergency;

- (d) The names of persons and organizations in the community, including, without limitation, a provider of mental health services which is operated by a state or local agency, that are available to provide counseling and other services to pupils and staff of the school to assist them in recovering from a crisis, emergency or suicide; and
 - (e) A plan for making the persons and organizations described in paragraph (d) available to pupils and staff after a crisis, emergency or suicide.
- NRS 388.245 subsection 1 mandates each development committee shall, at least once each year, review and update as appropriate the plan that it developed pursuant to NRS 388.243. In reviewing and updating the plan, the development committee shall consult with the director of the local organization for emergency management or, if there is no local organization for emergency management, with the Chief of the Division of Emergency Management of the Department of Public Safety or his or her designee.
 - NRS 388.247 subsection 1 mandates the principal of each public school, including, without limitation, each charter school, shall establish a school committee to review the plan developed for the school pursuant to NRS 388.243.
 - NRS 388.249 subsection 1 mandates each school committee shall, at least once each year, review the plan developed for the school pursuant to NRS 388.243 and determine whether the school should deviate from the plan.
 - NRS 388.253 subsection 2 mandates the model plan must include, without limitation, a procedure for:
 - (a) In response to a crisis or emergency:
 - (1) Coordinating the resources of local, state and federal agencies, officers and employees, as appropriate;
 - (2) Accounting for all persons within a school;
 - (3) Assisting persons within a school in a school district, a charter school or a private school to communicate with each other;
 - (4) Assisting persons within a school in a school district, a charter school or a private school to communicate with persons located outside the school, including, without limitation, relatives of pupils and relatives of employees of such a school, the news media and persons from local, state or federal agencies that are responding to a crisis or an emergency;
 - (5) Assisting pupils of a school in the school district, a charter school or a private school, employees of such a school and relatives of such pupils and employees to move safely within and away from the school, including, without limitation, a procedure for evacuating the school and a procedure for securing the school;
 - (6) Reunifying a pupil with his or her parent or legal guardian.
 - (7) Providing any necessary medical assistance;
 - (8) Recovering from a crisis or an emergency;
 - (9) Carrying out a lockdown at a school;
 - (10) Providing shelter in specific areas of a school; and

- (b) Providing specific information relating to managing a crisis or emergency that is a result of:
 - (1) An incident involving hazardous materials;
 - (2) An incident involving mass casualties;
 - (3) An incident involving an active shooter;
 - (4) An outbreak of disease;
 - (5) Any threat or hazard identified in the hazard mitigation plan of the county in which the school is located, if such a plan exists; or
 - (6) Any other situation, threat or hazard deemed appropriate;
 - (c) Providing pupils and staff at a school that has experienced a crisis, emergency or suicide with access to counseling and other resources to assist in recovering from the crisis, emergency or suicide.
- 388.257 subsection 1 mandates if a crisis or an emergency that requires immediate action occurs at a public school or a suicide occurs, the principal of the school involved, or the principal's designated representative, shall, in accordance with the plan developed for the school pursuant to NRS 388.243 and in accordance with any deviation approved pursuant to NRS 388.251, contact all appropriate local agencies, including, without limitation, a provider of mental health services which is operated by a state or local agency, to respond to the crisis, emergency or suicide.

FUNCTIONAL ANNEXES

Communications Procedure

I. PURPOSE

Communication is a critical part of incident management. This section outlines the Communications Procedures to be used during any incident occurring at the school and allows for compliance with NRS 388.253 (1c) and (1d).

II. SCOPE

Effective communication should be the goal of every Incident Commander in order to provide clear and effective internal and external communication between the school and the staff, students, parents/guardians, emergency responders, and media. The communications procedure outlines the steps to be taken to communicate information before, during, and after an incident.

III. RESPONSIBILITIES

To implement the communications procedures all staff should be trained on the communications procedures in this annex.

IV. SPECIALIZED PROCEDURES

A. Before an Incident

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and emergency responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, school administration should:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about what is expected of them during an emergency by sending home the parent letter found in Appendix N.
- Identify parents/guardians who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

B. During an Incident

1. Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices should be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts designated staff members who will then contact groups of staff (teachers, administrators, and support staff) as planned.

- **Morning Staff Meeting:** As appropriate, updated information about an incident will be presented at a morning staff meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Staff Meeting:** As appropriate, updated information and a review of the day's events will be presented at an end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

The principal will notify the district office and will designate staff member(s) to monitor all communications.

2. External Communications

If utilizing Unified Command during an incident, all external communication should be approved by the Unified Command Staff before being released.

School administrators or the Incident Commander should communicate with parents during an incident by:

- Disseminating information via ParentLink and the Communications Office to inform parents about exactly what is known to have happened.
- Implementing the plan to manage phone calls and parents who arrive at school.
- Describing how the school and school district are handling the situation.
- Providing information regarding possible reactions of their children and ways to talk with them.
- Providing where and how families can receive updated incident information.
- Informing families and students when and where school will resume.

School administrators or the Incident Commander should communicate with the media during an incident:

- Work with the Communications Office to designate a Public Information Officer.
- Do not release students or staff names to the media, unless you obtain formal approval or direction from the legal department and/or the Communications Office.
- Do not allow the media access to the school during school times, in accordance with policy. The media and any member of the public may use the public rights-of-way, such as the sidewalk. In certain circumstances, such as a news conference, you, the Communications Office and/or the Superintendent or designee might arrange for media access to the site; an employee should direct or escort them whenever possible.

The Communications Office will:

- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.
- Respond to media and update the media regularly.
- Develop or assist the school to develop a scripted statement (and update when appropriate) for site secretarial and administrative personnel to follow when answering phone calls.
- Work with designated administrative spokespersons to establish:
 - Information to be discussed
 - Length
 - When
 - Where

- Facts
- Key messages to emphasize

School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, may be obtained through the Communications Office.

The Incident Commander will maintain communication with emergency responders during an incident. Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction or the Incident Commander will assume a role in the Unified Command.

3. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the School-Based Incident Management Team will:

- Provide appropriate information to all school staff.
- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

C. After an Incident

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, school administrators will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

V. COMMUNICATION TOOLS

Some common internal and external communication tools schools may use include the following:

- **Standard telephone:** Turn off the main number (just like during after office hours) and change the outgoing message to give parents important information regarding the incident. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to staff enroute to or from a site.
- **Intercom systems:** The intercom system includes school-wide notification of an emergency as well as teacher-initiated communication with the office.
- **Runners:** Technology is not always available and the use of runners is an effective means of communication during such times.

- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency Main Office Kit to address staff and students who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to understand how to operate the two-way radio.
 - Be Clear: who, what, when, where, and description.
 - Be Brief: Avoid any unnecessary chatter.
 - **Do not use code words:** Notifications will be given in plain language.
 - When using radio communication, make sure there is a response back to your communication.
 - A back-up plan must be in place if your primary mode of communication is not available.
 - Repeat the incident location when communicating on radio or telephone.
 - Have the person with whom you are communicating repeat critical information to reduce misunderstandings.
 - If you are talking on a portable radio and there is background noise, press the radio microphone to your throat to help minimize the background noise.
- **Computers:** Email may be a useful tool for updating information for staff, other schools in an affected area, and the district Superintendent. An assigned staff member(s) should work with the Emergency Operations Center to update information such as school evacuation, closure, or relocation on the home page of the school website.
- **Fax machines:** Possible uses include off-campus accidents where lists of staff and students involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in emergency kits in order to signal a need for immediate attention or assistance.
- **Signs:** Signs are to be used during an Evacuation and should be held above shoulder level by the teacher only.
 - WHITE: Classroom Identification Sign (Provide room number and/or teacher name on sign written/typed in large font black letters) Signs need to be highly visible and able to withstand all weather conditions.Cards to be attached to the white identification sign:
 - RED: Need Help: i.e., Injuries, All Students Not Accounted For, and/or Extra Students
 - GREEN: All Students Accounted For, No Help Needed

Emergency First Aid/Triage Procedure

I. PURPOSE

This Functional Annex ensures that procedures are in place in accordance with NRS 388.253 that will manage an incident involving mass casualties in a school. The Emergency First Aid/Triage (EFAT) Procedure is activated for those staff and students who have been injured during a multiple or mass casualty incident (MCI) in the critical time period before emergency medical services (EMS) personnel arrive on-scene to assume this function. Rapid and appropriate response will reduce the number and severity of injuries.

II. SCOPE

Effective Emergency First Aid/Triage (EFAT) should be part of the goal of every incident commander. This procedure outlines the steps to be taken by qualified, trained health office staff and other designated, trained school personnel following an incident involving multiple or mass casualties. The principal shall retain the ultimate responsibility for overall safety of staff and students during a multiple or mass casualty incident. When an incident has occurred resulting in multiple people being injured, it is necessary to identify victims who need immediate medical attention, to initiate life-saving interventions (LSI) and to begin triage (sorting) of the injured in preparation for pre-hospital treatment and medical transport by EMS personnel upon arrival.

III. ALERT SIGNAL

Mass Casualty Incident Announcement: **“This is an emergency announcement - MCI Code Blue; MCI Code Blue; MCI Code Blue...EFAT Team report to [location]”** signaling all qualified, trained staff to respond to MCI scene.

IV. RESPONSIBILITIES

To implement the Emergency First Aid/Triage procedure: All members of the Emergency First Aid/Triage Team will be trained on the procedures. Before an incident occurs, school administration should provide health office staff and designated school personnel with training opportunities including:

- CPR/AED and First Aid Certification (recommended)
- Review of HS 140, *Emergency Response Plan for Students with Disabilities or Functional and Access Needs* (See Appendix D) (required).
 - Victim Situation Sheet
 - Students with Functional and Access Needs Worksheet
 - Employees with Functional and Access Needs Worksheet
- Review of PUB 648, *First Aid and Emergency Guidelines for School Personnel* (required).
- Review of Health Office “Go” Kit (required)
- Review of Health Office “Ready” Kit (required)
- Online FEMA Course: IS-100sc, Introduction to Incident Command System (recommended)

Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the

school to be prepared to carry out the initial incident response until emergency medical services arrive at the incident scene.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. EMERGENCY FIRST AID/TRIAGE (EFAT) PROCEDURE

- Listen for “MCI Code Blue” Procedure Announcement
- Activate EMS by calling 911 and Police.
- Determine scene safety for initial school-based responders on-scene
- Bring all emergency first aid personnel, equipment and supplies/kits available to the scene.
- Ensure use of personal protective equipment (PPE).
- Direct “walking wounded” and “worried well” to an alternate, safe location. This Health Station will be utilized to provide basic first aid care.
- In accordance with training and qualifications, EFAT team members will:
 - Activate primary triage (sorting) and color-coding of victims based upon severity of injuries.
 - Record all victims on the Victim Situation Sheet
 - Notify Incident Commander of the number of injured and their triage status.
 - Initiate life-saving interventions (LSI) only during primary triage.
 - Activate secondary triage (re-sorting) and color-coding of victims based upon additional assessments of injury severity.
 - Initiate pre-hospital first aid treatment based upon available resources (personnel, equipment, supplies) to save the most viable persons among the more severely injured.
 - Give copy of Victim Situation Sheet and status report to EMS personnel and law enforcement upon arrival on-scene.
- Preserve crime scene to the extent possible.
 - Do not move the deceased.
 - Do not move victims with significant injuries unless the scene is not safe for providing emergency first aid care.

Refer to Appendix D for more detailed information and supporting documents.

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

Evacuation Procedure

I. PURPOSE

In cases of an incident requiring the Evacuation of the school building, staff and students should adhere to the following procedure.

SCOPE

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

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

ALERT SIGNAL

An announcement is made “This is an emergency announcement **Evacuate; Evacuate; Evacuate.**”, the fire alarm has been active for 3 minutes, or you see smoke/fire and it is safe to evacuate the building. Once everyone has reached fire drill locations, by radio and then orally, staff members will be told to move students to the Staff-Student Staging Area.

RESPONSIBILITIES

To implement the Evacuation Procedure:

- All staff and students will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the evacuation procedure announcement.
- Immediately leave the building in a calm, orderly fashion using the primary evacuation routes shown on the school map. If primary evacuation routes are not available staff and students will use an alternate route.
- Teachers will sweep their classroom and close the classroom door ensuring they lock the door behind them.
- Light Search & Rescue Teams will sweep the building, if safe to do so, to ensure all occupants have evacuated the building.
- Bring class rosters and emergency kit (teacher or another staff member).
- Bring main office evacuation kit.
- Bring health office emergency “go kit”.

- Ensure students with disabilities or access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned Staff and Student Staging Area, which should be at least 300ft away from the building, if possible.
- Implement the Staff and Student Accounting Procedure.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.

Note: Under no circumstances should staff and students use the elevators to evacuate.

Outdoor Procedure

When outdoors, staff and students should:

- Listen for the evacuation procedure announcement.
- Direct students to move away from the building immediately in a calm, orderly fashion to the pre-assigned Staff and Student Staging Area which should be at least 300ft away from the building, if possible.
- Ensure students with disabilities or access and functional needs are properly assisted in the evacuation.
- Implement the Staff and Student Accounting Procedure.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.

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

Family Reunification Procedure

I. PURPOSE

In cases of an incident requiring Family Reunification, staff should adhere to the following procedure.

II. SCOPE

The Family Reunification Procedure outlines steps to be taken to safely reunify students and parents no matter the size or location of the incident when normal release is not possible or practical.

The plan outlines procedures for remaining at the school and moving to a designated reunification site.

III. ALERT SIGNAL

Verbal instructions to implement family reunification will be given by the Incident Commander.

IV. RESPONSIBILITIES

To implement the Family Reunification Procedure:

- All staff will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

V. SPECIALIZED PROCEDURES

Staff when directed by the principal will implement the following procedures.

A. Student Hold

If an incident is confined to an area in the neighborhood, which prevents students from going home, on their own safely staff should:

- Determine the streets affected by the incident.
- Gather the names of students who live in the affected area.
- Bring affected students to the main office prior to the end of the day.
- Contact parents or guardians to arrange pick-up.

B. Controlled Release

If an incident occurring near the school prevents the normal release of students, but doesn't require the dual gate system, the staff should:

- Work with responding agencies to coordinate the release of students.
- Bussed students:
 - If the release is close to your normal release time (no later than 30 min), and the bus stops are beyond the incident area, release bused students first (both general education and those with disabilities or access and functional needs).
 - If the release time is beyond 30 mins and/or there is a large number of parents at the school already
 - Contact the parents of students with disabilities or access and functional needs to see if bussing is still needed.
 - Hold general education buses until last to ensure parents are not at the school.

- Elementary Schools:
 - Contact parents of students who walk home to arrange pick-up.
 - Using single point of entry and exit, allow parents to go to their student's classroom(s) to pick up their child(ren).
 - If the teacher doesn't recognize parent, contact the office to verify ID.
- Middle and High Schools:
 - Contact parents of students who walk home to arrange pick-up.
 - Take one grade level at a time into the gym.
 - Bring parents into the gym a few at a time to reunite with students.
 - Take leftover students back to classroom(s) or another location.
 - Continue process until finished.

C. Two-Gate System

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

- Activate Reunification Team.
- Activate Security Team.
- Move to designated Reunification site, if possible.
- Set-up reunification location in two-gate system, if possible.
 - Designate a Student Holding Area.
 - Designate a Parent Check-in Area.
 - Designate a Student Release gate.
 - Designate a Mental Health Area for students.
 - Designate a Health Station.
 - Designate a Parent Notification Area.

Refer to the Appendix G – Family Reunification – Two-Gate for more detailed reunification information and supporting documents.

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

Hard Lockdown

I. PURPOSE

In cases of an incident requiring a Hard Lockdown, staff and students should adhere to the following procedure.

II. SCOPE

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

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

III. ALERT SIGNAL

“This is an emergency announcement **Hard Lockdown; Hard Lockdown; Hard Lockdown.**” (No information about locking doors or location of students is given over intercom, as this may help any perpetrators on campus. It is expected that staff will be aware of Hard Lockdown procedures.)

IV. RESPONSIBILITIES

To implement the Hard Lockdown procedure:

- All staff and students will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the Hard Lockdown Procedure announcement.
- Move to a secure location behind a lockable door or implement the Independent Evacuation Procedure.
- Staff will lock classroom/office door(s).
- Staff will turn off lights.
- Staff will cover windows.
- Students should lie flat on the ground.
- Remain silent and ensure the room looks and sounds like it is unoccupied.
- Ensure students with disabilities or access and functional needs are properly assisted.
- Staff will conduct Staff and Student Accounting. Staff should take evasive action when finished.

- Enforce Student Code of Conduct; remain calm and silent.
- Do not attempt to contact the office unless you have pertinent information regarding the incident.
- If needed, contact 911 for a life-threatening situation occurring in your room.
- Do not open the door for anyone.
- Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.
- Continue the Hard Lockdown until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Listen for instructions to Reverse Evacuate. If no instructions are given, implement the Independent Evacuation Procedure. Teachers should look for several escape routes.
- Ensure students with disabilities or access and functional needs are properly assisted.
- Once at a safe location conduct Staff and Student Accounting and call Police at 702-799-5411 to give accounting status and your location.
- Remain calm.

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

Independent Evacuation Procedure

I. PURPOSE

In cases of an incident requiring Independent Evacuation, staff and students should adhere to the following procedure.

II. SCOPE

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

The plan outlines procedures for staff located:

- Indoors.
- Outdoors.

III. ALERT SIGNAL

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

IV. RESPONSIBILITIES

To implement the Independent Evacuation Procedure:

- All staff and students (age-appropriate) will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.

V. SPECIALIZED PROCEDURES

Staff and students will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Staff

When indoors or outdoors, staff should:

- Move students to a safe location away from campus.
- Staff will implement the Staff and Student Accounting Procedure.
- Contact Police Department at 702-799-5411 to give name, location and accounting information.

B. Students (age-appropriate)

When indoors or outdoors, students should:

- Move to a safe location away from campus or go home.
- Call their parent/guardian to let them know they are safe.
- Call 911 to give their name, school name, and location.

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

Psychological Healing Procedures

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to staff and students impacted by psychological trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

III. RESPONSIBILITIES

To implement the recovery psychological healing procedures:

- Members of the School-Based Mental Health Intervention Team need a plan to assist in managing psychological trauma.
- Parents/guardians and staff will be offered tips on how to recognize signs of psychological trauma.

IV. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury, Death, and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- All schools have a Mental Health Intervention Team composed of counselors, the psychologist, the nurse and in some schools, one or more social workers who can be tapped for assistance with grief counseling.
- The Department of Student Threat Evaluation and Crisis Response have counselors and psychologists to help schools.
- Set up crisis centers and designate private rooms for private counseling/defusing. Impacted staff may need to seek out community-based mental health professionals to assist with their own grief.
- Staff should monitor students physical and emotional status, reassuring the students that they are safe, and referring those who appear most affected to the Mental Health Intervention Team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, student and staff may be excused from school.
- Depending upon the overall level of impact to the school, the Mental Health Intervention Team may decide to encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend staff and students return to their normal routine as soon as possible after the funeral.
- Follow up with staff and students who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.

See the resource document folder for Psychological First Aid for Schools Field Operations Guide and other resources.

Recovery Procedure

I. PURPOSE

Recovery is a key mission for an incident commander during any crisis or emergency. In cases of an incident requiring the Recovery Procedure, staff should adhere to the following procedure.

II. SCOPE

The Recovery Procedure outlines steps needed to help staff, students, and parents recover psychologically and to repair critical infrastructure and the school building(s) after an incident. Recovery needs to start as quickly as possible, however it may take days, weeks, months, or even years to complete.

III. ALERT SIGNAL

No alert signal will be given. This procedure will occur in conjunction with other procedures.

IV. RESPONSIBILITIES

To implement the Recovery Procedure:

- Staff assigned to various sections/teams will undergo training.

V. SPECIALIZED PROCEDURES

Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, personnel or resources needed to facilitate the resumption of classes. Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

As soon as possible, after the crisis situation is over, hold a debriefing session between all involved entities to go over the strengths and weaknesses of how the crisis was handled and determine what can be learned from the situation. Formulate any recommendations and prepare necessary reports from Incident Reporter's documentation.

A. Academic Recovery

Because re-establishing normal routine is important, the principal will work with the School Region Superintendent and the Superintendent or designee to make the following decisions.

- If the school will close and when it will reopen.
- If a temporary location will be used.
- How to provide alternate educational programming if the students and staff cannot physical reconvene.

B. Physical Recovery

If the building is damaged or was possibly damaged (fire/smoke, collapse, etc.) the building must be inspected before being re-occupied.

- Contact the Building Department for inspection 702-799-7605.
- Contact Risk and Environmental Services (RES) to report facts of the incident and any resulting losses 702-799-6496.
 - RES will work with the principal and Police to gather necessary documentation, statements, and other evidence.
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- If possible, conduct safe startup of equipment, safe resetting of gas shutoff valves ensuring to check for gas leaks, and prohibiting hot work until the fire protection is restored.
- Work with Facilities Division and Risk and Environmental Services for any needed repairs.

C. Fiscal Recovery

- Refer all requests for monetary settlement to Risk and Environmental Services.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

D. Psychological and Emotional Recovery

- Work with the Department of Student Threat Evaluation and Crisis Response to assist with psychological healing 702-799-7449.
- Activate the Mental Health Intervention Team to implement psychological healing procedures.
- Use the Recovery and Postvention Checklist located in Appendix F.
- Educate school personnel, students, and parents on available crisis counseling services.
- Consider allowing only staff to answer the school's phone for at least five days after an incident.
- Visit injured students in the hospital.
- Bring closure. If appropriate, recognize the "anniversary of the crisis." Do not pretend it never happened.

See Appendix F – Recovery and Death of a Student or Staff Checklist, if needed.

Reverse Evacuation Procedure

I. PURPOSE

In cases of an incident requiring the Reverse Evacuation Procedure, staff and students should adhere to the following procedure.

II. SCOPE

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

The plan outlines procedures for staff and students located:

- Outdoors.

III. ALERT SIGNAL

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

IV. RESPONSIBILITIES

To implement the Reverse Evacuation Procedure:

- All staff and students will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Outdoor Procedure

When outdoors, staff and students should:

- Listen for Soft Lockdown or Shelter-in-Place Procedure announcement. Special instructions for Hard Lockdown may be given as well.
- Be aware of any potential threat.
- Staff will alert the students by blowing a whistle in three loud sharp blasts.
- Students will stop, look, and listen for further instructions.
- Staff will then use hand signals to move the students quickly into the building.
- Follow Soft Lockdown, Hard Lockdown, or Shelter-in-Place procedure.

Shelter-in-Place Procedure

I. PURPOSE

In cases of an incident requiring the Shelter-in-Place Procedure, staff and students should adhere to the following procedure.

II. SCOPE

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

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

III. ALERT SIGNAL

“This is an emergency announcement Shelter-in-Place; Shelter-in-Place; Shelter-in-Place.”

IV. RESPONSIBILITIES

To implement the Shelter-in-Place Procedure:

- All staff and students will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for Shelter-in-Place Procedure announcement.
- Staff will lock the classrooms door(s).
- Staff will seal, with tape and plastic, any door or window that opens to the outside.
- Staff will seal, with tape only, any door that opens into a sealed hallway.
- Ensure students with disabilities or access and functional needs are properly assisted.
- Staff will conduct Staff and Student Accounting.
- All student movement can only occur within a sealed hallway and will be directed by the administration and emergency responders.
- Light Search & Rescue Teams will sweep the building and grounds, if safe to do so, to ensure all staff and students have entered the building.
- Do not attempt to contact the office unless you have pertinent information regarding the incident.
- If needed, contact 911 for a life-threatening situation occurring in your room.
- Continue instruction as usual.
- Continue the Shelter-in-Place until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for Shelter-in-Place Procedure announcement.
- Reverse Evacuate into the building.
- Follow indoor procedure.

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

Soft Lockdown Procedure

I. PURPOSE

In cases of an incident requiring the Soft Lockdown of the school building, staff and students should adhere to the following procedure.

II. SCOPE

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

The plan outlines procedures for staff and students located:

- Indoors.
- Outdoors.

III. ALERT SIGNAL

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

IV. RESPONSIBILITIES

To implement the Soft Lockdown Procedure:

- All staff and students will undergo training and will participate in drills.
- Staff assigned to work with students or staff with disabilities or access and functional needs will undergo training to address the needs of the those identified in Appendix D and E.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for Soft Lockdown Procedure announcement.
- Staff will lock the classrooms door(s).
- Ensure students with disabilities or access and functional needs are properly assisted.
- Staff will conduct Staff and Student Accounting.
- The administration and emergency responders will direct all student movement.
- Light Search & Rescue Teams will sweep the building and grounds, if safe to do so, to ensure all staff and students have entered the building.
- Do not attempt to contact the office unless you have pertinent information regarding the incident.
- If needed, contact 911 for a life-threatening situation occurring in your room.
- Continue instruction as usual.
- Continue the Soft Lockdown until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for Soft Lockdown Procedure announcement.
- Reverse Evacuate into the building.
- Follow indoor procedure.

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

Staff and Student Accounting Procedure

I. PURPOSE

In cases of an incident, staff should adhere to the following procedure to ensure Staff and Student Accounting is completed.

II. SCOPE

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

The plan outlines procedures for staff located:

- Indoors.
- Outdoors.

III. ALERT SIGNAL

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

IV. RESPONSIBILITIES

To implement the Staff and Student Accounting Procedure:

- All staff will undergo training and use the Staff and Student Accounting Procedure during all drills and real-world incidents.
- Staff assigned to various sections/teams will undergo training and will participate in drills.

V. SPECIALIZED PROCEDURES

Staff will implement the following procedures.

A. Indoor Procedure

When indoors, staff should:

- Complete all life safety tasks as needed.
- Take attendance visually (see) and auditorily (by name) to account for each student on the class roster and obtain a count of the students in their care.
- Account for all visitors on campus.
- Report accounting with a computer based system or back-up system as established by the school's review/planning team.

B. Outdoor Procedure

When outdoors, staff should:

- Complete all life safety tasks as needed.
- Take attendance visually (see) and auditorily (by name) to account for each student on the class roster and obtain a count of the students in your care.
- Account for all visitors on campus.
- Display teacher identification sign at the fire drill location, Staff-Student Staging Area, and/or Reunification Site. Attach Green Card (all present) or Red Card (assistance needed).

THREAT- AND HAZARD-SPECIFIC ANNEXES

Active Assailant

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of an active assailant on school grounds or in the school building. Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated area.

II. SCOPE

The annex outlines additional responsibilities and duties for the School-Based Incident Management Team responding to an active assailant on school grounds or in the school building.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, including recognizing the signs and warning signs of danger, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, school administrators should keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

Practiced procedures will be put into action to alert and protect staff and students. Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Hard Lockdown
- Independent Evacuation
- Reverse Evacuation
- Staff and Student Accounting
- Evacuation
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

The first individual(s) to hear or witness an attack will activate the EOP immediately taking the necessary response actions to keep everyone safe and notify the office and (when possible) call 911. When the office is notified of an active assailant, place the school immediately in a Hard Lockdown. Do not attempt to verify facts before acting on this decision as even a brief delay could result in avoidable injuries or loss of life.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated depending on the location and nature of the assailant.
- Ensure instructions are given to protect life, e.g., Hard Lockdown and possibly Reverse Evacuation depending on the situation and its location.
- Notify 911 and Police Department. Provide a description and location of the assailant.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs.
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- When safe to do so:
 - Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
 - Disseminate pertinent information about the incident and follow-up actions.
 - Implement the internal and external communications procedures.
 - Activate the Mental Health Intervention Team.
 - Activate Reunification Team.
 - Activate Emergency First Aid/Triage Team.
 - Activate Light Search & Rescue Team.
 - Activate Facility & Security Response Team.
 - Note available and needed resources.
 - Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
 - Document all actions taken.

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

Aircraft Accident

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of an aircraft accident into or near the school building or grounds.

II. SCOPE

The annex outlines additional responsibilities and duties for the School-Based Incident Management Team responding to an event in which an aircraft crashes into a school building, on the school grounds, or in the neighborhood near the school.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an aircraft accident **into the school or on the school grounds** include:

- Independent Evacuation
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

Operational functions, or procedures, that may be activated in the event of an aircraft accident in the neighborhood **near** the school include:

- Reverse Evacuation
- Shelter-in-Place
- Soft Lockdown
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for an aircraft accident into the building or on school grounds

The first individual(s) to hear or witness an aircraft accident will activate the EOP immediately taking the necessary response actions to keep everyone safe and notify the office and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Evacuate the building as quickly as possible moving staff and students as far from the accident as possible.
- Notify 911 and Police Department. Provide a description and location of the incident.
- Consult with local emergency responders and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Emergency First Aid/Triage Team.
- Activate Facility & Security Response Team.
- Activate the Mental Health Intervention Team.
- Activate Reunification Team.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.

- Document all actions taken.

C. Activating the EOP for an aircraft accident in the neighborhood near the school

The first individual(s) to hear or witness an aircraft accident will activate the EOP immediately taking the necessary response actions to keep everyone safe and notifying the office and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine need to initiate a Soft Lockdown or Shelter-in-Place.
- Notify 911 and Police Department. Provide a description and location of the incident.
- Consult with local emergency responders and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to leave the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team, if needed.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Facility & Security Response Team.
- Activate Emergency First Aid/Triage Team.
- Activate Light Search & Rescue Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Note available and needed resources.

- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Bees/Animal on Campus

I. PURPOSE

This annex ensures there are procedures in place to protect staff and students in the event of bees or an animal on campus.

II. SCOPE

The annex outlines additional responsibilities and duties for the School-Based Incident Management Team responding to bees or an animal on campus.

Bees are split into two categories:

Swarm – A mass of bees actively attacking someone.

Hive – Mass of bees stopped for a brief time to rest and feed. Most of the time they will move on by the next day.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Reverse Evacuation
- Soft Lockdown
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP

The first individual(s) to witness bees or an animal on campus will activate the EOP immediately taking the necessary response actions to keep everyone safe and notify the office. If staff and/or students have been attacked, call 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority

to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Notify 911 if anyone was attacked and needs medical assistance.
- Notify School Nurse, FASA, or Unlicensed Assistive Personnel trained to administer stocked epinephrine.
- Notify Police Department.
- For Bees notify Grounds by calling 702-799-8310.
- For an animal on campus contact the appropriate Animal Control Department for your area.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team, if needed.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Biological/Chemical Threat (suspicious package or letter)

I. PURPOSE

This annex ensures there are procedures in place to protect staff and students in the event of a letter or package, which contains or is suspected of containing a biological or chemical substance.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a biological or chemical threat from a suspicious letter or package.

A suspicious letter or package, which has one or more of the following characteristics:

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

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Reverse Evacuation
- Evacuation
- Shelter-in-Place
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP

The first individual(s) to view the suspicious letter or package will activate the EOP immediately taking the necessary response actions to keep everyone safe and notify the office and call 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Notify 911 and Police Department.
- Ensure the letter/package is not opened.
- If letter/package is open or torn, ensure no one touches, smells, or tastes any substances.
- Clear the room or office of those who were **not** exposed.
- Those who were exposed must wash hands, arms, and any exposed body parts with soap and warm water. Utilize only one sink/shower to wash in order to limit contamination. The sink/shower will need to be decontaminated.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation, Shelter/Care Team, if needed.
 - Account for all staff, students, and visitors.
- Isolate and secure the area until police/fire units arrive.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Emergency First Aid/Triage Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Light Search & Rescue Team, if needed.
- Activate Facility & Security Response Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.

- Document all actions taken.

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

Bomb Threat/Suspicious Package

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of a bomb threat to the school.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a bomb threat, either written or verbal, which is said to be placed in, around, or near a school or the detection of a suspicious package that could contain an explosive device.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a bomb threat include:

- Hard Lockdown
- Soft Lockdown
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

If there is a suspicious package found in or near the school, the following operation functions or procedures may be activated:

- Evacuation
- Hard Lockdown
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for a bomb threat

The first individual to receive the bomb threat by telephone will complete the Bomb Threat Checklist CCF-621 paying close attention to exact wording, speech characteristics, and background noises. Alert another staff member of the call. Don't hang up when the call ends to allow for call tracing if possible.

The first individual to receive a written bomb threat will protect the original message by placing the document in a plastic bag or other container. If the threat is written on the wall, mirror, or other location the first individual who discovers it will take a picture of the message.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Notify 911 and Police Department. Provide a description of the threat.
- Consult with local emergency responders and emergency management agencies and monitor the situation.
- Inform staff to search their work location for any suspicious packages.
- Activate School-Based Incident Management Team and Section Chiefs
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Note available and needed resources.

- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

C. Activating the EOP for a suspicious package

If a suspicious package is located: Do not touch it, clear the area of all persons, and notify the office.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine need to initiate an Evacuation or to movement of staff and students to a safer area of the school.
- Notify 911 and Police Department. Provide a description and location of the package.
- If decision to evacuate is made, inspect route and staff-student staging area for threats.
- Consult with local emergency responders and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate the Mental Health Intervention Team.
- Activate Emergency First Aid/Triage Team.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Activate Reunification Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Disruptive/Unruly Person

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of a disruptive or unruly person.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a disruptive or unruly person on school grounds or in the school building.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, including recognizing the indicators of danger, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, school administrators should keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Hard Lockdown
- Soft Lockdown
- Independent Evacuation
- Reverse Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

The person discovering the disruptive/unruly person needs to seek a position of safety and escape route(s) for staff and students. The area should be cleared of all staff and students not dealing with the person. Alert the main office as quickly and safely as possible. Visually scan the disruptive/unruly person for any signs of a weapon. If you see a bulge in the clothing, clear the area and place the school in a Hard Lockdown.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated depending on the location and nature of the incident.
- Notify 911 and Police Department. Provide a description, location, and actions of the disruptive or unruly person(s).
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Activate Light Search & Rescue Team, if needed.
- Activate Facility & Security Response Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Earthquake

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of an earthquake. Nevada is the third most seismically active state with many faults in and around Clark County.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to an earthquake. The plan outlines procedures for staff and students for both a minor and major earthquake.

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

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

Be prepared for aftershocks.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a **minor earthquake** include:

- Staff and Student Accounting
- Communications

Operational functions, or procedures, that may be activated in the event of a **major earthquake** include:

- Independent Evacuation
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for a Minor Earthquake

After the ground stops shaking: The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate School-Based Incident Management Team and Section Chiefs.
- Use the D.I.D. Method to determine if the Earthquake is major or minor.
 - Did the earthquake cause Death?
 - Did the earthquake cause Injury?
 - Did the earthquake cause Damage?
- If the answer to any of the D.I.D. questions is yes, follow Major Earthquake procedure.

2. School-Based Incident Management Team and Section Chiefs Actions

- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Activate the Light Search and Rescue Team and Facility and Security Response Team to search the building for any death, injury, or damage.
 - Conduct an assessment of the classroom walls to look for cracks, which run the length of the ceiling, then continue down the wall (vertically).
 - If cracks are found, evacuate the area, if necessary, and make appropriate notifications.

C. Activating the EOP for a Major Earthquake

After the ground stops shaking: The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander

- When safe to do so:
 - Assess life safety issues immediately.
 - Stabilize the incident.
 - Preserve property.
 - Notify 911 and Police Department.
 - Consult with local emergency responders and emergency management agencies and monitor the situation.

- Activate School-Based Incident Management Team and Section Chiefs
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- When safe to do so:
 - Assess life safety issues immediately.
 - Stabilize the incident.
 - Preserve property.
 - Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
 - Disseminate pertinent information about the incident and follow-up actions.
 - Implement the internal and external communications procedures.
 - Activate the Mental Health Intervention Team.
 - Activate Reunification Team.
 - Activate Emergency First Aid/Triage Team.
 - Activate Light Search & Rescue Team.
 - Activate Facility & Security Response Team.
 - Check for sprinkler system leaks at the risers, crossmains, branch lines, and sprinklers.
 - If needed, only shut the minimum number of valves necessary to control leaking, in order to maintain as much fire protections as possible.
 - Investigate for domestic water leaks.
 - If needed, shut off all domestic water valves to control leaking.
 - Investigate for natural gas leaks.
 - If needed, shut off natural gas.
 - Address significant building and equipment damage.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Fire Alarm

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of a fire alarm, of unknown origins, in the school building.

II. SCOPE

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

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

These procedures are for sprinklered buildings only. Portables and non-sprinkler buildings respond to the activation of the fire alarm immediately, using the Evacuation Procedures, ensuring to use the OODA (Observe, Orient, Decide, Act) Loop to observe and react to any potential danger.

CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger, if any, and any necessary action(s) to students, and calling 911, if necessary, to report the cause of the alarm.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Hard Lockdown
- Independent Evacuation
- Evacuation
- Shelter-in-Place
- Reverse Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

When the alarm sounds, staff should immediately check their surroundings for signs of smoke and/or fire as well as sights and/or sounds of violence. Any discovery of a threat to the staff, students and/or the building needs to be reported to the Incident commander as quickly and safely as possible. The incident commander and incident management team must immediately investigate

the cause of the alarm while ensuring their safety. If possible, silence the alarm while conducting the investigation so instructions may be given over the intercom as needed.

Once the cause of the alarm is determined, take the appropriate action to respond to the threat. The Incident Commander will implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Investigate the source of the alarm.
- Stabilize the incident.
- Preserve property.
- Activate appropriate procedures given the nature of the threat.
- Notify 911 and Police Department.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Investigate the source of the alarm.
- Stabilize the incident.
- Preserve property.
- Activate appropriate procedures given the nature of the threat.
- Document all actions taken.

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

Fire/Smoke/Explosion

III. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of a fire in the school building.

IV. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a fire in the school building. Fires typically start where large groups of people will not see them: student-started fires begin in bathrooms or in trash cans in remote locations. Accidental fires start in areas where there is high heat that can get out of control (cooking areas, kilns, etc.).

Smoke outside of the building may be brought into the building through the HVAC system and/or doors and may disrupt normal school activity (arrival, dismissal, lunch, etc.).

V. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

C. Operational Functions/Procedures That May Be Activated

- Independent Evacuation
- Evacuation
- Shelter-in-Place
- Soft Lockdown
- Reverse Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

D. Activating the EOP

The person discovering the fire/smoke must first act for safety. They must move students to safety, away from the fire/smoke, pull the nearest fire alarm, and/or immediately alert the front office.

The principal will ensure the fire alarm is activated and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

3. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation Procedures
- Notify 911 and Police Department.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

4. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
- Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Activate Reunification Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Hazardous Materials

I. PURPOSE

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around the area. This annex ensures there are procedures in place to protect staff, students, and school property in case of a hazardous material release.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a hazardous material incident. These incidents can occur within the school facility or external to the school site. Determination will have to be made as to the location and magnitude of the incident in deciding a course of action, either Evacuation or Shelter-in-Place.

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

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

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Communications
- Reverse Evacuation
- Shelter-in-Place
- Evacuation
- Staff-Student Accounting
- Family Reunification
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

If there is an **internal** chemical spill, the following procedures may be activated:

- Communications
- Soft Lockdown
- Shelter-in-Place
- Evacuation

- Family Reunification
- Accounting for All Persons
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for an External Hazardous Material incident

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated.
- Notify 911 and Police Department.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Activate School-Based Incident Management Team and Section Chiefs
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.

- Implement additional procedures as instructed by the Incident Commander.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

C. Activating the EOP for an Internal Hazardous Material Incident

The principal will determine the need to activate the EOP and designate a temporary Incident Commander. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Person Discovering the Hazardous Material

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

2. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Establish an exclusion zone based on the Material Safety Data Sheet (MSDS).
- Shut off HVAC until permission is given by responding agencies to turn back on.
- Determine what procedures should be activated.
- Notify 911 and Police Department. Provide the following information:
 - Location of the spill and/or materials released; name of substance, if known.
 - Approximate quantity of the substance spilled or released.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Activate School-Based Incident Management Team and Section Chiefs
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

3. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Activate Evacuation/Shelter/Care Team, if needed.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Emergency First Aid/Triage Team.
- Activate Light Search & Rescue Team.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Facility & Security Response Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Take appropriate action to safeguard school property.
- Document all actions taken.

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

Intruder/Suspicious Person

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of an intruder/suspicious person on school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to an intruder or suspicious person, on school grounds or in the school building, who does not appear to have a legitimate purpose for being on campus.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, including recognizing the indicators of danger, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

To prevent unauthorized access to the school, school administrators should keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to avoid provoking aggression and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Hard Lockdown
- Soft Lockdown
- Independent Evacuation
- Reverse Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

The person who discovers the intruder/suspicious person needs to remove staff and students from the area. If the person is outside the building, steps should be taken to prevent them from entering the building. Place the school into a Hard or Soft Lockdown.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated depending on the location and nature of the incident.
- Notify 911 and Police Department. Provide a description, location, and actions of the intruder/suspicious person.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate the Mental Health Intervention Team, if needed.
- Activate Reunification Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Activate Light Search & Rescue Team, if needed.
- Activate Facility & Security Response Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Mass Casualty Incident

I. PURPOSE

This annex ensures there are procedures in place to protect staff and students in the event of a mass casualty incident.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to an incident causing mass casualties in which the school staff are overwhelmed by the number and severity of casualties.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, including recognizing the indicators of danger, immediately communicating the danger and necessary action to students, and calling 911.

A. Operational Functions/Procedures That May Be Activated

- Reverse Evacuation
- Soft Lockdown
- Hard Lockdown
- Independent Evacuation
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated depending on the location and nature of the incident.
- Notify 911 and Police Department.
- Activate School-Based Incident Management Team and Section Chiefs
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.

- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
- Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Activate the Mental Health Intervention Team.
- Activate Emergency First Aid/Triage Team.
- Activate Reunification Team.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Natural Gas Leak

I. PURPOSE

This annex ensures there are procedures in place to protect staff, students, and school property in the event of a gas leak in the school building.

II. SCOPE

The annex outlines additional responsibilities, duties, and procedures for the School-Based Incident Management Team responding to a gas leak in the school building.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Practiced procedures will be put into action to alert and protect staff and students.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

- Independent Evacuation
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Activating the EOP

The person discovering the gas leak must first act for safety. Open all doors and windows to the room where the gas leak is located to help dissipate the gas. Move students to safety, away from the room where the leak is occurring and immediately alert the front office.

The principal will ensure the proper procedure is activated and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation Procedures
- Notify 911 and Police Department.
- Activate School-Based Incident Management Team and Section Chiefs

- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
- Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate Light Search & Rescue Team.
- Activate Facility & Security Response Team.
- Turn off other utilities if necessary.
- Activate the Mental Health Intervention Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Activate Reunification Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Outbreak of Disease

I. PURPOSE

This Threat- and Hazard-Specific Annex ensures there are procedures in place in accordance with NRS 388.253 that will minimize health risks for staff, students and visitors on school property in the event of an Outbreak of Disease within the school or community. An Outbreak of Disease is defined as an incident involving medically-suspected or confirmed cases of a highly contagious disease or deadly biological agent.

II. SCOPE

This annex outlines responsibilities and duties for the Site Administrator and the School-Based Incident Management Team responding to an incident which occurs as a result of a suspected or confirmed outbreak or exposure to, a highly contagious disease or deadly biological agent. Such an outbreak of disease might occur as an initial sentinel event, as part of an epidemic or pandemic, or as a result of a biological terrorism.

Highly contagious or deadly biological agents may include, but are not limited to, the following Centers for Disease Control (CDC) significant diseases and/or potential bioterrorism agents:

- Covid-19 (SARS-CoV-2)
- Anthrax (*Bacillus anthracis*)
- Botulism (*Clostridium botulinum* toxin)
- Cholera (*Vibrio cholera*)
- Ebola virus hemorrhagic fever
- E. Coli (*Escherichia coli*)
- Lassa Fever
- Marburg virus hemorrhagic fever
- Plague (*Yersinia pestis*)
- Q Fever (*Coxiella burnetii*)
- Ricin toxin (from *Ricinus communis* [castor beans])
- Salmonella species
- Smallpox (*Variola virus*)
- Tularemia (*Franciscella tularensis*)
- Typhoid fever
- Others

III. CORE FUNCTIONS

School administration will ensure staff is train on the importance of personal safety when responding to an outbreak of disease, including use of personal protective equipment, respiratory etiquette, hand washing and social distancing. Additionally, school staff will refer students with signs and symptoms of severe individual illness to the health office where qualified, trained health office personnel will identify sentinel events of influenza-like illnesses or gastrointestinal illnesses, in collaboration with the School Nurse, Health Services Coordinator and/or Director of Health Services/Chief Nurse.

Notification of the School Nurse must occur as well as calling emergency medical services (EMS) 9-1-1 dispatch for severely ill or medically unstable persons. Additionally, the Health Services Coordinator and/or the Director of Health Services will be notified immediately for Subject Matter Expert guidance in collaboration with the School Nurse.

In the event of a rapid rise in the number of staff or persons presenting with signs and symptoms of severe illness, or the potential communicable disease risks associated with a suspected or confirmed highly contagious disease or deadly biological agent, the Director of Health Services, or designee, will notify the Southern Nevada Health District for direction from the Chief Health Officer, or epidemiological designee, for direction.

Utilize the following Health Services Documents:

- PUB 648 entitled, First Aid and Emergency Care Guidelines: See section on Communicable Diseases
- HS 1603.0 Emergency Preparedness and Response Emergency Support Function #8 - Public Health and Medical Services (P/P in development)
- HS 1607.0 Emergency Preparedness and Response, Isolation & Quarantine (Approved 27Feb2020)

A. Operational Functions/Procedures That May Be Activated

- Shelter-in-Place
- Emergency First Aid/Triage
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Psychological Healing
- Recovery

The Incident Commander and the School-Based Incident Management Team/Section Chiefs will determine if and when Outbreak of Disease procedures should be activated.

B. Activating the EOP for an Outbreak of Disease

The first individual(s) to identify a suspected or confirmed highly contagious disease or deadly biological agent exposure will advise the Site Administrator and notify the School Nurse immediately. All cases of a suspected or confirmed highly contagious disease or agent will be isolated immediately and all persons who may have been exposed will remain separated from unexposed persons until the situation has been contained or cleared by emergency medical services and law enforcement.

Once the office is notified, activation of a Shelter-in-Place may be warranted if the suspected or confirmed outbreak of disease might be related to an airborne illness, a foodborne illness, a waterborne illness, or person-to-person contact spread of disease. Even a brief delay in activation could result in spread of disease or loss of life.

When the health office is notified of a suspected or confirmed outbreak of disease, emergency first aid and triage will be conducted by trained, qualified health office personnel under the supervision of the School Nurse until emergency medical services (EMS) has arrived on-scene. Sentinel event

data collection will be recorded in the electronic medical record and reported to the Health Services Coordinator and/or Director of Health Services.

1. Incident Commander Actions

- Assess life/safety issues immediately.
 - Notify 911 and Police Department.
 - Consult with local emergency responders and emergency management agencies and monitor the situation.
 - Notify the Health Services Coordinator and/or Director of Health Services for consultation with Subject Matter Experts and direction from the Southern Nevada Health District.
- Activate School-Based Incident Management Team and Section Chiefs.
- Designate an administrator or staff member to coordinate with emergency responders at their command post; provide a site map and keys to emergency responders.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
 - Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter the building until proper authorities have determined that it is safe to do so.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

School-Based Incident Management Team and Section Chiefs Actions

- Activate Evacuation/Shelter/Care Team.
 - Account for all staff, students, and visitors.
- Take appropriate life/safety action and safeguard school property.
- When safe to do so:
 - Activate Emergency First Aid/Triage Team.
- Disseminate pertinent information about the incident and follow-up actions.
 - Implement the internal and external communications procedures.
 - Activate the Mental Health Intervention Team.
 - Activate Reunification Team.
- Note available and needed resources.
- Contact the Emergency Management for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

Suicide/Death

I. PURPOSE

This annex ensures there are procedures in place to respond to a suicide or death of a student and/or staff member.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for the School-Based Incident Management Team responding to a loss of life of one or more persons due to an accident, natural disaster, natural causes, suicide, or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

III. CORE FUNCTIONS

School administrators will train staff of the importance of responding immediately, including recognizing the indicators of danger, immediately communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Efforts should be made to remain calm and to keep students safe from both physical and emotional harm.

A. Operational functions, or procedures, that may be activated in the event of a suicide or death occurring on campus include:

- Hard Lockdown
- Soft Lockdown
- Independent Evacuation
- Evacuation
- Staff and Student Accounting
- Family Reunification
- Communications
- Emergency First Aid/Triage
- Psychological Healing
- Recovery

B. Operational functions, or procedures, that may be activated in the event of a suicide or death occurring off campus include:

- Soft Lockdown
- Staff and Student Accounting
- Communications
- Psychological Healing
- Recovery

C. Activating the EOP

The person who discovers the death on campus will move staff and students away from the area as quickly as possible shielding their view, if necessary. Notify the main office immediately. Avoid contact with body fluids and secure the scene, do not let anyone enter the area until law

enforcement arrives. Remember, this is potentially a crime scene. Separate any witnesses and do not allow them to discuss the events.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a more qualified Incident Commander, who has authority to manage the incident. The school Incident Commander may be integrated into the Incident Command structure or will assume a role within a Unified Command structure.

1. Incident Commander Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Determine what procedures should be activated depending on the location and nature of the incident.
- Notify 911 and Police Department.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Activate School-Based Incident Management Team and Section Chiefs, as needed.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the Superintendent of schools.
- Update the principal/Policy Group, School-Based Incident Management Team, and Section Chiefs of any significant changes.
- Work with Superintendent or designee to determine whether school will be closed or remain open.
- Document all actions taken.

2. School-Based Incident Management Team and Section Chiefs Actions

- Assess life safety issues immediately.
- Stabilize the incident.
- Preserve property.
- Activate Evacuation/Shelter/Care Team.
- Account for all staff, students, and visitors.
- Disseminate pertinent information about the incident and follow-up actions.
- Implement the internal and external communications procedures.
- Activate the Mental Health Intervention Team.
- Activate Reunification Team, if needed.
- Activate Emergency First Aid/Triage Team, if needed.
- Activate Light Search & Rescue Team, if needed.
- Activate Facility & Security Response Team, if needed.
- Note available and needed resources.
- Contact the Emergency Management 702-799-4357 for needed resources, i.e. buses, food, water, etc.
- Document all actions taken.

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

This School Based Emergency Operations Plan was developed under NRS 388. NRS mandates that it is reviewed annually by a development committee which includes: a member of the board of trustees, an administrator of a school, a licensed teacher of a school, an employee of a school who is not a licensed teacher and who is not responsible for the administration of the school, a parent or legal guardian of a pupil who is enrolled in a school in the school, a representative of a local law enforcement agency in the county in which the school district is located; the Chief of CCSDPD or a school police officer, a representative of emergency management, and a mental health professional (school counselor, psychologist or licensed social worker).

Consultation was received from local social service agencies, local public safety agencies, the CCSD emergency manager, CCSD Police Services, local emergency management, and the State Fire Marshal.

2020-2021 Changes in School Based Emergency Operations Plan

Page viii	Added, "Due to implemented COV-19 procedures, committee meetings were held through teleconferencing."
Page 3	Added "Students" to School Population Added "Communication" and "parents" under Students with Disabilities or Access and Functional Needs
Page 4	Added "Additional information on School Specific Threats can be found in Appendix V." Added "Clark County, Nevada, is subject to a variety of natural and technological disasters. Currently, the Clark County Hazard Mitigation Plan specifies the following threats to the region (in alphabetical order): Climate Change, Dam Failure, Drought, Earthquake, Flood, Hazard Material Events, Infectious Disease, Infestation, Subsidence and Fissures, Terrorism and Wildfire." Added: "and communication with students and parents with limited English proficiency."
Page 5	Added: "Additional information on School Specific Threats can be found in Appendix V."
Page 69-70	Added: Explosion to Fire/Smoke Threat and Hazard Specific Annexes
Page 81	Added: "Covid-19 (SARS-CoV-2)"
Page 82	Added: "in collaboration with the School Nurse, Health Services Coordinator and/or Director of Health Services/Chief Nurse Added: "in collaboration with the School Nurse"
Page 83	Added: "Utilize the following Health Services Documents: ▪ PUB 648 entitled, First Aid and Emergency Care Guidelines: See section on Communicable Diseases ▪ HS 1603.0 Emergency Preparedness and Response Emergency Support Function #8 - Public Health and Medical Services (P/P in development) ▪ HS 1607.0 Emergency Preparedness and Response, Isolation & Quarantine (Approved 27Feb2020)"
Page 87	Added: "This School Based Emergency Operations Plan was developed under NRS 388. NRS mandates that it is reviewed annually by a development committee which includes: a member of the board of trustees, an administrator of a school, a licensed teacher of a

school, an employee of a school who is not a licensed teacher and who is not responsible for the administration of the school, a parent or legal guardian of a pupil who is enrolled in a school in the school, a representative of a local law enforcement agency in the county in which the school district is located; the Chief of CCSDPD or a school police officer, a representative of emergency management, and a mental health professional (school counselor, psychologist or licensed social worker).

Consultation was received from local social service agencies, local public safety agencies, the CCSD emergency manager, CCSD Police Services, local emergency management, and the State Fire Marshal.”

- Appendix I Deleted Roy Anderson
- Appendix N Changed CRP to School Based Emergency Operations Plan
- Appendix O Changed contact info for jurisdictions
- Appendix P Changed format to meet Nevada Revised Statutes
- Appendix Q Page 32 “or the alarm may be reactivated” taken out.
- Appendix U Updated with new procedures
- Appendix V New – School Specific Threats and Hazards assistance