



# Vienna High School District 13-3

## SCHOOL EMERGENCY & CRISIS RESPONSE PLAN 2020-2021

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## Approval and Implementation

### Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

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## A. INTRODUCTION

### 1. Authority

- A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones
- B. State: Public Act 94-600 School Safety Drill Act; 29 Illinois Administrative Code 1500 (School Emergency and Crisis Response Plans); 77 Illinois Administrative Code 527 (Physical Fitness Facility Medical Emergency Preparedness Code)
- C. Local: Vienna PD/FD, Johnson County Sheriff’s Office/EMA
- D. School Board: *Vienna High School 13-3*

### 2. Purpose

- A. This Basic Plan outlines for *Vienna High School 13-3* the approach to emergency management and operations. It has been developed to assist *Vienna High School 13-3* in protecting its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

### 3. Mission and Goals

- A. The mission of *Vienna High School 13-3* in an emergency/disaster is to:
  - 1. Protect lives and property
  - 2. Respond to emergencies promptly and properly
  - 3. Coordinate with local emergency operations plans and community resources
  - 4. Aid in recovery from disasters
- B. The goals of *Vienna High School 13-3* are to:
  - 1. Provide emergency response plans, services, and supplies for all facilities and employees
  - 2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
  - 3. Restore normal services as quickly as possible
  - 4. Coordinate the use of school personnel and facilities
  - 5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

### 4. Explanation of Terms

#### A. Acronyms

- |     |        |                                     |
|-----|--------|-------------------------------------|
| 1.  | AED    | Automated External Defibrillator    |
| 2.  | CERT   | Community Emergency Response Team   |
| 3.  | CFR    | Code of Federal Regulations         |
| 4.  | CPR    | Cardio-Pulmonary Resuscitation      |
| 5.  | EOC    | Emergency Operations Center         |
| 6.  | EOPT   | Emergency Operations Planning Team  |
| 7.  | EPI    | Emergency Public information        |
| 8.  | FEMA   | Federal Emergency Management Agency |
| 9.  | Hazmat | Hazardous Material                  |
| 10. | IC     | Incident Commander                  |
| 11. | ICP    | Incident Command Post               |
| 12. | ICS    | Incident Command System             |
| 13. | NIMS   | National Incident Management System |
| 14. | SC     | School Commander                    |

- 15. SOPs Standard Operating Procedures
- 16. UC Unified Command

**B. Definitions**

**1. Emergency Public Information (EPI)**

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

**2. Emergency Situation**

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

**3. Emergency**

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

**4. Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- C. Requires community-wide warning and public instructions.
- D. Requires a response by all local response agencies operating under one or more ICs.
- E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

**5. Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

**6. Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazards include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. **Inter-local agreement**

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation; commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

**B. SITUATION AND ASSUMPTIONS**

**1. Situation**

A. *Vienna High School 13-3* is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately 385 students. The school's current enrollment of students with special needs is approximately 10. Special needs students are located in the following building(s) / room(s): Room 109 – Mrs. Hunsaker & other rooms as indicated in Appendix 16.

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The school's staff is comprised of:

<u>25</u>	Teachers
<u>4</u>	Administrators
<u>3</u>	Office/support staff
<u>5</u>	Aides
<u>1</u>	Cafeteria staff
<u>3</u>	Custodial staff

C. The school employs approximately 0 people with special needs.

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 11 and a daily schedule is located in Appendix 12.

**2. Building Information**

A. *Vienna High School 13-3* is made up of 1 building(s) with three

Wings. The 100 Wing consists of the Old Gym, Principal’s Office, Basement with Weight Room, Ag Shop and classrooms located at Main Entrance running parallel with Highway 45. The 200 Wing consists of the New Gym and classrooms. The 300 Wing consists of the Media Center and classrooms. The three wings are connected by the Commons Area or Cafeteria.

B. The school consists of a main campus located at 601 North First Street, Vienna, IL 62995.

C. The school also includes the following buildings:

Storage shed/Garage is located on the southwest side of Wing 300.

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

**3. Hazard Analysis**

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for *Vienna High School 13-3*. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by: Tornado & Winter Storm.

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding, Tornado, Winter Storm, Chemical / Hazardous Materials, Fire, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

**Figure 1: HAZARD SUMMARY**

HAZARD TYPE	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

#### 4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. *Vienna High School 13-3* will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.
- G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.
- H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

#### 5. Limitations

- A. It is the policy of *Vienna High School 13-3* that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, *Vienna High School 13-3* can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

## C. CONCEPT OF OPERATIONS

### 1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

### 2. General

A. It is the responsibility of *Vienna High School 13-3* officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal or Dean of Students, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. *Vienna High School 13-3* recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. *Vienna High School 13-3* will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.
3. Participate in local government’s NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

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

### 3. Operational Guidance

#### A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

**However, at no time will school officials transfer responsibility for student care.**

2. The Superintendent/Principal will be responsible for activating the school emergency operations plan and the initial response that may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.
- c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

#### B. Notification Procedures

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the *Vienna High School 13-3* central office to outside

emergency agencies. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

#### **C. Training and Exercise**

1. *Vienna High School 13-3* understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. *Vienna High School 13-3* will plan for 3 Evacuations, 1 Severe Weather/Shelter-in place and 1 Bus Evacuation drill. *Vienna High School 13-3* is mandated, by law, to plan 1 Law Enforcement exercises during the school year. The types of drills and exercises will be determined by the District Emergency Management Coordinator in compliance with the provisions of PA 94-600 (105 ILCS 128) also known as the School Safety Drill Act. .

5. *Vienna High School 13-3* will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

#### **D. Implementation of the Incident Command System (ICS)**

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

**E. Source and Use of Resources**

1. *Vienna High School 13-3* will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
  - A. Request assistance from volunteer groups active in disasters.
  - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

**4. Incident Command System**

- A. *Vienna High School 13-3* intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the Dean of Students, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

**5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface**

- A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
- B. The IC is generally responsible for field operations, including:
  1. Isolating the scene.
  2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
  3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
  4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
  5. Implementing traffic control arrangements in and around the incident scene.
  6. Requesting additional resources from the EOC.
  7. The EOC is generally responsible for:
    - a. Providing resource support for the incident command operations.
    - b. Issuing community-wide warning.

- c. Issuing instructions and providing information to the general public.
- d. Organizing and implementing large-scale evacuation.
- 8. Organizing and implementing shelter and massive arrangements for evacuees.
- 9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

## 6. Activities by Phases of Emergency Management

- A. This plan addresses emergency actions that are conducted during all four phases of emergency management.
- B. Mitigation/Prevention
  - 1. *Vienna High School 13-3* will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:
    - 2. Hazard Analysis
    - 3. Identifying hazards
    - 4. Recording hazards
    - 5. Analyzing hazards
    - 6. Mitigating/preventing hazards
    - 7. Monitoring hazards
    - 8. Security Audit
- C. Preparedness
  - 1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:
    - a. Providing emergency equipment and facilities.
    - b. Emergency planning, including maintaining this plan, its annexes, and appendices.
    - c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
    - d. Conducting periodic drills and exercises to test emergency plans and training.
    - e. Completing an After Action Review after drills, exercises and actual emergencies.
    - f. Revise plan as necessary.
- D. Response
  - 1. *Vienna High School 13-3* responds to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include

warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, *Vienna High School 13-3*, with appropriate local and state entities, will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer or Other School Breaks

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- a. Initiate the automated phone messenger to staff members.
- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in #2 and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

## D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

### 1. Organization

#### A. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

#### B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal/Dean of Students.

#### C. Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates *Vienna High School 13-3* planning activities and

recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes District Emergency Management Coordinator, Principal, School Resource Officer, Counselor(s), and Nurse(s). The emergency operations planning team members are listed in Appendix 7.

**D. Emergency Response Team**

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include School Nurse, School Social Worker, and First Aid trained staff.

**E. Volunteer and Other Services**

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

**2. Assignment of Responsibilities**

**A. General**

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 10.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

**B. Executive Group Responsibilities**

**1. The School Board**

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

**2. The District Superintendent**

- a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

- g. Implement the policies and decisions of the governing body relating to emergency management.
- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
- i. Coordinate emergency assistance and recovery.

**3. The District Emergency Management Coordinator**

- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
- h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for district emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- n. Serve as the school's Emergency Management Coordinator.
- o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

**4. The School Principal/Dean of Students**

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep school board informed of emergency status.

- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
  - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
  - 2. Appoint monitors to assist in proper evacuation.
  - 3. Ensure that all exits are operable at all times while the building is occupied.
  - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

**5. Emergency Operations Planning Team will:**

- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
- b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
- c. Organize Emergency Response Teams.
- d. Recommend training for the Emergency Response Teams.
- e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.
- f. Provide information to staff, student and community on emergency procedures.
- g. Provide assistance during an emergency in accordance with designated roles.
- h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

**6. Emergency Response Teams will:**

- a. Participate in the Community Emergency Response Team (CERT) program.
- b. Create annexes for their specific emergency function.
- c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
  - 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the

assembly and the accountability of the employees and students once and evacuation has taken place.

2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.
5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

**7. Teachers will:**

- a. Prepare classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

**8. Technology/Information Services will:**

- a. Coordinate use of technology.
- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.

- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

**9. Transportation will:**

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school’s emergency operations plan.

**10. The School Incident Commander will:**

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

**E. DIRECTION and CONTROL**

**1. General**

- A. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Superintendent will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.
- B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.
- C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.
- D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.
- E. If the school’s own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

**2. Emergency Facilities**

- A. Incident Command Post
  - 1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder

agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

### **3. Continuity of School Administration**

- A. The line of succession for the Superintendent is:
  1. Principal – John Giffin
  2. Athletic Director - David Hill

## **F. READINESS LEVELS**

### **1. Readiness Levels**

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

### **2. Readiness Action Level Descriptions**

- A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)
  1. Green – Low
    - a. Assess and update emergency operations plans and procedures.
    - b. Discuss updates to school and local emergency operations plans with emergency responders
    - c. Review duties and responsibilities of emergency response team members.
    - d. Provide CPR and first aid training for staff.
    - e. Conduct training and drills.
    - f. Conduct 100% visitor ID check
  2. Blue - Increased Readiness
    - a. Review and upgrade security measures
    - b. Review emergency communication plan
    - c. Inventory, test, and repair communication equipment.
    - d. Inventory and restock emergency supplies
    - e. Conduct emergency operations training and drills
  3. Yellow – Elevated
    - a. Inspect school buildings and grounds for suspicious activities.
    - b. Assess increased risk with public safety officials.
    - c. Review crisis response plans with school staff.
    - d. Test alternative communications capabilities.
  4. Orange – High
    - a. Assign staff to monitor entrances at all times.
    - b. Assess facility security measures.
    - c. Update parents on preparedness efforts.
    - d. Update media on preparedness efforts.
    - e. Address student fears concerning possible emergency.

- f. Place school and district emergency response teams on standby alert status.
- 5. Red – Severe
  - a. Follow local and/or federal government instructions (listen to radio/TV).
  - b. Activate emergency operations plan.
  - c. Restrict school access to essential personnel.
  - d. Cancel outside activities and field trips.
  - e. Provide mental health services to anxious students and staff

**G. ADMINISTRATION and SUPPORT**

**1. Agreements and Contracts**

- A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
- B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

**2. Reports**

- A. Initial Emergency Report  
This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.
- B. Situation Report  
A daily situation report should be prepared and distributed by the Superintendent from the Incident Command Post during major emergencies or disasters.
- C. Other Reports  
Several other reports covering specific functions are described in the annexes to this plan.

**3. Records**

- A. Record Keeping for Emergency Operations  
*Vienna High School 13-3* is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.
- B. Activity Logs
  - 1. The ICP and the district office shall maintain accurate logs recording key response activities, including:
    - a. Activation or deactivation of emergency facilities.
    - b. Emergency notifications to local emergency services.
    - c. Significant changes in the emergency situation.
    - d. Major commitments of resources or requests for additional resources from external sources.
    - e. Issuance of protective action recommendations to the staff and students.
    - f. Evacuations.
    - g. Casualties.
  - h. Containment or termination of the incident.

#### **4. Incident Costs**

- A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

#### **5. Emergency or Disaster Costs**

- A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
  - 1. Personnel costs, especially overtime costs
  - 2. Equipment operations costs
  - 3. Costs for leased or rented equipment
  - 4. Costs for contract services to support emergency operations
  - 5. Costs of specialized supplies expended for emergency operations
  - 6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

#### **6. Preservation of Records**

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

#### **7. Post-Incident and Exercise Review**

- A. The Superintendent, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

### **H. PLAN DEVELOPMENT and MAINTENANCE**

#### **1. Plan Development and Distribution of Planning Documents**

- A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.
- B. Distribution of Planning Documents
  - 1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.
2. Update
  - a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
  - b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
  - c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

**I. REFERENCES**

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

# **APPENDIX 1**

## **Summary of Agreements and Contracts**

1. Fellowship Baptist Church and/or Forest Service Building – Relocation/Family Reunification Sites
2. American Red Cross – VHS as an emergency shelter
3. EMA – VHS as an emergency shelter

# APPENDIX 2

## Incident Command System Summary

### Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

### Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

#### 1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management by Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have

someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. **Integrated Communications.** Integrated communications include interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

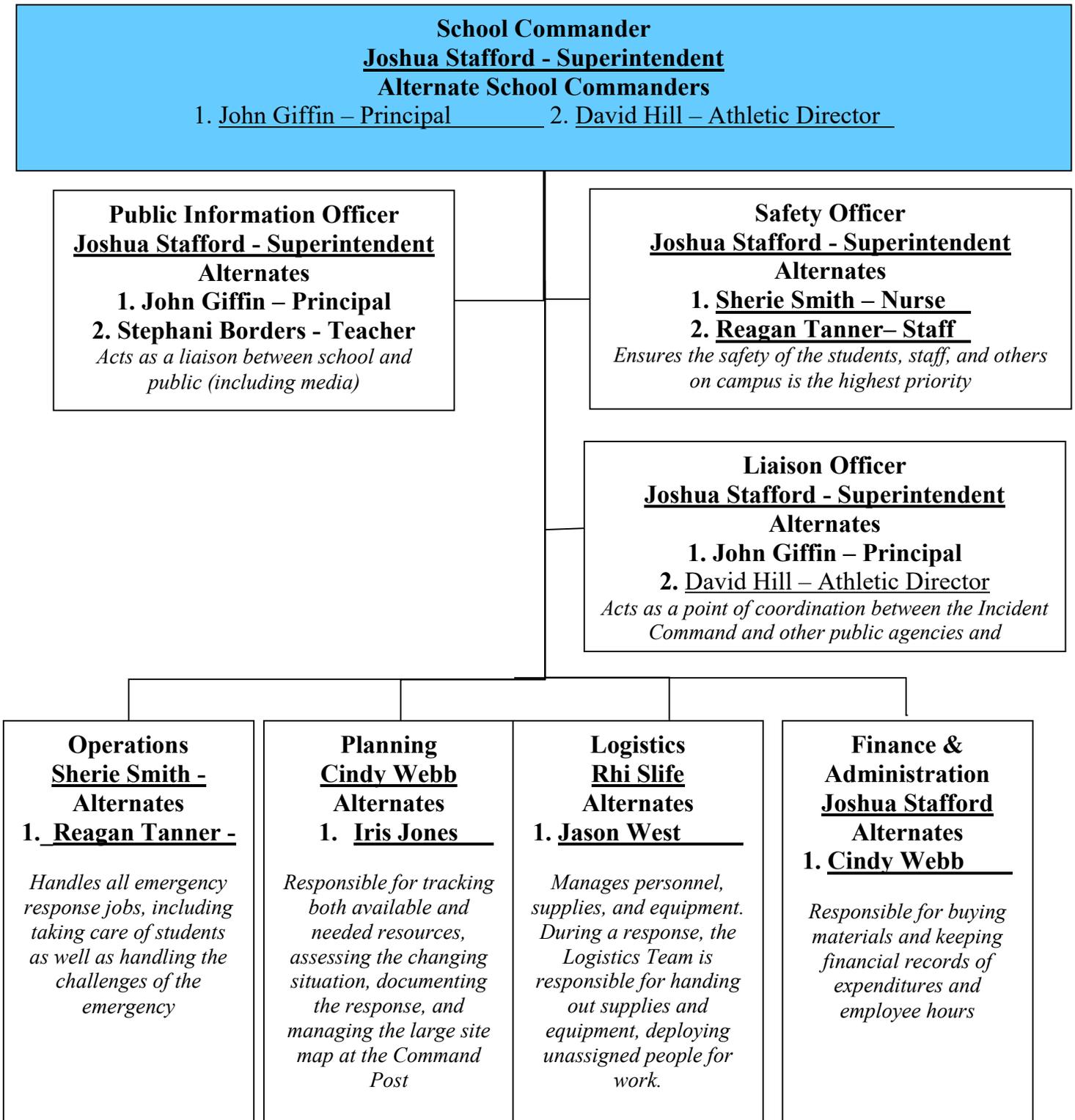
## **Unified Command**

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

# APPENDIX 3

## Incident Command Structure



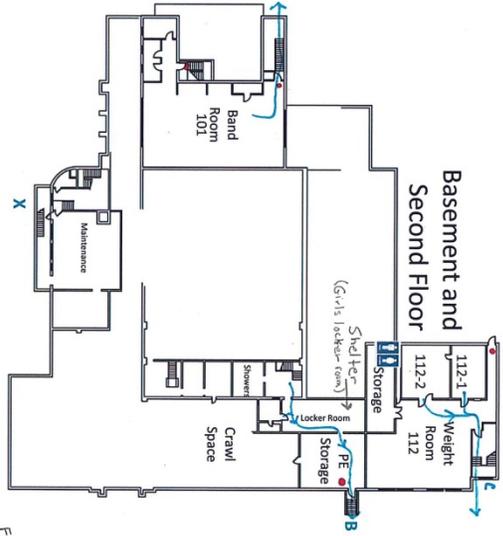
## APPENDIX 4

### Campus Map

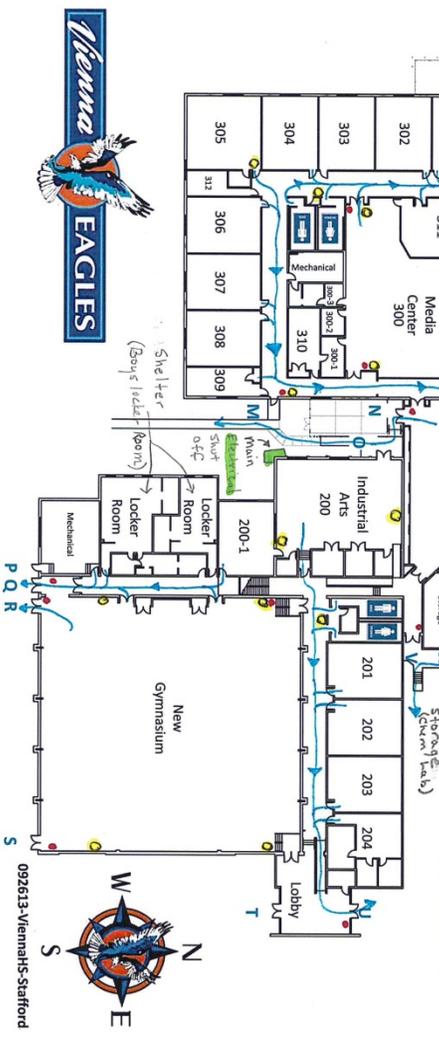
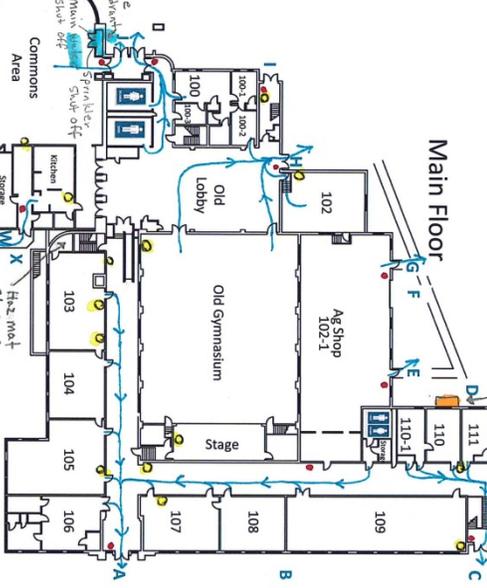
*Insert map of campus and surrounding area. At minimum, include the following information on the map:*

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

- Key
- = Fire extinguisher
  - = Fire pull
  - ➔ = Evacuation Route



**Vienna High School**  
 601 North First Street Vienna, Illinois 62995  
 www.viennahighschool.com  
 618-658-4461



092613-ViennahS-Stafford

- Fire Hydrant  
 Gasoline tank  
 Diesel tank  
 Fire Hydrant

Fire Hydrant

Fire Hydrant





## APPENDIX 5

### Classroom Teacher Buddy List

#### Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.



## APPENDIX 6

### Vienna High School Phone Tree

The phone tree shall be imported into the District's *School Messenger* program. Contact numbers for parents and guardians shall also be imported into the *School Messenger* program that will be administered by Joshua Stafford/John Giffin out of the main office. The *School Messenger* automated message service shall be utilized for school closings, emergency procedure(s), and other school messages.

## APPENDIX 7

### Emergency Operations Planning Team

	<u>Title/Name</u>	<u>Phone Number</u>	
<b>District Emergency Coordinator</b>	<b>Joshua Stafford</b>	<b>922-2671</b> <b>joshuawstafford@viennahighschool.com</b>	
<b>School Resource/ Liaison Officer</b>	<b>Eileen Rochford</b>	<b>201-5572</b>	
<b>Building &amp; Grounds Supervisor</b>	<b>Roy West</b> <b>Head Maintenance</b>	<b>658-0707</b>	<b>658-4461</b>
<b>Transportation Director</b>	<b>Joshua Stafford</b> <b>Superintendent</b>	<b>922-2671</b>	<b>658-4461</b>
<b>Counselor(s)</b>	<b>Edna Bundren &amp; Family Counseling, Inc.</b>		<b>658-2611</b>
<b>Nurse(s)</b>	<b>Sherie Smith</b>	<b>771-2314</b>	<b>658-4461</b>
<b>Other Staff</b>	<b>John Giffin</b>	<b>713-1929</b>	<b>658-4461</b>

## APPENDIX 8

### Emergency Contact Numbers

#### Public Safety Agencies Number

- General Emergency 9-11 or 658-8264 or (618-845-3737, ISP)
- Police/Sheriff/Fire 9-11 or 658-8264 (658-2131 Ambulance)
- Poison Control 1-800-942-5969 or 1-800-424-9300
- Local Hospital 618-524-2176 or 1-800-221-5707  
Massac Memorial Hospital

#### District Contacts Number

- Superintendent 922-2671 or 658-4461
- School Safety 922-2671, 771-2250
- Transportation 658-4461
- Operations 658-4461
- Food Services 658-4461
- Health Services 658-4461

#### School Contacts Number

- Principal 713-1929
- School Nurse 658-4461
- Counselor 658-4461
- School-Based Law Enforcement 658-8264
- Resource Officer 658-8264
- Maintenance Department 658-4461

**NOTE:** Determine the appropriate sequence required to **dial 911** from your sites phone system.  
**Must dial 9 then 911**

## APPENDIX 9

### Resource Inventory

Insert resource inventory of emergency equipment.

#### Include:

- First aid supplies – Nurse’s Office
- Fire-fighting equipment – Extinguishers located throughout building
- Lighting – Principal’s & Superintendent’s Office
- Classroom emergency kits – blankets, water located in all classrooms
- Food - Kitchen
- Water - Barrel in each classroom
- Blankets – Barrel in each classroom
- Maintenance supplies – Restroom located in Life Skills Room
- Tools – Janitor Supply Closet by Old Gym Entrance

# APPENDIX 10

## Staff Skills Survey & Inventory

*Vienna High School 13-3*

Name & School \_\_\_\_\_ / \_\_\_\_\_  
Name School Room # DATE

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.  
CIRCLE YES OR NO WHERE APPROPRIATE.**

- |   |   |   |                                       |
|---|---|---|---------------------------------------|
| <input type="checkbox"/> First Aid (current card yes/no)                                  | <input type="checkbox"/> CPR (current yes/no)             | <input type="checkbox"/> Triage                           | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.)             | <input type="checkbox"/> Running/Jogging/physical fitness |   |                                       |
| <input type="checkbox"/> Emergency Planning   | <input type="checkbox"/> Emergency Management             | <input type="checkbox"/> Search & Rescue                  |                                       |
| <input type="checkbox"/> Law Enforcement  | Bi/Multi-lingual (what language (s)) _____                |   |                                       |
| <input type="checkbox"/> Mechanical Ability   | <input type="checkbox"/> Structural Engineering           | <input type="checkbox"/> Bus/Truck Driver<br>(CDL yes/no) |                                       |
| <input type="checkbox"/> Shelter Management   | <input type="checkbox"/> Survival Training & Techniques   | <input type="checkbox"/> Food Preparation                 |                                       |
| <input type="checkbox"/> Military Experience (current<br>(reserves/national guard yes/no) | <input type="checkbox"/> CB/Ham Radio Operator            | <input type="checkbox"/> Journalism                       |                                       |
| <input type="checkbox"/> Camping  | <input type="checkbox"/> Waste Disposal                   | <input type="checkbox"/> Recreational Leader              |                                       |

DO YOU KEEP A PERSONAL EMERGENCY KIT? \_\_\_\_\_ In your car? \_\_\_\_\_ In your room? \_\_\_\_\_

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?  
(i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) \_\_\_\_\_ Yes \_\_\_\_\_ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN  
EMERGENCY? \_\_\_\_\_ YES \_\_\_\_\_ NO  
PLEASE LIST EQUIPMENT AND MATERIALS.

\_\_\_\_\_  
\_\_\_\_\_

COMMENTS \_\_\_\_\_  
\_\_\_\_\_

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?  
\_\_\_\_\_  
\_\_\_\_\_



**APPENDIX 12**  
**School Day Information – Schedule**  
**Daily Schedules**

<b>Regular Schedule</b>			
<u>Period</u>	<u>Time</u>		<u>Minutes</u>
	<u>Start</u>	<u>End</u>	
1	8:05	8:50	45
2	8:54	9:39	45
ADV	9:43	10:08	25
3	10:12	10:57	45
4	11:01	11:46	45
Lunch	11:46	12:22	36
5	12:22	1:07	45
6	1:11	1:56	45
7	2:00	2:45	45

<b>2:00 p.m. Activity Schedule</b>			
<u>Period</u>	<u>Time</u>		<u>Minutes</u>
	<u>Start</u>	<u>End</u>	
1	8:05	8:47	42
2	8:51	9:34	43
3	9:38	10:21	43
4	10:25	11:08	43
Lunch	11:08	11:43	35
5	11:43	12:26	43
6	12:30	1:13	43
7	1:17	2:00	43

<b>11:30 a.m. Dismissal Schedule</b>			
<u>Period</u>	<u>Time</u>		<u>Minutes</u>
	<u>Start</u>	<u>End</u>	
1	8:05	8:31	26
2	8:35	9:01	26
3	9:05	9:31	26
4	9:35	10:01	26
5	10:05	10:31	26
6	10:35	11:01	26
7	11:05	11:30	25

<b>1:45 Schedule</b>			
<u>Period</u>	<u>Time</u>		<u>Minutes</u>
	<u>Start</u>	<u>End</u>	
1	8:05	8:46	41
2	8:50	9:31	41
3	9:35	10:16	41
4	10:20	11:01	41
Lunch	11:01	11:36	35
5	11:36	12:17	41
6	12:21	1:01	40
7	1:05	1:45	40

## APPENDIX 13

### *Vienna High School 13-3*

#### **School: Vienna High School District: 13-3**

\*This information is recorded on the ROE #2 *Emergency Drill Record* located in the Principal's Office (and subsequently forwarded to the ROE with the Emergency Safety Review and Plan after Board approval, annually).

<b>Date (As of 9/18/20)</b>	<b>Type of Drills</b>	<b>Comments</b>
• 9/18/20	Bus Evacuation	
• 9/18/20	Evacuation #1 (Fire)	
• TBD	Evacuation #2 (Fire)	
• 9/18/20	Shelter in Place #1 (EQ)	
• 9/18/20	Strong Lockdown #1	
• TBD	Strong Lockdown #2	
• 9/18/20	Shelter in Place #2 (Tornado)	
• TBD	Evacuation #3 (Fire)	
8/14/20	Faculty/Staff In-Service Training on Emergency Crisis Response Plan/Procedures	
TBD	Law Enforcement/Emergency Crews on Site Annual Review of Safety Plan conducted	

## APPENDIX 14 Distribution List

- **All Staff at Vienna High School**
- **City of Vienna Police Department**
- **Johnson County Sheriff's Office**
- **Illinois State Police**
- **Vienna Fire Department**
- **Regional Office of Education #21**
- **Johnson County Ambulance Service**

## APPENDIX 15 Security Audit

\*See IL State Fire Marshal/ROE #2 Compliance Visit Report in Principal's Office

## **APPENDIX 16**

### List & Schedule of Special Needs Students

## ANNEX

### **Functional Protocols (District-wide)**

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation.

#### **5.40 Safety Drill Procedures and Conduct**

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

#### **Tornado Plan**

The following precautions should be taken if there is not time to get to designated shelters. Students should:

1. Remain quiet so as to be able to hear instructions from their teachers.
2. Building 100 go to girl's locker room in the old gym. Life Skills room will go to Life Skills bathroom. Building 200 and building 300 rooms 305-310 go to the Athletic locker room new gym. Building 300 rooms 300-304, 311, and media center go to new gym guest locker room.
3. Locations should be as far away from windows or other large areas of glass as possible.
4. Classroom window shades should be pulled and doors closed if time permits.

#### **Fire Plan**

Whenever you hear the fire alarm remain calm, follow the instructions of the teacher in exiting the room and follow these patterns if you are in a classroom:

1. Leave all belongings in the classroom. (Girls may take purses.)
2. Do not talk, push, or run.
3. Walk single file out of the room along the route to the predetermined exit.
4. Once you are out of the building go to either the tennis courts or the front lawn.
5. Stay in your class group in order that the teacher may check roll.
6. Wait until the signal is given to return.
7. If you are not in a classroom when the fire alarm sounds, walk to the nearest exit, go to the tennis courts or the front lawn, find your teacher or a teacher and check in.

The routes for leaving the building from classrooms are as follows: Meeting locations are the front lawn and the tennis courts.

#### **BUILDING 100**

1. Nursing and Basement Rooms -- Out northeast corner of the building.
2. Spanish Room, Science Rooms, and Business Lab -- Out East exit by the principal's office.
3. Band Room -- Down stairs and out West exit.
4. Agriculture Shop -- Out North shop door.
6. Agriculture Classroom and Old Gym -- Out North exit by the Agriculture room.

#### **BUILDING 200**

1. Guidance Office -- Out North lobby exit.
2. Rooms 200- 203 -- Out North lobby exit.
3. Gym and Locker Rooms -- Out South exit

### **BUILDING 300**

1. Rooms 300- 304, 311 -- Out West North Exit
2. Rooms 305-310, Media Center – Out East North Exit

### **COMMONS AREA**

1. Out North or South exit

Law may punish persons who falsely activate the fire alarm system. In view of the grave danger which exists if students become careless in their response to fire alarms, we feel perfectly justified in pressing charges against anyone who sets off the system falsely.

### **Earthquake Plan**

The intercom system will be used to signal that an earthquake drill is to take place. The use of the intercom is for drill purposes only. In the event of an actual earthquake, teachers will give commands and instructions to be followed.

The following guidelines are to be followed:

1. If you are in a classroom, the teacher will give the command to DROP and COVER.
  - a) Get under a shelter such as a desk or table with your back toward any windows.
  - b) Cover your head with one arm (use book if available) and hold the shelter with other arm.
  - c) Maintain this position until shaking stops or you receive other instructions.
2. If you are in a building where no shelter is available:
  - a) Go to interior wall.
  - b) Assume DROP and COVER position.
  - c) Maintain this position until shaking stops.
  - d) Move outdoors to designated area and report to your current teacher or first hour teacher.
3. If you are on school grounds:
  - a) Assume DROP and COVER position.
  - b) Hold until shaking stops.
  - c) Move away from buildings, trees, overhead wires and poles.
  - d) Move to tennis courts or front lawn and report to area supervisor (Do not return to building)
4. Stay alert for aftershocks and wait for further instructions from the principal.

### **Active Shooter**

An announcement signals that all classroom doors are to be locked and all students safely secured within the classroom. Teachers with classes in open areas are to take students to a secure area. Teachers and students are to stay clear of windows. Teachers should cover door window. If students are outside on the front lawn they should proceed across the highway to the secure area in the Forestry Building. If students are on the tennis courts they should go to the secure area at the Fellowship Baptist Church. A second announcement will signal when the drill is over. During an actual active shooter situation each classroom will be released individually by police or building personnel. Room 112, room 110, room 109, room 108, room 107, room 105, room 104, and PE classes on the front lawn go to the Forestry Service for Active Shooter Drill. The remainder of the building goes to Fellowship Baptist Church. If evacuation of the buildings is required students shall raise their hands over their heads and walk out of the buildings to the secure area at the Fellowship Baptist Church.

### **Medical Emergency**

Medical emergency – call the principal’s office or the nurse and state the location and the type of emergency.

# Bomb Threat

**Call Taker:** Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

**School Commander:**

- School Commander or designee notifies law enforcement by calling 911
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO MR. STAFFORD'S OFFICE. ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to Fellowship Baptist Church and/or Forest Service Building if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

**Teachers and staff:**

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.

- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

## BOMB THREAT CHECKLIST

### Description Detail Report

#### Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

#### Notes:

### Callers Voice - Circle as applicable:

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?

### Background Sounds:

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

### Threat Language:

- |                              |                |
|------------------------------|----------------|
| • Well Spoken (educated)     |                |
| • Incoherent                 | • Taped        |
| • Foul                       | • Message read |
| • Irrational by threat maker |                |

Remarks: \_\_\_\_\_

**Vienna High School 13-3**  
**Building Evacuation Procedure**

**Sweeping the Building**

300 Building – David Hill

200 Building – Wade Stewart

100 Building – Jason West

**Taking Roll of Students & Teachers**

Brian Jones

Toni French

**Radio Locations**

Principal's Office

**Code “Strong/Soft Lockdown” Sweep**

Joshua Stafford & John Giffin

# **BUS ACCIDENT**

## **Administrative Procedure – School Bus Post-Accident Checklist**

### **I. Driver Post-Accident Procedure**

- a. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
- b. When notifying the District or transportation office, give the following information:
  - 1) seriousness of the accident
  - 2) location and time of the accident
  - 3) bus number and route number
  - 4) school
  - 5) number of students on board
  - 6) extent of any injuries
  - 7) weather/road conditions
  - 8) any other pertinent information
- c. Never leave your vehicle, either to check traffic, or set out reflectors, when children are on board. Evacuate the bus according to the bus safety procedures. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by the District or transportation office.
- d. Set out reflectors, flares, flags, etc. only when the safety of all the children is secure.
- e. NEVER:
  - 1) attempt to direct traffic
  - 2) move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard
  - 3) discuss liability or fault, or sign anything until someone from the District or transportation office arrives, and
  - 4) move an injured person unless the person's life is in jeopardy
- f. If your vehicle strikes an animal (pet), continue until it's safe to stop, keeping in mind that the sight of an injured pet could upset the children on the bus. Park the vehicle and radio the District or transportation office with the information. The office will notify the proper authorities.
- g. The District or transportation office, when notifying the school, may suggest that personnel follow-up with students to minimize trauma or emotional after-effects.

### **II. Information Gathering**

- a. Obtain the name and age of every passenger on the bus
- b. Obtain the name and addresses of all witnesses
- c. Regarding other vehicles involved in the accident, obtain the:
  - 1) other drivers' names
  - 2) other drivers' license numbers
  - 3) other drivers' addresses and phone numbers
  - 4) make, model, year, and license plate numbers of other involved vehicles
  - 5) other drivers' insurance carrier information
  - 6) name, address and phone numbers of passengers in other involved vehicles

### **III. District or Transportation Office Responsibilities**

- a. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident unless there are obvious injuries or complaints.
- b. Send a transportation supervisor to the accident scene to assist the bus driver
- c. Arrange for the parents of children on the bus to be contacted
- d. Arrange alternative transportation for the children
- e. Help the bus driver complete accident report forms, including insurance forms
- f. Contact the District's insurance carrier as soon as possible and follow its instructions
- g. Obtain any accident reports completed by third parties, including police reports

**IV. Post-Accident Alcohol and Drug Testing**

- a. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
- b. As soon as possible, after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances, if:
  - 1) the accident involved the loss of human life;
  - 2) the driver receives a citation for a moving traffic violation arising from the accident; or
  - 3) a law enforcement officer directs that such a test be given
- c. If a required alcohol test is *not* administered:
  - 1) within 2 hours, the District must prepare and maintain a file or record stating why the test was not properly administered
  - 2) within 8 hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
- d. If a required controlled substance test is not administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
- e. No driver required to take a post-accident alcohol test shall use alcohol for 8 hours following the accident or until undergoing a post-accident alcohol test.

V. **Vehicle Inspection** - following an accident, each damaged bus component must be inspected before the bus is returned to service.

**Crisis Response Services**

Ambulance.....	911
Fire Department.....	911
Vienna City Police.....	911 or 658-8264
Johnson County Ambulance Service.....	911 or 658-2131
Johnson County Sheriff.....	911 or 658-8264
Johnson County 911 Office.....	911 or 658-5911
Johnson County Emergency Service & Disaster Agency.....	658-3818
DCFS Hotline.....	1-800-252-2873

Hospitals:

Massac Memorial (Metropolis).....	618-524-2176
Marion Memorial.....	618-998-4700
Union County (Anna).....	618-833-4511
Lourdes (Paducah).....	270-444-2444
Western Baptist (Paducah).....	270-575-2100

Illinois Emergency Management Agency

2309 West Main Street

Marion, IL 62959

(618) 997-5847

\*Call Trace – Hang up immediately, dial \*57 on the line you received the call. This marks the call. Once you dial \*57, the call is traced.

**School Violence Tip Line.....**1-800-477-0024

(Administered by the Illinois State Police. Information is forwarded to the local sheriff’s department and the appropriate ISP District)

## **Crisis Response Counselors**

### **Johnson County**

#### **Family Counseling Center, Inc. (658-2611)**

- Sherrie Crabb – Director
  - Jill Berube - RN
  - Nancy Price – Adult Outpatient Therapist
  - Kerie Fowler – Youth Outpatient Counselor
  - Patti Williamson – Youth Outpatient Therapist
  - Karmela Cain – Administrative Assistant
  - Helen Norin – Adult Case Manager
  - Ali Brown - Youth Outpatient Counselor
  - Rebecca Rednour – Substance Abuse Counselor
  - Beth Murphy – Adult Case Manager
  - Lyn D’Angelo – Adult Outpatient Counselor
  - Haley Leach – Youth Outpatient Counselor
  - Marsha Hayes – Youth Outpatient Counselor
- 

#### **Vienna High School (658-3011)**

- School Nurse – Sheri Smith
- School Nurse- Reagan Tanner
- School Counselor - Edna Bundren

## ***Utility Main Shutoffs***

### **Vienna High School 13-3**

1. **Main Water Meter** on 4<sup>th</sup> Street by Tennis Court – need wrench to turn off.
2. **Gas Valve** on Northside by Door K & Gas Valve on Northwest side by Door D – need wrench to turn.
3. **Electricity Main Shutoff** located south of Building 200 by Door M – Four switches – 3 in the boxes and 1 outside (Underneath the panel on Southside of Main Box.). Pull handles down.
4. **Wrenches located in Room 103 and in bottom drawer of Toolbox located in Maintenance Room.** All valves turn clockwise.
5. **Sprinkler System Valve** is located in the Closet of Northside of Commons Area. Turn Valve clockwise.
6. **Emergency Shutoff for Diesel Fuel Tank** is located in Parking Lot by Air Conditioning Unit on Northwest Corner of 300 Building. Push in button to turn off electricity.
7. **Panel for Fire Alarm** is located in the Copy Room of Superintendent’s Office. Push silencer button.