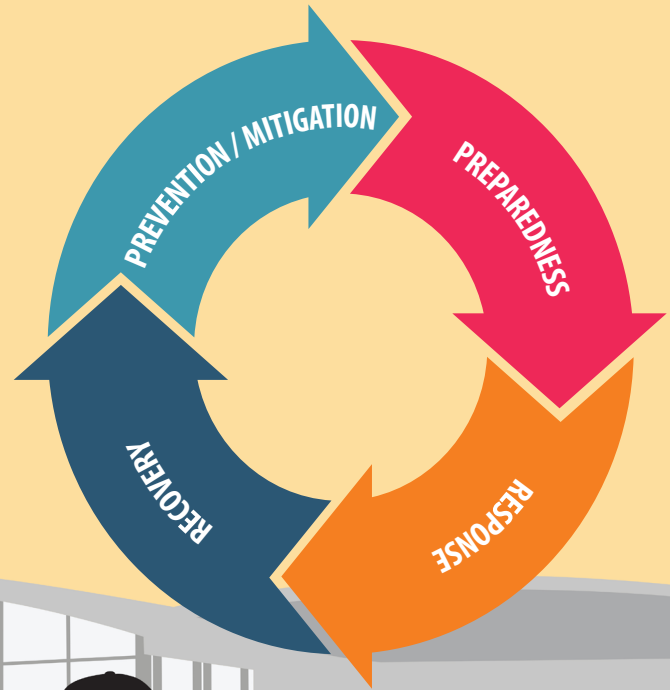


Emergency Planning Rubric for Schools

Best practices for preparing
for and responding to critical
incidents



SAFER SCHOOLS
COALITION OF KERN

INTRODUCTION

The **Emergency Planning Rubric for Schools** is a tool to help Kern County school administrators and their teams prepare for and **be in the best position possible to respond to critical incidents** on local school campuses.

The Rubric was created by a subcommittee of the Safer Schools Coalition of Kern with representation from Bakersfield Police Department, Kern County Sheriff's Office, Bakersfield City Fire Department, Kern County Fire Department, Kern High School District, Bakersfield City School District, and the Kern County Superintendent of Schools office. This tool is a fluid document, meaning it will be updated regularly as needed.

It is important to note that the strategies and tactics outlined in this document are not requirements, but rather, **best practices** that have been developed in partnership with law enforcement/first responders with the following objectives in mind:

- Ensure schools are compliant with Ed Code 32281 (b)(3), which requires Comprehensive School Safety Plans to be developed in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities.
- Ensure schools countywide are as safe and secure as possible.
- Unify response and share best practices among Kern County's 46 school districts and law enforcement/first responders.
- Adopt a common language for emergency responses.
- Assists schools to become compliant with Ed Code 32282 (J) (e.g., AB1747), which requires a school's comprehensive safe school plan to include **procedures for conducting tactical responses to criminal incidents (e.g. active assailants).**

DISCLAIMER: The information contained in this packet is for best practices as it relates to emergency planning for schools. The subcommittee of the Safer Schools Coalition of Kern, with representation from the Bakersfield Police Department, Kern County Sheriff's Department, Bakersfield City Fire Department, Kern County Fire Department, Kern High School District, Bakersfield City School District, and the Kern County Superintendent of Schools (herein "Subcommittee"), assumes no responsibility for errors or omissions in the contents of the practices provided. In no event shall the Subcommittee be liable for any special, direct, indirect, consequential, or incidental damage or any damages whatsoever, whether in response to a critical incident, negligence or other tort, arising out of or in connection with the use of this emergency planning tool.



Standard Response Protocol (SRP)

A critical ingredient in the safe school recipe is the classroom response to an incident using a **common language**. Weather events, fire, accidents, intruders and other threats to student, staff and visitor safety are scenarios that should all be planned for and drilled by the school community. The Safer Schools Coalition of Kern endorses and recommends the use of the **Standard Response Protocol (SRP)**, a system of four key actions: Secure, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and corresponding directive is called. The SRP's four actions are as follows:



SECURE!

GET INSIDE. LOCK OUTSIDE DOORS.

The **SECURE!** protocol is implemented when there is a potential threat or hazard outside of the school buildings or grounds. It requires increased situational awareness, but allows the educational process to continue with little classroom interruption.

Examples: Suspicious person; criminal/dangerous activity in neighborhood surrounding campus; Animal on campus.



LOCKDOWN!

LOCKS, LIGHTS, OUT OF SIGHT.

The **LOCKDOWN!** protocol is implemented when there is an active or immediate threat in the schools building(s) or on school grounds. This protocol requires locking classroom doors, turning off lights, remaining silent and out of sight.

Examples: Life safety threat on or near campus like a hostile person, gunfire or direct threat.



EVACUATE!

TO A LOCATION

The **EVACUATE!** protocol is called to move students and staff from one location to another.

Examples: Fire or Bomb threat. When conditions outside buildings or off campus are safer than inside or on campus.



SHELTER!

TO A LOCATION

The **SHELTER!** protocol is called when the need for personal safety is necessary.

Examples: Earthquake, flood, or hazmat

PREVENTION / MITIGATION

		Site has Achieved	Planning / In Progress	Future Need	Not Applicable
Target Hardening	Fencing is present around entire perimeter of the school site				
	Access to campus is limited through one entry point during the school day				
	When perimeter gates are unlocked, those entry points are staffed				
	A barricade of some kind exists between the school entrance/lobby and the interior of campus (e.g., vestibule, doorway, half-wall with gated access, etc.)				
	Classroom doors remained locked from the outside when occupied (NOTE: locked doors must be free from hardware that hinders egress during an emergency)				
	School Resource Officers (SRO) or security staff are employed				
	School site is equipped with surveillance cameras				
	Shatterproof glass in main entrance windows				
	Install magnetic locking mechanisms to main entrance doors with the ability to lock remotely				
Visitor Management	All visitors are required to sign-in and sign-out at the front office				
	Visitors must present a valid ID to gain access to campus				
	All visitors wear identification badges while on campus				
	All school staff wear identification badges				
School Climate	The school site has a program in place to educate students and staff how to recognize the signs and signals of at-risk behavior and potential threats in social media				
	The school site has a formal process for anonymous reporting of safety threats (e.g. Sandy Hook Promise Say Something app or StopIt!)				
	The school site has a multi-tiered intervention team and process for identification and intervention of students/staff/visitors who may be at-risk of violence to themselves or others				
	The school site has a tiered framework to focus on needed interventions, supports and school engagement (e.g. PBIS or restorative practices)				
	School site has in place a formal anti-bullying/kindness program (e.g. Safe School Ambassadors, Start With Hello, Buddy Bench etc.)				

PREVENTION / MITIGATION

Fire Safety

PREPAREDNESS

		Site has Achieved	Planning / In Progress	Future Need	Not Applicable
Safety Audits/Plans	School site has used a Hazard and Vulnerability Assessment Worksheet to complete its safety audit (SEE APPENDIX A FOR WORKSHEET EXAMPLE)				
	School walk-through conducted with trained personnel (e.g., trained staff, law enforcement partner, safety consultant, liability insurance provider, etc.)				
	Annual safety audits and meetings are conducted with a fire agency				
	School site is compliant with all California Ed Code requirements related to the Comprehensive Safe Schools Plan (sections 32280-32289)				
SEMS/NIMS/ICS	An Emergency Operations Plan (EOP) is in place, which use the Incident Command System (ICS)				
	EOPs identify personnel for all ICS positions, including: Operations Section Chief, Logistics Section Chief, Planning/Intel Section Chief, Finance/Admin Section Chief, Public Information Officer, Safety Officer and External Agencies Liaison				
	Drills have been conducted using the ICS				
	Possible Incident Command Post (ICP) locations are identified				
Communications	Campus-wide communication system has intercom functionality so that verbal emergency prompts may be relayed, including to portable buildings				
	Emergency toolkit (an actual box or similar container that will be taken to an Incident Command Post) has been created and includes general communication supplies such as bullhorns, walkie-talkies, school maps/floor plans, emergency contact numbers, pertinent forms, etc.				
	An automated communication system with both telephone and intercom capabilities that enables teacher initiated communications with the office has been installed				
	An Emergency Communication Plan is in place, which includes procedures for notifying the following stakeholders of an emergency: district office, county office of education, parents, news media.				
	A list of staff and cell phone numbers are available for emergency responders (e.g., Smart 911)				
	Protocols for employing all available channels of communication to present timely, accurate and consistent information exist (e.g. all-call system, media relations, website, social media, etc.)				
	Key staff have two-way radios				

PREPAREDNESS

		Site has Achieved	Planning / In Progress	Future Need	Not Applicable
Staff Training	All school staff know his/her role and responsibilities during a crisis or emergency				
	Key staff have been trained in ICS, know their specific roles and understands each other's roles in case someone is unable to perform a critical task				
	All staff has been trained on active assailant protocols (e.g. Run, Hide, Fight or Avoid, Deny, Defend)				
	All staff has been trained on emergency response protocols (e.g. Lockout, Lockdown, Evacuate & Shelter)				
	All staff are familiar with school floor plans and trained on evacuation routes				
	All staff has been trained on recognizing the signs and signals of at-risk behavior and potential threats in social media				
	All staff has been trained in basic triage				
	Key staff has been trained and demonstrated proficiency in CPR/First Aid/AED				
	Key staff has been trained in childhood reaction to crisis (e.g. Administration and counselors)				
	Key staff has been trained to provide conflict resolution, de-escalation and/or anger management				
	All staff have been trained in the identification of suspicious packages/materials				
Student Training	All students have been trained on active assailant protocols (e.g. Run, Hide, Fight or Avoid, Deny, Defend)				
	All students have been trained on emergency response protocols (e.g. Secure, Lockdown, Evacuate & Shelter)				
	All students have been trained on recognizing the signs and signals of at-risk behavior and potential threats in social media				
	All students have been trained on ways they may report at-risk behavior, bullying, threats or other potential problems				
School-wide Supplies	Supplies on hand are adequate (SEE APPENDIX B FOR SUPPLIES LISTS)				
	Emergency Kits on hand for response personnel (master keys, hammer, hooligan, etc.). At least two breaching kits should be on hand per location				

PREPAREDNESS

		Site has Achieved	Planning / In Progress	Future Need	Not Applicable
Established Partnerships	The school site has an established contact at the law enforcement agency of jurisdiction				
	Campus vulnerability audits, Emergency Operations Plans, and Comprehensive School Safety Plans are developed in partnership with external agencies				
	School site council (SSC) or district school safety committees (SSC) have been formed and meet regularly				
Facilities	A marquee or sign clearly indicating the school sites name is clearly visible from the street				
	Exterior building numbers/letters are visible from at least 50 feet				
	All exterior classroom doors are numbered and clearly visible				
	All classroom doors are numbers on the outside				
	The school has a Knox Box or other secure key storage system to provide quick access to keys by first responders				
	Emergency responders have been provided hard or electronic copies of site plans and floor plans of all school properties				
	Site plans and floor plans of all school properties are available to emergency responders				

PREPAREDNESS

Fire Safety

RESPONSE

		Site has Achieved	Planning / In Progress	Future Need	Not Applicable
Protocols	School site uses the Standard Response Protocol (SRP) (Secure, Lockdown, Evacuate, Shelter)				
	School site follows an active assailant protocol (e.g. Run, Hide, Fight or Avoid, Deny, Defend) (SEE APPENDIX C FOR RUN, HIDE, FIGHT OVERVIEW)				
	Protocols and drills include accommodations for students with physical disabilities and/or other special needs				
Secure	Protocol enables school administrator OR law enforcement to activate a Secure campus				
	Students and staff know how to respond to the Secure directive				
Lockdown	Protocol enables school administrator OR law enforcement to activate a Lockdown				
	Students and staff know how to respond to the Lockdown directive				
	Classroom doors can be locked from the <u>inside</u> with hardware meeting fire code				
	Classroom lights can be turned off				
	Classroom windows can easily be covered				
	“Safe Zones” have been established in each classroom and common areas where occupants can remain out of view				
	A barricade device or strategy is in place for each classroom/common area to enhance locked doors during a lockdown				
	Students and staff know how to respond to the Evacuate directive				
	Maps of evacuation routes and assembly areas are made available to staff				
Evacuation	Staff are aware of where emergency supplies are located and/or “Go Kits”				
	Fire evacuation plans are in place (SEE APPENDIX D FOR SPECIFIC REQUIREMENTS)				
	Students and staff know how to respond to the Shelter directive				
	Earthquake response protocols are well-established and drilled (e.g. Drop, Cover & Hold)				
Shelter	Hazmat response protocols are well-established and drilled (e.g. Seal the Room / HVAC shut off)				

RECOVERY

Post-emergency

APPENDIX A

VULNERABILITY/HAZARD WORKSHEET

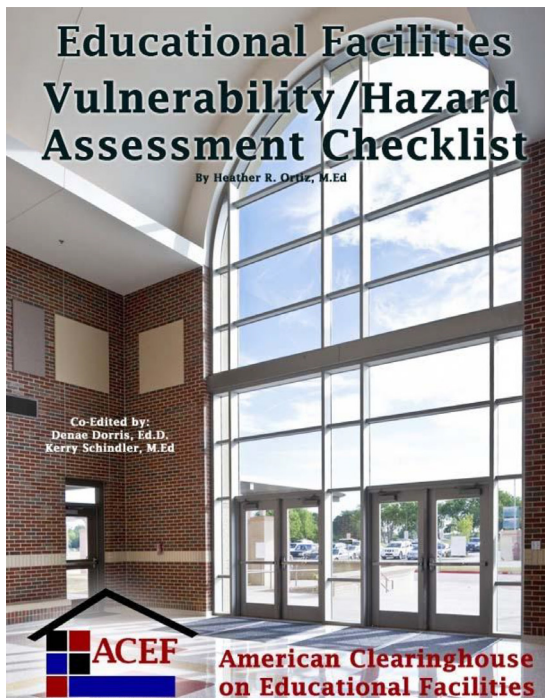
A vulnerability/hazard assessment helps a school/district identify any weaknesses that can be exploited by an aggressor, potentials threats and provides a basis for determining mitigation measures for protection of people and critical assets.

Vulnerability assessment tools vary from one school site to another, depending on variables such as location, environment, size, structure, and even student population and school culture.

As a result of varying characteristics, assessment must be customized to fit the physical environment, culture, and resources of each educational facility.

The **American Clearinghouse on Educational Facilities (ACEF)** offers a comprehensive vulnerability/hazard checklist. The list can be customized to meet the unique needs of each school site/district.

[CLICK HERE TO DOWNLOAD THE WORKSHEET](#)



APPENDIX B

EMERGENCY SUPPLY LIST

Water:

Quantities needed will vary, but a good estimate is each school site should have enough water stored to give 1/3 of the student population one gallon per day, for three days, with small paper cups. More isolated schools may need more, while urban schools may need less.

Food:

Stored food should be easy to serve, non-perishable and should not need refrigeration or heating after opening. Food is considered a low priority item, except for those with diabetes and other medical conditions.

First aid items:

- **Stop the Bleed Kits**, consisting of the following items at a minimum (one per classroom stored in cache)
 - 1 Permanent marker
 - 2 Pair of gloves, latex-free, LG
 - 1 C-A-T® tourniquet
 - 1 Emergency bandage
 - 1 Pair of trauma shears, 7.5"
 - 2 Rolls of primed, compressed gauze dressing
- Triage tags: 50 per 500 students
- Gloves: 100 per 500 students
- Disposable blanket: 10 per 100 students
- Disposable stretchers: 1.5 per 100 students
- Pre-mixed cleaning solution
- Dust masks: 25 per 100 students
- 1 toilet kit per 100 students and staff to include: 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 1 large plastic trash bags
- Bar soap

Tools per campus:

- Three rolls barrier tape 3"x1000"
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Utility shut off wrench, 1 per utility

Other supplies:

- Clipboards with emergency job descriptions
- Office supplies – pens, papers, etc.
- Signs for student request and release
- Copies of all necessary forms
- Barricade device that may be used in the event of a lockdown in each classroom/ common area

APPENDIX C

RUN, HIDE, FIGHT

Kern County Law enforcement recommends utilizing the U.S. Department of Homeland Security's Run, Hide, Fight model in response to an active assailant.

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

APPENDIX D

Fire Code Requirements

Per California Fire Code Section (404.2.2)

Fire Safety Plans shall include the following:

1. The procedure for reporting a fire or other emergency.
2. Procedures for notifying occupants, including areas with a private mode alarm system.
3. Procedures for occupants under a defend-in-place response.
4. Procedures for evacuating occupants, including those who need evacuation assistance.
5. A Site Plan which includes: the occupancy assembly point, the location of fire hydrants, and the normal routes of fire department vehicle access.
6. Floor Plans identifying the locations of: exits, primary evacuation routes, secondary evacuation routes, accessible egress routes (areas of refuge and exterior areas for assisted rescue), refuge areas associated with horizontal exits, manual fire alarm boxes, portable fire extinguishers, and fire alarm annunciators and controls.
7. Identification and assignment of personnel responsible for maintenance, housekeeping and controlling fuel hazard sources.

Per California Fire Code Section (404.2.1)

Fire Evacuation Plans shall include the following:

1. Emergency egress or escape routes and whether evacuation of the building is to be completed by selected floors or areas only, or with a defend-in-place response.
2. Procedures for the use of elevators to evacuate the building where occupant evacuation elevators complying with Section 3008 of the California Building Code are provided.
3. Procedures for assisted rescue for persons unable to use the general means of egress unassisted.
4. Procedures for accounting for employees and occupants after evacuation has been completed.
5. Identification and assignment of personnel responsible for rescue or emergency medical aid.
6. The preferred and any alternate means of notifying occupants of a fire or emergency.
7. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
8. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan.
9. A description of the emergency voice/alarm communication system alert tone and preprogrammed voice messages, where provided.

RESOURCES

Safe Schools Resources:

[Kern.org/safer-schools](https://kern.org/safer-schools)

[California School Boards Association Safe Schools Page](#)

[California Department of Education Safe Schools Page](#)

[Association of California School Administrators School Crisis Toolkit](#)

[FEMA Guide for Developing High Quality School Emergency Operations Plans](#)

[Cal Office of Emergency Services Active Shooter Awareness Guide](#)

[Central California Intelligence Center](#)

NOTES

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