Youth and Schools

Emergency Preparedness Resource Guide

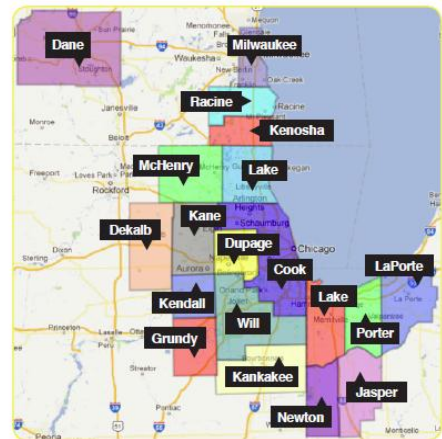ILLINOIS-INDIANA-WISCONSIN COMBINED STATISTICAL

AREA (CSA)

TABLE OF CONTENTS

INTRODUCTION

This *Youth and Schools Emergency Preparedness Resource Guide (Guide)* is designed to help equip institutions working with youth, educators, and schools of all sizes with the information they need to increase emergency preparedness and a safer learning environment. The guide presents strategies and approaches for addressing various disasters that might impact institutions that work with youth. Additionally, the guide includes links to resources, such as teaching materials, campaign templates, videos, multimedia elements, games and other resources.

Gear up, Get Ready (GUGR) is a community preparedness campaign established to increase awareness and drive action by preparing communities members for all-hazard emergencies and catastrophic events. The campaign is a product of the Regional Catastrophic Planning Team (RCPT) Citizens Preparedness Subcommittee and covers the City of Chicago and nineteen counties across the Illinois, Indiana, and Wisconsin Region.

Illinois

Cook	Dekalb	DuPage	Will	McHenry
Lake	Kendall	Kankakee	Kane	Grundy

Indiana

Lake	Jasper	LaPorte	Newton	Porter

Wisconsin

Kenosha	Dane	Milwaukee	Racine

In June 2013, the federal government released Guide for Developing High-Quality School Emergency Plans, which notes:

> "Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners, i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive,

coordinated response. Community partners include first responders (law enforcement officers, fire officials, and emergency medical services personnel) as well as public and mental health entities[1]."

To help increase the preparedness of school and other organizations that work with youth, this Guide is divided into the following sections:

1. **Prepare and Engage Youth, Students, and Staff.** This section provides guidance ways to engage youth, students, and staff. This includes incorporating emergency preparedness into the curriculum, social media, communicating with parents, and considerations for youth and staff with disabilities and others with access and functional needs.

2. **Hazard Specific Considerations for Schools within the Illinois-Indiana-Wisconsin Region.** This section provides additional preparedness considerations for hazards, such as fires, floods and acts of violence.

3. **Considerations for School Preparedness and Emergency Plan Development.** This section provides a general overview of developing an Emergency Response Plan for schools, and considerations for organizations that work with Youth. It includes guidance and tools to walk users through the basics of emergency planning.

4. **Resources, Tools, and Templates**. This section provides additional resources that might be used to develop emergency plans and increase preparedness. It includes web links to tools, information, and resources.

---

[1] Guide for Developing High-Quality School Emergency Operations Plans, Page 1, http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Prepare and Engage Youth, Students, and Staff

In 2010, FEMA, the Department of Education, and the American Red Cross, organized the National Summit of Youth Preparedness to focus on youth preparedness education and gather input from national and international stakeholders. They identified some of the most notable challenges to improving youth preparedness:

- While a lot of information and programs focused on youth preparedness already exist, they are often available in too many places for those who are interested. Additionally there is a lack of understanding around what it takes for an organization to implement youth preparedness programs.

- Current information and messages are too complex. There needs to be a consistent, simplified way of communicating the information that is readily available.

- There are competing priorities and activities for children, parents, and organizations in the community. Understanding the importance of youth emergency preparedness education in the context of all other priorities is important.

- Messages are often created to resonate across the community and thus do not reach more targeted youth and their families within the community (e.g., different cultures, languages, people with access and functional needs).

- Parental involvement needs to be increased and sustained.

This section presents information on increasing youth preparedness.

PREPARE & ENGAGE YOUTH, STUDENTS, & STAFF

☐	Incorporate Emergency Preparedness Messages into Existing Curriculum
☐	Use Appropriate Language When Engaging Youth
☐	Engage Youth and Their Families Through Interactive Activities
☐	Utilize Social Media and Innovative Technology to Engage Youth
☐	Promote a System for Youth, Staff and Parents to Report Dangerous Situations
☐	Communicate Regularly with Parents Using Multiple Strategies and Mediums
☐	Implement and Widely Promote a Parent/Youth Notification System
☐	Educate and Engage Administrators from the Onset of Emergency Preparedness Campaigns
☐	Consider Youth and Staff with Disabilities and Access and Functional Needs
☐	Conduct Exercises to Practice and Test Plans
☐	Integrate and Collaborate with Local Institutions

Incorporate Emergency Preparedness Messages into Existing Curriculum

Busy schedules, limited time, heavy workloads and competing priorities present a perceived barrier to adding emergency preparedness activities curriculum in schools and for families. However, the 2010 FEMA Youth Summit found that youth preparedness education curricula is the most important way to engage youth in emergency preparedness initiatives. Youth in schools or other organizations, such as after school clubs and summer programs, present a captive audience and provide an unparalleled opportunity to communicate the preparedness message in large numbers. To combat the perceived burden of incorporating emergency preparedness into curricula, emergency preparedness materials should be designed to fit in seamlessly with existing curriculum.

A great source for emergency preparedness school curricula is the American Red Cross' Masters of Disaster curriculum that includes almost 200 lesson plans. The American Red Cross Masters of Disaster Educator's Kit contains lessons, activities, and demonstrations on disaster-related topics that meet national educational standards and are specifically tailored for lower elementary (K–2), upper elementary (3–5) and middle school (6–8) classes. To learn more go to www.redcross.org and search "Masters of Disaster".

Often, children are the ones who tell their parents about the importance of being prepared, and Ready Kids, an extension of the Ready Campaign, teaches children how they can help their families be better prepared. The Ready Kids website can be found by visiting www.ready.gov and includes online teaching materials, games and activities for youth, teachers and parents.

Use Appropriate Language When Engaging Youth

Youth at different stages of development respond to different messages, approaches, and delivery mediums. Language that is age and audience appropriate must be used and youth of all ages respond best to clear, direct, concise messages about how to be prepared for and respond to emergencies.

...

Student Tools for Emergency Planning (STEP), a collaborative program between FEMA and the Red Cross, aims at preparing families for multiple hazards by educating and energizing students in school who go home and act as leaders in implementing key preparedness strategies with their

families. Although there are many successful, comprehensive safety curricula in the US, STEP is different because it was designed by teachers, with the challenges and obstacles facing schools in mind. Teachers should find that reaching STEP learning objectives with their group of students can be fun and easy. The 1-hour, ready-to-teach base lesson utilizes a student friendly movie "The Adventures of the Disaster Dudes," using simple questions and messaging to show how kids can prepare for a disaster by being aware of dangers in their area, building an emergency supply kit, and talking with their families to plan for different scenarios. The base lesson can be reinforced with a number of lesson plans, games, and activities that align with 4th and 5th grade national learning standards. Over 6,000 students in 100 schools around the State of Wisconsin took part in STEP during the 2011-12 school years. For more information, go to www.ready.wi.gov and http://ready.wi.gov/STEP/default.asp.

Special consideration must also be given to non-English speaking youth in various programs, schools and/or other facilities. It is more effective to provide realistic information about risks and hazards. The use of graphics to show proper actions to be taken is also suggested. These graphics should be posted in high traffic areas throughout the school and reinforce emergency plan protective action procedures.

Additionally, use language that is "non-threatening" when developing messaging. Research indicates that scare tactics are ineffective with youth, and Citizen Corps supports this theory that exaggerating messages can backfire and make youth question the credibility of both the message and the messenger. Citizen Corps is a federal program that provides citizens with training to become prepared before a disaster and assist recovery after a disaster. An example of using non-threatening messaging was used for the Gear Up, Get Ready campaign

(www.gearupgetready.org) and it was developed to target whole communities, which include youth, schools and their families. The messaging was crafted to be simple, reassuring, conversational and informative.

Engage Youth and Their Families through Interactive Activities

Preparedness initiatives must be engaging and fun to capture the attention and imagination of children. There are many ready-to-use resources available such as online video games, activity books, videos, storybooks and puzzles that can engage youth. Many of these materials are free, downloadable on the internet and are designed to be used as classroom activities and brought home for the entire family to participate.

The following are examples of interactive preparedness activities that can be enjoyed by youth and the entire family:

- The Illinois Emergency Management Agency (IEMA) developed an interactive earthquake video game called The Day the Earth Shook. It focuses on preparing for an earthquake, such as one that could occur along the New Madrid or Wabash Valley Seismic Zones in southern Illinois. To see the game go to: www.iema.illinois.gov.

- FEMA developed a game called Disaster Dudes. The game covers a variety of emergency preparedness topics including earthquakes, tornadoes, winter storms and others. http://www.fema.gov/pdf/privatesector/step/disaster_dudes_game.pdf

- The producers of the Sesame Street television show created a program called Let's Get Ready!, which includes tips, activities, captioned videos and other easy tools to help the whole family prepare for emergencies. Many of the materials are appropriate for use in the classroom. For more information go to www.sesamestreet.org.

- The Dodge County, WI Office of Emergency Management offers a series of coloring books featuring Sam the Disaster Horse; subjects covered in the coloring books include tornado safety, lighting safety, flood safety and terrorism awareness. The coloring books can be downloaded by going to www.co.dodge.wi.us.

- Kids Get a Plan, developed by the Florida Division of Emergency Management, offers stories and games geared towards different grade levels. To learn more go to http://www.kidsgetaplan.com.

- Ready.Gov for Kids contains a number of games and activities to engage youth in preparedness efforts. These include online word games, puzzles, and videos, Pack it Up matching game, Hidden Treasure game and a variety of other materials. For more information go to http://www.ready.gov/kids.

Encouraging students to be a part of the emergency preparedness initiative empowers them to serve as ambassadors for the message. Teen Community Emergency Response Team (CERT) programs teach youth how to assist in the event of an emergency or natural disaster, and to be prepared to assist their families, communities and emergency responders. To learn more go to http://www.fema.gov/community-emergency-response-teams/teen-community-emergency-response-team.

Utilize Social Media and Innovative Technology to Engage Students and Parents

It comes as no surprise that teenagers and their parents/guardians use social media as a major source of information. Social media engagement calls for innovative techniques, specifically when engaging youth community members. Schools often have clear policies regarding the use of cell phones in classrooms or other organizations they participate in. However, organizations should find ways to appropriately incorporate social media communications in their plan to provide timely emergency and general preparedness information to students and parents. A snapshot of a few trends for tweens and teens (10-18 years old) is presented below.

Trends for Tweens and Teens (10-18 years old)
Youth move seamlessly in media and technology— from the TV, to cell phones, to their PCs.

Trends for Tweens and Teens (10-18 years old)

Youth shift effortlessly from traditional play in the "real world" to creating avatars they can use to live and play in virtual worlds.

Television still maintains its hold on kids and tweens, however it is losing ground. Multi-platform media strategies are most effective, while TV as a stand-alone medium is dissipating.

From 2007 to 2012, there has been a huge increase in mobile media ownership among 8 to 18-year-olds: from 39% to 66% for cell phones and from 18% to 76% for iPods and other MP3 players.

Young people now spend more time listening to music, playing games, and watching TV on their cell phones.

Top online activities used by youth include: social networking video games and visiting video sites such as YouTube.

Six Ways to Utilize Social Media before a Disaster Strikes are provided below:

Six Ways to Utilize Social Media Before a Disaster Strikes

1. Pre-identified Hashtags	Possibly pre-identify hashtags, the # symbol used to mark keywords or topics in a Tweet can be used during different in-emergency situations. For example, Houston adopted this strategy for impending severe weather. It identified hashtags like #powerout, #debris, #hail and #wind to help filter the city's social media information.
2. Twitter Town Halls	Consider a youth emergency preparedness Twitter town hall meeting. Using an interesting emergency preparedness topic, spark a dialogue on twitter and invite youth to openly discuss concerns surrounding emergency preparedness. This gives administrators, youth groups, parents and youth a chance to coordinate efficient plans surrounding the addressed issue.

Six Ways to Utilize Social Media Before a Disaster Strikes	
3. Streaming and Recorded Videos	If your school has a youth broadcasting program, consider creating a local Public Service Announcement contest in your community and post it. Purdue University has developed a series of YouTube videos, Campus Safety with Purdue Pete, on pedestrian safety, property security, fire safety, shelter in place procedures, safe walk, emergency notification, Purdue alert, alcohol awareness and suicide prevention.
4. Crowdsourcing	Youth programs and schools can use social media platforms like Facebook and Twitter to engage youth during exercises, trainings and drills to confirm that the activity was successful.
5. Gamification	Organizations have used video games to create fun and engaging environments to learn about emergency preparedness.
6. Quick Response Codes	Consider how to use quick response (QR) codes to help youth be prepared if an event occurs at your school, youth facility or program.

There are many good examples of utilizing social media and technology to engage youth and schools during emergencies as well. As noted earlier, FEMA, the American Red Cross and others have a variety of pre-produced materials to draw from. Here are a few more examples:

- Purdue University has developed a series of YouTube videos, Campus Safety with Purdue Pete, on pedestrian safety, property security, fire safety, shelter in place procedures, safe walk, emergency notification, Purdue alert, alcohol awareness and suicide prevention. The approach Purdue used could be adapted by any school. To see the videos go to http://www.youtube.com/course?list=ECAB9F81E9406CE19F.

- In Joplin, Missouri, the Facebook page was used to keep the community up-to-date after the 2011 tornado. The school district continues to use the site in its rebuilding efforts. To see the page go to http://www.facebook.com/joplinmo.

- The Houston, Texas School District recently used Twitter messages to inform parents about flooding and reunification. To see the Twitter feed go to http://twitter.com/HoustonISD.

- Queensland, Australia, developed a Smartphone disaster app after consulting with youth on what media they use. Their research found that youth actively sought information through media technologies, such as Facebook, Twitter and YouTube, and participated by posting their experiences, comments, images and footage through these networks.

- The Red Cross created free, downloadable mobile apps that can be used in conjunction with all emergency preparedness campaigns. They are available at www.redcross.org search "Prepare".

Promote a System for Youth, Staff and Parents to Report Dangerous Situations

Providing an anonymous toll-free hotline is a great tool for youth, staff and parents to report information about threats to school safety without retribution. While many school districts and states have hotlines and tiplines, their success lies in making these systems easily accessible and promoting them as much as possible. For example, as part of some successful programs, tipline contact information is posted throughout schools, on the school website and even printed on the back of every staff and student identification card. Utilizing technology and adding texting capability to the tipline results in a dramatic increase in reporting.

An example of a system in place to allow dangerous situations to be reported is the School Violence Tipline in Illinois. The School Violence Tipline provides anonymous means to report any threats of violence or weapons in schools and members of the Illinois State Police answer the tip line. The tipline is encouraged to be used only in situations where there is no immediate threat of violence to students. For example, if a student heard a classmate threaten another or saw a weapon in a classmate's locker, the student could report the incident on the tipline. More information about the Illinois School Violence Tipline is available at http://illinoisattorneygeneral.gov/children/tiplinefacts.html.

Another good example of the development and promotion of a system for students, staff and parents to report dangerous situations is Safe2Tell, a not-for-profit organization based on the Colorado Prevention Initiative for School Safety. Safe2Tell provides young people in Colorado a way to report any threatening behaviors or activities endangering them or someone they know, in a way that keeps them safe and anonymous. To learn more about the program, go to http://safe2tell.org/.

Communicate Regularly with Parents Using Multiple Strategies and Mediums

Engaging youth in emergency preparedness campaigns is important but parents should also be involved. Like nearly every other facet of emergency preparedness campaigns, communication with parents is most successful when a variety of approaches and strategies are used. Examples include email, parent expos, online videos, brochures, newsletters, student manuals, and radio and television messaging.

MOST IMPORTANTLY, PARENTS THAT ARE EDUCATED ABOUT EMERGENCY PLANS ARE MORE LIKELY TO SUPPORT THEIR IMPLEMENTATION.

Reaching and engaging parents can be challenging. Busy schedules can make it difficult for parents to attend meetings and people are bombarded with so much information each day; it can be hard to make your message stand out from the background noise. Despite the growth in the use of personal computers and smart phones not all families have them. That is why relying on a single medium like email is not enough.

From past emergencies and disasters, emergency managers know that parents must be made fully aware of all relevant emergency plans, including where children will be sent during emergency evacuations and for how long. Ensuring that youth organizations communicate the policies and plans related to post-evacuation reunification is vital.

According to a survey report produced by the National Center for Disaster Preparedness at Columbia University (http://www.ncdp.mailman.columbia.edu/files/white_paper_9_08.pdf),

sustained communications with parents is needed to reassure them that emergency plans are workable, that their children will remain safe in an emergency and that reunification following evacuations will be efficient, effective and timely.

Effective Ways to Communicate with Parents	
Face-to-Face	Consider hosting emergency preparedness expos with community partners and first responders. Also, invite safety and security staff members to make presentations at PTA and back-to-school parent meetings.
Leverage Media	Leverage internal cable television programs where they can share emergency information.
Websites	Share emergency preparedness information on their websites, including videos and links to high-quality state and national resources. These materials should be available in multiple languages.
Traditional Print Strategies	Use student handbooks and manuals, newsletters and brochures to communicate with parents. These can be downloadable from the web with hard copies available in school buildings and at school events.

Implement and Widely Promote a Parent Youth Notification System

Timely, accurate information is a key component to effective response to all school emergencies. There are commercial systems that allow organizations to quickly alert stakeholders, including students, parents and community partners through emails, phone calls and text messages. It is essential to promote the system widely and make it easy to sign up online and at events.

According to youth organizations and school districts, parent/student notification systems vary from district to district across the Illinois-Indiana-Wisconsin Region. Common notification methods include a "phone-tree" system in which administrators use students' emergency

contact information to call parents. Higher tech tactics in place include an automatic phone message sent to parents.

Administrators and public safety officials should consider how they can leverage existing technology. Where possible, these alert notification systems should be considered if they are effective for the organization or school. Once alert notification systems are identified or in place, policies regarding their usage, registration, and maintenance must be established.

Additionally, alert notification systems are not effective if youth, parents and staff have not been trained how to react to different types of messages that they can receive. Training and exercise of these systems is critical.

Educate and Engage Administrators from the Onset of Emergency Preparedness Campaigns

In the past few decades, administrators that work with youth at all levels—district superintendents, school principals, assistant principals, after school program administrators, and summer camps — have experienced diverse crises, including, but not limited to: floods, hurricanes, school shootings, chemical spills, infectious disease outbreaks, severe thunderstorms and lightning strikes. The US Department of Education Office of Safe and Healthy Students says that school districts and schools across the country are struggling with ways to effectively engage administrators in emergency management planning. They note that engagement of school administrators is crucial because their involvement is essential to elevating emergency management to a high priority at every level of the school system; in every administrative department, and in every school building. Administrator engagement will also lead to great involvement among teachers and other school-based staff. For more information, visit http://www.ed.gov/emergencyplan.

The US Department of Education notes that when most incidents occur in schools, the school administrators assume the role of the first responder (Helpful Hints for School Emergency Management, http://rems.ed.gov/docs/HH_Vol2Issue5.pdf). Rapid response to an emergency situation by administration and staff can prevent injuries, save lives and allow for a more rapid return to normal school operations.

Suggested strategies to engage school administration and staff are below. These strategies can also be implemented for administrators of programs that cater to youth or provide services to youth:

- Staff must be trained, BUT empowered to take action when they recognize an emergency situation. Delays in action can increase harm to students, staff and the facility.

- Participate in a tabletop exercise with your local emergency managers. A tabletop exercise is a simulation or a scenario that tests how staff and first responders would respond to an emergency and assess the feasibility of an emergency management plan.

- Create a sense of urgency through the use of guest speakers or using a regional or national event that raises awareness.

- Having annual back-to-school training for principals, ask principals to serve on planning committees, and make it easy for them to train their staff by providing online videos and assessment tools.

- For more strategies on engaging administrators in emergency preparedness campaigns consult the U. S. Department of Education publication on this topic called Helpful Hints for School Emergency Management at www.rems.ed.gov.

Consider Youth and Staff with Disabilities and Access and Functional Needs

Be sure to give special consideration to the unique needs of staff and youth with disabilities and others with access and functional needs when developing emergency plans or modifying existing plans. Evacuation and relocation procedures will need to address mental, physical, motor, developmental, and sensory limitations. For example, individuals who use wheelchairs or other auxiliary aids will not be able to traverse the front steps of a building without substantial assistance.

The following issues should be addressed:

- In some cases, individuals with disabilities may have limited mobility. In an evacuation there may not be enough time to move mobility impaired youth and staff to relocate to designated safe areas. It is important to identify alternative, accessible, safe shelter locations and to communicate these locations to emergency responders.

- Individuals with hearing disabilities may not be able to communicate verbally, to read lips, or to hear fire alarms or other emergency signals. Consider providing basic sign language training to designated school staff.

- Visual impairments might impede reading signs or traversing unfamiliar or altered terrain—consider whether debris might obstruct the evacuation of such staff and youth and identify alternative locations.

- Debris may obstruct the evacuation of individuals with mobility impairments. Be sure to assign sufficient staff to assist these individuals during a crisis or consider identifying alternative safe locations.

- Ensure staff members are trained to assist youth with developmental disabilities, as these individuals may become upset when routines are broken.

- Consider how special medicines, power, or medical devices will be provided to youth if evacuation from the facility is required.

Conduct Exercises to Practice and Test Plans

After developing emergency plans, policies and procedures, it is important to test these plans to ensure everyone knows what to do, and to identify opportunities for improvement. Functional exercises are simulations of emergency situations, and are integral to the development of an effective emergency management plan. When conducted in collaboration with first responders, the exercises provide opportunities to not only strengthen working relationships and put into practice the emergency management plan, but eliminate weaknesses in it. Most importantly, exercise help to validate plans and procedures, while

helping staff understand various planning concepts. Exercises may range from basic fire and shelter-in-place drills to full-scale communitywide drills that realistically portray a crisis and how to implement command for the incident. Visit www.dhs.gov and search "Homeland Security Exercise Evaluation Program" to find out how to properly conduct various types of exercises.

Integrate and Collaborate with Local Institutions

Developing a sustainable emergency management process cannot be accomplished in isolation. Organizations that work with youth are encouraged to leverage the expertise of state and local community partners, including local law enforcement, emergency management, public health and mental health. For example, school districts can work with their state and/or local emergency management agency for training on conducting drills and exercises. They may also work with their local public health department to develop biohazard and infectious disease plans, conduct trainings, and establish prevention protocols. By working with state and community partners and establishing strong and reciprocal relationships, communities will see increased benefits from local emergency planning efforts.

Community partners often have existing programming that serve specific segments of the population, such as youth, and provide trusted inroads to promote the preparedness message. Additionally young children respond when they receive safety messages from a variety of sources such as firefighters and police; community groups like parent-teacher organizations; and youth organizations like 4H, Boys and Girls Clubs, Boy Scouts and Girl Scouts. However, middle school children can be reached by leveraging social media, the YMCA, volunteer clubs, and other state and local organizations. High school students are best reached by Teen CERT as well as such clubs as National Honor Society.

The following are other cases of how community groups and other stakeholders can be great facilitators/marketers of emergency preparedness messages:

- The Department of Homeland Security (DHS) partners with the Boy Scouts of America to increase the level of citizen preparedness across the country. DHS has asked the Boy Scouts of America to build upon the foundation of the Ready campaign and to help

citizens across the country prepare for emergencies of all kinds. Visit: http://www.scouting.org/scoutsource/Media/Publications/EmergencyPreparedness.aspx.

- The Department of Homeland Security and the Girl Scouts of the USA have partnered with Girl Scouts and their families in personal preparedness for all emergencies. Girl Scouts can earn a preparedness patch. Visit http://www.dhs.gov/news/2009/09/08/secretary-napolitano-and-girl-scouts-usa-announce-new-preparedness-patch.

- The American Academy of Pediatrics has developed a robust website to support disaster preparedness efforts to ensure that children's needs are met in times of disaster. The academy works with every state and five key federal agencies to accomplish this goal. Visit www.aap.org/disasters.

Hazard Specific Considerations for Youth and School Emergency Preparedness

The following section contains considerations for response to a specific threats or incidents impacting youth organizations and schools. In all cases, safety and common sense should be the determining factors for action. **For any emergency event where life is being threatened or potentially threatened, it is recommended to dial 9-1-1 first!** Also, remember to consider creating procedures for events that occur after normal operating hours, such as a sporting event, and activities that occur off campus, such as a field trip.

The Illinois – Indiana – Wisconsin Region is vulnerable to natural and human-caused disasters, which are noted below.

Hazards That Might Impact Youth Organizations and Schools	
Earthquake	Tornadoes

Hazards That Might Impact Youth Organizations and Schools	
Extreme Heat	Chemical and Hazardous Materials
Fires	Cybercrime and Cyber Terror
Floods	Nuclear Power Plants
Foodborne Illness	School and Workplace Violence
Pandemic Influenza	Terrorism
Winter Storms	Radiological Attack
Thunderstorms	

Illinois, Indiana and Wisconsin have acts which require each school to annually update and review the protocols, safety drills and procedures in their emergency and crisis response plan. For example, the Illinois School Safety Drill Act Title 29 outlines the various emergencies or crisis that are known to occur in or affect schools including but not limited to:

- Severe weather

- Fire

- Bomb threats or the discovery of suspicious items

- Structural failure

- Failure of utilities or loss of utility service

- Bus accidents

- Release of hazardous materials, both indoors and outdoors

- Presence of an intruder, use of a weapon, or taking of a hostage

- Public health or medical emergencies,

- Earthquakes

- Nuclear power plant accidents (if located within 25 miles of such a plant)

Earthquakes

Earthquakes happen throughout the United States, occurring suddenly and without warning. Earthquakes can seriously damage buildings and their contents, disrupt gas and electric services, and trigger landslides, avalanches, flash floods, and fires. Aftershocks can occur for weeks following an earthquake. In many buildings, the greatest danger to people in an earthquake is when equipment and non-structural elements such as ceilings, partitions, windows and lighting fixture shake loose. **The Illinois – Indiana – Wisconsin Region is vulnerable to earthquakes generated by the New Madrid Seismic Zone.** For more information about the New Madrid Seismic Zone and earthquakes, go to http://geology.com/usgs/new-madrid-seismic-zone/.

Consider the following when trying preparing your organization for an earthquake:

- Inspect rooms for any items that could fall, spill, break or move during an earthquake and take steps to reduce these hazards. Hang heavy items away from where staff and children work, secure fixed equipment and heavy machinery to the floor, and secure shelves, filing cabinets, desktop equipment, light fixtures, and tall furniture.

- Assess the facility's vulnerability to earthquakes and ask local government agencies for seismic information for your area.

- Establish procedures to determine whether an evacuation is necessary after an earthquake.

- Designate areas away from exterior walls and windows where occupants should gather after an earthquake if an evacuation is not necessary.

- Conduct earthquake drills and provide your youth with general safety information.

- Teach youth that in an earthquake, if indoors, they should stay sheltered. Take cover under a sturdy piece of furniture like a desk, or brace themselves against an inside wall. Let them know to protect their head and neck.

- Teach youth that if outdoors, move into the open, away from buildings, street lights and utility wires.

- Tell youth and staff to stay away from windows, skylights and items that could fall after an earthquake. Do not use the elevators.

- Use marked emergency exits, including stairs, to leave the building if it is determined that a building evacuation is necessary.

- Map all critical utility shutoff locations and be prepared to turn off utilities (such as natural gas, water, etc) should these systems be damaged from an earthquake.

- Meeting with insurance companies to understand how earthquake insurance works and whether or not the organization is properly insured.

Fire

Fires are a common hazard to all jurisdictions. Every year fires cause thousands of deaths and injuries and billions of dollars in property damage. Consider the following when developing youth and school emergency preparedness programs:

- Meet with the fire department to talk about the community's fire response capabilities. Talk about your operations. Identify processes and materials that could cause or fuel a fire, or contaminate the environment in a fire.

- Have your facility inspected for fire hazards. Ask about applicable fire codes and regulations to ensure compliance.

- Distribute fire safety information to youth and staff including: how to prevent fires in the facility, how to contain a fire, how to evacuate the facility, where to report a fire.

- For any and all fire emergencies administrators and staff should call 9-1-1.

- If administrator and/or staff discover fire or smoke to the extent possible without becoming a victim yourself:

    Remember "R.A.C.E"

    o **R**escue: Remove anyone from immediate danger.

    o **A**larm: Activate the nearest fire alarm pull station.

    o **C**ontain: Close all doors to confine smoke and fire.

    o **E**xtinguish/**E**vacuate: If the fire is small and personnel have been trained in fire extinguisher use, they can attempt to extinguish a fire. Otherwise, follow the evacuation procedures and proceed to the nearest exit and designated area outside the building. **Fire Extinguishers should be used to help create an evacuation path out of the building first.**

- Quickly determine the best method of exit given the nature and location of the fire. Steer people away from the danger and toward the nearest exit.

- After evacuating the building, close the exterior door to limit the spread of the fire by reducing it ventilation.

- Post evacuation maps shall be posted in all rooms and hallways.

- Check attendance at the safe collection area location and report any missing person(s) to emergency response personnel as soon as possible along with the last known location of the individual(s).

- Do not go to your automobile or attempt to move it from the parking lot. This could hinder access by emergency vehicles.

- Do not congregate near building exits, driveways, or roadways.

- Do not reenter the building until an "all clear" is issued by the Fire Department or Incident Commander.

- Instruct youth and staff to use the stairs — not elevators — in a fire. Instruct them to crawl on their hands and knees when escaping a hot or smoke-filled area.

- Conduct evacuation drills. Keep evacuation routes including stairways and doorways clear of debris.

- Assign fire wardens for each area to monitor shutdown and evacuation procedures.

- Establish procedures for the safe handling and storage of flammable liquids and gases. Establish procedures to prevent the accumulation of combustible materials. This is especially import to share with students in science labs.

- Establish a preventive maintenance schedule to keep equipment operating safely.

- Place fire extinguishers inappropriate locations.

- Train staff and employees in use of fire extinguishers.

- Learn about the fire prevention and fire alarm systems present in the facility. Know if you have a fire alarm that automatically notifies the fire department. If not already in place, consider installing a sprinkler system, fire hoses and fire-resistant walls and doors. Make sure smoke detectors and fire extinguishers are working and have regular preventative maintenance.

- Ensure that key personnel and staff are familiar with all fire safety systems.

Flooding

Most communities in the United States can experience some degree of flooding after spring rains, heavy thunderstorms, or winter snow thaws. Most floods develop slowly over a period of days but flash floods caused by intense storm or dam failure can develop in a matter of minutes.

Consider the following when developing youth and school emergency preparedness plans:

- Determine if your facility is located in a flood prone area by visiting http://www.floodsmart.gov or by asking your local emergency management office. Learning the history of flooding in your area and the elevation of your facility in relation to streams, rivers, and dams will help.

- Purchase portable battery operated National Oceanic and Atmospheric Administration (NOAA) weather radios or crank operated weather radios for each location.

- Make sure your facility has proper flood insurance. If your risk assessment and vulnerability assessment determined that you are at risk for flooding and not properly insured, contact your insurance agent and the National Flood Insurance Program.

- Review the community's emergency plan and be familiar with evacuation routes and where to find higher ground in case of an emergency.

- Inspect areas within your facility that are subject to flooding. Identify records and equipment that can be moved to a higher location and make plans to move them in case of a flood.

- Consider using backup systems in case of a flood. These include portable pumps to remove water, alternative power sources like generators or gasoline power pumps, and battery powered emergency lighting.

- If a flood is eminent, build walls with sandbags and levees to keep flood waters out of the facility.

- When severe weather is forecast, monitor announcements of flood watch and warnings.

- If an internal flood occurs, avoid stepping or standing in the water.

- If there is any damage to the facility, do not re-enter the building until the building has been properly inspected.

Pandemic Influenza

Influenza is a respiratory illness of viral etiology. On average, more than 200,000 people are hospitalized and 36,000 die from seasonal influenza complications. There are 3 immunologic types: A, B, and C. The virus's segmented nature facilitates genetic re-assortment and when major re-assortments occur (antigen shifts) the population lacks immunity to the novel virus subtypes and pandemic influenza outbreaks occur.

Consider the following when developing youth and school emergency preparedness plans:

- Recommend that all employees and youth receive seasonal influenza vaccinations.

- Urge youth and staff with influenza-like illness symptoms to stay home until their fever resolves without medication for 24 hours (if individual has a fever) or 24 hours without any symptoms. Send visibly ill youth and employees home, if possible.

- During an influenza pandemic, consider implementing a work from home policy for employees that can complete their responsibilities from a remote location. This will limit the amount of people in the facility.

- Implement social distancing policies across the institution, if possible (i.e. avoiding common areas including the lunchroom/conference room). This will reduce the chances of viral transmission. For example, you may consider issuing a flu cancellation, similar to a snow day, to prevent the further transmission of viruses.

- Remind youth and staff about basic actions suggested by the Centers for Disease Control and Prevention (CDC) that can help prevent the spread of germs that cause influenza. Take these steps to protect everyone's health:

  o Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.

  o Wash your hands often with soap and water, especially after you cough or sneeze. Alcohol-based hand cleaners are also effective.

o Avoid touching your eyes, nose or mouth. Germs spread this way.

Tornadoes

Tornadoes are incredible violent local storms that extend to the ground with whirling winds that can reach up to 300mph. Tornadoes can uproot trees and buildings and turn harmless objects into deadly missiles in a matter of seconds. Damage paths can be in excess of one mile wide and 50 miles long. They occur with little to no warning. Consider the following when developing youth and school emergency preparedness plans:

- Be familiar with the terms used to describe a tornado and educate your students as well (visit www.nws.noaa.gov).   A tornado watch means tornadoes are likely and be ready to take shelter. A tornado warning means a tornado has been sighting in the area or is indicated by radar and to take shelter immediately.

- Establish procedures to inform youth and staff when tornado warnings are posted and how to respond.

- Make plans for evacuating youth and staff away from lightweight modular offices or mobile home size buildings. These structures offer no protection.

- Ask your local emergency management office about the community's tornado warning system.

- Designate shelter areas in your facility. The best protection is usually found in small interior rooms without windows and rooms with reinforced concrete or block with no windows and a heavy concrete floor like bathrooms and locker rooms. Protected areas away from doors and windows are ideal.

- Avoid sheltering in auditoriums, cafeterias, and gymnasium-type rooms with flat, wide-span roofs because they are not considered safe.

- Conduct tornado drills with youth and staff to and ensure they know where shelter areas are located and can assist each other and customers if needed.

- Purchase portable battery operated National Oceanic and Atmospheric Administration (NOAA) weather radios or crank operated weather radios for each location.

- If a severe storm or tornado watch is received, all outdoor activities should cease and field trips cancelled.

Winter Storm

Severe winter storms bring heavy snow, ice, strong winds, and freezing rain. Winter storms can prevent employees and youth from reaching or leaving the school or program facility, leading to a temporary shutdown until roads are cleared. Heavy snow and ice can also cause structural damage and power outages. Consider the following when developing youth and school emergency preparedness plans:

- Ensure youth and staff understands the terms used to describe winter storms. A Winter Storm Watch means severe winter weather is possible, a Winter Storm Warning means severe winter weather is expected, a Blizzard Warning means severe winter weather with sustained winds of at least 35 mph is expected and a Traveler's Advisory means severe winter conditions may make driving difficult or dangerous.

- Understand polities for shutdowns, delays and early release of youth due to winter storms.

- Provide a backup power source (generator) for critical operations.

- Arrange for snow and ice removal from parking lots, walkways, loading docks, and other important areas.

- Store an emergency kit with food, water, blankets, battery or crank powered radios, extra batteries, and other emergency supplies for youth and staff that may become stranded at your facility. This can be a normal crisis kit that is updated to include winter-specific items like extra blankets.

Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated place; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation. For more information on preparing for and responding to an active shooter situation, please visit http://www2.ed.gov/about/offices/list/oese/oshs/rems-k-12-guide.pdf and select the "Active Shooter Situations" section.

Consider the following when developing youth and school emergency preparedness:

- Ensure your facility has at least two evacuation routes and post evacuation routes in conspicuous locations throughout the facility to increase youth awareness.

- Institute controls to entry ways, such as keys or security pass codes.

- Assemble crisis kits (radios, floor plans, staff roster with contact information, first aid kits and flashlights).

- Develop an active shooter training plan (recognizing the sound of gunshots, reacting quickly when gunshots are heard and/or when a shooting is witnessed, evacuating the area, hiding out, acting against the shooter as last resort, calling 911 and reacting when law enforcement arrives).

- Create an evacuation and hide out plan for active shooter situations. Taking action against the shooter is a last resort option if you are in imminent danger and cannot evacuate or hide out.

When a hostile person(s) is actively causing deadly harm, posing imminent threat of deadly harm, or is barricaded within a building, the following procedures should be followed:

- Initiate HARD Lockdown procedures, detailed later in this document.

- If communication is available, call 9-1-1 or other appropriate emergency numbers.

- Do not stay in open areas.

- Do not sound the fire alarm. A fire alarm would signal the occupants in the rooms to evacuate the building and thus place them in potential harm as they attempted to exit.

- Lock all hallway doors, and barricade doors to the best of your ability using furniture.

- Raise blinds to exterior windows.

- Attempt to hide youth from the interior hallway door/window as much as possible.

- Try to stay calm and be as quiet as possible.

- As a last resort when confronted by the shooter, consider fighting and trying to disrupt or incapacitate the shooter by using aggressive force and nearby items.

- If for some reason you are caught in an open area, such as a hallway or main congregation area, you must decide what action to take.

  o You can try to hide, but make sure it is a well hidden space or you may be found as the intruder moves through the building looking for victims.

  o If you think you can safely make it out of the building by running, do so. Keep any objects you can between you and the hostile person(s) while in the building. When away from the immediate area of danger, summon help any way you can and warn others.

  o The last option you have, if caught in an open area, may be to fight back. This is dangerous, but depending on your situation, this could be an option.

  o If you are caught by the intruder and are not going to fight back, follow their directions and don't look the intruder in the eyes.

- Responding Police will have their weapons drawn and ready for use. They do not know exactly who the shooter is and will probably point weapons at you. Remain calm and follow any directions they may give you. You may be asked questions, patted down, and given orders to exit.

- Responding Police are there to stop the Active Shooter as soon as possible. They will bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.

- If you come into possession of a weapon, do NOT carry or brandish it! Police may think you are the Active Shooter.

- Be prepared to provide first aid. Think outside the box. Shoes laces and belts can be used to secure tourniquets. The actions you take immediately to treat victims may save their life.

- Once law enforcement arrives, obey all commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons, and once circumstances are evaluated by law enforcement, they will give you further directions to follow.

Bomb Threat

A bomb threat may be received at any time. The U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) recorded 1,055 incidents of bombs being placed in school premises between January 1990 and February 28, 2002.[2] Only 14 of these bombs were accompanied by a warning to the school or other authorities. While experience shows that 90% of written or telephoned bomb threats are hoaxes, there is a chance that a threat may be authentic.

---

[2] US Department of Justice, Office of Community Oriented Policing Services. Bomb Threats in Schools. 2011. Available at http://www.cops.usdoj.gov/Publications/e061120371_POP_BombThreatsinSchools.pdf.

Appropriate action should be taken in each case to provide for the safety of youth, staff, and facilities. Administrators, in coordination with law enforcement officials, should decide whether or not to evacuate the building and who should conduct the search for a suspected bomb. While the responsibility for action rests primarily with law enforcement authorities, the people who work in the building are most aware of what does or does not belong in or near it. Plans should be flexible enough to allow for discretion in administrative decision-making. Consider the following when developing youth and school emergency preparedness plans:

- Treat each and every threat seriously. Evaluate each incident on a case-by-case basis and determine whether to evacuate accordingly. Coordinate all threats with local public safety officials.

- Develop procedures specific to your facility for actual evacuations and family reunification in conjunction with local law enforcement authorities. Procedures should address how to alert staff and law enforcement, who should be in charge of the situation (police or fire), and how the building will be screened when emergency responders arrive.

- Train staff who would likely encounter bombs, such as custodians and bus drivers. Training and plans should include responding to threats, suspicious devices, and actual incidents in or around the school facility.

- Train staff who would likely encounter bomb threats, such as secretaries and teachers. This should address what information the person should record upon receiving a bomb threat phone call, questions they can ask the caller to gain more information, and how to keep the caller on the line as long as possible.

- Bomb threats and fake 911 calls have been known to be made from onsite payphones. If they exist at your facility, assess their location and consider relocating or removing.

- Immediately contact 9-1-1 on a land line to alert them of the threat and ask them to help gauge the credibility of the threat.

- If the threat is deemed credible by the administrators or public safety, evacuate immediately.

- Follow established evacuation procedures before making cellular calls or initiating radio communications. Radio Frequency emissions from these devices can detonate certain explosives.

- Do not touch any suspicious mail, packages or unclaimed objects.

- Do not reenter building until given permission by law enforcement.

- If an explosion occurs, continue to maintain a safe distance from the building as secondary explosive devices may be present.

- Implement Family Reunification Procedures.

Chemical and Hazardous Materials

Hazardous materials are substances that are flammable, combustible, explosive, toxic, corrosive or radioactive. A hazardous material spill or release can pose a serious risk to life, health or property. An incident can result in the evacuation of a few people, a section of a facility or an entire neighborhood and off-site incidents have the potential to affect your operations as well.

Consider the following when developing youth and school emergency preparedness plan:

- Train employees to recognize and report hazardous material spills and releases by calling 911 and relocating to a safe area.

- Identify highways, railroads and waterways near your facility used for the transportation of hazardous materials. Determine how a transportation accident near your facility could impact operations, youth and staff.

- Identify other businesses in your area that use hazardous materials. Determine whether an incident could affect your facility.

- Ask the local fire department for assistance in developing appropriate response procedures if your school uses chemicals or hazardous materials.

- If you are safely able to leave the area by going away from the incident or hazardous materials plume, do so.

- Be prepared to isolate the immediate area, evacuate, or shelter-in-place. Do not attempt to contain, touch, or identify the hazardous material.

- Alert everyone on property of the danger and instruct them to shelter-in-place or evacuate according to the situation and the action advised by local law enforcement.

- If evacuating the immediate area, do not attempt to rescue someone who has been overcome by fumes**.**

- If you are unable to leave the area or are instructed to shelter-in-place, close all windows and doors and turn the heating/air conditioning system off. Normally the emergency responders will direct utility providers to shut off all utilities to the building.

- Shut off all HVAC equipment and seal door cracks with towels, jackets, and/or tape if possible and warranted.

- Continue sheltering activity until instructed by emergency response personnel to do otherwise.

- Do not eat or drink during the emergency as food and water may become contaminated quickly.

- If youth or a staff member has had contact with chemicals, the chemicals should be washed off immediately.

- If evacuation has occurred, do not return to the building until authorized to do so by local emergency management.

- Keep in mind, the hazardous materials events off campus can directly impact the safety of staff and youth. Should first responders implement an evacuation of a facility it is extremely important to follow their instructions, including which direction to head to stay safe. Often first responders will guide evacuations in direction away from a hazardous plume that potential victims cannot see.

Cyber Security

The growing number of attacks on cyber networks has become a serious economic and national security threat to our nation. Cyber terrorism includes acts of deliberate, large-scale disruption of computer networks, especially of personal computers attached to the Internet, by the means of tools such as computer viruses. Examples include hacking into computer systems, introducing viruses to vulnerable networks, web site defacing, denial of service attacks, or terroristic threats made via electronic communication. As the Internet becomes more pervasive in all areas of human endeavor, individuals or groups can use the anonymity afforded by cyberspace to threaten citizens, youth, and communities without the inherent threat of capture, injury, or death to the attacker that being physically present would bring.

Consider the following when developing youth and school emergency preparedness plans:

- Institutions should to identify and assess risk for cyber security and reduce it to an acceptable level by implementing mechanisms to maintain that level and protect against physical damage, human error, hardware failure, program error, and cyber-attacks.

- Identify all vulnerabilities and threats to your information, systems and networks.

- Create a recovery strategy that provides direction to restore IT operations quickly and effectively and considers backup methods, alternate sites, equipment replacement, and roles and responsibilities.

- Draft policies that control usage of internet and define inappropriate internet behavior for students. This should include information on cyber bullying and methods to report any observed instances of inappropriate internet activity.

- Provide recommendations on the use of passwords and cyber threats including phishing and spoofing.

Medical Emergency

An estimated 10% to 25% of child injuries occur while they are in school. On an annual basis, 67% of schools have an emergency involving a student and 37% of schools have an emergency involving an adult that require Emergency Medical Services (EMS) to be called.[3] Schools and other organizations that work with youth can face medical emergencies among students and staff that include accidental or intentional injuries, severe asthma attacks, diabetic crises, seizures, and cardiac attacks. Every school should be prepared to deal with medical emergencies that can threaten the lives of students and staff. Increased numbers of children with chronic medical conditions and special health care needs and the challenges of ensuring the presence of licensed health-care professionals at schools have added to the increasing risks of medical emergencies in schools.[4] Students with a variety of medical conditions may require special medications, equipment, training of staff, and transportation arrangements in case of a medical emergency.

Consider the following when developing youth and school emergency preparedness plans:

- Create policies, regulations, and protocols that cover every aspect of a youth's involvement in the school or organization. This includes classrooms, playgrounds, before and after school programs, field trips, and athletic events. Clearly define and communicate them to all parents and staff.

---

[3]Pediatric Emergency Care. Emergency preparation in schools: a snapshot of a rural state. 2001. Available at http://www.ncbi.nlm.nih.gov/pubmed/11673708?dopt=Abstract.

[4]Pediatrics. Medical Emergencies Occurring at School. 2008. Available at http://pediatrics.aappublications.org/content/122/4/887.full.

- Ensure that emergency data and information is collected for all youth, to include parent contacts, medical conditions and considerations, medicines, and allergies. Electronic recording of this information can help with the collection and transfer of the data as needed.

- Increase the education of school nurses in the assessment and management of life-threatening emergencies for which they have the least confidence, particularly cardiac arrest, overdose, seizures, heat illness, and head injury.[5]

- Medical policies and protocols should be designed to help determine the level of medical emergency present. Emergencies requiring EMS activation should be differentiated from more every-day, minor injuries or illness.

- Inform parents, legal guardians, or designated emergency contact persons as quickly as possible about an injury or sudden illness and let them know what emergency actions were taken.

- Designate a spokesperson to inform students, school staff, media, and the community about the outcome of an emergency situation. This notification system should take place in an appropriate manner to respect confidentiality and dispel fake rumors.

- An emergency medical kit should be accessible for use by trained and approved staff members that have agreed to help in case of an emergency. The medical kit should contain medical supplies necessary for emergency response and be kept secured.

- An Automated External Defibrillator (AED) emergency response protocol should be developed if an AED is available at your facility. A plan for maintenance, testing, and

---

[5]Pediatrics. The preparedness of schools to respond to emergencies in children: a national survey of school nurses. 2005. Available at http://www.ncbi.nlm.nih.gov/pubmed/16322130

repair should be incorporated into the AED protocol. Consider training staff to use the AED, conduct CPR, and provide standard first aid.

- Encourage youth with special health care needs or chronic medical conditions to keep an up to date individualized health plan with the appropriate individual, such as the school nurse or administration office. Information on activity levels, equipment, transportation, dietary needs and other accommodations will help plan better for daily classroom activity, field trips, and emergency needs.

- Keep any equipment or medication that may be required by youth during a medical emergency (like an epinephrine auto-injector) easily accessible.

- Staff members who care for youth with special needs should have an awareness of the illnesses and be trained to respond to emergencies (like seizures, asthma attacks, diabetic ketoacidosis, hypoglycemia) until a health care professional arrives.

School Bus Accident

For K-12 educational institutions as well as colleges and school activity groups, planning is as important for school bus operations, offsite activities, and after hours events such as sports. Buses are an extension of the school and often the first and last school employees to see students each day are the bus drivers. School bus accidents can be complicated and stressful incidents that involve injured students, chaotic communications with parents and emergency responders. Planning and preparing for school bus accidents, like tornado drills or weather-related hazards, will help staff, students, and parents if an accident does occur.

Consider the following when developing youth and school emergency preparedness plans:

- Are we sending the buses on the safest routes possible?

- Have we used the new National Highway Traffic Safety Administration guidelines to make sure our bus stops are located correctly?

- Have we conducted a recent safety assessment of each of our school loading zones?

- Have we ensured that our drivers and monitors are receiving high-quality safety training?

- Are our student riders trained on how to safely board, ride and exit the bus, and what to do in an emergency?

Institutions that would with youth should put notification procedures in place so that administrators know an accident has occurred as quickly as possible. These procedures should identify the type of incident so an appropriate response can be determined. If an incident occurs:

- Maintain communication among all parties during the duration of the response.

- Assess the youth's physical and mental state. Identify if medical attention and/or follow-up counseling is needed.

- Monitor how any emergency first aid is being administered and the disposition of all youth involved in the accident.

- After an accident, debrief staff and any involved parties. Incorporate those lessons-learned from the incident into training and emergency plan revisions.

School and Youth Violence

There are a variety of hazards that can take place at a school or other location where youth congregate including acts of violence. Violence at educational institutions is a serious safety and health issue. It is important to be familiar with and include acts of violence in emergency preparedness policies and plans.

Consider the following when developing youth and school emergency preparedness plans:

- Violence can include bullying, gangs, verbal actions and physical actions against students or school teachers and staff. Some forms of violence like bullying leave no visible injuries but can cause lasting emotional harm. Other types of violence like assault can cause serious injury or death.

- Conduct a risk/threat assessment with emphasized focus on identification of security hazards. These hazards include identifying what types of violence your organization is vulnerable to, and areas that might be at risk of violence.

- Evaluate all reports and records of assaults, incidents of aggression and complaints related to violence on an annual basis. By understanding the cause of the violence, your organization will be better able to eliminate, reduce or manage the risk of it occurring.

- Consider training supervisory and security staff in verbal de-escalation techniques.

- Develop and review policies for youth and staff evacuation, sheltering-in-place and lockdown.

- Contact your county mental health administrator and local police department for in-person awareness training on school and youth violence.

Student / Youth or Staff Death

All teachers and staff will deal with the death or a student, youth participating in a program, or coworker at some point in time. Preparing your staff in advance will allow them to respond in a more supportive and timely manner, leading to a better outcome for youth and other staff. By the time children complete high school, most will experience the death of a family member or friend, with 5% of children experiencing the death of a parent by 16 years of age. Nearly 40% of youth will experience a death of a peer and 20% will have witnessed a death firsthand.[6]Teachers and other staff often fall into the role of first responders, calming student fears and restoring the learning environment when loss strikes a school.

---

[6]National Center for School Crisis & Bereavement. Guidelines for Responding to the Death of a Student or School Staff. Available at http://www.cincinnatichildrens.org/assets/0/78/1067/4357/4389/2fa07dc5-0e85-4495-aa9c-2b31fd837ba1.pdf.

Consider the following when developing youth and school emergency preparedness plans:

- Verify the information from family members and/or local authorities and get the all facts to ensure the student, youth, or staff are deceased and not being maintained on life support.

- Determine that information the family would like to be disclosed or what information has already been publicly released.

- Develop a plan to inform staff. If the death occurs during business hours, this may require a staff meeting or written statement be distributed.

- Notify staff first so they have a chance to ask questions and prepare themselves before seeing youth.

- Prepare a statement and notify youth face-to-face with familiar staff. Make sure to include information about the availability and access to mental health and support services. Avoid using large assemblies or public address systems to make the statement and announcements.

- Especially after traumatic losses (e.g., suicide or homicide), be proactive and set the tone for youth to seek out counselors if they have troubling thoughts.

- Encourage youth to identify friends they may be concerned about. These include students who have suicidal thoughts or have made threatening statements.

- Create a letter for parents that can be sent home with youth. The statement should let parents know about the death and what services are being offered to youth and families.

- Facilitate communication among families, youth and community agencies.

- Educate those affected about the expectable psychological responses, and basic coping tools, to stressful and traumatic events.

- Encourage your staff to listen patiently in an accepting and nonjudgmental manner and convey genuine compassion. This will aid them in identifying and providing support for youth that are the most distressed.

- Encourage youth and student participation in normal daily routines (if possible) and use of positive means of coping to assist them.

- Leverage available resources, such as counselors, nurses, psychologists, and social workers to help identify risk factors and signs of distress that may indicate the need for mental health services above what is already offered.

- As with any counseling services, parents should be notified if additional services are recommended.

Technological

Technological emergencies include any interruption or loss of a utility service, power source, life support system, information system, or equipment needed to keep the organization operational. Consider the following when developing youth and school emergency preparedness plans:

- Identify all critical operations including utilities, security and alarm systems, elevators, lighting, HVAC systems, manufacturing equipment, communication systems and transportation systems.

- Determine the amount of impact of service disruption day to day operations would face from an interruption or loss of service.

- Ensure that key safety and maintenance personnel are thoroughly familiar with all building systems.

- Establish procedures for restoring systems. Determine the need for backup systems and act accordingly.

- Establish preventative maintenance schedules for all systems and equipment.

Considerations for Youth and School Emergency Preparedness & Emergency Plan Development

Purpose of the Emergency Response Plan

Emergency Response Plans provide guidelines for appropriate actions to be implemented based upon existing human capital and physical resource capabilities during an emergency or disaster. Specifically, the Emergency Response Plan defines the processes and procedures to follow for the timely and orderly response to many different types of emergencies, threats, and/or hazards. The intent of the plan is to assist the staff in responding to emergency situations in a manner designed to mitigate or reduce the potential for loss of life and damage to property. Plans should consider the following primary objectives:

- Reduce the potential for loss of life and damage to property while promoting a safe learning environment.

- Promote quick and effective protective actions to be implemented in response to emergencies, threats, and hazards.

- Guide staff to implement procedures and provide detailed information to assist public safety first responders, including the police and fire department, when responding to various types of emergencies.

- Promote clear communication between staff, students, families and first responders, including the police and fire department, during an emergency.

In order to properly develop a comprehensive and effective Emergency Response Plan, the following steps should be considered by school administrators:

STEPS AND CONSIDERATIONS FOR EMERGENCY PREPAREDNESS

☐	Identify and Involve Stakeholders
☐	Consider Existing Efforts
☐	Conduct Threat, Hazard, Risk Assessments
☐	Establish and Institutionalize the Incident Command System (ICS)
☐	Develop Policies and Protect Action Protocols
☐	Establish Communications Plans
☐	Create a Family Reunification Plan
☐	Emergency Go-kits and Supplies
☐	Provide Training to Staff

Identify and Involve Stakeholders

Before a plan is developed, a school or other organization that works with youth must form an Emergency Response Team charged with activating and maintaining the plan. The Emergency Response Team should be composed of a variety of stakeholders including first responders, emergency management and other community partners such as staff, active parents, and responsible student leaders. All stakeholders should understand what their role is in maintaining and implementing the plan.

Emergency Response Team Member – Typical Staff Responsibilities
Establishing relationships with community partners
Coordinating onsite threat, hazard and risk assessments
Developing training activities and conducting exercises to support, validate, improve and maintain the plan
Establishing and activating emergency response plans
Responding to, recovering from, and learning from emergencies and disaster events

Consider Existing Efforts

School, school district, and organizations that work with youth should collaborate with local public safety and health agencies to understand what activities have already taken place and what resources may be shared or utilized during an event. As an incident escalates, response procedures that are aligned will facilitate a smooth transfer of command from the incident site (i.e. school) to first responders. This will also help ensure the effective activation of additional resources, and promote clear communication among responders, emergency response teams and members of the local community. **Most importantly, schools should understand how public safety, such as local police and fire departments, will respond to different types of emergencies and how school staff can stage their classrooms to support the response efforts.**

Conduct Onsite Threat, Hazard, Risk Assessments

Emergency Response Teams should conduct onsite assessments to understand threats, hazards and risk that can directly or indirectly impact their location. These assessments can help determine the strengths and weaknesses of buildings, social, emotional, and cultural climates, community and staff resources, and the unique needs of individuals with disabilities and others with access and functional needs. Emergency Response Teams should also take into consideration the possible effects of natural, biological or manmade disasters on facilities and the surrounding community. Teams should regularly collect and review data to identify

action items to reduce threats and hazards. This helps create a culture of preparedness in the organization and continuously improve.

In addition to conducting formal assessments for planning purposes, organizations should consider "Safety Sweeps" on a daily basis prior to the arrival of youth to their location. Specifically, assigned staff can be trained to survey the exterior and interior of the school facility to look for potential hazards or signs that violent activity may be about to occur.

Establish and Institutionalize the Incident Command System

The majority of organizations that work with youth have some form of incident response structure in place. In a school, this begins with the Principal as the manager of the overall school and flows down. In Emergency Response Plans, organizations should formalize these structures by using Incident Command System. Incident Command System utilizes command, operations, planning, logistics and administration to manage incidents of all sizes. It helps integrate facilities, manage resources, and create common incident management organization among all responding agencies.

To establish an Incident Command System in a school, school district, or other organization that works with youth, emergency response teams should:

- Identify key team roles and functions;
- Assess staff members' skills;
- Assign staff to each area of Incident Command ;
- Assign key individual roles and functions;
- Create lines of succession (backup) for all key positions; and
- Coordinate with community partners to identify roles and responsibilities.
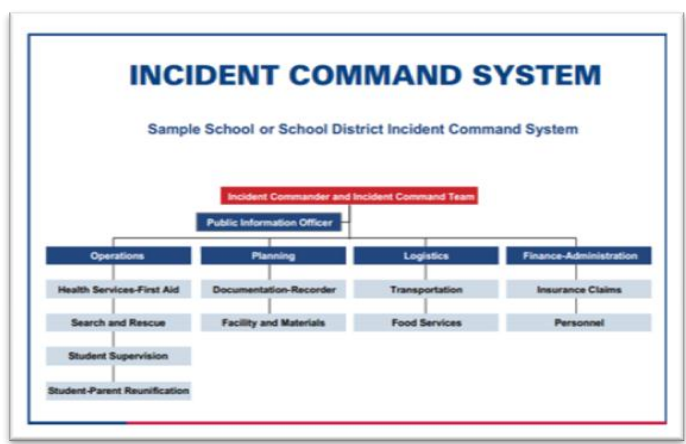
Figure 1. Sample School Incident Command System Diagram

Response to all crises requires a clear chain of command between all responders. Incident Command System is based on the premise that every crisis has certain major elements requiring clear lines of command and control. Federal Emergency Management Agency (FEMA) is a good source of information on Incident Command System, and they have developed a self-study course that anyone can take. The description of the Incident Command System below borrows from that course and from FEMA's multi-hazard training for schools—a program also offered by many state emergency management agencies.

Before developing your teams, work with emergency responders to learn how they will respond to different types of crises. Learn which types of crises will result in fire, police and emergency medical departments leading the response. Learn how they will direct their personnel and interface with outsiders. Let these agencies know who at the school will be the liaison during an incident. Designate a backup in case the primary liaison is offsite or unavailable.

Although emergency responders may be managing the incident, there is still much for staff to do, including managing the care of youth, and ensuring supplies and staffing needs meet the needs of the situation. In some cases, roles in Incident Command may be filled by someone outside of the organization.

Key Functions of an Incident Command System	
Incident Commander	This person manages the entire incident and will very often be an emergency responder rather than staff.
Public Information Officer	This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members.
Safety Officer	This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether youth have been evacuated far enough from the location. Often this role will be filled by an emergency responder.
Liaison Officer	This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information both to responders about the situation and to the facility or staff about necessary actions.
Operations Officer	This person manages youth and staff member care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as youth release.
Planning and Intelligence Officer	This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.
Logistics Officer	This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities at the incident location will include addressing long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if youth need to be bused off site). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to staff directly managing youth.

In some cases, organizations that work with youth may be required to adopt National Incident Management System. A part of National Incident Management System is the Incident Command System. For example, any colleges, universities, or higher education institutions that receive federal preparedness funds are required to adopt National Incident Management System. All three States require that, at a minimum, public schools should have safety or emergency response plans. The State of Illinois requires both public and private schools to have a plan that defines roles and responsibilities, using Incident Command or some other strategy[7]. Indiana does not require adoption of Incident Command System or any other system that identifies roles and responsibilities[8], The State of Wisconsin does not require public or private schools to use Incident Command System or any other system that identifies roles and responsibilities[9].

Develop Policies and Protective Action Protocols

Emergency Response Teams should develop policies and protocols for response to the various hazards that might impact their location. These policies should be applicable to as many hazards as possible, so one plan is applicable to all types of emergencies.

The *Guide for Developing High-Quality Emergency Operations Plans* provides extensive detail on how to develop a Plan, and the different elements that should be considered in a Plan[10]. As a basic first step, organizations that work with youth should make sure that their plan includes procedures for the following three primary responses: evacuation, lockdown and shelter-in-place.

---

[7] Title 29 Part 1500 Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency and Crisis Response Plans. http://www.isbe.net/rules/archive/pdfs/1500ARK.pdf

[8] www.in.gov/legislative/iac/T05110/A00061.PDF

[9] http://docs.legis.wi.gov/statutes/statutes/118/07

[10] http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

Evacuation Considerations

An evacuation should occur when it is safer outside the building or location where youth are congregated. There are multiple types of events or emergency situations that can create an unsafe environment, which may include:

- Credible Threats, such as a treat communicated to staff against the school, church, or youth center

- Emergencies Impacting the Facilities, such as a fire or some other emergency that impacts the facility

- Infrastructure Failures, such as a gas leak or water main failure

- Hazardous Materials Events, such as a train derailment that releases chemicals close to the school

- Community or Regional Emergency, such as an event in the community where local public safety initiates the evacuation of an entire neighborhood

Typically, the Principal, Director or other leader on site or local public safety officials can implement an evacuation at any time the location is under a threat or is deemed unsafe. It is important to use plain language when issuing an evacuation order so that any visitors or volunteers will understand what actions to take. Never utilize the fire alarm to implement an evacuation. Doing so may confuse first responders.

Emergency Response Teams should work to identify and maintain multiple evacuation locations at least 1,000 ft (3 football fields) from the perimeter of the campus property line. These locations should be within walking distance. If vehicles/buses are readily available, this evacuation distance can increase. However, drivers might not always be available for these vehicles. When choosing evacuation locations, include both indoor and outdoor options to account for weather conditions such as extreme cold or rain.

If possible, before implementing an evacuation the Emergency Response Team should delegate a staff member to check and see that the location is safe before mobilizing youth. Once the appropriate evacuation location has been identified and the evacuation

announcement communicated to the staff, the following actions should be taken by staff:

1. The highest ranking staff member on site should contact 9-1-1 to notify and coordinate with public safety that the evacuation is in progress. Information regarding the evacuation location, estimated number of children, and special needs, should be provided.

2. Contact available off-site evacuation location with estimated time of arrival, number of children and staff.

3. Staff should begin calmly evacuating all children, visitors, and volunteers out of the facility through doorways or hallways that are deemed safe.

4. Staff should take the Emergency Go Kit or Backpack from their room, if these are kept by the facility. Staff should also bring any necessary medications, supplies or portable equipment necessary to care for youth at the site.

5. A staff member from each room should conduct a thorough search of the room before leaving.

6. Each staff member should take attendance and account for all children and support staff during the evacuation process.

7. Staff must remain with and care for the children at all times at the off-site evacuation site while family, guardians, or emergency contacts are notified and arrangements for mobilization to a family reunification site are made.

8. The highest ranking staff member on site is responsible for initiating alert notification to parents, guardians and primary emergency staff contacts, including directions regarding family reunification.

Lockdown Considerations

Lockdown is a condition that limits movement throughout the facility. There are multiple ways facilities can implement lockdowns; however, this process should be reviewed annually and vetted by local public safety to ensure that they are properly implemented and serve as an effective mechanism to accomplish the following:

- Gain control of emergency situations;

- Help first responders, such as police, responding to an active shooter or intruder event;

- Reduce exposure of youth to medical emergencies and other non-intruder based events; and

- Reduce the potential for loss of life, damage to property, or the need for counseling.

Two types of lockdowns can be implemented during an emergency:

1) SOFT LOCKDOWN

If a situation exists outside of the facility that does not immediately threaten safety but could cause an unusual risk of danger from the outside, a Soft Lockdown should be implemented. Soft Lockdowns should also be used to gain control of the facility for non-life threatening events, such as keeping youth from witnessing events such as medical emergencies that could occur. Additionally, a Soft Lockdown can be used when surrounding community emergency events can indirectly impact or possibly threaten the campus.

Soft Lockdowns should be implemented by the highest ranking staff member onsite by utilizing existing communication capabilities and communicating to the staff **"PLEASE CONTINUE TEACHING / ACTIVITIES WITH YOUR DOORS LOCKED".** Normal activities can continue inside the classroom during Soft Lockdown implementation.

When operating under a Soft Lockdown:

1. The exterior doors will remain locked from the outside.

2. Children and staff are not allowed to go outside of the room they occupy.

3. Outdoor activities will return inside.

4. Other than youth, staff, and first responders, no one will be allowed inside, including parents.

5. If the lockdown is due to an event outside of the facility, the highest ranking official will monitor local news information and will maintain contact with appropriate authorities about the.

6. The highest ranking staff member on site can lift the Soft Lockdown when appropriate/or the situation/threat dissipates.

7. Upon the conclusion of a Soft Lockdown, update stakeholders, parents and guardians regarding the purpose and status of the lockdown and what actions to take. For example, *"The Soft Lockdown occurred due to XYZ and has concluded. The campus is safe. Please resume normal pickup procedures"*

2) HARD LOCKDOWN

Hard Lockdowns should be used to prevent or reduce the potential for loss of life and property. Hard Lockdowns should be implemented for Active Shooter or Intruder events. These should be implemented in a manner to support public safety's response to mitigate the impact of the situations. Hard Lockdowns should be implemented by the highest ranking staff member onsite by utilizing existing communication capabilities and communicating to the staff **"STAFF LOCKDOWN, STAFF LOCKDOWN, STAFF LOCKDOWN"**

Once the facility is under a Hard Lockdown, movement is only permitted when safety necessitates, or the lockdown is lifted by highest ranking official or public safety personnel. <u>Lockdowns can also be initiated immediately by the first person to recognize a condition that warrants a lockdown</u>.

Upon Implementation of a **HARD LOCKDOWN**, staff members should do the following:

1. Quickly glance outside the room to direct any children or staff members in the hall into your room immediately.

2. Lock doors leading to hallways. Should the situation warrant, use furniture and other items to barricade doors leading the hallway.

3. Lift all EXTERIOR WINDOW blinds.

4. Place children against the wall, so that the intruder cannot see them by looking in the interior doorway windows.

5. Turn out lights

6. Keep children quiet and if all possible account for all children in the room.

7. Call 9-1-1 if possible.

8. Should an ACTIVE SHOOTER gain entrance into a classroom, FIGHT and DEFEND yourself as much as possible. Gather weapons (coffee mugs, chairs, books, pens, etc.) and mentally prepare to defend yourself or others. Put yourself in position to surprise the active shooter should they enter the room.

9. Should a staff member have access to an exterior door and feel that it is safer to flee the classroom, EVACUATE as soon as possible with children; however, it is imperative to move all occupants in the classroom far enough away from the facility to a safe location. Additionally, the staff member should take a cell phone and alert 9-1-1 of their location if possible and account for all youth.

10. Activities being held in other parts of the facility, such as in a hallway, should consider moving into a nearby room, lock all doors, and find a safer area.

11. If groups are outside the building, staff should move students to a safer location and NOT re-enter the building. Additionally, staff outside of the

facility should also carry a cell phone or communication device and call 9-1-1 to alert public safety of the situation and their location. The emergency responders will provide direction about where to relocate depending on the situation.

12. Anyone in the hallway or bathroom should try to move to the closest room immediately.

13. Stay in safe areas until directed by law enforcement officers or the highest ranking official onsite to move or evacuate.

14. Follow all directions of first responders once they arrive.

15. Move out of the doorway in case gunfire comes through.

16. Silence or place cell phones on vibrate.

17. Once secured, do not open the door for anyone. Police will enter the room when the situation is over. Consider establishing an alert code with first responders to lift or end a Hard Lockdown that only staff will understand.

18. Upon the conclusion of a Hard Lockdown, an update should be given to stakeholders, parents and guardians regarding the status of the lockdown and what actions to take. For example, *"The Lockdown occurred due to XYZ and has concluded (Or is in progress). The campus is safe (Or Not). Please resume normal pickup procedures (Or proceed to the family reunification site located at XYZ to receive incident information and to be reunited with your student"*

Shelter-in-Place Considerations

Sheltering-in-place may be ordered to provide emergency protection of staff and youth while securing the campus for the threat of severe/inclement weather or hazardous materials. For example, sheltering-in-place procedures can be implemented when a is the community is under a Severe Thunderstorm Watch or Warning, or Tornado Watch,

Warning or Emergency issued by the National Weather Service, or if directed by public safety officials for a hazardous materials event impacting the local community.

Emergency Response Team members should work to identify areas of a school that can be designated as Shelter-in-Place areas.   A municipal or county engineer may be able to help with identifying these locations.   A floor plan/map should be placed in each room to identify these areas. Adequate shelter-in-place locations within a facility should include the following considerations:

- Areas void of windows and glass doorways.

- Avoid wide span roof structures.

- Select interior rooms, hallways, or bathrooms void of windows. Include basements or bottom floors.

- Take attendance, ensuring that the children's names match their faces.

- A staff member should conduct a thorough search of the room before sheltering-in-place.

- For hazardous materials events, identify Heating/Air Conditioning shutoff value locations.

Emergency procedures must integrate the needs of the community—faculty, staff, visitors, students and individuals with disabilities and others with access and functional special needs (such as limited English proficiency). These procedures must be put in writing, communicated to team members and practiced through drills and exercises. Simple charts, like the one below in Figure 2, can help the decision-making process during an emergency.
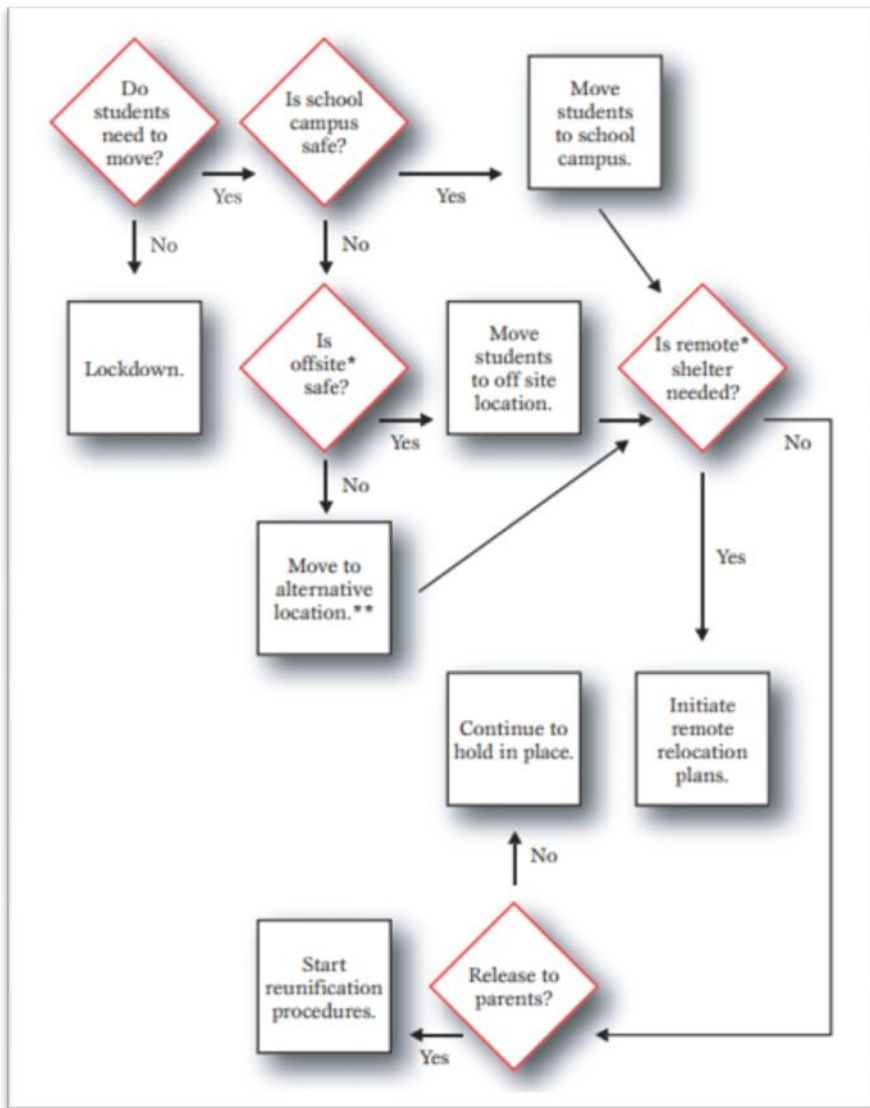
Figure 2. Lockdown, Evacuation, or Relocation Decision Chart for a School[11]

---

[11] Available at http://rems.ed.gov/docs/PracticalInformationonCrisisPlanning.pdf.

Establish Communications Plans

The delivery of timely and accurate information before, during and after an incident is a critical component of emergency management. When emergencies occur, communication with Emergency Response Team members, community partners, stakeholders, students, parents and the media is crucial. Each group needs information that is tailored to their needs, backgrounds and levels of understanding; therefore, open lines of communication should be established in advance. Prior planning builds trust and helps assure the public that the appropriate actions are being taken to ensure the safety and security of youth and staff. In addition, emergencies may pose limitations on communication due to power outages, downed phone lines or an overwhelming number of cellular calls. Identify alternative methods of communication that are not connected to a city or county's main power source.

During an emergency, a designated public information officer or other person within the organization, in coordination with the highest ranking official on site, should be responsible for providing the public, the media and local response agencies with incident-related information. If the event impacts on location within an organization, such as a school within a school district, school and district office must speak with one voice and relay timely, accurate and complete information about an incident's location, status, cause and size. A crisis communication plan should details the authorities, acceptable means of communication, and protocols for dissemination of information. The Plan should maximize the use of plain language when communicating during an emergency. The use of code words to implement protective actions is NOT recommended. For example, visitors or volunteers do not understand codes and have not typically been trained upon how there are used or what they mean.

Create a Family Reunification Plan

Institutions that work with youth should identify and maintain an offsite Family Reunification location for parents and guardians of children to go if the facility becomes unsafe. Parents and guardians should know where this location is, and should be informed as their presence at the facility may complicate the situation or endanger their lives.

The Family Reunification Plan should outline methods for notifying parents or guardians, including calling trees, local media, or alert systems. These policies should be disseminated prior to an incident, including on web pages, email, letters to parents and guardians, and meetings with parents.

The Family Reunification center should be located at least 1,000 feet from the perimeter of the facility property line in a location that allows for ample parking and easy access. The Family Reunification site should be activated by the highest ranking staff member onsite for any emergency that causes the campus to be evacuated or deemed unsafe.

Upon activation of the Family Reunification site, the highest ranking staff member onsite should:

- Alert 9-1-1 and the Family Reunification site of the event and need for activation.

- Disseminate alert notifications to parents and guardians prompting them not to come to the facility and go to the designated Family Reunification site.

- Delegate a staff member to relocate to the Family Reunification site to provide parents and guardians with information regarding the event.

- The delegated staff member at the Reunification site should be equipped with rosters and information necessary to make sure all children are returned to guardians with rightful custody.

In cases where loss of life or injuries has occurred during an emergency event, the organization should work to provide onsite professional counseling to family members and children as needed. Communities may have a Disaster Mental Health Response Team that can immediately respond to provide care for staff, children and parents. The American Red Cross may provide these resources. In addition, your local community may have a local youth and family services organization that can provide this support.

Emergency Cards

Emergency cards for parents (see the Figure 3 below for an example of a School Emergency Card) are one option for schools to provide parents with critical information in one easy-to-access location.
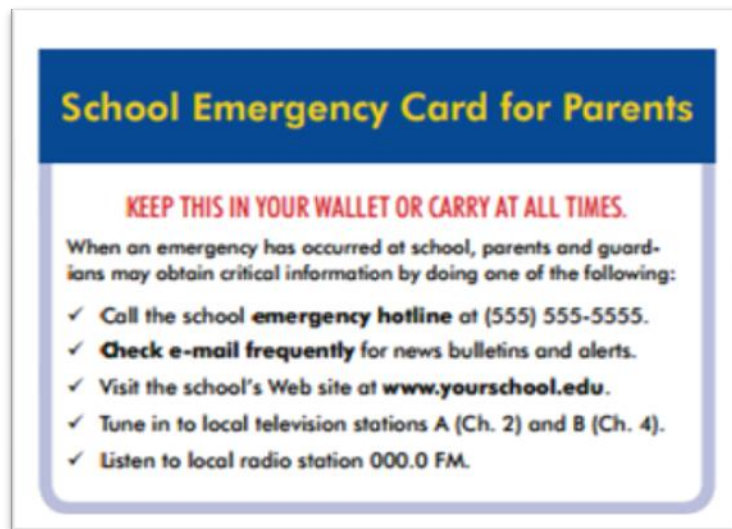

Figure 3. Sample School Emergency Card for Parents

Emergency Go-Kits and Supplies

A go-kit is a self-contained, portable stockpile of emergency supplies. Go-kits for administrators and other high-level staff should include information on how to turn off utilities, a calling tree, a whistle, a parent student reunification plan, and a first-aid kit. Go-kits for staff that work directly with youth should include an attendance roster, first-aid kit, age-appropriate activities, and a vest or had for identification. Examples of go-kit checklists may be found at www.gearupgetready.org and www.ready.gov.

Go-kits are often stored in backpacks or duffle bags and placed in readily accessible and secure locations. The Emergency Response Team should select the supplies that are necessary in each kit. Emergency plans should reference the supplies and identify who is responsible for stocking and replenishing items. .

Crisis Boxes

A crisis box provides critical information to the Emergency Response Team. These should include relevant information and resources, including:

Crisis Box Recommended Items	
1. Incident Command System key responders' phone numbers	2. Staff roster
3. Attendance rosters	4. Keys
5. Student disposition forms and emergency data cards	6. Aerial photos of campus
7. List of individuals at the facility with special needs	8. Maps of the surrounding neighborhood
9. Campus / facility layout	

Provide Training to Staff

Emergency management training should be developed based on the prevention and preparedness efforts, prioritized threats and identified issues. Routine, multi-hazard training should be scheduled and noted in emergency management plans. These training sessions should be conducted in conjunction with community partners to capitalize on responders' expertise and ensure consistent learning.

General crisis training should be provided to all staff (i.e., administrative and custodial staff, teachers, nurses, bus drivers, cafeteria, volunteers, substitutes, etc) and students. When appropriate, parents and community partners should also receive this training. Staff and Emergency Management Team members should seek additional training, such as training provided through FEMA's Emergency Management Institute.

Experts have noted that when a crisis occurs, individuals involved tend to go on autopilot. Therefore, when a crisis occurs staff immediately need to know how to react. They need to know, for example, the signals for crisis, the protocol for lockdown and evacuation, how to

dismiss students, and what to do if staff or youth need help. They should know these things ahead of time. There will not be a time during the crisis to think about what to do next. Chances of responding appropriately in a crisis will be much greater if all players have practiced the basic steps they will need to take. Training and drills are crucial.

Key components to facilitate training, and thus a successful reaction, are as follows:

- Develop an annual training and exercise strategy that involves public safety responder input.

- Provide regular, comprehensive trainings for staff. At least once a year, provide crisis response training for staff. Also provide make-up trainings for those unable to attend the regular training session. Go through the crisis plan and procedures in order to familiarize all personnel with it. Periodically remind staff of signals and codes.

- Visit evacuation sites with staff and stakeholders. Show involved parties not only where evacuation sites are but also where specific areas, such as reunification areas, media areas, and triage areas will be.

- Give all staff, stakeholders, and families literature corresponding to the crisis plan. While all staff should have a copy of the crisis plan, it will also be helpful to provide them with pamphlets reminding them of key principles. Families and community members should also receive literature summarizing crisis procedures and information pertaining to them. Provide each classroom with a copy of the crisis plan and any relevant materials, supplies, and equipment.

- Require a specific number of crisis drills every year. Most states require fire drills for schools – schools and other institutions that work with youth should consider adding additional drills for other types of emergencies that might impact their facility. Youth should understand the importance of drills and explain that while they are serious, they should not be frightened.

- Conduct tabletop exercises (also known as discussion based exercises) and scenario-based drills regularly. While actual drills and training are essential, it is also helpful to

have group brainstorming activities that can be done informally around a table. These can be held with stakeholders, staff, community members, and first responders. Youth can be involved as well.

Resources, Tools, and Templates

"Guide for Developing High-Quality School Emergency Operations Plans"

This guide outlines the 6 step process to developing an emergency operations plan at a school. It provides guidance on the content on the base plan, functional and hazard-specific annexes, and information resources for specific hazards. For this information, go to: http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

"Creating and Updating School Emergency Management Plans – Readiness and Emergency Management for Schools Technical Assistance Center, Department of Education"

Online resources and guides from the Department of Education to assist schools. It provides resources and information that give educational institutions the knowledge to understand crisis and emergency planning, steps to develop their plan, and information about using exercises to validate school safety plans. For this information go to: http://rems.ed.gov/CreatingAndUpdatingSchoolEmergencyManagementPlans.aspx

"FEMA Multi-Hazard Emergency Planning for Schools Toolkit" – Department of Homeland Security's Federal Emergency Management Agency (FEMA), Washington, D.C., 2011

The FEMA Independent Home Study course online toolkit covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained. Materials include comprehensive preparedness guide, prevention and preparedness resources, mitigation resources, responses & recovery resources, sample

forms, video library, analyzing hazards, developing procedures, addressing special needs, and more. For additional information and support go to: http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/Start.htm

"School and Health Crisis Guide- Help and Healing in a Time of Crisis" – National Education Association (NEA) and the National Education Association Health Information Network (NEA HIN)

Online resource guide from the National Education Association (NEA) and the National Education Association Health Information Network (NEA HIN) provides step-by-step emergency preparedness information created by educators for educators. For additional information and support go to: http://crisisguide.neahin.org/crisisguide/

"Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings, 2nd Edition" – FEMA, U.S. Department of Homeland Security, Apr 2012

This manual is a revised and expanded version of FEMA 428. It provides the design community and school administrators with the basic principles and techniques to design a school that is safe from potential physical attacks and, at the same time, offers an aesthetically pleasing design that is functional and meets the needs of the students, staff, administration, and general public. This second edition of FEMA 428 focuses on the threats posed by physical attacks on a school by terrorists or targeted shootings. The manual is intended for use by schools who feel they are at risk to attack and is designed to meet the needs of all schools, including those with serious security concerns. For additional information and support go to: http://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf

Websites to Engage Youth

Seton Hall University's CODE BLUE website features interactive training models and such games as Wheel of Misfortune and Who Wants to be a Survivor. http://blogs.shu.edu/codeblue/2010/07/hello-world-3

Washington School Safety Center has links to Web-based interactive activities about weather-related disasters, child-friendly information about preparedness, games and coloring books for elementary students. http://www.emd.wa.gov/kidz/kidz.html

Internet Safety

Cyberspacers, www.cyberspacers.com, is a game for teens about keeping safe in cyberspace; the Internet Safety Game for young children is at: http://www.kidscomjr.com/games/safety/safety.html.

Poster and Public Service Announcements

The Florida Division of Emergency Management sponsors an annual video contest for middle-aged and high school students and a poster contest for elementary students related to Florida Severe Weather Week. http://www.floridadisaster.org/SWAW/2012/2012contestwinners.html

The Illinois State Board of Education sponsors an annual poster and video contest – Illinois Youth Digital Safety Contest – for students in grades K-12.The contest aims to raise awareness about making safe and respectful choices through digital communications. http://www.isbe.net/news/2012/may7.htm

The Texas School Safety Center and Texas Gang Investigators Association are sponsoring the 2012 Anti-Gang Poster Contest. The contest is designed to motivate students and utilize their creative skills in an effort to show the dangers and pitfalls of gang life. http://www.txssc.txstate.edu/media/K12/downloads/PosterContest/2012-Poster-Contest.pdf

Videos

Los Angeles Unified School District is developing a new video and accompanying poster about yoyo7 (You're on Your Own for Seven Days) to prepare families in case of a disaster. http://yoyo7.lausd.net/

Purdue University has produced a series of YouTube videos, Campus Safety with Purdue Pete, on pedestrian safety, property security, fire safety, shelter in place procedures, safe walk, emergency notification, Purdue alert, alcohol awareness and suicide prevention. There is

also an active shooter awareness training video. http://www.youtube.com/playlist?list=PLAB9F81E9406CE19F

Resource Catalogue

Additional information and examples for effective programs, systems and resources can be found in The Catalogue of Youth Disaster Preparedness Education Resource: http://citizencorps.gov/downloads/pdf/ready/Catalogue_YouthDisaster_toRockCreek2-14-12_accessible.pdf

Acronyms

Acronyms	
AED	Automated External Defibrillator
AFN	Access and Functional Needs
ATF	US Bureau of Alcohol, Tobacco, Firearms and Explosives
CDC	Centers for Disease Control and Prevention
CERT	Community Emergency Response Team
CSA	Combined Statistical Area
DHS	Department of Homeland Security
EMS	Emergency Medical Services
EOP	Emergency Operations Plan
EPT	Emergency Planning Team
ERP	Emergency Response Plan
ERT	Emergency Response Team
FEMA	Federal Emergency Management Agency
GUGR	Gear Up Get Ready
ICS	Incident Command System
IEMA	Illinois Emergency Management Agency
NEA	National Education Association
NEA HIN	National Education Association Health Information Network
NIMS	National Incident Management System
PTA	Parent-Teacher Association

Acronyms	
QR	Quick Response
RCPT	Regional Catastrophic Planning Team
STEP	Student Tools for Emergency Planning