A Guide to

Contingency Planning for Schools

District XI Local Emergency Planning Committee

Hazardous Materials Emergency Preparedness HMEP Grant
2000-01 Planning Project

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CONTINGENCY PLANNING

FOR SCHOOLS

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About This Guide

This guide is intended to provide step-by-step direction on creating, maintaining and implementing an emergency contingency plan for a school. The guide can be used for any size school utilizing the principles presented. The guide uses a series of steps to provide an organized logical approach to the planning process. Step one is to determine whether there are one or more hazardous materials facilities within 1,500 feet of the school. The local fire department should be contacted to assist in getting information about hazardous materials facilities. Once it is determined that the school is near a hazardous material facility then a plan can be prepared. Step two will involve establishment of a planning team to actually develop the plan. The third step involves review of any current plans and the contingency plans from the hazardous materials facilities. This will allow a hazard analysis of what the potential threats and determine the best way to address them. The fourth and final step is the actual preparation of the contingency plan and evacuation procedures. The finished plan will establish the mechanism for maintaining the plan and how to implement it.

This guide is not a "fill-in-the-blanks" emergency contingency plan; each school has unique aspects to it, whether it is the student body, the type of school or the hazards present. To ensure the emergency contingency plan for the school is effective when needed, the school staff must be stakeholders in the planning process.

Introduction

The Local Emergency Planning Committee (LEPC) is responsible for planning for hazardous material emergencies in the community, including helping to coordinate plans of local response agencies with local facility plans. Thousands of chemicals are developed each year and many of these chemicals are classified as hazardous. Hazardous chemicals are all around us, being used in different businesses and transported from one place to another. Facilities that use, store or manufacture certain hazardous materials in specified quantities must prepare emergency contingency plans. A contingency plan is a document setting out an organized, planned, and coordinated course of action to be followed when human health or the environment is threatened. Even though the hazardous materials facility may be required to have a contingency plan, the school needs to have one also.

The accidental release of hazardous materials, a fire or similar event can present a serious threat to a school. Every year, schools and students are threatened by hazardous materials incidents. In recent years the number of incidents appears to have increased, although this may be due to better reporting procedures. Some schools are more at risk due to their location near hazardous materials facilities. Any school within 1,500 feet of (and in some instances, a school outside this range) such a facility should have its own contingency plan. The 1,500 foot distance is based on a percentage of the initial isolation distances for large spills of chemicals listed in the North American Emergency Response Guidebook. The local fire department will be able to identify hazardous materials facilities within 1,500 feet of a school.

Planning for hazardous material incidents differs from other types of emergency planning. Unlike hurricane planning, there is usually little, if any, advanced warning. Following the fire evacuation plan in a hazardous materials incident may expose students to greater concentrations of toxic products, putting them in more danger, than if they had been sheltered-in-place or followed evacuation plans specifically designed to be used in a hazardous materials emergency.

Step 1 – Identify Hazardous Material Facilities

Contact your local fire department to obtain the names and locations of any hazardous materials facilities within 1,500 feet of your school. *Also, ask for the name, rank, position and phone number of a contact person at the local fire department that can assist you in the planning process.*

The information about the hazardous material facility should include:

- An exact street address
- The name of the business and emergency manager (manager or owner if no emergency manager has been designated)
- A contact person and phone number for information about their emergency contingency plan
- A copy of their emergency contingency plan, if available
- A listing of the hazardous chemicals used, the quantity of each and their methods of storage
- Warning system (how they alert those persons off site of an emergency)
- A diagram of the facility marking the location(s) of hazardous materials, especially those stored in bulk
- A hazard or risk analysis, if available

Once you have identified the hazardous material facilities near your school it is important to ***designate one person at the school as the coordinator for the planning process.*** The coordinator must be given sufficient authority to assemble the planning team and sufficient resources for the planning process. This should be obtained in writing from the principal. The person given this important responsibility must also be committed to the process and the final objective of having a workable plan.

Other sources of information on hazardous material facilities in your area are:

- Local Emergency Planning Committee (LEPC)
  (*staffeed by your Regional Planning Council)*

  District XI *(Broward, Miami-Dade, and Monroe counties)*
  3440 Hollywood Boulevard, Suite 140
  Hollywood, FL 33021
  (954) 985-4416
  Contact: Alex Schore

- Local and State environmental regulatory agencies

  Broward County Department of Planning &
  Environmental Protection
  218 SW 1st Avenue
  Fort Lauderdale, FL 33301-1814
  (954) 357-6595
  Contact: Nick Kontax

  Florida Department of Environmental Protection
  P. O. Box 21564
  Fort Lauderdale, FL 33335-1564
  (954) 467-5970

- Local emergency management agency

Broward County Division of Emergency Management
201 NW 84th Avenue
Plantation, FL 33324
(954) 831-3900

Step 2 – Establish the Planning Team

The school coordinator for the planning process needs to ***set up an initial planning meeting*** with the following:

- The principal or designee
- The school resource officer (police)
- Local Fire Department representative
- LEPC representative
- Facility maintenance
- Parent / teacher representative
- School Public Information representative
- School counselor or administration representative

The above representatives are recommended, but if all of them are not available it should not hinder the progress of the planning process.

It is important to note that plans are not used when prepared by only one person. To be effective, emergency response requires trust, coordination, and cooperation among those responsible for different activities. The planners need to know that personnel are capable of performing the different aspects of the plan. For example, when you call the fire department you expect them to respond immediately and perform as needed. You trust them to do what is needed based on the circumstances. A team approach encourages participation and gets more people invested in the process.

The school coordinator must ***define the purpose of the team, determine membership, and obtain the authority to take the necessary steps to develop the plan.*** This should be in writing to enhance the visibility and stature of the planning process.

At the first meeting the following must be accomplished:

- ***Identify the different members of the planning team*** - this provides for a broad perspective on the items in the plan.
- ***Assign specific responsibilities*** – these can correspond to different parts of the plan and be used as objectives
- ***Establish a time-line for completion of the plan and its various components***
- ***Establish ways to facilitate communications between the members of the planning team*** *(i.e., e-mail, phone, fax, etc.)*
- ***Identify the resources needed for the planning process*** *(i.e. typing, copying, etc.)*
- ***Ensure the planning team knows about the available resources and how to access them***
- ***Establish a policy of only holding meetings when absolutely necessary***

Step 3 – Review and Coordination

Review existing plans and policies within the school/school system that may enhance, conflict or otherwise impact your plan or the planning process.

Examples of plans and policies you may want to look at include:

- Fire evacuation plan
- Security procedures
- Employee manuals
- Risk management plan
- Safety and Health program
- Other emergency plans

The plans and policies listed should be assembled, but do not necessarily have to be reviewed prior to Step 4. Refer to these plans / policies as needed during the development process.

Step 4 – Plan Development

The planning team should use the ***Model Contingency Plan and Evacuation Procedures for Schools*** *(included as a part of this booklet)* as their guide in developing their plan. One suggested approach to the planning process is to have each team member accept responsibility for the preparation of one or more sections of the model plan. The entire planning team must approve all sections of the plan before it is final.

MODEL

CONTINGENCY PLAN

&

EVACUATION PROCEDURES

FOR

(name of school)

Prepared by the Hollywood Fire Department
for District XI LEPC

SECTION 1 - GENERAL INFORMATION

This section provides a description of the school and helps identify any potential problems unique to the school. This information will be of great value in the planning process of emergency response agencies. It will also provide the planning team with crucial information needed to develop other parts of the plan.

SCHOOL DESCRIPTION

- **Exact name and physical location of the school** *(street address and, if available, the geographic location expressed in degrees latitude and longitude)***.**

  The **exact name of the school** is needed so responders can easily identify the school and avoid confusion with other schools that may have similar names. The street address should be the actual physical location of the school. If there is more than one address for various parts of the school then that should be specified. The school location expressed in degrees latitude and longitude will enable the precise placement of the school location on maps created by various computer geographical plotting programs. Emergency planners can use this information to establish evacuation routes, impact areas, etc.

- **Mailing address** *(if different from physical location)*

  If the school's **mailing address** is different from its physical address then it should be listed here. This enables the different agencies involved in planning and response to send information to the school as needed.

- **Description of the School Facility**

A **brief description of the school** will assist planners in determining the impact a hazardous materials incident would have on the school and the most appropriate response (evacuation or sheltering-in-place).

The description should include:

- ***Type of school –*** public, private, technical school, etc.
- ***Grades and ages served –*** elementary (Grades K-5), middle, etc.
- ***Number of students –*** total number of students enrolled or the maximum number on campus at any one time
- ***Number of staff and other personnel –*** total number of teachers and staff, including resource (police) officers and any other personnel likely to be present at the school. Include personnel involved in adult education classes or other specialty programs, if offered.
- ***Number of special needs students –*** indicate the number of students and identify their special needs
- ***Occupancy -*** divide the day into time blocks, using a 24-hour format *(i.e., 0600-1600, 1600-1800, 1800-2200, 2200-0600)*, and indicate the number of people (not just students) present during each time period. At certain times of the day the number of students present may be much greater than at other times.
- ***Days of the week when occupied and periods during the year*** *(Is there school on Saturday or Sunday? What months of the year is school in session?)* **–** do not list days that are not ordinarily scheduled.

- **Physical Description**

  Describing the physical structure will allow you to determine the layout of the school and allow you to determine whether it can be used for shelter-in-place if evacuation is not possible.

  The physical description should include:
  - ***Number of buildings*** – identify the total number of buildings; identify whether the buildings are free-standing or attached; if attached, how are they connected (if passageways are used between buildings specify whether they are enclosed or open); describe the type of construction (i.e., concrete block or wood-frame)
  - ***Number of stories*** – for each building (this can assist in relocating students upward for leaks involving toxic gases that are heavier than air.)
  - ***Number of classrooms*** – per building, etc.
  - ***Specialty areas*** *(describe)* – labs, cafeteria, etc.

PURPOSE

- **State the mission or goal of the plan.**

  The plan should identify the type of hazardous materials incidents that can impact the school and describe the actions necessary to protect the students and other personnel. State any statutory requirements satisfied by the plan and indicate that it is part of the school's overall disaster plan. You may also wish to include a brief statement such as: *"This plan is for the purpose of defining the policies and procedures, responsibilities, authority, and specific duties of personnel in the event an emergency situation should occur that would affect the school and its operation."*

SCOPE

- ***Completion Date*** - the date the plan is finalized will become the annual review and renewal date.
- ***Utilization*** - List the events that will trigger the activation of the plan *(i.e., alarm received from fixed facility; detection of hazardous material; warning phoned to school; accident on-site, etc.)*
- ***Signature*** - Include the signature(s) of the person(s) who prepared the plan and the person(s) submitting the plan *(i.e., planning team coordinator, school principal or the person that prepared it.)*
- ***Distribution List*** - Include a list of plan recipients *(maintain return receipts).*

At a minimum, copies of the plan should be sent to:

- Local Fire Department
- Local Police Department
- School Board
- Local Emergency Planning Committee (LEPC)

SECTION 2 - CONTACT INFORMATION

SCHOOL EMERGENCY COORDINATORS

Provide contact information for at least two different persons that can serve as School Emergency Coordinators. Include their names, positions, home addresses, and all contact phone numbers (home, office, pager, mobile phone, etc.)

OTHER IMPORTANT CONTACTS

- Names and phone numbers of others that are not emergency contacts, including:
- Safety Officer, if not listed as an Emergency Coordinator.
- School principal
- Others that may be able to provide assistance in an emergency. *(i.e., a secretary with knowledge of where certain information is located, or the plumbing company.)*

Names may be added throughout the planning process as persons are identified that may be able to provide information or skills that are needed. All methods of contacting individuals should be listed including alternate numbers, pagers, cell phones, etc.

EMERGENCY TELEPHONE NUMBERS

Emphasis should be placed on dialing '911' for all emergencies. Additional contact numbers for various organizations, accompanied by a description of the assistance they can provide, may also be listed in this section of the plan.

Include the following (at a minimum):

- **Fire***
- **Police***
- **Ambulance/medical***
- Local hospital
- Environmental clean-up contractors

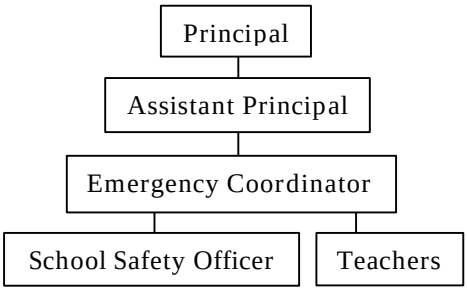
***list as '911',** but include all numbers that need to be dialed (as required from your phone system).

The agencies listed are examples of those that you may wish to include in your plan, but your list should not be restricted to them.

SECTION 3 - AUTHORITY

LINES OF AUTHORITY

Diagram the lines of authority and reporting structure, especially as it applies in an emergency. *For example:*



The larger the school, the larger the hierarchical pyramid will be.

List the roles and responsibilities of those in authority *(i.e., the principal will be in charge of all spill containment activities until the arrival of the Fire Department.)* Include a brief statement such as: *"In the event of a hazardous material release and/or threat, the highest-ranking fire officer* has the authority to direct all operations including ordering the evacuation of the school."*

DIRECTING EMERGENCY ACTIVITIES

Describe who will be directing each activity during the emergency.

Start with a broad perspective and narrow activities down to very specific limited actions. Activities should be as specific as possible to help reduce confusion. *(Using laminated cards describing the duties of each person may be beneficial.)*

**In Broward County the senior fire official of the jurisdiction has the overall authority during a hazardous materials emergency incident.*

Remember to designate alternates in case the primary person is not available.

- **Alerting**
  - Who receives the alarm?
  - Who verifies it? How?
  - Who verifies that the alarm has been forwarded to all persons at the school?

- **Evacuation**
  - Who is responsible overall? for notification? for accountability?
  - Who verifies evacuees at assembly points?
  - Who is responsible for relaying information to first responders?
  - Who is in charge of security of the school and students?

- **Shelter-In-Place**

PLAN REVIEW PROCESS

Describe your plan review process *(the plan should be reviewed annually).* ***Identify the person(s) responsible for reviewing the Emergency Contingency Plan and their authority to approve the plans.*** The Review Committee, if different from the original Planning Committee, has the advantage of a different perspective, but the disadvantage of not having in-depth knowledge of the planning process.

Define a time period for the review process and describe the elements of the plan that will be reviewed, *(i.e., areas identified as needing improvement or revision as a result of drill exercises).*

SECTION 4 - NOTIFICATION PROCEDURES

One of the critical components in emergency planning for hazardous material incidents is determining how your school will be alerted to the fact that an incident is taking place. In some instances an incident may be obvious, but in other cases it may only be apparent when children start exhibiting signs and symptoms of chemical exposure.

Identify those places where hazardous materials incidents may take place and make sure there is a mechanism in place to alert the school of an incident. For example, the emergency plan for a water treatment plant should include telephone notification of the neighboring school, in addition to calling '911' and the State Warning Point, in the event of a release of chlorine gas or other hazardous material. The water treatment plant might also utilize direct reporting monitors/alarms, lights and sirens depending on the distance from the school. Another notification method would be to ensure that the '911' Dispatch Center has premise warnings stating that the school will be alerted if a hazardous material incident occurs in a given geographical area.

Emergency notification procedures should describe, in detail, how employees recognize an emergency, notify others, and response steps (in order of priority).

FIRES

Describe the alarm system. What type of alarm is used (audible siren, bell, buzzer accompanied by strobe light, etc.)? Is the system monitored or does it require someone to call '911'? How are fires reported? How are students, workers, and visitors notified? How is the Fire Department alerted? Emphasize calling '911' and describe how to

activate the fire alarm. Describe any special procedures for dialing out.

HAZARDOUS MATERIALS INCIDENTS

Describe how the hazardous materials incident alarm can be differentiated from the fire alarm. How is the alarm sounded? Are there evacuation signals? How is the alarm initiated and by whom? Is the fixed facility capable of sounding the alarm or other notification throughout the school? How will school administrators know that everyone has been alerted?

OTHER EMERGENCIES

Notification procedures for other types of emergencies, (i.e., medical emergencies, criminal activity, or natural disasters) should be established and in place. Responses to different types of emergencies should be integrated into one plan to be effective and avoid confusion.

Include any special notifications to be made within the school (i.e., asking staff to turn off equipment). This is especially important if the school has a kitchen, laboratory, shop or similar areas.

Include a method for contacting students, parents, and teachers en route to the school as well as during normal school attendance hours. This may be through the local media (public radio and television), automatic phone alert systems, and two-way radio communication with school buses. List the different methods of notification to be used. Be specific as to how the notification will be done; include names and contact numbers as appropriate. *(i.e., Whom do you call to get something on the radio immediately?)*

SECTION 5 - EVACUATION PROCEDURES

EVACUATION

In order to move all the people from a threatened area to a safer place, there must be enough time for people to be warned, prepare, and leave an area. If there is enough time, evacuation is the best protective action. Evacuees should be moved to a definite place, by a specific route, far enough away from the threatened area so they will not have to be moved again if conditions change.

Evacuation Planning Considerations

- Proximity of the hazardous material facility
- School population and special needs population
- Time required to evacuate or shelter-in-place
- Building types and availability
- Ability to control evacuation
- Accountability of students (use color-coded cards)
- Weather conditions and their effects
- Practice drills
- Designated assembly locations
- Use of a modified Incident Command Structure

EVACUATION CAPABILITY

Determine the amount of time it takes to evacuate the school and describe how the Evacuation Capability was determined. The Evacuation Capability can be based on calculations, but should be verified with drills. *What if any special resources will be needed (such as special vehicles to move the disabled)?*

Remember, evacuation is just moving people from a place where they are potentially in danger to an area that is safer.

When calculating the evacuation capability it is helpful to start with a diagram or floor plan of the school and surrounding area. First, identify where people are located in the facility and group them by location *(i.e., 25 people in the administration building)*. Next, determine the relocation site, keeping in mind the source of the hazard and how to distance people from it. Determine an evacuation route from the starting point to the point of safety noting any obstructions *(i.e. fences)* that may be encountered. You may then measure the time required to evacuate along that path. The speed of evacuation will be controlled by the slowest person. The type of hazardous material involved will affect the evacuation distance and time available for evacuation to avoid dangerous levels of exposure.

IMMEDIATE EVACUATION

Describe the Immediate Evacuation procedure, step-by-step.

Immediate Evacuation requires all personnel to leave a certain area at once. The personnel will move to a point of safety where they assemble for accountability. In some cases, this may be a temporary point of safety until the evacuees can be located to another point of safety at a location more remote from the danger.

Due to the urgency of an immediate evacuation, it should be stated in the plan that evacuees are not to try and use their vehicles. Vehicle use in an immediate evacuation can create a traffic jam and endanger personnel.

If a considerable distance is involved in reaching a point of safety, then it is preferable to have a staged evacuation. In a staged evacuation, evacuees assemble at intermittent sites (points of safety) along the evacuation route to be accounted for prior to moving on to the final point of safety. An

example would be a shopping mall six blocks away as the final assembly area. Due to the distance involved, there would be one or more points of safety on the way there.

DELAYED EVACUATION

Describe the Delayed Evacuation procedure, step-by-step.

In a delayed evacuation there is sufficient time for personnel to assemble and evacuate in groupings with or without transportation. The key to this type of evacuation is sufficient notice to allow evacuees time to assemble and leave the area prior to being exposed to hazardous materials above an acceptable level.

The time frames that would be acceptable must be determined. Once time frames are known, you can calculate the amount of time available for assembling, loading and relocating.

A combination of delayed and immediate evacuation often works best.

POINTS OF SAFETY

Assembly areas, including alternate sites, must be identified and marked on reference maps and diagrams.

Points of safety are not the same as shelter-in-place. Shelter-in-place is used when evacuation is not an option or impractical. Points of safety may be outdoors or inside facilities such as malls and shopping centers, that can provide protection from the environment. Parking lots of malls and similar facilities can make excellent points of safety.

Hazardous materials incidents are usually protracted, lasting several hours at a minimum. When selecting points of safety, consider traffic hazards, weather conditions, and other safety concerns. Points of safety used for fire evacuations may not be safe in the event of a hazardous materials incident.

INITIATING EVACUATION

Identify individuals *(either by name or by a description of their position)* ***with the authority to initiate an evacuation.*** *Under what conditions or circumstances can the evacuation plan be activated? Can a student give the order for an evacuation if they are aware of a hazardous materials incident?*

Generally several people should have the authority to initiate an evacuation to make sure one of them is always present. A hazardous material emergency is not the same as a fire alarm. Fires require an immediate relocation of personnel to a point of safety to avoid the danger of products of combustion. By activating a fire alarm, anyone can initiate evacuation. While the most direct route out of the school is used in the event of fire, in a hazardous materials incident this may place students or staff in greater danger. Hazardous materials incidents often require much greater evacuation distances.

ALARMS OR SIGNALS

Describe the alarms or signals used to signify emergency conditions. *If there is more than one type, describe each one and their meanings.*

All schools are required to have a fire alarm with very specific audible and visual requirements. A way of alerting all persons (students and faculty) of a hazardous materials incident must be developed. One method of achieving this is to an alert tone followed by announcements describing what is happening and the actions that should be taken. This method requires an intercom or similar system. Other methods may include buzzers and runners to notify people. It is recommended that some type of notice be posted throughout the facility to explain the difference between a fire alarm and a hazardous material alarm.

ACCOUNTABILITY

Establish a system to keep track of all persons evacuated in the event of an emergency.

Accountability is a critical element of the plan. An accountability system requires the designation of a responsible person to verify that each evacuee is at the designated assembly location within a specified time period.

A simple list and sign system is recommended for schools. If an evacuee is unaccounted for, communication to the appropriate personnel will initiate an expeditious search for the missing person.

It is recommended that a roster of students be maintained in each classroom. The list may be kept inside a plastic folder that can be marked, yet provide protection from adverse weather conditions. The roster can be mounted on a clipboard that includes a two-sided laminated card, one side red and the other green. The red side could be marked “missing student” and the green side could have “all accounted for” on it. The card can be held up on the

clipboard to let response personnel or other staff know that everyone has been accounted for.

Under no circumstances, should staff return to a hazardous area to locate missing personnel. Instead, emphasis should be on notifying appropriate personnel. The Emergency Coordinator for the school should notify the emergency responders of any missing students or staff.

POSTING OF PROCEDURES AND ROUTES

Post evacuation procedures and routes in readily visible spots throughout the school. *Alternate routes can also be identified in case the primary route cannot be used. Postings should be easily understood and readily identified.*

Combining fire evacuation routes with hazardous materials evacuation procedures (using alternate paths) can help facilitate the planning process. The main differences would be the assembly areas or points of safety.

SECTION 6 - SHELTERING PROCEDURES

SHELTER-IN-PLACE (SIP)

Shelter-In-Place refers to seeking shelter within a structure and remaining there until the danger of exposure to hazardous materials subsides. SIP is used when an evacuation cannot be performed or would involve a greater risk than remaining in place. SIP requires the directing of personnel to remain inside a suitable protective structure, close all doors and windows, and shut down all HVAC (heating / ventilation / air conditioning) systems. Additional sealing of doors and windows may be required, along with relocation to upper floors of the building. Communications must be maintained to keep sheltered personnel advised of any changes in conditions.

Determine who has the authority, and the parameters used, to make the decision to shelter-in-place.

Identify the types of hazards that will permit sheltering-in-place and determine if the school buildings will provide adequate sheltering against those hazards.

The information received from the hazardous material fixed facility will allow you to determine the types of hazardous materials you will most likely be exposed to. Some types of hazards do not allow you to safely shelter-in-place *(i.e. highly flammable or explosive gases.)*

For a building to be used for sheltering-in-place, it should be of solid construction with minimal openings that can be sealed from the outside environment. Buildings with a large number of windows are usually not a good choice. Generally, multiple story structures are better than single story buildings since moving to upper floors may provide

some degree of protection from vapors/gases that are heavier than air. Buildings should be posted with readily visible labels designating them as shelters.

Determine the amount of shelter needed *(the entire building or just a portion of it)* ***and the amount of time it will take to seal. Determine the materials that will be needed to prepare the structure for SIP and identify where and how they will be stored.*** Sealing the building from the outside will usually require the use of some type of sealant (*i.e. tape, silicone caulk, etc.).*

Consult with property maintenance and engineering to determine if ventilation and other systems can be isolated and shut down or sealed from the outside. *If needed, provide training on preparing the shelter (properly sealing windows and doors, shutting down ventilation systems, etc.).*

Determine how access to the shelter will be controlled once windows and doors have been sealed.

Develop guidelines for sheltering-in-place and post them in the shelter. Include a means for sheltered persons to communicate with the outside and emergency responders. It is recommended that a phone or radio be available for communications.

Calculate the maximum length of time that sheltered persons will be able to remain sealed inside the shelter.

Factors to be considered:

- Internal volume, in cubic feet, of the shelter or room
- Number of people who will be sheltered (generally based on room capacity)
- Average air consumption rate (in cubic feet per some period of time)
- Average carbon dioxide production rate (percentage over time per person)

Utilize a shelter-in-place group leader's checklist:

- Maximum number of evacuees
- Maximum length of time the shelter may be used
- Location of sealing supplies
- Location of communications equipment
- Location of all controls for the ventilation system

If needed, determine off-site shelter locations that will protect evacuees from inclement weather.

SECTION 7 - TRAINING

DRILLS

Describe how records are maintained. All drills should be recorded in writing and the plan should describe where and who maintains the records.

Describe how post drill evaluations will be conducted. Generally, the Planning Team will evaluate the drill but other designated personnel can be used. A written report of the evaluation should be produced and forwarded to the principal, school board and other interested parties.

TRAINING IN PROCEDURES

Describe the specific process that will be used to familiarize and educate all staff on the use of the plan.

Identify staff training requirements and needs, as they will be implementing the plan. Include specific training required for personal protective equipment (PPE) or other emergency equipment including radios. Staff must physically demonstrate the proper use of all PPE and radio communication equipment.

SECTION 8 - ATTACHMENTS

MAPS AND DIAGRAMS

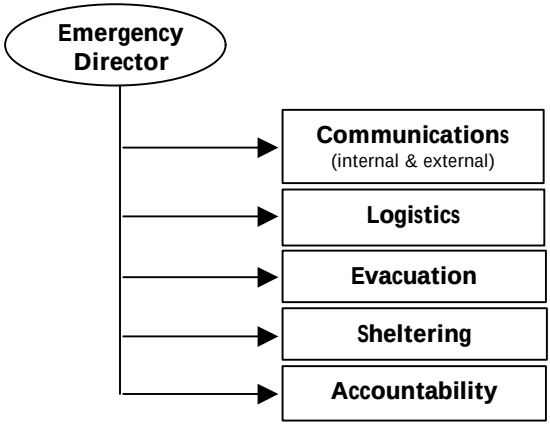
- *School site*
- *Evacuation routes*
- *Surrounding area with fixed facilities and assembly areas*
- *Aerial photographs (optional)*

Make sure all structures and important features are properly labeled.

INCIDENT COMMAND STRUCTURE (ICS)

- *ICS Organizational chart*
- *Checklists*

The emergency contingency plan should include a diagram of the organization structure for identifying those in charge and responsible for the critical components of the plan, see illustration.



Checklists of duties and responsibilities for each position in the Incident Command Structure should be developed for:

- Emergency Director - in command and control of all aspects of the emergency until relieved by the local Fire Department Incident Commander. (The Emergency Director and Principal can be one and the same.)
- Communications / Notification - person responsible for the notification system and public information procedures for the school
- Logistics
- Evacuation
- Sheltering
- Accountability

EMERGENCY EQUIPMENT/SUPPLIES LIST

List all emergency equipment and its location.

- Firefighting equipment;
- Spill cleanup equipment, brooms, etc.;
- First aid equipment;
- Personal Protective Equipment (PPE);
- Shelter-In–Place supplies;
- Communication equipment;
- Evacuation materials;

Inspection should be performed at least one once a month or more often. A record of all inspections should be maintained. The procedure for repair or replacement should be included with names and phone numbers of contacts.