

# Virtual Preparatory Academy of Oklahoma Emergency Operations Plan

## **Approval and Implementation**

This Emergency Operations Plan addresses the Virtual Preparatory Academy of Oklahoma's planned response to all hazards. It is a plan for mitigating emergencies and incidents to protect life, health, and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

To execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in their use. Personnel having roles and responsibilities established by this plan shall be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the Head of School at Virtual Preparatory Academy of Oklahoma.

## **Purpose of the Plan**

The Virtual Preparatory Academy of Oklahoma Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at Virtual Preparatory Academy of Oklahoma.

## **Components**

- Site Plan
- Floor Plan
- Emergency Contact Information Sheet

## **Scope of the Plan**

The plan outlines the expectations of school staff and students as well as provides authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; and authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

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## **PREVENTION & PREPAREDNESS**

### **Training on the Plan**

All staff shall be trained in the school's emergency response procedures, and training records should be maintained by the school.

Specific personnel who are trained in the school's emergency response procedures include but are not limited to the school leadership team, teachers and support staff.

Types of training provided by the school include but are not limited to:

- Annual Safety Drill
- Annual EOP Training
- Fire, tornado, building evacuation and safety drills required by the Oklahoma State Department of Education

### **Drills and Exercises**

Virtual Preparatory Academy of Oklahoma will conduct drills and exercises with the purpose of testing the procedures identified in the school EOP and to ensure that staff are familiar with the specific actions required in the school EOP. The school will conduct the drills identified in accordance with all statutory requirements.

- Fire Drills- August, January
- Tornado Drills- August, September, January, March
- Security Drills (secure perimeter, lockdown, reverse evacuation)- August, January

### **Hazard & Threat Analysis**

The school is exposed to many hazards and threats, which have the potential for disrupting the school community, causing casualties, and damaging or destroying school property. The Oklahoma County Emergency Management Agency maintains a countywide hazard analysis; this should not be included in its entirety. Each administrator, in consultation with Oklahoma County EMA has been identified by as possible hazards and threats known to the school.

### **SAFE-CALL Hotline**

Oklahoma's SAFE-CALL hotline, the first such statewide system in the nation, is an anonymous toll-free telephone line for educators, students, and citizens to share their concerns about potentially disruptive or dangerous situations in public schools. SAFE-CALL's anonymous tips are investigated by the appropriate local authorities. Nationally, telephone lines such as SAFE-CALL are making a difference by

providing information school officials would not likely have had available to them. Safety in our schools is everyone's concern. SAFE-CALL is there to help. (1-877-SAFE-CALL) ext. OK1, (1-877-723-3225, ext. 651)

## School Environment

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment. The district will use *Rave Panic Button*, an Emergency Response App, that will ensure immediate notification to & timely response by law enforcement.

## Planning Team/Safety Committee

The Planning Team/Safety Committee is the group of building personnel and community stakeholders who address safety issues within the school. They meet at least once per year. The team also collaborates via email, phone calls, and one-on-one meetings. Persons who are not team members are invited to make security recommendations at Virtual Preparatory Academy of Oklahoma Board of Education meetings and directly with school staff.

The Safety Committee members are:

- School Stakeholders
  - Erin Starkey, Head of School
  - Blaire Harrison, Operations Manager
  - Brad Talley, Principal
  - Teacher, TBD
  - Parent, TBD
  - Student, TBD
  
- Community Stakeholders
  - Law Enforcement
  - Fire Department
  - EMS
  - Emergency Management
  - Behavioral Health

## Personal Emergency Preparedness

All Virtual Preparatory Academy of Oklahoma staff members are encouraged to develop personal and family emergency plans and maintain personal preparedness. Families of staff members should anticipate that their family members may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

# PLAN ENACTMENT

## Plan Activation

Decision-making authority and operational control must be clear, regardless of who is onsite. Primary and alternate decision-makers should be identified for each program, regardless of the time of day that activity occurs. Plan activation responsibility does not preclude staff from acting upon initial identification of a hazard.

## Site Information

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

### Main Site:

- School's Main Campus
  - 309 NW 13th, Suite 103, Oklahoma, OK 73103

### Off-Site Locations:

- Field trips
- State testing locations
- Other off-site official school activities may require additional emergency planning.

## Offsite Preparedness

Offsite activities may require additional preparedness measures, including:

- Take Emergency Contact information with you
- Identify medical needs of students and staff
- Ensure parent/guardian stays onsite to administer appropriate medications, as necessary to their child's needs
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school office

## Planning Assumptions

The following list of planning assumptions allows for deviation from the plan if certain assumptions or conditions prove not to be true during operations:

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible.

- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision-making and first aid.
- The risk of harm, injury and damage will exist regardless of how much a school may plan for an emergency. This plan facilitates the reduction of that risk. Loss of life and property is still possible.

It is the policy of Virtual Preparatory Academy of Oklahoma that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the Virtual Preparatory Academy of Oklahoma will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

### Incident Command Structure (ICS): Roles and Responsibilities

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

### Staff Responsibilities

There are many responsibilities to fulfill before, during and after an emergency. School staff are responsible for handling emergencies until the first responders arrive.

The list below indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

- Policy decisions
- Incident Command
- Identify resources
- Notify First Responders
- Secure scene
- Activate Emergency Communication Plan
- Assess school emergency
- Report Emergencies
- Comply with School Policies

# EMERGENCY COMMUNICATION PLAN

Communication is a critical part of incident management. This section outlines Virtual Preparatory Academy of Oklahoma's emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community, and media.

## Methods of Communication

The school will use phone calls as the primary form of communication. Automated phone calls, email, or social media will be used, as appropriate. If the situation warrants or a communication method fails, additional methods should be implemented immediately.

## Before an Emergency

Prior to the first day of each school year, administrators are required to notify parents and legal guardians of how they will be notified in the event of an emergency. This is accomplished via information provided to families during enrollment, orientation, and other back-to-school events.

## During an Emergency

- Disseminate information via phone or social media to inform parents about what is known to have happened
- Automated phone call used to communicate attendance/accountability status to Incident Command
- Implement a plan to manage the influx of phone calls and parents who arrive at school
- Provide regular updates to media and school community
- Establish a media site and reception area away from the school and an Incident Command Post
- Coordinate media communications with relevant community partners, if established
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene
- Monitor release of information and correct misinformation
- Coordinate messages with the principal/senior leadership

## After an Emergency

After an incident, Virtual Preparatory Academy of Oklahoma administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

# PROTECTIVE MEASURES & EMERGENCY EVENTS

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur. It is likely that multiple protective measures may be used to provide the greatest protection to life and property. To become familiar with these functional content areas staff and students will participate in drills, the annual Emergency Management Test, and additional training.

The following events and associated measures will be detailed on the next several pages.

## Functional Content Areas

- Family Reunification
- Medical Response
- Mental Health Event
- Post-Event Recovery
- School Closure
- Shelter-In-Place

## Emergency Events

- Bloodborne Pathogen Event
- Bomb Threat
- Bullying
- Chemical Accident
- Civil Disturbance
- Dam Failure
- Death
- Earthquake
- Explosion
- Evacuation
- Flood
- Fire Emergency
- Gas Leak/Outage
- Hostage Situation
- Injury/Health Event
- Lockdown
- Lost Child
- Nuclear Incident
- Pandemic
- Power Outage
- Severe Storm/Tornado
- Sexual Assault/Abuse
- Unidentified Substance/Illicit Drugs
- Water Outage/Restriction
- Winter/Ice Storm

<b>EVACUATION PROCEDURES</b>	
<b>Definition</b>	Leaving the site where an emergency calls for departure
<b>Purpose</b>	Evacuation will take place if it is determined that it is safer away from the hazard. This could be in a different part of the building, outside, or at an offsite location.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Earthquake</li> <li>• Explosion</li> <li>• Fire</li> <li>• Flood</li> <li>• Gas Leak/Outage</li> <li>• Hostage Situation</li> <li>• Influenza Outbreak</li> <li>• Medical: Pandemic</li> <li>• Nuclear Incident</li> <li>• Power Outage</li> <li>• Severe Weather/Tornado (aftermath)</li> <li>• Terrorism</li> <li>• Water Outage</li> <li>• Winter Storm/Ice Storm</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Measures</b>	<p>Onsite Evacuation Location</p> <ul style="list-style-type: none"> <li>• Evacuate staff and students to the north parking lot adjacent to main campus building</li> </ul> <p>Offsite Evacuation Locations</p> <ul style="list-style-type: none"> <li>• To be determined during planning of offsite activities</li> </ul> <p>All Clear</p> <ul style="list-style-type: none"> <li>• Wait for the “all clear” to be issued, indicating hazard has passed and normal activities can resume outside. The school’s “all clear” will be indicated by automated phone call.</li> </ul> <p>Notification of Families</p> <ul style="list-style-type: none"> <li>• Notify families by automated phone call</li> <li>• Provide information relevant to the event</li> </ul>

<b>FAMILY REUNIFICATION PROCEDURES</b>	
<b>Definition</b>	Bringing students and parents/guardians together following an event
<b>Purpose</b>	Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Earthquake</li> <li>• Explosion</li> <li>• Fire</li> <li>• Flood</li> <li>• Gas Leak/Outage</li> <li>• Hostage Situation</li> <li>• Influenza Outbreak</li> <li>• Medical: Pandemic</li> <li>• Nuclear Incident</li> <li>• Power Outage</li> <li>• Severe Weather/Tornado</li> <li>• Terrorism</li> <li>• Water Outage</li> <li>• Winter Storm/Ice Storm</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Measures</b>	<p>Before an Emergency</p> <ul style="list-style-type: none"> <li>• Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.</li> </ul> <p>During/After Emergency</p> <ul style="list-style-type: none"> <li>• Identify the injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.</li> <li>• Notify, in-person, parents/guardians of fatalities</li> <li>• Notify, in-person, parents/guardians of injured</li> <li>• Notify, via automated message, all parents. The message should state that if they have not received a personal message that their child is safe. <u>Do not send message until all parents of injured/deceased are notified.</u></li> <li>• Provide information about reunification process (e.g., Required identification documents; What parent should do if sending an alternate to pick up their child)</li> </ul> <p>Process of Reunification</p> <ul style="list-style-type: none"> <li>• Get the students to the site</li> <li>• Have student records relating to emergency release of students</li> <li>• Separate students from parent/guardian verification area</li> <li>• Send parents/guardians to a private area away from the public eye to pick up their child(ren). Students may only be released to parents/guardians who have custody rights</li> <li>• Verify parent/guardian identification</li> <li>• Release student to parent/guardian</li> <li>• Students who cannot be picked up will be released to law enforcement</li> </ul>

<b>LOCKDOWN PROCEDURES</b>	
<b>Definition</b>	Shelter in place due to onsite emergency
<b>Purpose</b>	Lockdown is used to secure all building occupants against a possible or known immediate threat to life.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Hostage Situation</li> <li>• Terrorism</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Factors</b>	<p>The steady state of a building requires that all exterior doors be locked.</p> <p>Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school’s security regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.</p> <p>All school staff receive active shooter training at least annually.</p>
<b>Measures</b>	<p>Initiation</p> <ul style="list-style-type: none"> <li>• Different levels of lockdown may be prudent depending on the situation. School Incident Commander/Principal will make an announcement declaring a level of lockdown using the public address system. Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.</li> </ul> <p>Staff Accountability</p> <ul style="list-style-type: none"> <li>• Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff, or guests sheltered in your classroom</li> </ul> <p>During/After Emergency</p> <ul style="list-style-type: none"> <li>• Identify the injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.</li> <li>• Notify, in-person, parents/guardians of fatalities</li> <li>• Notify, in-person, parents/guardians of injured</li> <li>• Notify, via automated message, all parents. The message should state that if they have not received a personal message that their child is safe. <u>Do not send message until all parents of injured/deceased are notified.</u></li> <li>• Provide information about the reunification process (e.g. Required identification documents; What parent should do if sending an alternate to pick up their child.</li> </ul> <p>All Clear</p> <ul style="list-style-type: none"> <li>• Wait for the “all clear” to be issued, indicating hazard has passed and normal activities can resume outside. The school’s “all clear” will be indicated by automated phone call.</li> </ul>

<b>MEDICAL RESPONSE</b>	
<b>Definition</b>	Any emergency requiring medical response
<b>Purpose</b>	Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Earthquake</li> <li>• Explosion</li> <li>• Fire</li> <li>• Flood</li> <li>• Gas Leak/Outage</li> <li>• Hostage Situation</li> <li>• Influenza Outbreak</li> <li>• Medical: Pandemic</li> <li>• Nuclear Incident</li> <li>• Power Outage</li> <li>• Severe Weather/Tornado</li> <li>• Sexual Assault/Abuse</li> <li>• Terrorism</li> <li>• Water Outage</li> <li>• Winter Storm/Ice Storm</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Measures</b>	<p>The trained designated staff member(s) should respond.</p> <ul style="list-style-type: none"> <li>• Assess the ill or injured person: develop and execute a plan of care.</li> <li>• Instruct another adult to call 9-1-1.</li> <li>• Notify school administration of incident.</li> <li>• School administrators should contact the student's parent or guardian.</li> <li>• School personnel must accompany a student to the hospital if the parent/guardian is not present.</li> <li>• The incident should be documented per school policy.</li> </ul> <p>Medical Training of Staff</p> <ul style="list-style-type: none"> <li>• The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.</li> </ul>

<b>MENTAL HEALTH RESPONSE</b>	
<b>Definition</b>	Any event resulting in a mental health crisis
<b>Purpose</b>	Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Any mental health crisis/event</li> </ul>
<b>Measures</b>	<p>Staff are trained each year regarding the mental health needs of students.</p> <p>These services will be made available to staff and students.</p> <p>Schools should have other plans in place to address the counseling needs of students who have experienced personal trauma or who have ongoing mental health needs.</p>

POST-EVENT RECOVERY MEASURES	
<b>Definition</b>	What is done after an event has concluded
<b>Purpose</b>	Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.
<b>Measures</b>	<p>The school administrator will designate appropriate personnel to collaborate with external resources to accomplish the following:</p> <ul style="list-style-type: none"> <li>• Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations</li> <li>• Verify continued access to student and administrative records</li> <li>• Confirm an adequate number of staff and teachers are available</li> <li>• Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with county emergency management agency as federal disaster reimbursement may be available</li> </ul>

<b>SCHOOL CLOSURE MEASURES</b>	
<b>Definition</b>	Closing physical and virtual school for a given time, cancelling all activities
<b>Purpose</b>	School closure is a useful method for preventing/mitigating damage to people and property in a variety of instances.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Earthquake</li> <li>• Explosion</li> <li>• Fire</li> <li>• Flood</li> <li>• Gas Leak/Outage</li> <li>• Hostage Situation</li> <li>• Influenza Outbreak</li> <li>• Medical: Pandemic</li> <li>• Nuclear Incident</li> <li>• Power Outage</li> <li>• Severe Weather/Tornado</li> <li>• Terrorism</li> <li>• Water Outage</li> <li>• Winter Storm/Ice Storm</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Measures (Before School)</b>	<p><b>Notification of Families</b></p> <ul style="list-style-type: none"> <li>• Notify families by automated phone call</li> <li>• Provide information relevant to the closing, including the expected duration</li> </ul> <p><b>Notification of Staff (calling tree)</b></p> <ul style="list-style-type: none"> <li>• HEAD OF SCHOOLS notifies OPERATIONS MANAGER &amp; PRINCIPAL</li> <li>• OPERATIONS MANAGER notifies SPEC. ED. COORDINATOR &amp; SPEC. ED. TEACHER</li> <li>• PRINCIPAL notifies SAFE SCHOOLS REPS. FOR SECONDARY AND ELEMENTARY</li> <li>• ELEMENTARY SAFE SCHOOLS REP. notifies ELEMENTARY TEACHERS</li> <li>• SECONDARY SAFE SCHOOLS REP. notifies SECONDARY TEACHERS</li> </ul>
<b>Measures (During School Day)</b>	<p><b>Notification of Families</b></p> <ul style="list-style-type: none"> <li>• Notify families by automated phone call</li> <li>• Provide information relevant to the closing, including the expected duration</li> </ul> <p><b>Notification of Staff (calling tree)</b></p> <ul style="list-style-type: none"> <li>• HEAD OF SCHOOLS notifies OPERATIONS MANAGER &amp; PRINCIPAL</li> <li>• OPERATIONS MANAGER notifies SPEC. ED. COORDINATOR &amp; SPEC. ED. TEACHER</li> <li>• PRINCIPAL notifies SAFE SCHOOLS REPS. FOR SECONDARY AND ELEMENTARY</li> <li>• ELEMENTARY SAFE SCHOOLS REP. notifies ELEMENTARY TEACHERS</li> <li>• SECONDARY SAFE SCHOOLS REP. notifies SECONDARY TEACHERS</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Make arrangements for students who have not or cannot be picked up</li> <li>• Cancel all activities</li> </ul>

<b>SHELTER-IN-PLACE MEASURES</b>	
<b>Definition</b>	Staying in a designated location for an extended time
<b>Purpose</b>	Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Active Shooter</li> <li>• Bomb Threat</li> <li>• Civil Unrest</li> <li>• Earthquake</li> <li>• Explosion</li> <li>• Fire</li> <li>• Flood</li> <li>• Gas Leak/Outage</li> <li>• Hostage Situation</li> <li>• Influenza Outbreak</li> <li>• Medical: Pandemic</li> <li>• Nuclear Incident</li> <li>• Power Outage</li> <li>• Severe Weather/Tornado</li> <li>• Terrorism</li> <li>• Water Outage</li> <li>• Winter Storm/Ice Storm</li> <li>• Other Emergency Event(s)</li> </ul>
<b>Measures</b>	<p>Shelters are areas of the building that maximize the safety of occupants and may change depending on the hazard/threat. Shelter-in-place could last for minutes to days based upon hazard/threat.</p> <p>Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).</p> <p><b>Extended Shelter-in-Place</b></p> <ul style="list-style-type: none"> <li>• Sheltering in place beyond a few hours may require additional resources to support the sheltered population.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Life sustainment of sheltered occupants becomes a priority during extended sheltering events</li> <li>• Food, water, extra batteries, and toileting needs must be considered</li> <li>• Lack of access to medication stored at the school may cause a medical emergency</li> <li>• Supplies for sealing rooms to prevent transfer of contaminated air</li> <li>• Products and services identified above may need to be resupplied during extended sheltering. Contact county emergency management agency (EMA) if anticipating an extended sheltering time period to obtain additional resources.</li> </ul> <p><b>Notification of Families</b></p> <ul style="list-style-type: none"> <li>• Notify families by automated phone call</li> <li>• Provide information relevant to the event</li> </ul>

<b>BLOODBORNE PATHOGEN MEASURES</b>	
<b>Definition</b>	Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
<b>Purpose</b>	Health measures to protect staff and students
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Custodial, maintenance, and other employees that may be exposed to human blood or other regulated body fluids have received training annually on bloodborne pathogens.</li> </ul> <p><b>Special Supplies and Equipment</b></p> <ul style="list-style-type: none"> <li>• Goggles/face protection</li> <li>• Nitrile Gloves</li> <li>• Various cleaning agents</li> <li>• Disinfectants</li> <li>• Medical Waste Disposal Containers/Red bags</li> <li>• Shoe protection</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• If it is wet and not yours, do not touch it.</li> <li>• Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)</li> <li>• Disposable gloves and disinfectant cleaners are adequate for clean-up</li> <li>• Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped</li> <li>• Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.</li> <li>• The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not use bar soap or cloth towels for hand-washing that could pass contamination to others)</li> </ul> <p><b>Contaminated Supplies and Labeling Infectious Waste</b></p> <ul style="list-style-type: none"> <li>• Soiled items must be placed in a biohazard bag. The tags applied to waste receptacles with contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags aren't used, then other equally effective identification means shall be used. Disposal of bags or other biohazard containers will be disposed of in appropriate biohazard containers.</li> </ul>

**BOMB THREAT MEASURES**

<b>Definition</b>	Threat of perceived/actual explosive device onsite
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<b>Purpose</b>	Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.
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<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Bomb Threat Procedures</b></p> <ul style="list-style-type: none"> <li>• The FBI bomb threat checklist is provided to each staff member to place near all phones.</li> </ul> <p align="center"><i>FBI/DOJ Bomb Threat Guidance Conduct a Rapid Assessment</i></p> <p><b>Low Risk</b></p> <ul style="list-style-type: none"> <li>• Lacks realism: A threat that poses a minimal risk to the victim and public safety. The motive is probably to cause disruption.</li> <li>• Vague and indirect</li> <li>• Info. contained within the threat is inconsistent, implausible, or lacks detail</li> <li>• Caller is definitely known and has called numerous times</li> <li>• Threat was discovered instead of delivered (i.e., written on a wall)</li> </ul> <p><b>Medium Risk</b></p> <ul style="list-style-type: none"> <li>• Increased level of realism: threat that could be carried out, although it may not entirely appear realistic</li> <li>• Threat is direct and feasible</li> <li>• Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out</li> <li>• May include indications of a possible place and time</li> <li>• No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility</li> <li>• Indication the perpetrator has details regarding the availability of components needed to construct a bomb</li> <li>• Increased specificity to the threat (i.e., “I’m serious” or “I really mean this”)</li> </ul> <p><b>High Risk</b></p> <ul style="list-style-type: none"> <li>• Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.</li> <li>• Threat is direct, specific, and realistic; may include names of possible victims,</li> </ul>
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	<p>specific time, and location of device</p> <ul style="list-style-type: none"> <li>• Perpetrator provides his/her identify</li> <li>• Threat suggests concrete steps have been taken toward carrying out threat</li> <li>• The perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.</li> <li>• Determine if a search is warranted</li> <li>• Determine if protective measures for the building is warranted</li> <li>• Coordinate with local Law Enforcement</li> </ul>
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## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

**If a bomb threat is received by phone:**

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities immediately with information and await instructions.

**If a bomb threat is received by handwritten note:**

- Call \_\_\_\_\_
- Handle note as minimally as possible.

**If a bomb threat is received by e-mail:**

- Call \_\_\_\_\_
- Do not delete the message.

**Signs of a suspicious package:**

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

**DO NOT:**

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

**WHO TO CONTACT (Select One)**

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



Homeland Security

## BOMB THREAT CHECKLIST

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

TIME CALLER HUNG UP: \_\_\_\_\_ PHONE NUMBER WHERE CALL RECEIVED: \_\_\_\_\_

### Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

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

### Information About Caller:

- Where is the caller located? (background/level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Crackling voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lip		
<input type="checkbox"/> Loud	<b>Other Information:</b>	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

<b>BULLYING MEASURES</b>	
<b>Definition</b>	Harassment, intimidation, or bullying behavior by any student/school personnel is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts (i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device), either overt or covert, by a student or group of students toward other student(s) with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate.
<b>Purpose</b>	Such behaviors are prohibited on or immediately adjacent to school grounds or at any school-sponsored activity.
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Mental Health Event</li> </ul> <p>School personnel must report prohibited incidents of which they are aware to the school principal or other administrator designated by the principal.</p> <p>Custodial parent or guardian of any student involved in a prohibited incident must be notified in accordance with the "Family Educational Rights and Privacy Act of 1974," and have access to any written reports pertaining to the incident.</p>

[See the Virtual Preparatory Academy of Oklahoma Board Policy for Bullying for more information.](#)

<b>CHEMICAL ACCIDENT MEASURES</b>	
<b>Definition</b>	A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported.
<b>Purpose</b>	Safety measures to protect staff and students during a chemical accident
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p>For the purpose of emergency planning and incident response, the Local Emergency Planning Committee (LEPC), managed by the County Emergency Management Agency, may be able to assist schools with identifying facilities near the school that are required to report specific chemicals or chemicals in excess of 10,000 pounds. In the event that a chemical accident was to occur, the local fire department or county hazmat team would be the appropriate agencies to respond.</p> <p><b>Chemical Accident Procedures</b></p> <ul style="list-style-type: none"> <li>• A list of chemicals stored onsite is maintained by the janitorial staff and can be found at the main office.</li> <li>• Cleanup equipment and personal protective equipment are located in a storage unit next to the janitorial closet.</li> <li>• Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.</li> <li>• If the spill occurs within the building, isolate the area.</li> </ul>

<b>CIVIL DISTURBANCE MEASURES</b>	
<b>Definition</b>	Civil disturbance is a general term used to describe a variety of violent situations. It does not include nonviolent demonstrations protected by the first amendment. For this reason, actions to be taken should be determined by the administration.
<b>Purpose</b>	Safety measures to protect staff and students during a civil disturbance
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Lockdown</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Civil Disturbance Procedures</b></p> <ul style="list-style-type: none"> <li>• Crowd control is complex and unpredictable.</li> <li>• Announce to the school occupants in plain language what is occurring and which protective measure they should take.</li> <li>• If there is a disruption within the school, utilize the Lockdown functional content area and move all of the students and staff that are not involved to safe areas.</li> <li>• Warn staff and students to be alert for unattended and suspicious items carried or left by disrupters; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.</li> </ul>

<b>DAM FAILURE MEASURES</b>	
<b>Definition</b>	A dam failure is defined as an uncontrolled release of a reservoir. In areas that could be flooded because of a failure of or operation of a dam, there is potential for loss of life and damage to property.
<b>Purpose</b>	Safety measures to protect staff and students during a dam failure
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Dam Failure Procedures</b></p> <ul style="list-style-type: none"> <li>• Notification is key during a dam failure and should be made available to the public through local media. In most cases, the public will receive adequate warning to evacuate potentially dangerous areas.</li> </ul> <p>School Administrators will need to coordinate a decision to close school with the county Emergency Management Agency.</p> <p><b>Dam Failure Emergency Classifications</b></p> <ul style="list-style-type: none"> <li>• Condition A: Failure is imminent or has occurred</li> <li>• Condition B: Potential failure situation is developing</li> <li>• Non-failure emergency condition (may include flooding downstream)</li> </ul>

<b>DEATH MEASURES</b>	
<b>Definition</b>	Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency, or an accident.
<b>Purpose</b>	Protocols for responding to death
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Death Response Procedures</b></p> <ul style="list-style-type: none"> <li>• Immediately clear the area except those who are providing direct support to the victim. Clear scene of any ongoing hazards for any medical or other hazards created by the event. Notify family</li> <li>• If the victim is a staff member, notify Human Resources to provide notification to the family. Notification must be made in person.</li> <li>• If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.</li> <li>• Mental Health assistance and programming should be made available for the entire educational community.</li> </ul>

<b>EARTHQUAKE MEASURES</b>	
<b>Definition</b>	a sudden and violent shaking of the ground
<b>Purpose</b>	An earthquake has the potential to knock you to the ground. Earthquakes can cause furniture to move, and even buildings to collapse.
<b>Applicable Hazards</b>	<ul style="list-style-type: none"> <li>• Earthquake</li> </ul>
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Earthquake Concerns</b></p> <ul style="list-style-type: none"> <li>• Falling debris and collapsing walls/buildings remain a potential hazard</li> <li>• Secondary hazards (downed power lines, gas leaks, fires, etc.) may occur</li> <li>• Emergency response may be delayed due to damage to roads/bridges</li> </ul> <p><b>Drop, Cover, and Hold-On Procedure</b></p> <ul style="list-style-type: none"> <li>• DROP where you are, onto your hands and knees. Stay low and crawl to shelter if nearby.</li> <li>• COVER your head and neck with one arm and hand.</li> <li>• If a sturdy table or desk is nearby, crawl underneath it for shelter</li> <li>• If no shelter is nearby, crawl next to an interior wall (away from windows)</li> <li>• Stay on your knees; bend over to protect vital organs</li> <li>• HOLD ON until the shaking stops</li> <li>• Under shelter: hold onto it with one hand; be ready to move with your shelter if it shifts</li> <li>• No shelter: hold on to your head and neck with both arms and hands</li> <li>• Aftershocks can occur following the initial quake. These may occur immediately and last sporadically for weeks or months.</li> </ul> <p><b>All Clear</b></p> <ul style="list-style-type: none"> <li>• Wait for the “all clear” to be issued, indicating hazard has passed and normal activities can resume outside. The school’s “all clear” will be indicated by automated phone call.</li> </ul> <p><b>Notification of Families</b></p> <ul style="list-style-type: none"> <li>• Notify families by automated phone call</li> <li>• Provide information relevant to the event</li> </ul>

<b>EXPLOSION MEASURES</b>	
<b>Definition</b>	An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other manmade (bomb) or natural hazard.
<b>Purpose</b>	Safety measures to protect staff and students during an explosion
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Explosion Procedures</b></p> <ul style="list-style-type: none"> <li>• Do not re-enter the building until declared safe by the fire department.</li> <li>• Ensure that staff, students, and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.</li> <li>• Do not store petroleum and fertilizer in the same location.</li> </ul>

<b>FLOOD MEASURES</b>	
<b>Definition</b>	Floods can occur anywhere, anytime of year. Floodwaters can appear suddenly, known as flash flooding, or can rise slowly.
<b>Purpose</b>	Safety measures to protect staff and students during a flood
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Flood Procedures</b></p> <ul style="list-style-type: none"> <li>• Never drive through a flooded street.</li> <li>• It is never safe to walk near or in floodwaters.</li> <li>• If evacuation is by bus, do not drive through flooded streets and/or roads.</li> <li>• Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.</li> <li>• If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.</li> <li>• Designated staff members will assist the search team to ensure that all students have been located and/or evacuated.</li> </ul>

<b>FIRE EMERGENCY MEASURES</b>	
<b>Definition</b>	A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.
<b>Purpose</b>	Safety measures to protect staff and students during a fire event
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> </ul> <p>Ensure that all staff members have been trained in how to respond in the event of a fire. Any staff discovering fire or smoke will activate the fire alarm, report the fire to the principal. Staff, students, and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas. Staff should take attendance.</p> <p>No one may re-enter building(s) until it is declared safe by the fire department.</p> <p>Ensure that staff, students, and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.</p>

<b>GAS LEAK/OUTAGE MEASURES</b>	
<b>Definition</b>	A gas outage can occur at any time, for a variety of reasons, and usually without warning.
<b>Purpose</b>	Safety measures to protect staff and students during a gas leak/outage
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> </ul> <p><b>Gas Leak/Outage Procedures</b></p> <ul style="list-style-type: none"> <li>• Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.</li> <li>• Evacuate population to on-site evacuation site (away from the hazard)</li> <li>• SMELL and TELL: Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)</li> <li>• Determine whether the source of the leak is inside or outside building</li> </ul> <p>Follow Fire Department instructions before relocating the building to an off-site location.</p> <p><b>Consider the potential consequences of an outage:</b></p> <ul style="list-style-type: none"> <li>• Heating may not be available</li> <li>• Hot water may not be available</li> <li>• Some food preparation equipment may not be available</li> <li>• Some Science labs may be affected</li> </ul>

<b>HOSTAGE SITUATION MEASURES</b>	
<b>Definition</b>	A hostage situation involves one or more people being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.
<b>Purpose</b>	Safety measures to protect staff and students during a hostage situation
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Lockdown</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Hostage Procedures</b></p> <ul style="list-style-type: none"> <li>• Cooperate with hostage-taker</li> <li>• De-escalate the situation, if possible</li> <li>• Stall for time, if possible</li> <li>• Do not aggravate the hostage-taker</li> <li>• Provide law enforcement with the last known location of suspect(s).</li> <li>• Those who know of a hostage and/or hostage taker should identify themselves with the incident commander and be prepared to cooperate with law enforcement.</li> </ul>

<b>INJURY/HEALTH MEASURES</b>	
<b>Definition</b>	When someone has sustained an injury or is experiencing a significant health event
<b>Purpose</b>	Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• Shelter-In-Place</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Administer appropriate first aid according to your level of training until help arrives.</li> <li>• Isolate the victim except for those assisting.</li> <li>• Principal shall designate a staff member to accompany the injured who are transported to the hospital.</li> <li>• Notify parent, guardian, or another appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.</li> </ul>

<b>LOST CHILD MEASURES</b>	
<b>Definition</b>	A child is considered lost whenever a question has been raised as to his/her/their current location.
<b>Purpose</b>	Locate the student as soon as possible
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• Shelter-In-Place</li> </ul> <p><b>The following scenarios are included in this hazard:</b></p> <ul style="list-style-type: none"> <li>• Stranger or family abduction</li> <li>• Missing from class</li> <li>• Not returning from recess</li> <li>• Not arriving at the expected after-school location, whether it be home, daycare, or school event</li> <li>• Abducted or kidnapped</li> </ul> <p><b>Lost Child Procedures</b></p> <ul style="list-style-type: none"> <li>• Report missing child to office with a description and other noteworthy information about the child.</li> <li>• Be aware of the lost child’s special needs (i.e., medication, learning disability)</li> <li>• Attempt to locate the child.</li> <li>• Use Public Address (PA) System to call child to office</li> <li>• Conduct a walk-through of the interior and exterior.</li> <li>• Pre-assign search areas adjacent to daily staff assignments.</li> <li>• Staff members who do not supervise students should search all other areas.</li> <li>• Search all buses.</li> </ul> <p><b>If child is not found:</b></p> <ul style="list-style-type: none"> <li>• Increase number of staff members searching exterior and interior</li> <li>• Contact Police (911)</li> <li>• Notify Parents</li> <li>• Contact bus transportation, if appropriate</li> <li>• Notify Field Trip location</li> <li>• Contact Central Office</li> </ul>

<b>NUCLEAR INCIDENT MEASURES</b>	
<b>Definition</b>	An accident at a nuclear power plant could result in dangerous levels of radiation that could affect health and safety.
<b>Purpose</b>	Safety measures to protect staff and students during a nuclear incident
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p>Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.</p> <p><b>There are four (4) levels of an emergency at a nuclear power plant:</b></p> <ul style="list-style-type: none"> <li>• Notification of an Unusual Event (NOUE) – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.</li> <li>• Alert – Actual or potential substantial degradation of the level of safety of the plant or a security event that involves probable life-threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.</li> <li>• Site Area Emergency (SAE) – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.</li> <li>• General Emergency (GE) – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.</li> </ul> <p><b>Nuclear Incident Procedures</b></p> <ul style="list-style-type: none"> <li>• The School Administrator should activate the Radiological Preparedness Plan.</li> </ul>

<b>PANDEMIC MEASURES</b>	
<b>Definition</b>	A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local, regional, or global outbreak.
<b>Purpose</b>	Safety measures to protect staff and students during a pandemic
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> </ul> <p><b>Medical: Pandemic Procedures</b> The school will follow all guidelines set forth by the CDC and Oklahoma Health Department.</p>

<b>POWER OUTAGE MEASURES</b>	
<b>Definition</b>	When the power goes out
<b>Purpose</b>	A power outage can occur at any time, for a variety of reasons and usually without warning.
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> </ul> <p><b>Power Outage Procedures</b></p> <ul style="list-style-type: none"> <li>• Make every effort to identify the source of the problem, to ensure the failure is not within building and escalating.</li> <li>• If downed lines, sparking or another danger is observed, call 9-1-1 immediately.</li> <li>• Call Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).</li> <li>• For extended outages (i.e., more than 2 hours) contact the county EMA.</li> </ul> <p><b>Consider the potential consequences of an outage:</b></p> <ul style="list-style-type: none"> <li>• Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.</li> <li>• Heating/Cooling will not be available.</li> <li>• If water is pumped from a well, water may not be available.</li> <li>• Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and be unavailable.</li> <li>• Refrigerators (including Nurse’s Office), Freezers will cease cooling.</li> <li>• Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable.</li> <li>• Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.</li> <li>• VoIP (Voice over internet protocol) phone systems will not function.</li> <li>• Building internet servers may not be available.</li> <li>• Emergency Notification systems (PA, paging, and computer-generated alerts) may not be available.</li> <li>• Emergency radio and television broadcasts may not be accessible.</li> <li>• Battery chargers will not function.</li> <li>• Student breathing treatments, etc., cannot take place.</li> </ul> <p><b>The school has put the following plans in place to mitigate these issues:</b></p> <ul style="list-style-type: none"> <li>• UPS unit(s) are in place for school office computers.</li> <li>• A sufficient supply of usable batteries is available and checked monthly.</li> <li>• Turn off available electrical equipment prior to power being restored.</li> <li>• Stagger turning equipment on following an outage.</li> </ul>

## SEVERE STORM/TORNADO MEASURES

<b>Definition</b>	A severe storm or tornado may occur anywhere, any time of year, day, or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.														
<b>Purpose</b>	Safety measures to protect staff and students during severe storms or tornados														
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• The conditions exist for severe weather to form. Continue to monitor conditions.</li> </ul> <p><b>Warning</b></p> <ul style="list-style-type: none"> <li>• Severe weather has been spotted or is indicated on radar. Seek shelter immediately.</li> </ul> <p><b>There are three types of hazardous weather that typically fall under a severe storm category:</b></p> <ol style="list-style-type: none"> <li>1. Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.</li> <li>2. A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.</li> <li>3. A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>EF Number</th> <th>3 Second Wind Gust (MPH)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>65-85</td> </tr> <tr> <td>1</td> <td>86-110</td> </tr> <tr> <td>2</td> <td>111-135</td> </tr> <tr> <td>3</td> <td>136-165</td> </tr> <tr> <td>4</td> <td>166-200</td> </tr> <tr> <td>5</td> <td>Over 200</td> </tr> </tbody> </table> <p><b>Severe Storm/Tornado Procedures:</b></p> <ul style="list-style-type: none"> <li>• Monitor NOAA weather radio.</li> <li>• Stay away from windows and doors.</li> <li>• Hallways with exterior doors may become a wind tunnel and would be</li> </ul>	EF Number	3 Second Wind Gust (MPH)	0	65-85	1	86-110	2	111-135	3	136-165	4	166-200	5	Over 200
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dangerous.

- Don't seek shelter in rooms with a large roof span (gyms, auditorium, etc.).

**For a tornado:**

- D - Go DOWN to the lowest level
- U - Get UNDER something
- C - COVER your head
- K - KEEP in shelter until the storm has passed

<b>SEXUAL ASSAULT/ABUSE MEASURES</b>	
<b>Definition</b>	This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse are any type of sexual activity that a person does not willingly permit including touching, child molestation, rape, and attempted rape (vaginal, anal, or oral penetration).
<b>Purpose</b>	Creating a response to a sexual assault to address it in a timely, legal, and appropriate way
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> </ul> <p><b>Sexual Assault/Abuse Procedures</b></p> <ul style="list-style-type: none"> <li>• Preserve the crime scene until law enforcement arrives.</li> <li>• Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.</li> <li>• Only clean the scene once it has been released by law enforcement.</li> <li>• Assign a compassionate adult trained in trauma to remain with the victim.</li> <li>• School authorities should not permit the victim to wash or shower until after a physical exam has taken place.</li> <li>• Advise staff not to use victim’s name on walkie-talkies, PA system, etc., and not to release victim’s identity EXCEPT to law enforcement.</li> <li>• Security camera tapes shall be preserved and secured.</li> <li>• If the victim’s clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.</li> <li>• School authorities are obligated to notify law enforcement of suspected criminal acts.</li> <li>• School authorities will cooperate with law enforcement in a lawful investigation.</li> </ul>

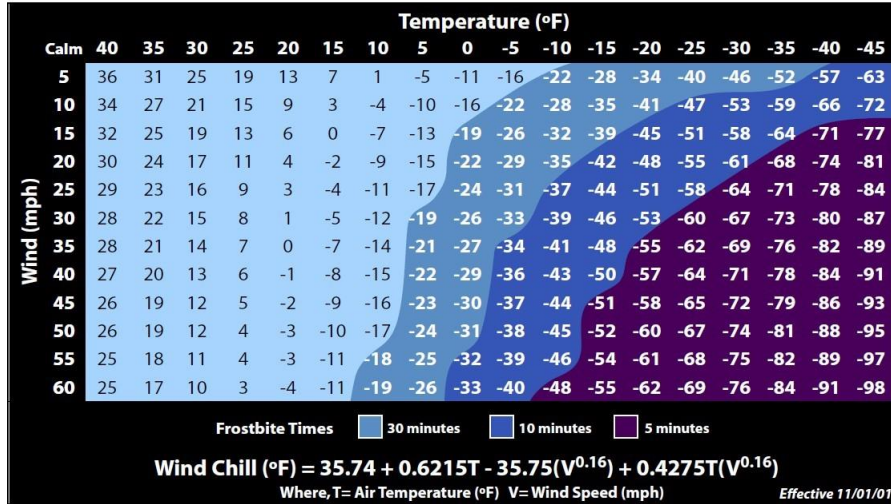
<b>UNIDENTIFIED SUBSTANCE/ILLCIT DRUGS MEASURES</b>	
<b>Definition</b>	Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.
<b>Purpose</b>	Safety measures in the event of the appearance of illegal/dangerous substances
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Medical Response</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p>School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.</p> <p><b>Unidentified Substances/Illicit Drugs Procedures:</b></p> <ul style="list-style-type: none"> <li>• Proper personal protective equipment (PPE) shall be used during any search.</li> <li>• Nitrile gloves</li> <li>• Mask</li> <li>• Do not touch, taste, or handle unidentified substances.</li> <li>• Narcan (Naloxone) is not available at the school to be used during exposures or overdoses.</li> <li>• Secure the area where the unidentified substances are found until first responders arrive.</li> <li>• School authorities will contact the law enforcement if unidentified substances are discovered.</li> <li>• School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.</li> </ul>

<b>WATER OUTAGE/RESTRICTION MEASURES</b>	
<b>Definition</b>	Limited/no access to water
<b>Purpose</b>	A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> </ul> <p><b>Water Outage/Restriction Procedures</b></p> <ul style="list-style-type: none"> <li>• Make every effort to identify the source of the problem to ensure the failure is not within building/grounds and escalating.</li> <li>• Call Water service provider and report the outage.</li> </ul> <p><b>Consider the potential consequences of an outage</b></p> <ul style="list-style-type: none"> <li>• Toilets will not flush.</li> <li>• Drinking water will not be available.</li> <li>• Hand washing will be unavailable.</li> <li>• Food prep would be difficult, if not impossible.</li> <li>• Washing/sanitizing dishes would be impossible.</li> <li>• Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.</li> </ul>

<b>WINTER/ICE STORM MEASURES</b>	
<b>Definition</b>	Potentially hazardous winter weather
<b>Purpose</b>	Snow, ice, and wind have significant and varying impacts on schools.
<b>Measures</b>	<p><b>Functional Content Areas Potentially Needed</b></p> <ul style="list-style-type: none"> <li>• Emergency Communication</li> <li>• Mental Health Event</li> <li>• Post-Event Recovery</li> <li>• School Closure</li> <li>• Shelter-In-Place</li> </ul> <p><b>Winter Storm Warning</b></p> <ul style="list-style-type: none"> <li>• Life-threatening severe winter conditions have begun or will begin within 24hours.</li> </ul> <p><b>Winter Storm Watch</b></p> <ul style="list-style-type: none"> <li>• Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.</li> </ul> <p><b>Significant and hazardous winter weather is defined as a combination of any of the following:</b></p> <ul style="list-style-type: none"> <li>• 5 inches or more of snow/sleet within a 12-hour period or 7 inches or more of snow/sleet within a 24-hour period.</li> <li>• Enough ice accumulation to cause damage to trees or power lines.</li> <li>• Life threatening or damaging combination of snow and/or ice accumulation with wind.</li> </ul> <p><b>Ice Storm Warning</b></p> <ul style="list-style-type: none"> <li>• ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads, and bridges)</li> </ul> <p><b>Wind Chill Index</b></p> <ul style="list-style-type: none"> <li>• Measure of how cold people feel due to the combined effect of wind and cold temperatures.</li> </ul> <p><b>Winter Storm/Ice Storm Procedures</b></p> <ul style="list-style-type: none"> <li>• The Superintendent is responsible for looking at long range forecasts to stockpile adequate amounts of snow and ice removal resources.</li> <li>• The Superintendent] is responsible for monitoring the weather and making recommendations to delay and/or close.</li> <li>• Road conditions should be considered when determining whether to stay open, delay, or close.</li> <li>• Decisions to delay or close are made by the Superintendent, who has the authority to delay and/or close school. The alternate decision maker is the principal.</li> <li>• A decision to delay or close will be made as soon as possible.</li> </ul>



# Wind Chill Chart



# EMERGENCY ACTION PLAN MAP



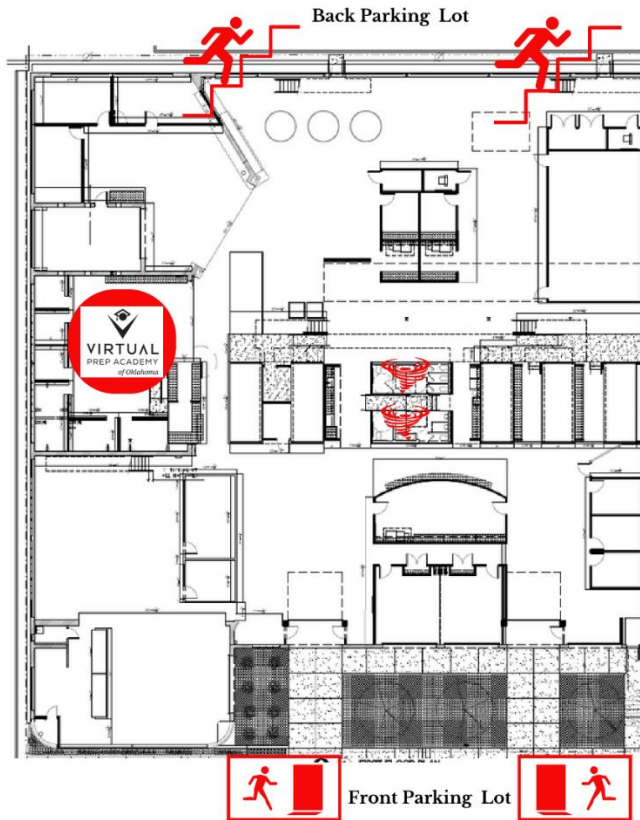
## Emergency Action Plan

Exit routes- make sure they are:

- Unobstructed and unlocked
- Properly lighted and marked
- Free of flammable materials

### How to React to an Emergency

- **Protect**- Assure your safety. Whenever possible:
  - Avoid moving towards crisis zone
  - Take shelter in known safe places
- **Report**- Report and Emergency situation ASAP to 911 or the team listed below.
- **Follow Instructions**- Ask for and follow instructions from any of the parties mentioned above.



### Building Team

Erin Starkey- Head of School  
estarkey@vprepok.org  
405-233-3846

Pat McKinstry-Deputy  
Director of OPSRC  
pat.mckinstry@opsrc.net

Brittany Eno- Building  
Manager  
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energy.com