

South Dakota School Safety Guide

August 2013



This guide contains sensitive security information. This information should be controlled and stored accordingly. The inadvertent dissemination of these protocols could lead to a breach of the security of the facility.

South Dakota School Safety Guide

Partnering Agencies

- Associated School Boards of South Dakota
- Minnehaha County Sheriff's Office
- Pennington County Sheriff's Office
- School Administrators of South Dakota
- School Resource Officers Association
- Sioux Falls Police Department
- South Dakota Department of Education
- South Dakota Department of Public Safety
- South Dakota Fusion Center
- United States Department of Homeland Security

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OVERVIEW

This document was developed for the schools of South Dakota to use as a template to enhance current school safety programs; the creation of this document was a partnered effort at the state level between the aforementioned agencies. The purpose of this document is to give school districts and individual schools a planning resource to use when creating their school safety plans. Ultimately, schools can decide how much of this document they would like to incorporate into their current plan and should consider this document an option for consideration that is available for their planning needs.

Planning for anticipated future situations will help to mitigate the impact of a disaster situation. The involvement of emergency response agencies (law enforcement, fire, and emergency medical services), mental health and medical health professionals, school officials, building and grounds personnel, and emergency management professionals will provide a solid foundation for your plans with consideration into all types of natural and man-made disasters.

It is important to note the partnership created by this document is intended to continue through information sharing in relation to critical assets, infrastructure protection, and school safety. The partners involved in the development of this document and cooperative efforts allow for streamlined information sharing to the critical infrastructure owner/operators across the state.

School safety plans should be reviewed annually. Exercises and training should be used to identify areas in need of improvement and the plan should be updated accordingly. Local responders and subject matter experts should be involved in the annual review process to validate the response plan in their area of their expertise.

Many details are identified as the responsibility of the Incident Commander or administrative staff. It should be understood that these areas need to have multiple levels of redundancy. Faculty should understand that they are empowered to act as necessary to protect themselves, their students and others in their area of responsibility. This exercise component should be considered while exercising plans related to school safety.

Part of a school safety plan should include a school district policy to document actions taken after a crisis has passed. Consider using the After Action Report recommendations in the FEMA Incident Command training courses (see Training Courses; many courses are available online at no cost).

Research

The School Safety Initiative report published in July 2004 by the United States Secret Service and the United States Department of Education studied 37 incidents of targeted school violence between December 1974 and May 2000. The 10 key findings that the report authors believe may have implications for the development of targeted school violence are as follows:

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

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

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

School Emergency Planning: Roles and Responsibilities

Local school districts have the authority to:

- Develop a plan for school emergencies and crises.
- Obtain legal advice on recommended policies and procedures.
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster.
- Coordinate with other agencies in developing general standards for local school system emergency plans.
- Establish a district school emergency/crisis plan review committee to approve and coordinate all school disaster plans.
- The review committee should include:
 - Local law enforcement, fire responders, and emergency medical services
 - The local emergency manager (County, Regional, or State Level)
 - A school system emergency coordinator
 - Individual school and building representatives
 - School Resource Officer (if available)
 - Parents, students, teachers, and association representatives
- Require all students and staff to participate in emergency preparedness training, drills, and exercises
- Review school construction, renovation projects and general operations for safety with first response personnel such as fire, police, and EMS

Superintendent and other administrative staff may want to consider the following:

- Recommend school safety, violence prevention (including bullying/cyber bullying) and emergency preparedness programs to the local school board as appropriate to local risks, realities, and resources.
- Assign selected faculty members to be a part of a local response team.
- Appoint an emergency coordinator to assist with planning, monitoring, and implementation of the plan.
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans
- Develop exercises, drills, and trainings for all school personnel to test planning documents.
- Complete NIMS training.
- Implement change in school emergency plans based on evaluation of local policies, needs, and experiences.
- Initiate, administer, participate, and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood.
- Be informed of neighboring school system emergency management policies and make mutual aid agreements.
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers.
- Arrange notification systems for staff and families.
- Consider Continuity of Operations (COOP) or Continuity of Government (COG) plan development or incorporation.

Principals should:

- Appoint a designee or act as the school emergency coordinator.
- Assign selected staff to be a part of the Building Response Team.
- Coordinate the building emergency plan with the district's mission/vision.

- Assign school emergency responsibilities to staff as required with consideration for redundant capabilities within the staff.
- Monitor staff participation in training and competencies.
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum and teacher in-service training as appropriate
- Conduct drills and initiate needed plan revisions based on drill evaluations.
- Complete NIMS training.
- Arrange for procurement, storage, and maintenance of emergency supplies and equipment.
- Keep parents informed of the emergency notification system(s).
- Supervise periodic safety checks of school facilities and transportation vehicles.
- Provide copies of the school emergency plan to the district superintendent and local emergency manager.
- Keep the district superintendent informed of actions taken and resources needed.
- Work with local law enforcement, fire fighters, emergency medical services, and emergency management.
- Develop and maintain a reunification plan and update the plan annually.

Teaching staff should:

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

Nursing staff should:

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

Buildings and Grounds staff should:

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

Transportation staff should:

- Instruct children and practice emergency bus evacuation procedures.

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

Food service staff should:

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

Media center staff should:

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

Parents should:

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

Students should:

- Cooperate during emergency drills and exercises.
- Be responsible for themselves and others in an emergency.
- Understand the importance of reporting situations of concern.
- Develop an awareness of natural, human-caused, and technological hazards (Examples of technological hazards include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents, factory explosions, fires, and chemical spills. Technological hazards also may arise directly as a result of the impacts of a natural hazard event.)
- Take an active part in school emergency response, as age appropriate.

Basic Disaster Supplies

*Important to note: kits are not a requirement of staff members nor is there a requirement of building administrators to provide kits to staff. Information on disaster kits can be found on ready.gov; this site provides guidance for disaster preparedness. Please note there is a distinct difference between a disaster supply kit and an emergency (temporary) “Go Kit”. If a school has a shelter space in the school, school officials should consider putting some water and non-perishable food in that space.

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

- Student list (from your classroom), special needs list (w/description of needs), and staff lists
- Building Administrators should have a list of School Activities (On Site and Off Site for accountability)
- Battery-powered or hand crank AM/FM radio and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight and extra batteries
- First aid kit
- Whistle to signal for help
- Dust masks to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags, and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Local maps (School – *Evacuation Routes, Blue Print*; DOT Maps)
- Cell phone with chargers, inverter or solar charger
- Age appropriate student activities

First Aid Kit

Knowing how to treat minor injuries can make a difference in an emergency. You may consider taking a first aid class, but simply having the following things can help you stop bleeding, prevent infection, and assist in decontamination.

- Two pairs of non-latex protective gloves
- Sterile dressings to stop bleeding
- Cleansing agent/soap and antibiotic towelettes
- Antibiotic ointment
- Burn ointment
- Adhesive bandages in a variety of sizes
- Eye wash solution to flush the eyes or as general decontaminant
- Thermometer
- Scissors
- Tweezers
- Aspirin or non-aspirin pain reliever
- Antacid

“Go Kit”

- Student roster/list (from your classroom), special needs (w/description of needs), and staff lists.
- Food (non-perishable snacks/comfort food)
- Flashlight and extra batteries

- First aid kit
- Rescue whistle to signal for help
- Dust masks to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Maps (School – *Evacuation Routes*)
- Age appropriate student activities

Emergency Contacts

Fire, Ambulance, or Police Emergency – Call 911

Emergency Dispatch Center non-emergency phone number: _____
(to contact local police, fire, and emergency medical services for non-emergency needs)

Public Utilities

Electricity

Company: _____
Contact Person: _____
24-hr emergency number(s): _____

Gas

Company: _____
Contact Person: _____
24-hr emergency number(s): _____

Water

Company: _____
Contact Person: _____
24-hr emergency number(s): _____

Emergency Management Agencies

Local emergency management (Name/Phone): _____

County emergency management (Name/Phone): _____

Poison Control Center: _____

Crime Victim Services: _____

County Social Services (Child Protection): _____

Post-Crisis Intervention/Mental Health Services:

Staff Skills Inventory

Name _____ School _____ Room _____

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

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

- _____ EMT (Exp. Date : _____)
- _____ Basic First Aid (Exp. Date : _____)
- _____ CPR (Exp. Date: _____)
- _____ AED [Level of Medical Training: _____)
- _____ Hazardous Materials
- _____ Firefighting (Level: _____)
- _____ Triage
- _____ Emergency Planning
- _____ Emergency Management
- _____ Search/Rescue
- _____ Law Enforcement
- _____ Training in Conflict Resolution
- _____ Incident Command Training
- _____ Construction (electrical, plumbing, carpentry, etc.)
- _____ Bus/Passenger Endorsement/Truck Driver
- _____ Bi/Multi-lingual (if so, what language(s): _____)
- _____ Other _____

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

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

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

Please list equipment and materials:

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

Please complete this page and return to your principal.

Evacuation/Reunification Procedure

Critical Definition:

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

Evacuation site: an outside location away from roads and walkways used by emergency vehicles.

Reunification site: when students will not be able to return to the school building, they are moved to a pre-determined site where they will be reunified with their parents/guardians.

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

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

When implementing Evacuation procedures:

Building Administration

- Determine evacuation routes based on location and type of emergency. As with many emergencies, primary and secondary sites and routes should be considered while planning.
- Announce evacuation.
- Evacuate to the pre-identified evacuation site.
- Specify any changes in evacuation routes based on location and type of emergency
- Monitor the situation and provide updates and additional instructions as needed
- A law enforcement officer or the incident commander should make the “all-clear” notification when it is safe to reenter the school.

Staff

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

When outside the building:

- Check for injuries.
- Account for all students. Accountability cannot be overstated, a specific plan should entail the accountability of every student, 100% of the time.
- Immediately report any missing, extra or injured students to building administration. A single point of reporting will guarantee the accuracy of the reporting and will provide for specific and exact counts of students and faculty.
- Continue to contain and maintain students.
- Wait for additional instructions.

When implementing Evacuation and Reunification procedures:

Building Administration

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

Staff

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

Reunification Site:

Primary Reunification Site

Secondary Reunification Site

Address:

Address:

Phone:

Phone:

Lockdown Procedures

Critical Definitions:

Lockdown should be used when there is an imminent threat inside or near the building, ex. an intruder.

See also: Shelter-in-Place procedures.

When implementing Lockdown with Intruder:

Building Administration

- Announce “Emergency Lockdown”
- Repeat announcement several times. Be direct. Do not use codes. Plain language is best.
- Call 911 and notify law enforcement.
- Direct all students, staff and visitors to the nearest classroom or secured space.
- Lock classroom doors; do not lock exterior doors if the intruder is in the building so help can get in.
- Place students against the wall, so that the intruder cannot see them looking in the door.
- Keep students quiet.
- Classes outside the building should not enter the building. Empower staff to make the determination. If threat is inside, don’t reenter building.
- Move outside classes to primary evacuation site.
- All-clear notification should only be made after designated staff has had personal contact with a law enforcement officer or the incident commander who has determined an all-clear notification is appropriate.
- Any staff encountering a threat should feel empowered to implement Lockdown with intruder call and then telephone 911.

Staff

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special accommodations.
- Close and lock all interior windows and doors.
- If given the opportunity to evacuate safely, do so.
- Do not open the door for any reason.
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions from law enforcement, incident command, or school administration
- Be prepared to shift to another procedure rapidly, i.e. evacuation.

Special Considerations:

Lockdown prior to school starting

- Staff gathers all students in the hallways into their classrooms, or other rooms
- Before school activities leaders gather students and report attendance
- Admin and custodial staff check the hallways and exterior of the building
- Administration posts an individual at the drop off location alerting parents and students

- Staff takes attendance of students in their room
- At all clear notification, students report to their home room or first class to take attendance

Lockdown during passing periods

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

Lockdown during afterschool activities

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

Reverse Evacuation Procedures

Critical Definition:

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

When implementing Reverse Evacuation procedures:

Building Administration

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- All-clear notification should only be made after designated staff has had personal contact with a Law Enforcement officer and that officer has determined an all-clear notification is appropriate.
- Implement a reporting process to know where all the schools classes are every hour of every day

Staff

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

Severe Weather Shelter Procedures

Critical Definitions:

Severe Weather Shelter procedures are implemented during a severe weather emergency.

“DROP and TUCK” procedures are used in severe weather emergencies or other imminent danger to building or immediate surroundings.

When implementing Severe Weather Shelter procedures:

Building Administration

- Make an announcement or sound alarm for severe weather emergency
- Move students and staff from any portable classrooms into a permanent building
- Announce “all clear” signal when the severe weather has ceased. Confirm “all clear” with the county emergency manager, local emergency dispatch, or the National Weather Service.
- Monitor NOAA weather stations
- Consider shutting off the gas feeds to buildings

Staff

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

Once in safe area

- If appropriate, implement “drop and tuck” procedures
- Take attendance
- Report any missing, extra or injured students to building administration
- Remain in safe area until “all clear” is given by a law enforcement officer or the incident commander.
- Wait for additional instructions

When implementing “DROP and TUCK” procedures:

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

Shelter–In–Place Procedures

Critical Definition:

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

See also, Lockdown with Intruder.

When sheltering-in-place:

Building Administration

- Announce “Shelter-in-Place”
- Repeat announcement several times. Be direct. Do not use codes
- Bring people inside.
- Close all exterior doors and windows, if appropriate
- Provide updates and instructions as available
- Lock exterior doors
- Control all movement
- Disable all bells
- Direct any movement by announcement only
- All-clear notification should only be made after designated staff has had personal contact with a law enforcement officer or the incident commander who has determined an all-clear notification is appropriate.

Staff

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take attendance and report any missing or extra students to building administration
- Do not allow anyone to leave the classroom or shelter area
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection
- Keep students away from windows
- Continue classes. Move on announcement only.
- Wait for further instructions from Administration, law enforcement, or incident commander.

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

- Turn off ventilation system (HVAC) or other air circulation systems (i.e. cafeteria hood vent, system fans, etc.), if appropriate
- Close and tape all windows and doors
- Seal the gap between the floor and the bottom of the door

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

- Seal door
- Open or close windows as appropriate
- Limit movement and talking

- Communicate your situation to administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

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

Student Reunification/Release Procedures

Critical Definition:

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the beginning of the school year. Reunification is used when students have been evaluated from the school and cannot reenter; they have been moved to a pre-determined reunification site to be released with their parents/guardians.

When implementing Student Reunification/Release procedures:

Building Administration

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
- Notify district administration and public information officer
- Coordinate messages to parents with public information officer
- Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
- Activate staff assigned to set up the location for reunification.
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies
- Request transportation for students and staff including special needs transportation
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students (keep a log)
- Unauthorized adults should not be allowed to pick up children.

Planning for Student Reunification:

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

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including office staff, student support services, administration, and transportation are ideal choices to support the process. Members of the school emergency response team, technology personnel, and facility management staff may also play important roles in planning and leading the reunification. Ideally, all staff should be trained on reunification procedures. Consider using volunteer groups such as Community Emergency Response Team (CERT) or Retired Senior Volunteer Program (RSVP) and the American Red Cross chapter closest to your community. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

Pre-selecting a reunification site:

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

If the reunification site is not another district-owned building, a written agreement or memorandum of understanding (MOU) must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. Staff and administrators should keep signed

copies of the MOU in their go-kit. It is ideal to designate one reunification site for the entire district with at least one additional site for backup. In many cases, other district-owned facilities will be under a great deal of stress as well. The use of an outside facility for reunification may work better than one within the district.

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

Planning transportation and site set up:

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

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

Additional considerations for reunification site set up:

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

Reunification process:

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

Reunification materials and supplies:

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Parents or guardians must be required to show identification in order to leave with a child. Check-in or checkout procedures must include a form where the parent or guardian's name is recorded, and it is noted that identification was checked. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

Administrative Go-Kits

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

Consider including these items:

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

Roles for community emergency responders

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

Assault

Critical Definition:

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

When an assault occurs:

Staff (Initially confronted with the situation)

- Notify building administration. Call 911 directly if you cannot reach anyone in the office
- Consider the safety of students and other staff in your response
- Work as a team in response
- Defuse the situation, if possible, without putting yourself in harm's way
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties
- Do not leave the victim alone unless the situation requires that you leave the situation to properly evacuate students or to get help.
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses
- Document activities

Building Administration or Designee

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

Bomb Threat

Critical Definition:

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

Upon receiving a bomb threat:

Building Administration or Designee

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Incident Report Form (Page 37)
- Consult with emergency responders, as time permits
- Attempt to determine credibility of threat.
- Document all actions taken by staff

Staff

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

If the bomb threat is determined to be credible:

Building Administration or Designee

- Initiate appropriate procedures (evacuate vs. lockdown/shelter in place)
- Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
- Bombs may be placed anywhere on school property — inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated
- Limit the use of cell phones and radios in the building. In most cases the use of these devices will have no effect on an explosive device, however, cell phones and radios have been used by criminals to activate these devices.

Staff

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

If Evacuation Procedures are initiated:

Building Administration or Designee

- Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios, or fire alarm system because of risk of activating a device.
- Check evacuation routes and area(s) for suspicious items and notify responders if any are located. Alter evacuation routes and rally points accordingly.

Staff

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

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

Demonstration/Student Unrest

Critical Information:

Demonstrations on school property could be deemed trespassing.

If demonstration is near, but not on school property:

Staff

- Notify building administration

Building Administration or Designee

- Preplan for this by designating protest area around the building.
- Notify district administration
- Notify and consult with law enforcement in developing a plan of action
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)
- Consider lockdown

If demonstration is on school property:

Staff

- Notify building administration

Building Administration or Designee

- Notify district administration
- Notify and consult with law enforcement
- Identify who asks the demonstrators to leave
- Develop an action plan
- Notify building staff
- Consider lockdown
- Consider safe entry into and exit from the building
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)

Fire

Critical Information:

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

In the event of fire or smoke:

Staff

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

Building Administration

- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire, if known, if unknown provide general location
- Ensure fire alarm has sounded
- Notify district administration
- Meet with fire officer
- Attempt to identify the location of fire without exposing yourself or other staff to danger
- Advise location of injured persons
- Provide names of any missing persons
- Bring blue prints of facility; point out location of control panel, annunciators, and sprinklers
- Determine if students need to be moved to a reunification site
- Notify parents or legal guardians of student reunification and release procedures (consider adding procedures to student handbook)
- A law enforcement officer or the incident commander should make the “all-clear” notification when it is safe to reenter the school.

Additional Considerations

- Plan for accommodations for students or staff with special needs. If your facility provides services for special needs students or staff, a plan for accommodation should be developed in the evacuation and lock down procedures.
- Provide teachers with class and staff rosters.

Hazardous Materials

Critical Information:

In the event of a natural or propane gas leak or odor – evacuate immediately.

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place, and ventilation systems (HVAC). It is important for administration and staff to know the location of Material Safety Data Sheets (MSDS) for all chemicals used in the building.

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

Staff

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

Building Administration

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

Recommended resources for chemical identification:

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

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

Staff

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

Building Administration

- Monitor situation

- Notify district administration
- Identify the need for evacuation
- Consider implementing Shelter-in-Place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken
- Provide known hazardous materials list to the fire department
- Consult with emergency responders to develop an action plan

Hostage Situation

Critical Information:

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

In the event of a hostage situation and you are taken hostage, cooperate with the hostage-taker. Be prepared to transition to an emergency evacuation or to use whatever means necessary to protect yourself and others.

STAY CALM, try not to panic; calm students if they are present

- Be respectful to the hostage-taker
- Ask permission to speak;
- Do not argue or make suggestions

If you witness a hostage situation:

Staff

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

Building Administration

- Pre-plan how local Law Enforcement will identify themselves to staff during clearing procedures. Include this in your individual plans and practice with local Law Enforcement as the opportunity arises.
- Use identification badges with photos
- Distribute information to staff and practice it.
- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following:
 - Identity and description of the individual
 - Description and location of the incident
 - Number of hostages
 - Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building
- If it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, follow all verbal commands. Law enforcement will be focused on elimination of the threat and may not be able to initially help the injured or with evacuation until the situation is safe.
- Continue to coordinate with law enforcement for the safety and welfare of students and staff

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

Intruder

Critical Information:

An intruder may or may not become violent. Early intervention may reduce or eliminate the chances that incident will escalate. There is always the potential that an intruder may possess a weapon or become violent.

When interacting with a stranger at school, use the “**I CAN**” rule. If the stranger appears agitated or violent in any way, do not approach. Notify law enforcement and activate necessary lockdown procedures. Do not put yourself in harm’s way.

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

Staff

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

Building Administration

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

Mitigation

- Develop and implement a 100% visitor identification process.
- Create an easily identifiable visitor sign that all visitors must wear at all times.
- Create an environment within the school that encourages all staff and students to challenge all unregistered visitors.
- Communicate the visitor process, and the role of staff and students to improve security.
- Reporting procedures should be included in the student handbook.
- Create a hall monitor program, through volunteers, or staff.
- Encourage school resource officer, administration, and janitorial staff to do random walk-arounds before, during, and after school to check to see if doors and windows are locked and other access control measures are in place.

Media Inquiry

Critical Information:

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

When communicating with the media during an emergency:

Superintendent or Designee

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

Building Administration or Designee

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

Staff

Direct all media inquiries to district or site spokesperson. Contact with the media that is not coordinated with the Public Information staff could jeopardize investigation efforts of crime, cause additional hardship to students and family, and cause additional liability issues.

Communication Contacts

List the district spokesperson and public information officer along with their alternates in case the primary contact is unavailable during a crisis. Consider pre-designating building or site spokespersons.

District Public Information Officer (PIO)

Name

Contact Number

District Spokesperson

Name

Contact Number

Alternate District PIO

Name

Contact Number

Alternate District Spokesperson

Name

Contact Number

Medical Emergency

Critical Information:

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

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

Staff

- Request assistance from the office and request that 911 is called. Call 911 directly if you cannot contact anyone in the office.
- Request the nurse be notified if the school has a nurse
- Describe injuries, number of injured individuals and give exact location
- Determine whether the individual has a health plan on file, which would assist in providing the appropriate treatment.
- If in locations with chemicals, provide material safety data sheets (MSDS) to responders
- Notify building administration
- DO NOT move the individual(s), especially if you suspect a head or neck injury, unless safety is a concern.
- Check individual for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the individual(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- If required by school policy, complete an medical incident report

Building Administration or Designee

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team
- Ensure someone (e.g. staff, student) meets and directs first responders
- Provide any additional information about the status of the individual(s)
- Provide information from the individual(s) medical emergency profile
- If needed, assign a staff member to accompany individual(s) to the hospital
- Notify district administration
- Notify individual(s) parents, legal guardians or emergency contact (Insure the most accurate information is passed)
- Activate Recovery procedures as appropriate (debriefing, or coordinate counseling resources)
- Document all actions taken by staff

For medical emergencies related to life-threatening allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to all school personnel.
- Check to see if the individual has an EpiPen on their person or close by

- Students should advise staff and nurse on EpiPen locations. (Teachers should request training by Nurse)
- Encourage all employees with special health considerations to alert building administration

Severe Weather

(Tornado/Severe Thunderstorm/Flooding)

Critical Information:

Tornado shelter areas could be interior hallways, interior restrooms, interior rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures.

Building diagrams should be posted in each classroom highlighting routes to safe areas. Having your building assessed by an appropriate individual (engineer, safety professional and/or some insurance agencies staff inspectors) is the recommended way to designate safe areas.

Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

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

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

District Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Notify impacted schools, buildings and programs in the district
- Cancel outdoor activities

Building Administration or Designee

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Activate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Move all persons inside building(s) including any staff and students in portable units
- Consider closing windows, if it is safe to do so
- Review severe weather sheltering procedures and location of shelter areas

Staff

Review "Drop and Tuck" procedures with students

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

District Administration

- Notify impacted buildings and programs in the school district
- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Provide any updated information to impacted schools, buildings and programs

Building Administration or Designee

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate Severe Weather Shelter Area procedures
- Move students and staff out of portable classrooms and into a permanent building

- Notify parents and legal guardians according to district policy

Staff

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

If flooding occurs near or at a school:

District Administration

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials and transportation coordinator
- Notify any impacted buildings or programs in the district

Building Administration or Designee

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

Staff

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

Sexual Assault

Critical Information:

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

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

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

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

Staff

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

Building Administration or Designee

- Notify law enforcement once an allegation of sexual assault is reported
- Do not attempt to conduct detailed interviews of victims, witnesses, or suspects until law enforcement arrives. This can cause significant problems during prosecution of an incident.
- Maintain confidentiality during the investigation
- If a staff person heard the report, remind them the information is protected by federal law and instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred on campus notify appropriate law enforcement
- Designate a school counselor or staff member who has a positive relationship with the alleged victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the alleged victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in a confidential administrative file
- Without putting staff or students in harm's way, secure the potential crime scene until Law Enforcement arrives

Armed Assailant

Critical Information:

Armed Assailant solicits the same response no matter the dangerous weapon. School policies should address who has the authority to initiate lockdown procedures in all schools and buildings. Note: we recommend that all employees be empowered to initiate lockdown, fire evacuation, or severe weather sheltering protocols.

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

Staff

- Take action to protect yourself so you can in turn be capable of protecting others
- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify building administration
- Provide location of the shooting, if known
- Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed

Building Administration or Designee

- Take actions to protect yourself and staff in the immediate area
- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known:
 - Location of shooter(s)
 - Description, identity and number of shooters
 - Description of weapon(s)
 - Description of shots fired (single shot vs. rapid fire shots)
 - Is shooting continuing?
 - Number of injuries
- Notify district administration
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures

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

Suicide Threat or Attempt

Critical Information:

Writing, talking, or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

It is imperative that staff members respond appropriately in the event that any student indicates recent suicidal thoughts, regardless of whether the staff member believes an actual threat exists. Do not be afraid to ask a child or teenager if he or she has thought about self-harm. Research indicates that asking these types of questions do not increase the risk of suicide.

Please be aware that students with emotional problems sometimes cut or burn themselves to relieve stress. This type of behavior may be indicative of suicidal ideation. Even those who adamantly deny any suicidal thoughts may escalate their behavior to the point of a serious medical emergency. Incidents of self-harm should be considered a serious threat to student safety.

In the event a staff member has been provided with any indication that a student may be a suicide risk or has attempted suicide:

Staff

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

Building Administration or Designee

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other licensed mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian. If parents arrive before a licensed mental health professional, parents and the student should be encouraged to stay until the mental health expert can assess the situation and act accordingly.
- Notify district administration
- Document all actions by staff
- Follow-up and monitor to enhance student safety
- Implement recovery procedures

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

Suspicious Package or Mail

Critical Information:

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

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

Staff

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

Building Administration or Designee

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

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

Staff

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

Building Administration or Designee

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

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

Staff

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

Building Administration or Designee

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

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



Threat

Critical Information:

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

In the event of IMMEDIATE danger:

Staff

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

Building Administration or Designee

- Initiate Lockdown with Intruder procedures
- **CALL 911**
- Notify district administration
- Document the incident

If a threat is identified but there is no immediate risk:

Staff

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

Building Administration or Designee

- Notify law enforcement
- Convene the appropriate staff to evaluate the threat
- After law enforcement arrives, conduct search of school and personal property, if needed.
- After law enforcement and a mental health professional are available, interview the individual posing a threat
- Develop an action plan with assistance from law enforcement and mental health personnel
- Notify district administration
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

Weapons

Critical Information:

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

If you are aware of a weapon on school property:

Staff

- If appropriate, implement a lockdown, room clear or reverse evacuation for students and staff in the immediate area
- Notify building administration immediately and provide the following information:
 - Location, identity and description of the individual
 - Description and location of weapon(s)
 - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

Building Administration or Designee

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

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

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

School Self-Assessment Form

School:

Date:

SELF ASSESSMENT	YES	NO	N/A	COMMENTS
EMERGENCY PLANNING				
Is your current emergency plan all hazard? (Natural and man-made disasters)				
Is your current emergency plan coordinated with local first responders?				
Is your current plan communicated to the response agencies and do they have copies?				
Have you updated responding agencies with blue prints of the facility?				
Plan takes into consideration all daily activities? (before, during and after school)				
PROCEDURES (My Plan Includes:)				
Lockdown				
Evacuation/Reunification				
Severe weather shelter				
Shelter-in-place				
Reverse Evacuation				
Reunification				
INCIDENTS (My Plan Includes:)				
Emergency Contacts				
Assault				
Bomb Threat				
Demonstration/Student Unrest				
Fire				
Hazardous Materials				
Hostage				
Intruder				
Media Inquiry				
Medical Emergency				
Severe Weather				
Sexual Assault				
Armed Assailant				
Suicide Threat or Attempt				

Suspicious Package or Mail				
Terrorism				
Threat				
Weapon on Campus				
DRILLS				
Lockdown				
Fire				
Severe Weather				
BUILDING ACCESS				
Is there a single point for visitor access to each building?				
Is the access point monitored?				
Does the facility use a visitor badge?				
Visitors are required to show ID prior to receiving a badge?				
Vendors are required to sign in and out?				
Visitors are required to sign in and out?				
Are students given hall passes?				
Is signage visible for visitor access, and prohibited items?				
Does the staff have written procedures on access of the buildings?				
Staff members present after normal business hours required to sign in/out, or swipe in/out?				
Key Control				
Is there a master key control system to monitor keys, cards?				
Keys or cards are audited at least annually?				
The school has a Knox box?				
The fire department has walked through the facility?				
The staff have pictured ID cards?				
Staff are required to turn in ID Cards, or Keys upon termination?				
STAFF TRAINING				
Staff are trained in all required drills?				
Staff are trained in CPR and First Aid?				
Staff are trained in the use of AEDs?				

Emergency response teams are identified, and trained?				
Are assigned areas to monitor in higher threat situations?				
FACILITY				
Areas of the grounds that need security are fenced?				
Gates are secure when not in use?				
Any mechanical, electrical, water, or other utility connections are surrounded by a protective enclosure?				
Trees, shrubs, and other foliage are trimmed to allow visibility?				
Posted signs indicate restricted areas?				
Ground floor windows are in good repair, and have functional locks?				
Roof access is restricted to staff only?				
At night, areas are reasonably lit?				
Personnel closing the facility daily, ensure all doors are locked, and log checks?				
Bus loading areas are clearly marked?				
Parents pick up areas, and drop off areas are clearly marked?				
Fire zones are maintained free of obstacles and cars?				
Student cars are properly marked				
Staff cars are properly marked?				
Checks of the parking lots are performed several times during the day?				
Deliveries are accepted at designated areas?				
Deliveries are documented?				
All deliveries are inspected by trained personnel?				
Class rooms can be locked from the inside?				
Rooms not in use are always locked?				

Any utility rooms are not marked, and have limited access?				
All rooms have emergency procedures/evac routes listed?				
Phones are present at the primary work areas of all staff members?				
Procedures manuals are located in each classroom?				
The school has a security camera system?				
Is the camera system monitored?				
Is the camera system recorded?				
Does the school have a dedicated SRO?				
How often is the SRO on site?				
If an outside of school event is hosted the school provides supervision?				
There is a specific person dedicated to secure the facility after an event or school day?				
School staff is trained in recognition of suspicious activities?				
Staff knows who to report suspicious activities?				
School has an alarm?				
Response agencies have walked though the facility to familiarize themselves?				
School has a weather radio which is listened to during operational hours?				
COMMENTS:				

Training Courses

For more information on developing emergency preparedness plans for schools, please visit the U.S. Department of Education:

[Readiness and Emergency Management for Schools Technical Assistance \(REMS TA\) Center](#)

[Emergency Planning - Office of Safe and Healthy Students](#)

FEMA Independent Study Courses

Courses are available online at no cost through FEMA’s Independent Study Program.

To access these courses online, go to (<http://training.fema.gov/IS/>).

Courses in bold are highly recommended for K-12 school administrators and staff.

<u>Course Number</u>	<u>Course Name</u>
IS-7	A Citizen’s Guide to Disaster Assistance
IS-22	Are you Ready? An In-depth Guide to Citizen Preparedness
IS-100.b	Introduction to Incident Command System
IS-100.HE	Introduction to the Incident Command System for Higher Education
IS-100.SCa	Introduction to the Incident Command System for Schools
IS-106.11	Workplace Violence Awareness Training 2011
IS-235.a	Emergency Planning
IS-241.a	Decision Making and Problem Solving
IS-362.a	Multi-Hazard Emergency Planning for Schools
IS-393.a	Introduction to Hazard Mitigation
IS-547.a	Introduction to Continuity of Operations
IS-700.a	National Incident Management System (NIMS), An Introduction
IS-906	Workplace Security Awareness
IS-907	Active Shooter: What You Can Do

If schools want additional training or exercise assistance, please contact your county emergency manager or the SD Office of Emergency Management at 605 773-3231.

Threat Scenarios (Exercise Planning)

Use the following scenarios for your specific student's age at your school. At the district or higher levels, you can run these scenarios for a variety of student's ages and schools specialties.

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

Procedures to table top, or discuss:

- Lockdown procedures
- Identification of law enforcement during clearing operations
- Armed Assailant

#2) At approximately 1:00 pm, a teacher reports a student missing from his/her class room. A quick check of the bathrooms, hallways, and common areas does not turn up the missing student. Placing a call to the parents reveals domestic issues, but no student.

Procedures to table top, or discuss:

- Lockdown procedures (Depending on students' age)
- Accountability procedures
- Notification to Law Enforcement (SRO, or PD)
- IEP, 504 Plan or Health Plan

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

Procedures to table top, or discuss:

Continuity of Operations Plan

#4) At approximately 9:00 am, the education sector is advised of an increased threat specific to the State of South Dakota, but not specific to a school. The threat calls for an unidentified "attack" unknown time, unknown location. Guidance from the state is to continue normal operations, with increased security, and reporting of incidents.

Procedures to table top or discuss:

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

Exercises can be coordinated through your county emergency manager. Telephone numbers for your emergency manager can be found at this link:

http://dps.sd.gov/emergency_services/emergency_management/county_emergency_managers_list.aspx

SCHOOL SAFETY REQUIREMENTS/REGULATIONS**CHAPTER 13-25****FIRE SAFETY IN SCHOOL BUILDINGS**

[13-25-1](#) Construction and maintenance of buildings in safe condition required--Matters considered.

[13-25-2](#) Rules authorized to implement fire safety.

[13-25-3](#) State Fire Marshal's power to inspect buildings.

[13-25-4](#) Periodic inspection by State Fire Marshal--Conditions.

[13-25-5](#) School building access for inspection--Aid and assistance by school officials.

[13-25-6](#) Report of fire inspections--Distribution of copies.

[13-25-7](#) Order to school board to eliminate hazardous conditions--Time allowed to comply.

[13-25-8](#) Repealed.

[13-25-8.1](#) Aggrieved schools' demand for hearing--Conduct of proceedings.

[13-25-9](#) Authority to close school or vacate building if hazards not eliminated.

[13-25-10](#) Evacuation drills.

[13-25-11](#) Installation of automatic fire alarm equipment--Time requirements.

[13-25-12](#) Exemption of certain remote small public school attendance centers from fire alarm provisions by state fire marshal.

[13-25-13](#) Rules authorized for implementation of school fire alarm installations.

[13-25-14](#) Extension of time to apply.

[13-25-15](#) International codes as basis for new construction.

[13-25-16](#) Inspection by certain municipalities.

[13-25-17](#) Authority of state fire marshal.

13-25-1. Construction and maintenance of buildings in safe condition required--Matters considered. In addition to all other requirements provided by law, every public or nonpublic school, or private institution operating a school shall be subject to the provisions of this chapter and shall be constructed, equipped, operated, and maintained in a safe condition so as to provide for the safety of all persons employed, accommodated, housed, or assembled therein, with respect to the type of construction and materials used, fireproofing, the number and types of ways of egress, aisles and passageways, stairs and fire escapes, wall openings, exits and exit signs, doors and doorways, shaft ways and other vertical openings, fire alarm systems, electrical equipment, flammable and explosive materials, heating systems and fuel storage, numbers of occupants, ventilation, and all other emergency protection.

Source: SL 1959, ch 217, § 3; SDC Supp 1960, § 31.04C03; SL 1975, ch 128, § 158.

13-25-2. Rules authorized to implement fire safety. The secretary of public safety may promulgate rules in accordance with chapter 1-26 to protect the health and safety of persons from fire and like emergencies in order to facilitate and implement the purposes of this chapter.

Source: SL 1959, ch 217, § 7; SDC Supp 1960, § 31.04C07; SL 1975, ch 128, § 159; SL 1982, ch 18, § 3; SL 1986, ch 22, § 1; SL 1991, ch 139, § 1; SL 2006, ch 185, § 2.

13-25-3. State Fire Marshal's power to inspect buildings. The State Fire Marshal may make inspection of all school buildings, auditoriums, gymnasiums, dormitories, shops, or other buildings operated as a part of or in conjunction with school activities of any school, public or nonpublic, whether owned by the school or not.

Source: SL 1959, ch 217, § 1; SDC Supp 1960, § 31.04C01; SL 1972, ch 96; SL 1975, ch 128, § 160; SL 1991, ch 139, § 2; SL 2004, ch 17, § 17.

13-25-4. Periodic inspection by State Fire Marshal--Conditions. The State Fire Marshal shall inspect or cause to be inspected all buildings on a periodic basis of not less than two years for the purpose of fire safety and fire prevention. The inspection shall be made upon the conditions set forth in §§ 13-25-5 and 13-25-6.

Source: SL 1959, ch 217, § 2; SDC Supp 1960, § 31.04C02; SL 1991, ch 139, § 3; SL 2004, ch 17, § 18.

13-25-5. School building access for inspection--Aid and assistance by school officials. Representatives of the State Fire Marshal may enter any such building at any reasonable hour to make such inspection. All school boards, school governing bodies, officials, and employees shall afford such representatives free access to every part of the premises, and render all aid and assistance necessary to enable them to make a thorough and complete examination of the premises.

Source: SL 1959, ch 217, § 2; SDC Supp 1960, § 31.04C02(1); SL 1975, ch 128, § 161; SL 1991, ch 139, § 4; SL 2004, ch 17, § 19.

13-25-6. Report of fire inspections--Distribution of copies. After the completion of such inspection, the person making the same shall reduce the report of his findings to writing, which shall list all violations of fire protection laws discovered by such inspection, and he shall deliver a copy thereof to the school governing body or its representative of the district or other agency operating such school, and the original shall be filed with the Department of Public Safety.

Source: SL 1959, ch 217, § 2; SDC Supp 1960, § 31.04C02(2); SL 1975, ch 128, § 162; SL 2004, ch 17, § 20.

13-25-7. Order to school board to eliminate hazardous conditions--Time allowed to comply. If after such inspection of any school, or school facility, as provided by this chapter, the inspector finds the building unsafe by reason of conditions existing therein which are suitable for causing

or spreading fire, or engendering panic, or that the building has defects which are dangerous to the occupants therein, from a fire and life safety standpoint, he shall give a written order to the school governing body, or other agency operating such school or school facility, specifying these hazards, and the hazards to be eliminated. The school board, or governing body shall comply with such order within such time as may be allowed by the State Fire Marshal, which in no case shall be less than thirty days from and after the service of such order by registered or certified mail.

Source: SL 1959, ch 217, § 4; SDC Supp 1960, § 31.04C04; SL 1975, ch 128, § 163; SL 1991, ch 139, § 5; SL 2004, ch 17, § 21.

13-25-8. Repealed by SL 1991, ch 139, § 7

13-25-8.1. Aggrieved schools' demand for hearing--Conduct of proceedings. Any school governing body, or other agency operating a school aggrieved by an order issued pursuant to § 13-25-7 may, within ten days after receipt thereof, demand a hearing by serving the secretary of public safety a copy of the demand. The secretary of public safety shall set a hearing date which shall be within twenty days of receiving the demand. The secretary shall notify the aggrieved party thereof at least ten days prior to the hearing. The proceedings shall be conducted as in contested cases and appeal may be made as provided by chapter 1-26.

Source: SL 1991, ch 139, § 6; SL 2006, ch 185, § 3.

13-25-9. Authority to close school or vacate building if hazards not eliminated. If any school governing body, or other agency operating a school, fails to comply with the order provided by § 13-25-7, and fails to appeal from the order, as is provided in § 13-25-8, after the time for appeal has expired, or the time to comply with the order has passed, whichever is later, the State Fire Marshal may immediately close the school or school facility to further use or occupancy, and may vacate and place out of service said school or school building, or facility until such time as its requirements are fulfilled.

Source: SL 1959, ch 217, § 5; SDC Supp 1960, § 31.04C05; SL 1975, ch 128, § 165; SL 1991, ch 139, § 8; SL 2004, ch 17, § 22.

13-25-10. Evacuation drills. Each school board shall have evacuation drills in each school under their jurisdiction. There shall be at least two fire exit drills each semester of the school year in schools through grade twelve. During such drills all personnel and all pupils shall completely leave the building and move to a safe distance therefrom. All superintendents, principals, teachers, instructors, and employees shall be thoroughly instructed in respect to duties under these evacuation drills. Each superintendent of schools or official in charge shall maintain a record of the dates and evacuation times of the evacuation drills conducted on the form provided by the Department of Public Safety. This record shall be available for inspection by a

representative of the State Fire Marshal upon request.

The appointed representative of the State Fire Marshal, or the local fire chief or his designee may conduct evacuation drills at any school or institution, both public and private, in order to test the effectiveness of the warning system and the evacuation plan.

Source: SL 1982, ch 18, § 4; SL 1991, ch 139, § 9; SL 2004, ch 17, § 23.

13-25-11. Installation of automatic fire alarm equipment--Time requirements. All public school districts shall install state approved fire alarm equipment in all public school attendance centers which shall be connected so that on-site alarms and fire department notification shall automatically be instituted in the event of fire.

The alarm systems required in this section shall be installed, inspected, and operative by July 1, 1987.

Source: SL 1986, ch 128, §§ 1, 3.

13-25-12. Exemption of certain remote small public school attendance centers from fire alarm provisions by state fire marshal. If the state fire marshal finds that due to the remote location of the public school attendance center the response time of the local fire department makes saving the attendance center from extensive fire damage unlikely, he may exempt certain remote small public school attendance centers from the provisions of §§ 13-25-11 and 13-25-8.

Source: SL 1986, ch 128, § 4.

13-25-13. Rules authorized for implementation of school fire alarm installations. The State Fire Marshal may adopt rules, pursuant to chapter 1-26, for the implementation of §§ 13-25-11 to 13-25-13, inclusive.

Source: SL 1986, ch 128, § 2; SL 1991, ch 139, § 10; SL 2004, ch 17, § 24.

13-25-14. Extension of time to apply. If the school board or other governing agency finds it is difficult to comply with the requirements due to financial circumstances, application may be made to the State Fire Marshal for an extension of time in which to comply with this chapter. The request shall be made in writing, stating the reasons for such time extension. The State Fire Marshal shall investigate the request and shall grant a time extension if there is deemed a legitimate reason for delay.

Source: SL 1991, ch 139, § 11; SL 2004, ch 17, § 25.

13-25-15. International codes as basis for new construction. For new construction after July 1, 2010, any rules adopted by the department shall use as a basis for their development the International Building Code, the International Fire Code, and the International Mechanical Code, 2009 editions, and referenced standards which may be modified, amended, or deleted if the secretary finds that strict application of the code is impractical and, furthermore, that the modification is in conformity with the intent and purpose of the code or standards.

Source: SL 1991, ch 139, § 12A; SL 2006, ch 185, § 4; SL 2010, ch 177, § 2.

13-25-16. Inspection by certain municipalities. Nothing in this chapter shall preclude the director from entering into an agreement with a first class municipality to conduct an inspection so long as he is satisfied that the inspection will meet the standards of the division.

Source: SL 1991, ch 139, § 12B.

13-25-17. Authority of state fire marshal. The state fire marshal may summarily abate any condition that presents a fire hazard as defined in subdivision 34-29B-1(7) and which constitutes an immediate threat to life safety.

Source: SL 1994, ch 119.

CHAPTER 61:15:02

SCHOOL CONSTRUCTION REQUIREMENTS

Section

[61:15:02:01](#) Responsibility of governing boards.

[61:15:02:02](#) Approval of proposed construction required.

[61:15:02:03](#) Requirements for plans and specifications -- New construction.

[61:15:02:04](#) Requirements for plans and specifications -- Remodeling -- Unsafe conditions.

[61:15:02:05](#) Deletions from the **International Building Code**.

[61:15:02:06](#) Deletions from the **International Fire Code**.

[61:15:02:07](#) Amendments to the **International Fire Code**.

[61:15:02:08](#) Amendments to the **International Building Code**.

61:15:02:01. Responsibility of governing boards. The governing board of a school covered by SDCL chapter [13-25](#) shall inform the Department of Public Safety of its intention to alter or remodel existing structures or to build new facilities to be used for school purposes.

Source: SL 1975, ch 16, § 1; transferred from § 61:13:03:05, 8 SDR 87, 8 SDR 134, effective July 1, 1982; 12 SDR 151, 12 SDR 155, effective July 1, 1986; 18 SDR 107, effective January 1, 1992; 27 SDR 75, effective February 7, 2001; 30 SDR 48, effective October 16, 2003.

General Authority:SDCL [13-25-2](#).

Law Implemented:SDCL [13-25-1](#).

61:15:02:02. Approval of proposed construction required. The governing body shall advertise no plans and specifications for proposed construction or alteration of school buildings until the plans and specifications have been reviewed by a representative of the Department of Public Safety and approved in writing. Drawings shall be drawn to scale and shall clearly show plot plan sections, elevations, structural details, floor plan, electrical, mechanical, and any other details the department requires.

Source: SL 1975, ch 16, § 1; transferred from § 61:13:03:06, 8 SDR 87, 8 SDR 134, effective July 1, 1982; 12 SDR 151, 12 SDR 155, effective July 1, 1986; 18 SDR 107, effective January 1, 1992; 27 SDR 75, effective February 7, 2001; 30 SDR 48, effective October 16, 2003.

General Authority:SDCL [13-25-2](#).

Law Implemented:SDCL [13-25-1](#).

61:15:02:03. Requirements for plans and specifications -- New construction. All plans and specifications for new construction shall be in accordance with the **International Building Code**, 2009 edition; the **International Fire Code**, 2009 edition; the **International Mechanical Code**, 2009 edition, and referenced standards, except as modified, amended, or deleted in this chapter. The cover sheet shall clearly state the occupancy group, division, and building type. Failure to designate these is cause for rejection of the plans.

Source: SL 1975, ch 16, § 1; 5 SDR 40, effective November 20, 1978; transferred from § 61:13:03:08, 8 SDR 87, 8 SDR 134, effective July 1, 1982; 12 SDR 151, 12 SDR 155, effective July 1, 1986; 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

References: International Building Code, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$93.50 for members and \$124.50 nonmembers. Telephone: 1-888-422-7233.

International Fire Code, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$74.75 for members and \$99.75 for nonmembers. Telephone: 1-888-422-7233.

International Mechanical Code, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$59.75 for members and \$79.50 for nonmembers. Telephone: 1-888-422-7233.

61:15:02:04. Requirements for plans and specifications -- Remodeling -- Unsafe conditions. Any addition, alteration, or repair may be made to any building or structure without requiring the existing building or structure to comply with all the requirements of the **International Building Code**, 2009 edition, if the addition, alteration, or repair conforms to that required for a new building or structure. Any addition or alteration that will cause the existing building or structure to become unsafe may not be made to an existing building or structure. An unsafe condition is considered to have been created if the addition or alteration causes the building or structure to become structurally unsafe or overloaded, will not provide sufficient egress or will obstruct existing exits, will create a fire hazard, will reduce required fire resistance, or will otherwise create conditions dangerous to human life.

Source: 5 SDR 40, effective November 20, 1978; transferred from § 61:13:03:09, 8 SDR 87, 8 SDR 134, effective July 1, 1982; 12 SDR 151, 12 SDR 155, effective July 1, 1986; 14 SDR 14, effective July 30, 1987; 16 SDR 85, effective November 9, 1989; 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

Reference: International Building Code, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$93.50 for members and \$124.50 for nonmembers. Telephone: 1-888-422-7233.

61:15:02:05. Deletions from International Building Code. Sections 101.4 to 101.4.6, inclusive, 103 to 106.3, inclusive, 109 to 112.3, inclusive, and 903.2.5 are deleted from the **International Building Code**, 2009 edition.

Source: 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

Reference: **International Building Code**, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$93.50 for members and \$124.50 for nonmembers. Telephone: 1-888-422-7233.

61:15:02:06. Deletions from the International Fire Code. Sections 102.5, 103 to 106.4, inclusive, sections 903.2.6 and 906.1 number 1 are deleted from the **International Fire Code**, 2009 edition.

Source: 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

Reference: **International Fire Code**, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$74.75 for members and \$99.75 for nonmembers. Telephone: 1-888-422-7233.

61:15:02:07. Amendments to the International Fire Code. Amendments to the **International Fire Code**, 2009 edition, are as follows:

(1) Where the International Fire Code references NFPA 10, "Standards for Portable Fire Extinguishers," the 2007 edition is the standard to be used;

(2) Where the International Fire Code references NFPA 72, "National Fire Alarm Code," the 2007 edition is the standard to be used;

(3) Where the International Fire Code references, NFPA 407, "Standards for Aircraft Fuel Servicing," the 2007 edition is the standard to be used;

(4) Where the International Fire Code references NFPA 52, "Vehicular Fuel Systems Code," the 2006 edition is the standard to be used;

(5) Where the International Fire Code references NFPA 86, "Standards for Ovens and Furnaces," the 2007 edition is the standard to be used;

(6) Repealed;

(7) Where the International Fire Code references NFPA 11, "Standards for Low-, Medium-, and High- Expansion Foam," the 2005 edition is the standard to be used;

(8) Where the International Fire Code references NFPA 15, "Standard for Water Spray Fixed Systems for Fire Protection," the 2007 edition is the standard to be used;

(9) Where the International Fire Code references NFPA 704, "Standard System for the Identification of the Hazards of Materials for Emergency Response," the 2007 edition is the standard to be used;

(10) Where the International Fire Code references, NFPA 385, "Standard for Tank Vehicles for Flammable and Combustible Liquids," the 2007 edition is the standard to be used; and

(11) Where the International Fire Code references NFPA 58, "Liquefied Petroleum Gas Code," the 2011 edition is the standard to be used.

Source: 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

References: International Fire Code, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$74.75 for members and \$99.75 for nonmembers. Telephone: 1-888-422-7233.

NFPA 10, "Standards For Portable Fire Extinguishers," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$36.45 for members and \$40.50 for nonmembers.

NFPA 72, "National Fire Alarm Code," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$69.75 for members and \$77.50 for nonmembers.

NFPA 407, "Standards for Aircraft Fuel Servicing," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$33.30 for members and \$37 for nonmembers.

NFPA 52, "Vehicular Fuel Systems Code," 2006 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$42.75 for members and \$47.50 for nonmembers.

NFPA 86, "Standards for Ovens and Furnaces," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$42.75 for members and \$47.50 for nonmembers.

NFPA 11, "Standards for Low-, Medium-, and High- Expansion Foam," 2005 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$36.45 for members and \$40.50 for nonmembers.

NFPA 15, "Standard for Water Spray Fixed Systems for Fire Protection," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$36.45 for members and \$40.50 for nonmembers.

NFPA 704, "Standard System for the Identification of the Hazards of Materials for Emergency Response," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$33.30 for members and \$37 for nonmembers.

NFPA 385, "Standard for Tank Vehicles for Flammable and Combustible Liquids," 2007 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$33.30 for members and \$37 for nonmembers.

NFPA 58, "Liquefied Petroleum Gas Code," 2011 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$43.75 for members and \$48.50 for nonmembers.

61:15:02:08. Amendments to the International Building Code. Amendments to the **International Building Code**, 2009 edition, are as follows:

(1) Where the International Building Code references NFPA 13, "Standard for the Installation of Sprinkler Systems," the 2010 edition is the standard to be used;

(2) Where the International Building Code references NFPA 14, "Standard for the Installation of Standpipe and Hose Systems," the 2010 edition is the standard to be used; and

(3) Where the International Building Code references NFPA 13R, "Standard for the Installation of Sprinkler Systems in Residential Occupancies Up to and Including Four Stories in Height," the 2010 edition is the standard to be used.

Source: 18 SDR 107, effective January 1, 1992; 23 SDR 32, effective September 11, 1996; 27 SDR 75, effective February 7, 2001; 33 SDR 113, effective January 2, 2007; 37 SDR 235, effective June 28, 2011.

General Authority: SDCL [13-25-2](#).

Law Implemented: SDCL [13-25-1](#).

References: **International Building Code**, 2009 edition, International Code Council. Copies may be obtained from the International Code Council, 4051 West Flossmoor Road, Country Club Hills, IL 60478-5771; \$93.50 for members and \$124.50 for nonmembers. Telephone: 1-888-422-7233.

NFPA 13, "Standard for the Installation of Sprinkler Systems," 2010 edition, National Fire Protection Association. Copies may be obtained from the National Fire Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$71.10 for members and \$79 for nonmembers.

NFPA 14, "Standard for the Installation of Standpipe and Hose Systems," 2010 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$33.75 for members and \$37.50 for nonmembers.

NFPA 13R, "Standard for the Installation of Sprinkler Systems in Residential Occupancies Up to and Including Four Stories in Height," 2010 edition, National Fire Protection Association. Copies may be obtained from the National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, Massachusetts 02269-9101; \$33.75 for members and \$37.50 for nonmembers.

Lockdown Plan Requirements per International Fire Code

404.3.3 Lockdown plans. Where facilities develop a lockdown plan, the lockdown plan shall be in accordance with Sections 404.3.3.1 through 404.3.3.3.

The provisions of this section introduce the requirements for plans and procedures for lockdowns (see commentary to the definition in [Section 402.1](#)). Note that the code does not require a lockdown plan; however, if a lockdown plan is developed, it must be strictly supervised in order to maintain occupant safety at an acceptable level. Many facilities are adopting procedures that can significantly affect fire and life safety, such as using the fire alarm system to signal a security emergency, locking doors with devices that prevent egress in violation of the provisions of Chapter 10 of the code, and chaining exit discharge doors from the inside to prevent occupants from leaving the building. It is important that plans for security threats do not include procedures that result in violations of life safety and actually increase the hazard to the occupants. The sections that follow intend to establish the conditions for lockdown plans so that they will not decrease the level of life safety in the event of fire.

404.3.3.1 Lockdown plan contents. Lockdown plans shall be *approved* by the *fire code official* and shall include the following:

1. **Initiation.** The plan shall include instructions for reporting an emergency that requires a lockdown.
2. **Accountability.** The plan shall include accountability procedures for staff to report the presence or absence of occupants.
3. **Recall.** The plan shall include a prearranged signal for returning to normal activity.
4. **Communication and coordination.** The plan shall include an *approved* means of two-way communication between a central location and each secured area.

Lockdown plans often include procedures for locking occupants into individual rooms within the building and, if the lockdown plan is not reviewed for life safety precautions, it could have a negative impact on fire and life safety. To reduce the likelihood of an inadequate or substandard plan, approval of the plan by the fire code official is required.

In accordance with Item 1, the plan must include a well thought out list of exactly what types of situations will warrant the implementation of a lockdown and how those "trigger" situations will be reported and to whom. Key to the success of a lockdown is the ability to account for all building occupants. To increase the likelihood that everyone will be properly accounted for, Item 2 requires that specific accountability procedures to be followed by lockdown supervisors be included in the plan. When the reason for a lockdown has been mitigated and it is safe to again move about within or reenter a building, Item 3 requires that signaling an "all-clear" condition must be done by an authorized person by a means used only for that purpose and readily recognizable as such. Item 4 requires that a central "command" location be preplanned and that a reliable means of two-way communication be provided in order to keep locked-down occupants apprised of the status of the situation, thus reducing their level of anxiety and the likelihood of panic.

404.3.3.2 Training frequency. The training frequency shall be included in the lockdown plan. The lockdown drills shall not substitute for any of the fire and evacuation drills required in [Section 405.2](#).

To utilize lockdown training and the lessons learned from it to the best advantage, training should be conducted on a regular basis to familiarize staff and occupants with the lockdown plan. Training should be designed and practiced to reinforce lockdown procedures as adaptive planned responses to stressful and potentially dangerous situations. It is important to note that lockdown training and drills may not be credited to the required number of fire and evacuation drills so as not to diminish the impact of either. (See also commentary, [Section 406.3.3](#).)

404.3.3.3 Lockdown notification. The method of notifying building occupants of a lockdown shall be included in the plan. The method of notification shall be separate and distinct from the fire alarm signal.

Area-wide notification systems, ranging from low-tech sirens to text-message alerts on cellphones, are but several means of notification available for lockdown announcements. Whatever the method chosen for a particular occupancy, it must be separate and distinct from the building fire alarm system to avoid a miscue which could trigger an inappropriate response to a threatening situation unrelated to a fire.

SECTION 406 EMPLOYEE TRAINING AND RESPONSE PROCEDURES

406.1 General. Employees in the occupancies listed in [Section 404.2](#) shall be trained in the fire emergency procedures described in their fire evacuation and fire safety plans. Training shall be based on these plans and as described in [Section 404.3](#).

In most cases, the success of an evacuation and fire safety plan hinges on the appropriate reactions of the building occupants. The main activity that building occupants must undertake is removing themselves from the hazards. In some cases, fire safety and evacuation plans involve additional actions by the employees of the facility. For instance, in the case of hospitals, the nurses and other hospital staff must relocate patients; therefore, specific training is required for those activities.

Additionally, employees must be trained based on the specific fire safety and fire evacuation plans.

406.2 Frequency. Employees shall receive training in the contents of fire safety and evacuation plans and their duties as part of new employee orientation and at least annually thereafter. Records shall be kept and made available to the *fire code official* upon request.

This section requires that employee training occur during new employee indoctrination and annually thereafter. A record of this training must be provided to the fire code official when requested. This section provides a minimum criterion for the training frequency for all occupancies addressed by Chapter 4. [Section 408](#) may require more restrictive training frequencies.

406.3 Employee training program. Employees shall be trained in fire prevention, evacuation and fire safety in accordance with Sections 406.3.1 through 406.3.4.

This is a general section that requires all employees to be trained in fire prevention, evacuation and fire safety in accordance with the subsections that follow. These provisions are primarily intended as a mechanism to ensure that training occurs and not as a requirement for establishing training criteria.

406.3.1 Fire prevention training. Employees shall be apprised of the fire hazards of the materials and processes to which they are exposed. Each employee shall be instructed in the proper procedures for preventing fires in the conduct of their assigned duties.

If a fire can be prevented, evacuation and relocation of the occupants will also be avoided. Employees must be made aware of the potential hazards related to their particular area of the facility and what can be done to avoid a hazardous situation. Having specific procedures increases the likelihood that proper fire prevention techniques will be followed. Generally, people tend to be unaware of many hazards unless they are alerted to them. An example is

the use of space heaters.

406.3.2 Evacuation training. Employees shall be familiarized with the fire alarm and evacuation signals, their assigned duties in the event of an alarm or emergency, evacuation routes, areas of refuge, exterior assembly areas and procedures for evacuation.

In the event that an emergency does occur, the employees must be prepared to assist in the evacuation or relocation of occupants. This training will vary widely from one occupancy type to another. In a high-rise building only some of the occupants will be evacuated at a time, whereas a school will evacuate all occupants at once. This section requires that the training occurs.

406.3.3 Emergency lockdown training. Where a facility has a lockdown plan, employees shall be trained on their assigned duties and procedures in the event of an emergency lockdown.

If a facility goes to the trouble of creating a lockdown plan, it stands to reason that it would want its staff to be versed in the plan's contents. Training should be scheduled so that all staff members on all shifts or occupants, as applicable, have an opportunity to participate. Practice makes perfect, and when it comes to effective lockdowns, there is no substitute for training at regular intervals so that all staff and occupants are familiar with the plan's details and their particular responsibilities in implementing it. Drills should be scheduled to test the plan by varying conditions and forcing occupants to adapt, respond instinctively to emergencies without panicking and allow the staff to identify weaknesses in the preparations.

Many conditions can conspire to affect lockdown success and drills should incorporate some allowance for unanticipated conditions as may be appropriate for the occupancy. Discovering deficiencies in the plan should be encouraged, and every opportunity should be taken to improve the plans (see also commentary, [Section 404.3.3.2](#)).

406.3.4 Fire safety training. Employees assigned fire-fighting duties shall be trained to know the locations and proper use of portable fire extinguishers or other manual fire-fighting equipment and the protective clothing or equipment required for its safe and proper use.

Any time employees are to take specific action during a fire event, proper training is required. This section holds the building owner or operator responsible for making sure the training occurs.

Key Legal Provisions for Schools in Federal Code

TITLE 34--EDUCATION

PART 99_FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Subpart D_May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

Sec. 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulated and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination; the department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

Acronyms List

AAR: After Action Report

AED: Automated External Defibrillator

CIKR: Critical Infrastructure Key Resource

CPR: Cardiopulmonary Resuscitation

DHS: Department of Homeland Security

DOT: Department of Transportation

DPS: Department of Public Safety

DRT: District Response Team

EM: Emergency Manager

EMT: Emergency Medical Technician

EOC: Emergency Operation Center

FC: Fusion Center

HAZMAT: Hazardous Materials

HSEMD: Homeland Security and Emergency Management Division

HVAC: Heating, Ventilation, and Air Conditioning

“I CAN” Rule: Intercept, Contact, Ask, Notify

JIC: Joint Information Center

LE: Law Enforcement

LLE: Local Law Enforcement

NIOSH: National Institute for Occupational Safety and Health

NOAA: National Oceanic and Atmospheric Administration

PA system: Public Address System

PIO: Public Information Officer