



**Treeside Charter School
EMERGENCY MANAGEMENT
Plan**

Treeside Charter School Emergency Management Plan

02-109—Emergency Response Policy

Treeside Charter School shall comply with R277-400 and UCA 53A-3-402 regarding the development and practice of a comprehensive Emergency Response Plan. Administration shall develop, practice, and execute the plan, which shall provide for all provisions of R277-400, including prevention, intervention, and response measures and shall prepare staff and students to respond promptly and appropriately to school emergencies.

The development of the plan shall include review by a committee made up of appropriate school and community representatives which may include administrators, teachers, parents, community and municipal governmental officers, and fire and law enforcement personnel. This policy and the school plan shall be reviewed by the Board at least every three years.

Treeside Charter School's Emergency Management Plan conforms to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. This plan is created and reviewed by the school site council.

- Ø **I – Prevention/Preparedness** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters. Preparedness focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- Ø **II – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- Ø **III – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Homeland Security Advisory System

Level of Risk

Recommended Action

SEVERE <i>(Red)</i>	<ul style="list-style-type: none"> •• <i>Complete all recommended actions at lower levels.</i> •• Listen to radio and TV for current information and instructions. •• Be alert and immediately report suspicious activity to proper authorities. •• Close school if recommended to do so by appropriate authorities. •• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. •• Ensure School Site Crisis Team members are available for students, staff and faculty.
HIGH <i>(Orange)</i>	<ul style="list-style-type: none"> •• <i>Complete all recommended actions at lower levels.</i> •• Be alert and report suspicious activity to proper authorities. •• Review emergency procedures and supplies. •• Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team. •• Prepare to handle inquiries from anxious parents and media.
ELEVATED <i>(Yellow)</i>	<ul style="list-style-type: none"> •• <i>Complete all recommended actions at lower levels.</i> •• Be alert and report suspicious activity to proper authorities. •• Ensure all emergency supplies are stocked and ready. •• Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.
GUARDED <i>(Blue)</i>	<ul style="list-style-type: none"> •• <i>Complete all recommended actions at lower level.</i> •• Be alert and report suspicious activity to proper authorities. •• Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. •• Review communications plan and update emergency contact information. •• Review emergency supplies and supplement as necessary.
LOW <i>(Green)</i>	<ul style="list-style-type: none"> •• Develop school emergency plans per District Bulletins •• Offer American Red Cross "Masters of Disaster" curriculum for grades K-8 on emergency preparedness for natural disasters. •• Ensure selected staff members are trained on first aid, CPR and AED.

Levels of Emergencies

Emergencies are often described in terms of the following three levels:

Level One (School Level) Emergency: A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.

Level Two (Charter Level) Emergency: A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.

Level Three (Community) Emergency: A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

The Treeside Charter School Emergency Management Team consists of the following individuals:

- Local Fire Department
- Local Police Department
- School Nurse
- School Administration
- Nutrition Director
- Grade Level Leads
- Parent Guild Representative

The school administration will initiate the emergency plan and notify all the responsible parties. In coordination with the above team members, the administration will implement the following plan as well as adhering to the Homeland Security recommendations above.

Treeside Charter School General Emergency Procedures

Prevention/Preparedness

Treeside Charter School will train staff and volunteers in emergency response roles and responsibilities for various emergency situations at the beginning of each school year.

Emergency response information will be on our website and in the teacher and parent handbooks for reference all year.

All Treeside Charter School staff and students will participate in monthly emergency drills at different times of the day. The drills will be rotated to include responses to evacuation, or lock-down emergencies.

Evacuation emergency:

- Each teacher must take the students in the classroom, along with the roll, and their emergency notebook out to the parking-lot. Students will bring their weather related clothing and line up by class until the all clear is given. If it is not given, alternative locations will be found in safe buildings.
- Administration and office staff will check the building and make sure all students are accounted for (looking for students in the bathrooms, extra rooms etc...) outside to the parking lot. Teachers will hold up a green card so the administration can quickly see if all students are accounted for. If a red card is held up, administration will speak with the teacher to identify who is missing and then go find the missing individual.
- Administration will check the building and either give the all clear signal or direct the students to a safe building or location.
- Every teacher will have access to first-aid supplies and necessary emergency equipment.

Lock-down Emergency Drill:

- Upon hearing the Lock-down announcement, Teachers will lock their doors, cover the windows in the doors, and have the students gathered as far from the windows and doors as possible. Students and teachers are to remain quiet and attentive.
- Administrators will check the buildings to make sure all students are accounted by looking at a sticky placed on the inside of the door window. If there is no sticky, administration will assume that the classroom has been compromised and take action to isolate the situation and protect the students and staff.
- If the campus is safe, the administration will give the all clear code.

Each year, the School Site Council will perform a review and assessment of the school safety and emergency preparedness.

Intervention and Response

Individual Student Emergency

1. Identify the emergency
 - a. Medical- call 911, call parents
 - b. Emotional- call parents
 - c. Behavioral- follow BIP, call parents call police as necessary

Classroom Emergency

1. Identify the emergency
 - a. Medical- call 911, call parents
 - i. Injury
 - ii. First aid
 - iii. Illness
2. First aid
3. Containment and isolation

School-wide Emergency

1. Identify the emergency
 - a. Medical- call 911, call parents
 - b. Intruder
 - i. Sound alarm and voice command, “Intruder on campus”
 - ii. Lock classroom doors,
 - iii. Keep students in the classrooms away from the doors and windows
 - iv. Call police
 - v. Wait in place for the all clear announcement
 - c. Environmental
 - i. Other
 1. Sound Alarm -voice command nature of emergency
 2. Call emergency services
 3. Evacuation- engage egress and return to parents plan
 4. Triage
 - ii. Fire
 1. Sound Alarm
 2. Call emergency services
 3. Evacuation- engage egress and return to parents plan
 4. Triage

Community Emergency

1. Identify the emergency
 - a. Medical- call 911, call parents
 - b. Environmental
 - i. Coordinate with emergency services
 - ii. Call parents

Return to Parents Plan

Parents will be notified if it is safe to retrieve their students. As parents arrive at the school, school staff will ask the name of their student and communicate this to school staff within the school. School staff in the school will relay this information to the classroom teacher who will then release the student to the custody of their parents.

Recovery

- DOCUMENT activities.

- ACKNOWLEDGE the event. The return to school will be one of coming together
- and identifying experiences and, possibly, losses
- IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ASSESS students and staff directly for the emotional impact of the crisis.
- Student and staff reactions may be immediate or delayed.
- EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- RESTORE the physical facility.
- REQUEST assistance as needed from local public safety agencies and providers.
- IDENTIFY what follow up interventions are available to students and staff.
 - Conduct debriefings with staff; support their concerns and emotions.
 - Provide classroom assistance, if needed.
 - Outline schedule for the day; modify day's schedule if needed.
 - Identify resources available to teachers and students.
 - Provide access to these support resources.
- COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- CONTROL rumors; provide regular updates of information to various groups.
- DEVELOP a long-term recovery plan.
- CONSIDER curricular activities that address the crisis.
- ALLOCATE appropriate time for recovery.
- PREPARE a post-incident after action report that includes recommended improvements to emergency plans.
- CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- PLAN how anniversaries of events will be commemorated.

RESUMPTION OF CLASSES

- Re-entry into the facility. After consulting with the district office the principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
 - survey the school after a disaster
 - report findings to the principal/site administrator
 - ensure that timely and accurate data is received. Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.
- Relocation. In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.