



**SCHOOL EMERGENCY**

**And**

**CRISIS RESPONSE PLAN**

**For**

**Career Academy Network of Public  
Schools**

**2024-2025**

## **Approval and Implementation of This Emergency and Crisis Response Plan**

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

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PRINCIPAL – CAREER ACADEMY HS

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DATE

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PRINCIPAL – CAREER ACADEMY MS

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DATE

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PRINCIPAL – SUCCESS ACADEMY

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PRINCIPAL-THE PORTAGE SCHOOL OF LEADERS

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DATE

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PRINCIPAL-S.A. BOYS AND GIRLS CLUB

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SUPERINTENDENT

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SCHOOL BOARD REPRESENTATIVE(S)  
(If applicable)

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# **INTRODUCTION**

## **Purpose**

This Basic Plan outlines Career Academy Network of Public School's approach to emergency management and operations. It has been developed to assist Career Academy Network of Public Schools protect its staff and students during an emergency. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

## **Mission and Goals**

The mission of Career Academy Network of Public Schools 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

## **The goals of Career Academy Network of Public Schools are:**

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

## **Core Values of Career Academy South Bend**

1. Put students first- Students are at the heart of everything we do. Students own their learning.
2. Embrace Entrepreneurship and innovation- We identify opportunities, address needs, and find creative solutions.
3. Extend Trust and Show Mutual Respect- Every individual is valued, heard, and trusted. Differences are celebrated.
4. Enjoy Life - Embrace each day with zest, excellence, and professionalism.
5. Work Together as a Team - Together we achieve greatness.

## SCHOOL SAFETY COMMITTEE

### MEMBERS / DUTIES

THE SCHOOL SAFETY COMMITTEE WILL REPRESENT ALL AREAS AND ALL STAFF CLASSIFICATIONS OF EACH BUILDING. ALL COMMITTEE MEMBERS WILL BE APPOINTED BY THE PRINCIPAL (OR BUILDING ADMINISTRATOR). THE SCHOOL SAFETY COMMITTEE WILL BE RESPONSIBLE FOR PLANNING, IMPLEMENTATION AND UPDATING THE BUILDING SAFETY AND SECURITY PROGRAM AND SCHOOL SAFETY PLAN.

**Team Leader** (Principal/Incident commander) – The team leader is the principal or designee and is responsible for overall school safety. The team leader will see that all other duties and responsibilities described below are carried out. The team leader is responsible for calling the school safety planning meetings, plan reviews, updates, and staff training. When emergency services are involved, the team leader will meet with police and fire officials to form incident command. Incident command may be moved once school and public safety officials have made contact.

**Communications** (Supt. Lugbill/Designee) – In an emergency, the communication person establishes and maintains communications with the ESC via radio, phone and data and makes communications available to the other school safety teams as needed.

**Liaison** (Supt. Lugbill) – This person is responsible for giving out and receiving information such as with the ESC, local emergency services and media. All “official statements” will come from Supt. Lugbill, Director of Communications. They will set up staging areas for parents and media.

**First Aid** (Elizabeth Lewis, RN) – Maintains first aid supplies for the building. Administers and coordinates first aid as needed during an emergency. The Nurse should report to the Main Office in any emergency.

**Security** (Lee Ross/ Devonte Spratt) – Reviews building security measures with the Director of Safety and Security. In a crisis situation, he is responsible for security of the scene and protection of the victims, witnesses, and emergency personnel.

**Facilities** (Alan Ritchie) – Manages power/gas shut off, emergency facility operations and assists with building needs. Close instructional doors. Organizes building “Quick Search” when emergency involves a bomb threat.

**Logistics** (Principal/Designee) – Procures equipment and supplies as required for response and recovery.

**Recovery** (School Counselors/Designee) – Coordinates services to provide the emotional and psychological needs of the victims, witnesses and others affected by the situation.

**\*All members should have a two-way radio and/or means of communication (Teams, Dojo, etc.) during the crisis/emergency and should follow radio protocol.**

## **SCHOOL SAFETY COMMITTEE RESPONSIBILITIES**

With the onset of a crisis, this committee is responsible for the following objectives:

1. Obtain and verify accurate information regarding the crisis.
2. Obtain permission from the family/administration regarding the extent of information to be shared.
3. Develop and implement a plan of action for that specific crisis.
4. Meet with teachers and staff to dispel rumors and share appropriate information with them.
5. Notify Superintendent's Office.
6. Assess the need for obtaining outside assistance from other Crisis Management Team members, school counselors or community agencies and coordinate their activities.

School Safety Committee member responsibilities include but not limited to the following:

Building-level action plan:

1. Notify emergency services personnel, when necessary, at 8-911. Stay on the line with dispatchers.
2. Notify the Superintendent's office at (574) 299-9800 ext. 1607.
3. Building Principal will activate School Safety team and emergency communication system.
4. Gather information and create a brief fact sheet about the situation after it no longer requires direct attention.
5. Establish a communication center for the media. Assign a member of the School Safety team to manage the center and ask people to sign in.
6. Establish a room for parents and other visitors to gather based on plan. Assign a person to manage this area and sign people in. (Student reunification Plan)
7. Defer media inquiries to the superintendent or law enforcement spokesperson. (See guidelines for working with the media).
8. Implement follow-up counseling and support for students, staff, and parents.

9. Principal signals return to normal when approved by public authorities.
10. Staff will complete a google survey evaluating the efficiency of student behavior, the foreseeable needs of students under their charge, and the effectiveness of the emergency action plan to be given to the principal at the end of the day.
11. Principal, in consultation with the School Safety team and the Superintendent, prepares a written, one-page review and status report to be distributed to all staff. Also prepare a statement to be made to students and a letter to go home with parents.
12. Staff meetings are held at end of day to review situation, address questions, plan for additional assistance or further actions that need to be taken.
13. Eyewitness statements taken and given to building/district leadership.

## **Definitions**

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

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

### **2. Emergency Situation**

1. 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 I 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 (Indiana Code) 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 (Emergency Operation Center- 911) 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. Hazmat's include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

## **SITUATION AND ASSUMPTIONS**

### **1. Situation**

A. **Career Academy Network of Public Schools** are 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.

B. The Network of Public Schools' current enrollments are approximately 1,700 students respectively. The schools are comprised of approximately 225 staff members.

### **2. Building Information**

The Career Academy South Bend is comprised of two buildings located at: 3801 Crescent Circle, South Bend, IN, and 3919 Crescent Circle, South Bend, IN

The Success Academy South Bend is comprised of one building located at: 3408 Ardmore Trail, South Bend, IN,

The Success Academy at The Boys and Girls Club is comprised of one building located at 502 E. Sample St. South Bend, IN. 46601

The Portage School of Leaders is comprised of one building located at: 306 W. Marion St., South Bend, IN. 46601

C. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, hazardous materials storage, and utility shut offs are displayed in the classrooms.

### **3. 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.

1. Career Academy Network of Public Schools 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.
2. 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.

3. 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 shall not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
4. 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.
5. There may be several 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.
6. 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.
7. 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.
8. H.A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

#### **4. Limitations**

1. It is the policy of **Career Academy Network of Public Schools** that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, **Career Academy Network of Public Schools** can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

## **MITIGATION & PREVENTION**

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

1. Connect with community emergency responders to identify local hazards.
2. Review the last safety audit to examine school buildings and grounds.
3. Determine who is responsible for overseeing violence prevention strategies in your school.

4. Encourage staff to provide input and feedback during the crisis planning process.
5. Review incident data.
6. Determine major problems in your school with regard to student crime and violence.
7. Assess how the school addresses these problems.
8. Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

## **PREPAREDNESS**

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

1. Determine what crisis plans exist in the district, school, and community.
2. Identify all stakeholders involved in crisis planning.
3. Develop procedures for communicating with staff, students, families, community, and the media.
4. Establish procedures to account for students during a crisis.
5. Gather information about the school facility, such as maps and the location of utility shutoffs.
6. Identify the necessary equipment that needs to be assembled to assist staff in a crisis.
7. Coordinate Services with Chartwell's Food Services for prolonged crisis.

## **RESPONSE**

A crisis is the time to follow the crisis plan and make use of your preparations.

1. Determine if a crisis is occurring.
2. Identify the type of crisis that is occurring and determine the appropriate response.
3. Activate the Emergency Action Plan.
4. Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
5. Maintain communication among all relevant staff at officially designated locations.
6. Establish what information needs to be communicated to staff, students, families, local authorities, and the community.
7. Monitor how emergency first aid is being administered to the injured.
8. Decide if more equipment and supplies are needed.

## **RECOVERY**

During recovery, return to learning and restore the infrastructure as quickly as possible.

1. Strive to return to learning as quickly as possible.
2. Restore the physical plant, as well as the school community.

3. Monitor how staff are assessing students for the emotional impact of the crisis.
4. Identify what follow up interventions are available to students, staff, and first responders.
5. Conduct debriefings with staff and first responders.
6. Assess curricular activities that address the crisis.
7. Allocate appropriate time for recovery.
8. Plan how anniversaries of events will be commemorated.
9. Capture "lessons learned" and incorporate them into revisions and
10. s.

## CONCEPTS OF OPERATIONS

### Objectives

1. The objectives of a school emergency operations program is 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.

### General

1. It is the responsibility of **Career Academy Network of Public Schools** Principals or Designee 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.
2. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.
3. It is the responsibility of the School Principal, or Designee, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
4. 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.

### Operational Guidance

#### A. Initial Response

School Staff 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 staff transfer responsibility for student care.**

**B. Notification Procedures**

In case of an emergency at any Network of Public Schools, the flow of information after calling 9-1-1, shall be from the school Principal or principal designee to the Superintendent's office. Information should include the nature of the incident and the impact, on the facility, students, and staff.

In the event of a fire, anyone 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.

In the event the network of public schools is in receipt of information, such as a weather warning that may affect a school within the network of public schools, the information shall be provided to the Superintendent. By the Principal Designee Specific guidelines are found in the individual annexes and appendices.

**C. Training and Exercises**

**Career Academy Network of Public Schools** 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.

Training and refresher training sessions shall be conducted for all school personnel. In case of network academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the network 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.

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 Network of Public-school Staff is encouraged.

**Mental health services will be available for students after school drills/trainings.**

**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. **Career Academy Network of Public Schools** 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 (including exercises)**
  - 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 such as go-bags and totes, communication devices including but not limited to bull horns and walkie-talkie radios
    - b. Emergency planning, including maintaining this plan and its appendices
    - c. Establishing school safety committees & responsibilities
    - d. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
    - e. Incorporating relevant finding from Tactical Site Survey into all preparatory activities and resources.
    - f. Conducting periodic drills and exercises to test emergency plans and training.
    - g. Completing an After-Action Review after drills, exercises, and actual emergencies.
    - h. Revise plan as necessary.

## **Emergency Preparedness Plan Protocols – incident-specific**

Each school has an emergency operations plan that has been approved by the school board and the Superintendent. The school plan, referring to the Standard Response Protocol/SRP (Appendix 3) includes the following specific protocols:

### **1. Fire – Onsite (SRP – Evacuate/Green)**

Upon hearing the fire alarm everyone shall immediately exit the building in a calm & orderly manner using the designated evacuation procedures and routes illustrated in the emergency maps posted in each room. In the event the primary exit is blocked or unusable the secondary exit shall be used. Teachers shall take their Go-Bags and latest student roster with them as they are leaving their room. Upon exiting the building teachers shall gather the students under their care in the pre-designated location for that group. Students shall be instructed to be quiet and stay in position while the teacher confirms attendance or notes where other students have gone. Everyone outside shall remain in place to await further instruction or until the official “all-clear” is announced by the principal or designee, in which case all may proceed back to the area from which they left.

### **2. Fire or Brush Fire – Adjacent or Nearby (SRP – Secure/Blue)**

Upon notification of a nearby fire that is not in the school, staff, students, and any visitors shall remain in their present locations until further announcements and instruction are given or the building fire alarm is activated. In such case of fire alarm all building occupants are to follow the standard fire evacuation procedures listed above.

### **3. Severe Weather or Tornado (SRP – Shelter/Yellow)**

In the event of a severe weather event, upon hearing the public address announcement all staff and students shall immediately proceed to their designated storm shelter area as illustrated in the posted emergency map in each room. Teachers shall take their latest student roster if they are leaving their room or area. Upon reaching their shelter area teachers shall have the students take their protective positions and take attendance or note where students have gone.

### **4. Flooding – Potential**

If a significant potential of flooding is identified school staff will be notified by public address system and will await further instruction from the principal or designee as to the appropriate actions required, if any. Teachers shall keep students quiet during these or any other important announcements.

### **5. Flooding – Actual**

If an actual flooding situation is identified school staff will be notified by public address system and will await further instruction from the principal or designee as to the appropriate actions required up to and including possible building evacuation. (See remote evacuation procedures)

### **6. Severe Heat or Cold Weather (SRP – Secure/Blue)**

In the event of extreme, potentially dangerous hot or cold weather students shall remain inside the school building. Depending on the severity and expected duration of the extreme weather the Principal or Designee will notify staff by public address announcement of any further precautions or actions required.

#### **7. Evacuation for Bomb Threat or Other Non-fire Situation (SRP – Evacuate/Green)**

If a credible bomb threat is received or other emergency condition occurs requiring a building evacuation a fire alarm will be activated. School Staff are to follow standard fire drill evacuation procedures using the same exit routes as usual unless instructed otherwise by administration Principal, designee, or local emergency personnel such as Fire or Law enforcement.

#### **8. SRP – Hold/Purple**

This is the less critical lockdown in which there is no immediate or imminent danger, but students are to remain in the classrooms that they are in or be directed from the hallways into a nearby room with other staff members present. No students shall be allowed to leave their lock down location until an “all clear” announcement is given. The teacher or school staff shall verify all doors to the room are still locked and any blinds drawn closed then access the student roster, if available, and take attendance once again. Any students that were pulled into the room from the hallways or are missing from that class shall be identified and their names reported to the main office staff.

#### **9. Reverse Evacuation (SRP – Secure/Blue)**

In the event of a situation outside of, or nearby to, the school that is deemed dangerous or potentially dangerous there will be loudspeaker or megaphone call for a reverse evacuation or immediate return to the safety of the building. The announcement will specifically say “reverse evacuation” repeatedly. Teachers and staff shall command students to walk quickly but not to run back inside the building. Subsequent to re-entering the building the staff member(s) shall lead the students to an area or room away from outside exit doors and preferably out of site from the windows as much as is possible. All school staff will then await further instruction.

#### **10. Intruder/Suspicious Persons (SRP – Hold/Purple)**

If any staff member sees what they perceive to be an unauthorized intruder or suspicious person or persons they are to immediately report the sighting to the front office by radio, desk phone or any other means available. If the staff member feels safe in doing so, they shall approach the person and ask, “How may I help you?” Try to determine what the person’s intentions or needs are. If the staff member senses that they are not safe to approach, then they shall leave the area and proceed to the front office to provide additional details.

#### **11. Disruptive/Unruly persons (SRP – Hold/Purple)**

If any staff member sees what they perceive to be a person who is highly agitated, violent, or acting in any dangerous way they are to immediately report the sighting to the main office staff by radio, desk phone or any other means available. If any nearby staff member feels it appropriate and is trained in CPI, they may carefully approach the person and

ask, “How may I help you?” If the staff member senses that they are not safe to approach, then they shall leave the area and proceed to the front office to provide additional details. Proper Authorities should be contacted based on response and behavior from persons.

## **12. Special Needs Persons - Crisis Incident Protocol**

Students with special needs vary greatly, both in the types of needs they have and their behaviors which result from experiencing the various challenges that a certain day may bring. Like others, they have their good days and their bad days. To effectively understand and address these needs, and to communicate this understanding to them takes a wide range of knowledge, experience, and skills. In most cases special needs students are accompanied and/or monitored throughout most of their day. On occasion there may be an instance where a physical or emotional challenge or stimulus comes unexpectedly and results in an urgent or crisis situation. If a SpEd specialist is not on the scene, it is important to remain calm to reassure the individual and not further heighten their emotions. Their safety is of primary importance. In this event any nearby staff member shall attempt to contact an administrator and the SpEd personnel directly by radio or have the front office reach them to summon them to the scene right away. A staff member may attempt to speak to the individual to try to calm them as much as possible if they feel it might help. After one or more Special Education staff arrive on the scene the staff member shall remain available to provide an account of the circumstances and answer any questions related to the situation if requested.

## **13. Media inquiry**

All inquiries from any media organization shall be referred to the Superintendent or his designee. No comments or assessments shall be issued by any other network of public-school staff unless specifically requested to by the Superintendent or designee.

A media statement will be formulated by the superintendent or designee authorized by the superintendent in a crisis/emergency situation.

If the crisis/emergency situation involves participation by law enforcement personnel, the official spokespersons regarding the crisis/emergency will be the designated law enforcement officer in conjunction with the superintendent or designee.

## **14. Mental Health Critical Incident**

Contact school nurse and social worker for student assessment. Call 911 when necessary.

## **15. Death Notification**

In the event of the death of a staff member or student the determination of if, when and how that information will be disseminated shall be determined on a case-by-case basis, based on the circumstances at that time. The Supt./ Designee in coordination with school social workers and other appropriate Network Staff shall confer on the necessary and appropriate actions that should be taken at that time.

## **16. Mass Casualty Incident**

In the event of a mass casualty crisis the determination of how this incident will be effectively addressed shall be determined on a case-by-case basis, based on the circumstances at that time. Supt. Or Designee shall coordinate with local and/or state authorities, emergency management agencies and other appropriate entities to confer on the necessary and appropriate actions that should be taken in the interest of the safety and security of students and staff.

### **17. Emergency Warning and Communications**

All emergency communications or warnings received by the school, or its staff shall be promptly reviewed by Supt. Or Designee to determine appropriate further communications or actions based on the type, severity and immediacy of said communications or warnings and the circumstances at that time.

### **18. School Safety Zone Incident**

In the event of an injury, altercation, or other disturbance in or around the school safety zone any staff member who witnesses or is advised thereof shall immediately contact an administrator or school main office to report the known facts by radio, messenger, or phone and to request additional support as needed and appropriate. In response to the nature and seriousness of the incident the Principal or Designee shall assess and consider contacting local authorities if deemed necessary. Secondly they or their designees shall gather additional information and speak with witnesses and/or parties involved to relay accurate information to local authorities if necessary and write an incident report for later use.

### **19. Utility Failure**

- a. In the event of an electrical supply interruption the school's emergency backup generator system will automatically engage shortly after the power loss is detected. The emergency generator will provide power to essential systems such as minimal lighting, emergency exit signs, alarm systems, certain I.T. functions, etc. Staff shall await any further announcements concerning further actions required and continue with normal operations as best possible.
- b. In the event of a natural gas supply interruption all gas-powered devices will shut down to a safe mode until the supply is reestablished. If the gas service interruption is the result of a known gas leak inside or immediately adjacent to the building the principal or designee shall activate an immediate evacuation order. If a gas leak is detected in the local area the Principal or Designee may, if appropriate, order a reverse evacuation for all staff and students to immediately go inside the school building to minimize the risk to all. Additionally, the school's HVAC system may be temporarily turned off to avoid contamination of the inside environment.
- c. If telephone or internet service is lost the I.T. department will make the announcement and provide additional necessary details as they become available. Staff shall continue normal operations as best possible.

### **20. Transportation Accident**

If an Academy vehicle is involved in an accident the driver's first priority is to ensure the safety of the passengers on board. The driver or other staff member shall dial 911 to

summon police and other necessary first responders. The driver shall keep the occupants inside the vehicle for safety unless remaining in the vehicle pose a credible threat to the safety of the passengers, or the driver is instructed to evacuate the vehicle by an authorized first responder. The driver or other staff member on board shall promptly contact Supt. or Designee to advise them of the situation. If questioned by police the driver shall give full cooperation but only answer the questions asked with known facts and shall not offer up additional information not requested, admit any responsibility, or give opinions or speculations related to the incident. Do not talk to news media, refer back to Media Policy.

## **21. Civil Unrest**

In the event of an incident of civil unrest in the local area the school Principal or Designee shall institute standard procedures for a **LOCKDOWN/RED** as defined previously in this document. Local authorities shall be contacted to gather additional information and to receive any special instructions issued by emergency management personnel. The School Principal or designee shall then confer on appropriate next steps to safeguard the life and safety of all students and staff.

## **22. Missing or Abducted Student**

In the event a student is discovered to be missing and the school premises have been thoroughly searched, Principal or Designee shall gather pertinent information from the last staff member(s) to have charge of or see the student. The parent or legal guardian shall be notified to further eliminate possibilities of the student's legitimate whereabouts such as with nearby family or friends. If these measures prove to be unsuccessful, then law enforcement shall be notified in order to investigate and alert other local resources to help in the search.

## **23. Report of a Weapon on Property**

If a weapon is found on school property it is not to be touched unless necessary. Students shall be kept away from the weapon while assistance is being summoned. The weapon should be reported immediately to the principal or designee and the SRO. Depending on the type of weapon and if one or both feel law enforcement should be contacted then that shall be done promptly. The person or persons who discovered the weapon should remain available to answer questions from law enforcement officers on site.

## **24. Weapons Use**

In the event of a weapon being used or the clear threat of such use the incident shall immediately be reported to the Principal or Designee and the SRO. Depending on the type of weapon they may call for a **HOLD/PURPLE** or **LOCKDOWN/RED** or other appropriate measures as deemed necessary to help ensure the safety of students and staff. Law enforcement shall be notified to investigate further.

## **25. Active Shooter (Refer to Appendix 4)**

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

1. Evacuate If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

## HOW TO RESPOND WHEN A N ACTIVE SHOOTER IS I N YOUR VICINITY.

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet If evacuation and hiding out are not possible:
- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons

- Yelling
- Committing to your actions

REFERENCE: U.S. Department of Homeland Security Washington, DC 20528  
cfsteam@hq.dhs.gov [www.dhs.gov](http://www.dhs.gov)

## **26. Hostage Situation**

Refer to protocol for intruder in the building. Law enforcement shall direct & manage this type of situation.

## **27. Sexual Assault**

Law enforcement shall direct & manage this type of situation.

## **28. Bomb Threat/Suspicious Package**

### **Definition**

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

### **Alert Signal**

Announcement over the public address system “All staff initiate an EVACUATE/GREEN – report to evacuations site.”

### **Principal or Designee response**

Upon receipt of a bomb threat, the principal or designee shall call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible). Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information shall be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms, or chemical agents.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate an EVACUATE/GREEN – report to evacuations site located. If multiple

threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.

2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety official direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: "All staff initiate a sweep in place, please report your status upon completion of the sweep."
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the non-fire evacuation plan.

### **Staff Response**

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff shall quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they shall not be disturbed, and the staff member shall notify the lead administrator or designee upon evacuation from the area.

3. The staff member shall then follow the evacuation/green protocol. Have students bring their book bags and other hand carried articles with them.
4. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:

1. Staff members shall scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they shall not be disturbed. The staff member shall then direct all people in the area to follow them to Principal or Designee's office and report his or her observations.
3. Follow the Principal's or Designee's instructions.

### **29. Medical / Hazardous Waste / Public Health Emergencies**

Emergencies of this nature should be brought to the attention of administration immediately in order to contact local authorities to come on site to evaluate and direct further action. The Principal or Designee may order a HOLD/PURPLE or an evacuation/GREEN depending on the circumstances at that time.

### **30. Injury or Illness on School Grounds**

Any perceived non-life-threatening injury, illness or medical condition that occurs on school property during normal hours of occupancy shall be referred to the school nurse or their designee. If the situation is believed to possibly be life-threatening then staff on scene shall immediately call 911 and stay on the phone to await further instruction or to provide additional information for first responders while having others nearby alert the nurse and main office for additional assistance on scene.

### **31. Death on site**

In the event of a death on school property the Principal or Designee shall immediately call 911 to report the situation and known facts. The immediate area around the deceased shall be cleared of all people and the area cordoned off to await arrival of local authorities. Any witnesses shall be requested to remain on site to speak with law enforcement upon their arrival.

### **32. Biological Agent Threat / Suspicious Package / Substance Exposure**

Emergencies of this nature should be brought to the attention of the principal or designee in order to contact local authorities to come on site to evaluate and direct further action. The Principal or Designee may order a HOLD/PURPLE or an evacuation/GREEN depending on the circumstances at that time.

### **33. Chemical / Hazardous Materials Release Incident**

Emergencies of this nature should be brought to the attention of the Principal or Designee immediately in order to contact local authorities to come on site to evaluate and direct further action. Administration may order a HOLD/PURPLE or an evacuation/GREEN depending on the circumstances at that time.

#### **34. Radiological Release Incidents**

Emergencies of this nature will be brought to the attention of the Principal, Designee by local or state authorities who will advise and direct further actions required to minimize risks to the students and staff. The principal or designee may order a lockout or an evacuation depending on the circumstances at that time and directives from authorities.

#### **35. Food Contamination Incident**

If a food contamination incident is identified, it shall be brought to the attention of school administration and the school nurse immediately. The school's food vendor shall immediately and thoroughly investigate and advise the Principal or Designee of their findings. Depending on the impact this incident has had on students & staff and the source of the contamination the Principal or Designee may call in other local agencies, such as the Health Department to further investigate and advise as deemed appropriate at that time.

#### **36. School Closure**

If the network of public schools is declared closed by the Superintendent – all staff and parents shall be notified as early as possible. Depending on the reason(s) for the closure the Principal or Designee may discuss any further actions that are warranted and the release of further information that needs to be disseminated.

#### **37. Gang Violence**

Gang violence policy in staff handbook.

#### **38. Attempted Suicide**

As with all incidents that put someone's life or safety at risk the principal or designee shall be notified immediately, along with the school nurse, social worker, or designee. They shall jointly assess the situation and contact appropriate local agencies, including but not limited to SRO, EMS, and law enforcement.

#### **39. Hate Crime**

If an alleged hate crime has taken place school the principal, the designee and/or the SRO shall investigate and speak to any potential witnesses or other interested parties to determine if sufficient evidence exists to declare it a suspected hate crime. In the event it is identified as such local law enforcement shall be notified and advised of the circumstances and evidence found.

#### **40. Earthquake**

In the event of an earthquake all building occupants shall be directed over the PA system to take cover under a desk or table, get close to a wall and turn away from windows. Staff and students shall then wait for instructions whether to evacuate the building or not. In the event the earthquake is of such magnitude that the structural integrity is deemed unsafe by

the principal or designee then students shall be led to a designated safe area outside of the building. Teachers and staff shall take attendance of students and immediately notify the principal or designee of any missing students so their status can be determined. Staff shall wait for further instructions for possible relocation or reunification with parents.

### **Additional Response Plans**

If either Network of schools is evacuated to a point of no re-entry, Remote Evacuation and Family Reunification addresses are below: **(appendix 2)**

CASB – Polywood Industries (6701 Nimitz Parkway, South Bend, IN 46628)

SASB - Faith Alive Ministries (909 N. Bendix, South Bend, IN 46619)

The Portage School of Leaders (SBFD #2, at 402 Charles Martin Sr., Dr. South Bend, IN. 46601)

S.A. Boys & Girls Club (SBFD #1, at 1222 S. Michigan St., South Bend, IN. 46601)

1. Each school has two or more emergency evacuation kits and two people (a primary and backup person) that are designated to retrieve the emergency evacuation kits during an emergency requiring evacuation.
2. Each school has a crisis response team.
3. Each school conducts a monthly fire drill when school is in session, first drill within 10 days.
4. Each school conducts a tornado drill once per semester.
5. Each school conducts a lockdown drill at least once per semester, first drill within the first 60 days.
6. Each school crisis response team conducts at least one tabletop exercise each year.
7. Each school has a quick reference emergency ready reference chart to supplement the school emergency operations plan.
8. Each school has emergency operations planning information in computer format for emergency use.
9. A bomb threat call checklist is located near district telephones.
10. The local emergency management agency (SBPD) conducts a disaster preparedness seminar at each school and facility once each year.

### **Proper Documentation**

1. A copy of each school's emergency operations plan is on file in the district superintendent's office.
2. The district superintendent maintains a copy of each year's prevention and mitigation plan for five years.
3. A copy of each fire and accident inspection sheet is kept on file for three years.
4. A copy of each school's site survey report is kept on file for three years.
5. A copy of all safety related employee training rosters is kept on file at the school for three years.

### **Employee/Volunteer and Contractor screening**

1. All candidates for employment undergo a criminal history check and evaluation prior to placement in a position. The criminal history check includes a fingerprint check. This practice is followed for part-time and temporary employees if any.
2. Contract Student workers – summer, winter break, spring break – if applicable.
3. The background checks for personnel who will drive school vehicles include a driver's history check.
4. All volunteers undergo a criminal history check before being placed in a position to supervise children.
5. All contractors who will have full time, part time and temporary employees on school property will be required to affirm in writing that all their employees have undergone a criminal history & background check or will be continuously accompanied by one who has.

### **Food Service safety efforts**

1. All food service provider's employees receive a safety briefing as part of their employee orientation.
2. The safety briefing includes proper food handling procedures, proper & safe use of all the kitchen equipment & appliances that they will be required to use, measures to prevent accidental or intentional food and beverage contamination, food and beverage security measures, employee safety and the proper operation of fire safety systems and equipment.

### **Special event security considerations**

Event planners should consult with the school SRO to determine if there is a need for security personnel for special events.

### **Tactical Site Survey**

The tactical site survey is an opportunity to check with local public safety and emergency management personnel to provide general observations and recommendations that your school's facilities and infrastructure, severe weather sheltering locations, evacuation routes and evacuation sites are maintained at a satisfactory level.

### **Response**

Career Academy Network of Public Schools will respond to emergency situations effectively and efficiently. The focus of most of this plan 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, evacuation, shelter, and mass care, as well as other associated functions.

### **Recovery**

If a disaster occurs, Principals and/or Designees and Network Staff 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. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are not present, the response usually will be one of limited school involvement. In that case, the following steps shall be taken:

- a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members.
- b. Notify the Network Staff by letter or telephone with appropriate information.
- c. Schedule Network Staff meeting for an update the week before students return to school.

## **ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

### **Assignment of Responsibilities - General**

For most emergency functions, successful operations require a coordinated effort from several 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.

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 District Supt., Principals, or their designee. Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

### **District Superintendent Responsibilities**

#### **The District Superintendent**

1. Obtains approval from the local school board giving needed authority and support to develop school emergency operations programs and plans.
2. Initiates, administers, and evaluates emergency operations programs to ensure the coordinated response of all schools within the system.
3. Authorizes implementation of emergency preparedness curriculum.
4. Assigns resources (persons and materials) to various sites for specific needs.
5. Authorizes immediate purchase of outside services and materials needed for the management of emergency situations.

6. Implements the policies and decisions of the governing body relating to emergency management.
7. Coordinates use of school building(s) as public shelter(s) for major emergencies occurring in the city or county.
8. Coordinates emergency assistance & recovery and conducts any and all other administrative actions deemed necessary for effectively responding to an emergency or crisis situation
9. 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.
10. Assess the situation, establish objectives, and develop an emergency action plan.
11. Determine and implement required protective actions for school response personnel and the public at an incident site.
12. Appoint additional staff to assist as necessary.
13. Work with emergency services agencies in a Unified Command.

### **The School Principals**

1. Have overall decision-making authority in the event of an emergency at his/her school building until the Superintendent or until relieved by a more qualified person or the appropriate emergency responder agency and assist in a Unified Command.
2. .
3. With the assistance of the Superintendent keeps the public informed during emergency situations.
4. Keep school board informed of emergency status.
5. Coordinate with organized volunteer groups and businesses regarding emergency operations.
6. Ensure that the plan is coordinated with the district's plans and policies.
7. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
8. Ensure that school personnel participate in emergency planning, training, and exercise activities.
9. Conduct drills and initiate needed plan revisions based on After Action Reports.
10. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
  - A. Provide instruction on any special communications equipment or night call systems used to notify first responders.
  - B. Appoint monitors to assist in proper evacuation.
  - C. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

### **Emergency Operations Planning Team will:**

1. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.

2. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
3. Organize Emergency Response Teams.
4. Recommend training for the Emergency Response Teams.
5. 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.
6. Provide information to staff, students, and community on emergency procedures.
7. Provide assistance during an emergency in accordance with designated roles.
8. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

**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 an 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 prepare for caring for students until it is safe to release them.

**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 Principal 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."

**Information Technology Department 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 as needed.
- 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.

**Facilities Management will:**

- a. Conduct an assessment of how the present emergency has or will affect the facilities and infrastructure of the school site and make recommendations to Administration as to what actions should be taken in order to mitigate further harm or dangers from a facilities standpoint.
- b. Facilitate the use of the building and its resources to support response and recovery during and after an emergency.

**Career Academy Network of Public Schools** 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.

## **Incident Costs**

- A. The Network of Public schools 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.

### **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.

## **8. Preservation of Records**

- A. 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 shall 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, this school will seek professional assistance to preserve and restore them.

## **9. 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, the Network of School Staff will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

## **APPENDIX 1**

### **Emergency Contact Numbers**

#### **Public Safety Agencies Number**

- General Emergency: 911
- South Bend Police: (574) 235-9201
  - Chief Joe Leszczynski (574) 235-9201 (Division Chief)
- South Bend Fire: (574) 235-9255
  - Capt. Leon Stein: (574) 340-2553
- Poison Control - National: (800) 222-1222
- Local Hospital – Memorial: (574) 647-1000

#### **School Contacts Number**

- Superintendent: (574) 299-9800 x1620
- Asst. Superintendent: (574) 299-9800 x1607
- School Safety (SRO): (574) 299-9800 x
- High School Principal – Career: (574) 299-9800 x1618
- Middle School Principal - Career: (574) 299-9800 x1106
- Facilities Manager – Career: (574) 299-9800 x1178
- Health Services - Career: (574) 299-9800 x1104
- Principal – Success: (574) 288-5333 x2607
- Asst. Principal – Success: (574) 288-5333 x2605
- Food Services Director - All: (574) 288-5333 x2113
- Facilities Manager – Success: (574) 288-5333 x2110
- Health Services - Career: (574) 288-5333 x2018
- Principal - The Portage School of Leaders (574) 299-9800 x4115
- SRO - The Portage School Leaders (574)-931-8400
- Principal- S.A. Boys and Girls Club (574) 232-2048
- Food Services Director (574) 288-5333 x 2110
- Facilities Manager- (574) 299-9800 x 1178
- Health Services- (574) 299-9800 x 4123

#### **Remote Evacuation Contact Numbers**

- Polywood Industries (Mr. Landon Deel) 260.336.3398
- Faith Alive Ministries (Bishop Eddie Miller) 574-217-2287
- South Bend Fire Dep. #1 Central Station (Chief) 574.235-9255
- South Bend Fire Dep. #2 (Chief) Charles Martin St. 574-235-9602

**NOTE:** Determine the appropriate sequence required to **dial 911** from your site's phone system.

## APPENDIX 2

### Family Reunification Following Evacuation

**Purpose:** *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe, and a remote site is needed.*

#### Superintendent or Designee

- The Principal or Designee after consulting with the Supt. or Designee will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Principal/Designee will notify the contact person at the relocation site to prepare for arrival of students.
- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

#### Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

**Reasons for School Evacuations:** *(Evacuations are under very serious and/or lifesaving circumstances).*

- School Fire
- Power Outage
- Bad weather
- Bomb Threat (Located)
- Active Shooter situations

**Each Career Academy Network of Public Schools has its own evacuation plan and site.**

**CASB Middle/ High Plan:**

**After the CASB school is evacuated and move to the safe evacuation site:**

- Communication is made with Polywood Personnel. (Sara Cotton, Shipping Supervisor: (708) 207-6398, James Bartman, Receiving Supervisor: (574) 529-1071, Nicholas Utter, Director of Warehousing and Distribution: (574) 343-6670, Landon Deel, HR Manager: (260) 336-3398.)
- CASB Kids will be transported to Door A (6701 Nimtz Parkway). Mr. Garstka and Officer Ross will have the access Codes to enter the building. The code is located in the front office.
- CASB administration, teachers and staff will be available for supervision and be responsible for all the CASB students.
- Other doors will be available on the east side of the building for entry (Doors B-L)
- The CASB kids will be stationed inside along the eastside isles/walls, according to grade levels.
- There is a communication Station in the middle of the building. There are landline phones available.
- Restrooms are also available for use near the Communication Station.
- The length of time that will be needed is determined by the type of crisis, local authorities and/or CASB Administration.
- CASB kids will either be transported back to CASB School, or their parents/guardian will pick the kids up on the WESTSIDE of the building. The dismissal door will be assigned at the appropriate time.

### **Success Academy South Bend Plan:**

**After the SASB school is evacuated and move to the safe evacuation site:**

Safe Evacuation Site:

Faith Alive Ministries (Pastor Jonathon Miller)

574-288-3515

909 Bendix Drive, 46628

After SASB school is evacuated and all are out of the building, it is time to walk to the safe Evacuation Site.

Walking Directions - Head east towards Bendix Drive across the parking lot to the strip mall where Faith Alive Ministries is located. It is a grayish dark colored building.

- **Assemble at Site:** Teachers will assemble by grade levels at the reunification site.
- **Take Attendance:** Remain quietly together as a class and take attendance to account for all members at Faith Alive Ministries. Use the hardcopy of the class roster in the Emergency Go Bag.
- **Listen for Further Instructions:** Once everyone is accounted for, the next instructions will come from Administration to facilitate the student and family reunification process.
- Keep all students with their class and do not release students to families until the formal process has begun from the administrative command center.
- **Staging Table/Command Center:** (Admin, Social Worker, Admn. Asst., & LLI Team) A station will be set up to quickly reunify families. Success Academy will have parents line up and sign out their child on a form.
- **Reunification:** Success Academy authorized personnel will get the student and return him/her to the parent or guardian.
- **Continued Communication:** Success Academy will continually be in contact with local law enforcement and CANOPS District Leadership.

### **The Portage School of Leaders and Future Lab**

**After the PSOL/Future Lab school is evacuated and move to the safe evacuation site:**

South Bend Fire Dep. #2 (Chief) 574-235-9602

402 Charles Martin Dr., South Bend, IN. 46601

**After the school is evacuated and move to the safe evacuation site:**

- Communication is made with the Fire Station #2, by calling 574.235.9602
- Portage SL Kids will be transported or walk to back doors.
- Portage SL administration, teachers and staff will be available for supervision and be responsible for all the Portage SL Kids.
- The kids will be placed inside according to SBFD space availability.

- Restrooms are also available inside the SBFD Station #2.
- The length of time that will be needed is determined by the type of crisis, local authorities and/or Portage SL Administration.
- Food and snacks will be the responsibility of the school.
- The kids will either be transported back to the school, or their parents/guardian will pick the kids up on the SOUTHSIDE of the building. The dismissal door will be assigned at the appropriate time.

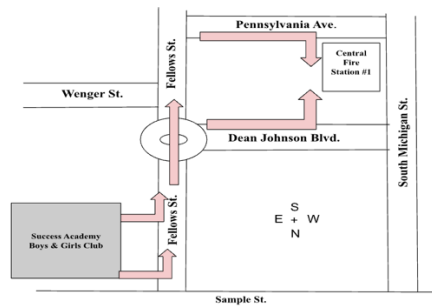
### **Success Academy at Boys & Girls Club**

**After the SABGC school is evacuated and move to the safe evacuation site:**

South Bend Fire Dep. #1 Central Station (Chief) 574.235-9255

**1222 S. Michigan St., South Bend, IN. 46601**

- Communication is made with the Fire Station #1, by calling 574.235.9255.
- In the event of an actual fire or other emergency evacuation event requiring shelter, teachers and YDIs will grab their Emergency Go Bag, and will escort their students to the back doors of Central Fire Station #1, as shown in the enclosed map.
- Remain together as a class, take attendance, and be ready to remain there until further notice.
- Once everyone is accounted for, the next instructions will come from administration. It is very important for students and teachers to listen for instructions to get the students reunited with their families as soon as possible.
- Teachers and YDIs will stay with their students.
- In the event of school being canceled, notification and forms will be distributed to families as they arrive to pick up their child/children.
- The SABGC administrative team will coordinate the reunification process with the assistance of law enforcement.
- Students will be separated from arriving adults in order to ensure their safety and will be sent home with their authorized adult.



## **APPENDIX 3**

### **Standard Response Protocol**



# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazard  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **CODE RED. ACTIVE SHOOTER.**

### **USE ALTERNATE INSTRUCTIONS**

### **STUDENTS**

**RUN - EXIT THE SCHOOL**  
**HIDE - LOCKDOWN IN ROOM, LIGHTS OFF**  
**FIGHT - PREPARE FOR ACTION**

### **ADULTS**

**RUN - EXIT THE SCHOOL**  
**HIDE - LOCKDOWN IN ROOM, LIGHTS OFF**  
**FIGHT - PREPARE FOR ACTION**



## Code Red “Active Shooter” Alternate Instructions



Per Department of Homeland Security, in the case of an Active Shooter in Schools, schools are to adopt the Run, Hide, Fight instructions in the case of an active shooter.

CASB administration or staff will announce over the intercom/all call system that there is a “Code Red Active Shooter”. Staff should follow and assist students with the 3 options:

**RUN:** Announcement has been made, you have not heard or are not near the active shooter. Get out of the building as quickly as you can. Nearest door, get away from the building and to a safe location. Unification site is across the highway at Polywood.

### 1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

**HIDE:** Announcement has been made, you’ve heard shots fired close to your classroom. Lock door(s) to your room, hide students and yourself, turn off lights. Barricade door. Prepare to fight if person enters room.

### 2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter’s view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

**FIGHT:** Announcement has been made, you’ve heard shots fired close to your classroom. And they have entered the room. Act aggressively, throw items and improvise weapons, yell.

### 3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

## Appendix 4



# ACTIVE SHOOTER HOW TO RESPOND



October 2008

## PROFILE OF AN ACTIVE SHOOTER

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### Good practices for coping with an active shooter situation

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

**CALL 911  
WHEN IT IS SAFE TO DO SO!**

## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

### 1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

### 2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

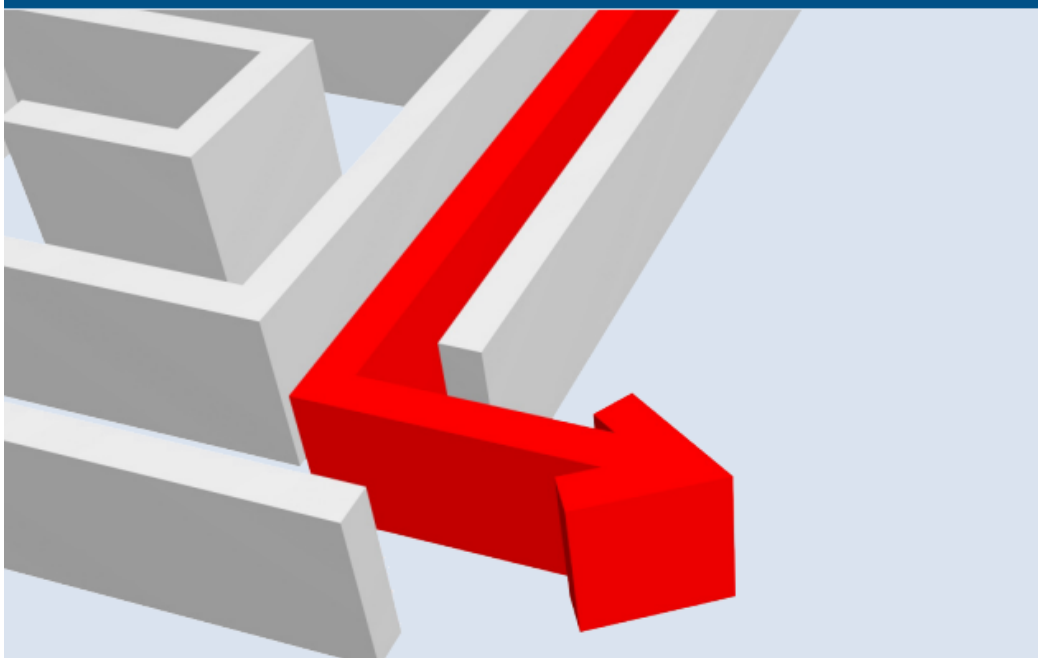
If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

### 3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions



## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

### Components of an Emergency Action Plan (EAP)

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility owners / operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including:
  - Individuals at remote locations within premises
  - Local law enforcement
  - Local area hospitals

### Components of Training Exercises

The most effective way to train your staff to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement is an excellent resource in designing training exercises.

- Recognizing the sound of gunshots
- Reacting quickly when gunshots are heard and/or when a shooting is witnessed:
  - Evacuating the area
  - Hiding out
  - Acting against the shooter as a last resort
- Calling 911
- Reacting when law enforcement arrives
- Adopting the survival mind set during times of crisis

## Additional Ways to Prepare For and Prevent an Active Shooter Situation

- Preparedness
  - Ensure that your facility has at least two evacuation routes
  - Post evacuation routes in conspicuous locations throughout your facility
  - Include local law enforcement and first responders during training exercises
  - Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location
- Prevention
  - Foster a respectful workplace
  - Be aware of indications of workplace violence and take remedial actions accordingly

For more information on creating an EAP contact the U.S. Department of Labor, Occupational Health and Safety Administration, [www.osha.gov](http://www.osha.gov).



## PREPARING FOR AND MANAGING AN ACTIVE SHOOTER SITUATION

Your human resources department and facility managers should engage in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the mechanisms described below.

### Human Resources' Responsibilities

- Conduct effective employee screening and background checks
- Create a system for reporting signs of potentially violent behavior
- Make counseling services available to employees
- Develop an EAP which includes policies and procedures for dealing with an active shooter situation, as well as after action planning

### Facility Manager Responsibilities

- Institute access controls (i.e., keys, security system pass codes)
- Distribute critical items to appropriate managers / employees, including:
  - Floor plans
  - Keys
  - Facility personnel lists and telephone numbers
- Coordinate with the facility's security department to ensure the physical security of the location
- Assemble crisis kits containing:
  - radios
  - floor plans
  - staff roster, and staff emergency contact numbers
  - first aid kits
  - flashlights
- Place removable floor plans near entrances and exits for emergency responders
- Activate the emergency notification system when an emergency situation occurs

### Reactions of Managers During an Active Shooter Situation

Employees and customers are likely to follow the lead of managers during an emergency situation. During an emergency, managers should be familiar with their EAP, and be prepared to:

- Take immediate action
- Remain calm
- Lock and barricade doors
- Evacuate staff and customers via a preplanned evacuation route to a safe area

### Assisting Individuals with Special Needs and/or Disabilities

- Ensure that EAPs, evacuation instructions and any other relevant information address to individuals with special needs and/or disabilities
- Your building should be handicap-accessible, in compliance with ADA requirements.



## RECOGNIZING POTENTIAL WORKPLACE VIOLENCE

An active shooter in your workplace may be a current or former employee, or an acquaintance of a current or former employee. Intuitive managers and coworkers may notice characteristics of potentially violent behavior in an employee. Alert your Human Resources Department if you believe an employee or coworker exhibits potentially violent behavior.

### Indicators of Potential Violence by an Employee

Employees typically do not just “snap,” but display indicators of potentially violent behavior over time. If these behaviors are recognized, they can often be managed and treated. Potentially violent behaviors by an employee may include one or more of the following (this list of behaviors is not comprehensive, nor is it intended as a mechanism for diagnosing violent tendencies):

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism; vague physical complaints
- Noticeable decrease in attention to appearance and hygiene
- Depression / withdrawal
- Resistance and overreaction to changes in policy and procedures
- Repeated violations of company policies
- Increased severe mood swings
- Noticeably unstable, emotional responses
- Explosive outbursts of anger or rage without provocation
- Suicidal; comments about “putting things in order”
- Behavior which is suspect of paranoia, (“everybody is against me”)
- Increasingly talks of problems at home
- Escalation of domestic problems into the workplace; talk of severe financial problems
- Talk of previous incidents of violence
- Empathy with individuals committing violence
- Increase in unsolicited comments about firearms, other dangerous weapons and violent crimes

## MANAGING THE CONSEQUENCES OF AN ACTIVE SHOOTER SITUATION

After the active shooter has been incapacitated and is no longer a threat, human resources and/or management should engage in post-event assessments and activities, including:

- An accounting of all individuals at a designated assembly point to determine who, if anyone, is missing and potentially injured
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties
- Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly
- Identifying and filling any critical personnel or operational gaps left in the organization as a result of the active shooter

## LESSONS LEARNED

To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after action report. The analysis and reporting contained in this report is useful for:

- Serving as documentation for response activities
- Identifying successes and failures that occurred during the event
- Providing an analysis of the effectiveness of the existing EAP
- Describing and defining a plan for making improvements to the EAP

## References

Safety Guidelines for Armed Subjects, Active Shooter Situations, Indiana University Police Department, April 2007.

Safety Tips & Guidelines Regarding Potential “Active Shooter” Incidents Occurring on Campus, University of California Police.

Shots Fired, When Lightning Strikes (DVD), Center for Personal Protection and Safety, 2007.

Workplace Violence Desk Reference, Security Management Group International, [www.SMGICorp.com](http://www.SMGICorp.com)

How to Plan for Workplace Emergencies and Evacuations, U.S. Department of Labor, Occupational Health and Safety Administration, OSHA 3088, 2001.



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