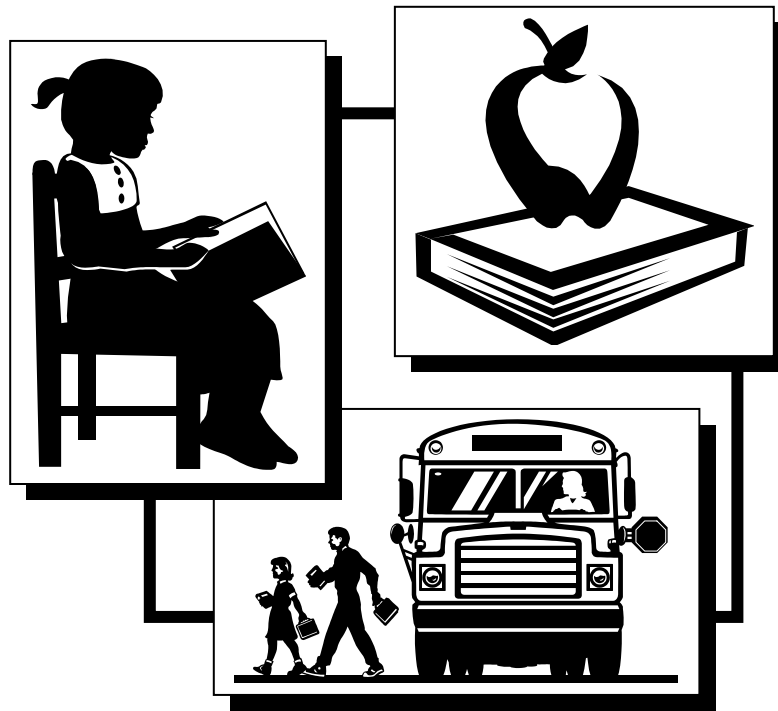


D. Cover Page for School-Centered Plan (E-Plan)

Each school is responsible for creating and updating its School-Centered Emergency Management and Recovery Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District E-Team. The school principal needs to sign this cover prior to submitting the plan to the central office.

School-Centered Emergency Management and Recovery Guide for: Liberty Elementary School – 2015-2016



Principal Signature

9/8/15

Date

G. E-Team Assignments

In general, Incident Command System (ICS) or E-Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school E-Team assignments. Descriptions of roles and responsibilities for each assignment are provided in the preceding page (p. 39).

Title	Name Location & Numbers	Alternate Name Location & Numbers
<u>Incident Command:</u> Principal	Gerry Brooks , Rm. 100D 381-4979 Ext. 381-3466 619-6203	
<u>Safety Official:</u> Security, Law Enforcement	Fayette County Law Enforcement 381-4200	
<u>Public Information Official:</u> Media Liaison	Lisa Kear, PGEC-Rm. 100B 381-4979 Ext. 23004 272-4747	Spanish Speakers-Maria Martinez, Christa Roney, Nuria Faig, Sara Szwilski, Kelly Hill, Deborah Aparicio, Edwin Atehortua, Hector Valencia, French-Kala Chaffin
<u>Liaison Official:</u> Liaison to Outside Agencies	Bethany Dewsnap, Counselor – Rm. 100H 381-4979 Ext. 23015 381-3467 312-5498	.
<u>Planning/Intelligence:</u> Situation Analysis and Reports, Records	Lisa Kear, PGEC– Rm. 100B 381-4979 Ext. 23004 272-4747	
<u>Operations:</u> Student Accounting & Release/Reunion	Linda Holder, Attendance Clerk - Office 381-4979 Ext. 23001 Tammy Cooper, Office Clerk 381-4979 Ext. 23100	
<u>Operations:</u> Facility & Environmental Shelter	Scott O’Hair , Lead Custodian – Rm. 213 381-4979 Ext. 23063 608-9537	
<u>Operations:</u> First Aid, CPR, Medical	Jerri Prince, RN – Health Clinic 381-4979 Ext. 23012	CPR & First Aid-Stacey Duncan, Lisa Kear, Jennifer Williams, Jill Niemi, Keri Duncan, Gwen Watson, Lisa Owens, Reagan Johnson AED-Child/Adult-Jennifer Williams, Jill Niemi, Keri Duncan, Gwen Watson, Josh Morgan
<u>Operations:</u> Crisis Intervention & Response	Bethany Dewsnap, Counselor – Rm. 100H 381-4979 Ext. 23015 381-3467 312-5498	.

School-Centered Emergency Management and Recovery Guide

<p><u>Operations:</u> Food, water, sanitation</p>	<p>Scott O'Hair – Lead Custodian- Rm. 213 381-4979 Ext. 23064 608-9537</p> <p>Kenneva Hurt, Cafeteria Manager 381-3465 381-4979 Ext. 23037 23038 23039</p>	
<p><u>Logistics:</u> Communications</p>	<p>Josh Morgan, Rtl Coach/Intervention 381-4979 Ext. 23008 619-6413</p>	
<p><u>Logistics:</u> Supplies distribution, procurement</p>	<p>Scott O'Hair, Lead Custodian – Rm. 213 381-4979 Ext. 23064 608-9537</p>	
<p><u>Administration & Finance:</u> Documentation</p>	<p>Priscilla Willis – Bookkeeper – 100C 381-4979 Ext. 23003</p>	

K. Students Needing Special Assistance MASTER LIST

Using the information from individual Teacher/Staff Survey forms, the E-Team maintains a master list of students needing special assistance in the event of an emergency (make copies of this sheet as necessary):

STUDENT NAME

ASSISTANCE NEEDED/PROVIDER

MASTER LIST (and Mitigation Plans)

Each E-Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from “Classroom and Building ‘Hazard Hunt’” forms, as well as insights from E-Team members, list below any specific risks or potential hazards needing special consideration and plans to address them (copy form as needed):

Potential Hazard	Action Taken (or planned)
Only one fire extinguisher in Portables	Notify all parties of location of extinguisher
Portables cannot hear alarms or drills	Develop system w/ office staff to notify Portables
Steps and ramp to portables are slick	Develop schedule/system/routine for de-icing and Shoveling ramp and stairs to Portables
Bulletin Board Paper Dispenser	This dispenser is always blocking the doors to the Back field exit doors. Speak w/ head custodian about Finding a permanent, safe home for this item.
Lack of availability to enter building quickly if out on Star Shoot side of building.	Install a keyed entry on gym or cafeteria door.
.Water Fountains_dripping/leaking	Keep rugs/mats around fountains.
_____	_____
_____	_____
_____	_____
_____	_____

M. Assembly Area (Outdoors, for Standard Evacuation)

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.
2. When conducting emergency drills evacuate students to areas that:
 - a. Will not block emergency vehicle access to critical areas on campus
 - b. Will not conflict with emergency staging areas.
3. Designate each of the following in the Assembly Area:
Command Post: **School Office/Gather at Flag Pole**
Access for emergency vehicles: **Star Shoot Entrance**
Student assembly areas: (by grade level or team, etc.) _____

Kindergarten/1st Grade – Liberty Road Entrance at Marquee

2nd / 3rd Grades and Specials Corner Liberty/Star Shoot

4th/5th Grades and Portables – Walking Path

Offices – Liberty Road Sidewalk directly in front of building

First Aid Area: **Health Clinic**

Heliport landing area for air medical: **Playfield area behind school**

Student/Parent Reunification Area: **Front Entry Hallway**

Media Area: **Sidewalk area at front entrance**

Potential Morgue: **Gym**

4. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.
5. Communicate Student Accounting and Release procedures to parents.

N. Alternate Building Location: Walking Distance

Liberty Elementary School

2015-2016 School Year

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within **walking distance** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
Eastland Church of God 2598 Liberty Road Lexington, KY 40509 (Address)	Nancy Hall/263-8917

Secondary Location	Lead Contact / Phone
Northeast Christian Church 990 Star Shoot Pkwy. Lexington, KY 40509 (Address)	Elisa Mitchell/299-1251

USE SPACE BELOW for any special planning needs, routes, alternate routes, access to keys or for coordinating your school's plan with other schools or buildings on the same campus.

O. Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location ***requiring transport*** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
<u>Athens-Chilesburg Elementary School</u>	<u>Peggy Henderson, Shirley Megill 381-4955</u>
<u>930 Jouett Creek Drive</u>	_____
<u>Lexington, KY 40509</u>	_____
(Address)	

Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.

P. Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to “Student Accounting and Release” member of the school’s E-Team, who reports to principal):

Every teacher will take attendance upon reaching assigned evacuation area noting students who are missing. If a teacher’s class is in specials, he/she will proceed to that class and relieve special area staff to assist elsewhere. Teachers will hold up green cards to indicate that all students are accounted for or red cards to indicate a student(s) is missing OR that they have a student(s) in their supervision not on their rosters.

The following staff members will check with their assigned grades levels and record the names of missing students:

Kindergarten/First Grade – Catherine Piatt/Susan Roberts

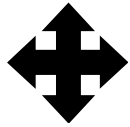
Second/Third Grades – Jeanne Crosby/Kala Chaffin

Fourth/Fifth Grades – Scott Peterson/Lori Sweet

All of the above will report this information to Linda Holder, Attendance Clerk, who will report it directly to the Principal.

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency? If an alternate building location is chosen, consider a method for parent vehicle pick-up of students.

Office staff will take copies of classroom rosters and student and staff emergency cards with them in case of building evacuations. They will be used to verify names of those authorized to pickup students. Identification will be required for release of students. Car rider hang tags can be used to dismiss students to vehicles in an alternate location. If there is a line of vehicles, a staff member will walk the line, compile a list of student and adult names, and ask that identification be ready. This will allow staff to check all information, except identification, in advance and have the child ready for dismissal upon verification of identity when the vehicle reaches the front of the line.



School-Centered Emergency Management and Recovery
T. Emergency Quick Reference Guide for
LIBERTY ELEMENTARY SCHOOL 2015-2016 School Year

Emergency Management Team Assignments, and Incident Command System (ICS)

Principal: Incident Command
 Gerry Brooks

Safety Official, Security, Law Enforcement
 FCPS Law Enforcement
 LFUCG Police Department

Public Information, Media Liaison
 Lisa Kear

Liaison to Outside Agencies
 Bethany Dewsnap

(Planning) Situation Analysis
 Lisa Kear

(Operations) Student Accounting & Release
 Linda Holder, Tammy Cooper

(Operations) Facility & Environmental Shelter
 Scott O'Hair and Custodial Staff

(Operations) First Aid, CPR, Medical
 Jerri Prince, RN

(Operations) Crisis Intervention & Response
 Bethany Dewsnap

(Operations) Food, water, sanitation
 Scott O'Hair, Kenneva Hurt

(Logistics) Communications
 Lisa Kear

(Logistics) Supplies distribution, procurement
 Scott O'Hair and Custodial Staff

(Administration) Documentation, Financial Records of Incidents
 Priscilla Willis

Incident Command System (ICS)

ICS is an organizational structure for handling emergencies. It involves Management (or "Command"), with Operations, Planning, Logistics, & Administration.

In ICS, staff transition from their day-to-day job to a similar function in addressing an emergency. Depending on the scope of the emergency the team can expand/decrease as needed.

Staff Actions in Emergency Response

In general, staff should take the following actions in the event of an emergency:

- Notify Principal; then Principal or designee will call 911 if necessary.
- Call 911 *only* if an imminent risk to life or safety is present, then call Principal.
- Move students from immediate vicinity of danger (whether the event is natural, technological or interpersonal in origin).
- Assist students needing special assistance.
- Provide basic first aid (if needed) until emergency responders arrive.
- Follow Universal Emergency Procedures and wait for further instructions.

In an emergency situation, Staff Actions consist primarily of maintaining appropriate supervision of students in their care, and notifying the Principal of the emergency at hand. The Emergency Management Team will have specific roles & responsibilities, but may request assistance for larger-scale incidents.

Emergencies can range from severe weather and chemical spills, to suicide risk and threats of harm. All staff are responsible for learning building procedures for Evacuation Routes, Assembly Areas, Severe Weather Safe Areas, & Student Accounting, and share responsibility for overall school safety and preparedness.

Evacuation Routes/Exits:
RED LINE

ALL STAFF:

- Follow Red Line Evacuation Route Marked on Map posted near exit of room.
- Report to Assembly Area.
- Do not leave area until directed.

Severe Weather Safe Area:
GREEN DOT

ALL STAFF:

- Follow Evacuation Route Map to nearest area marked with a Green Dot on the map.
- Do not leave until directed.

Shelter in Place: BLUE DOT

ALL STAFF:

- Follow Evacuation Route Map to nearest area marked with a Blue Dot on the map.
- Do not leave until directed

Student Accounting

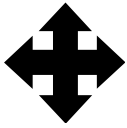
<u>Team Name</u>	<u>Team Leader</u>
Kindergarten	Catherine Piatt
1st Grade	Susan Roberts
2nd Grade	Jeanne Crosby
3rd Grade	Kala Chaffin
4th Grade	Scott Peterson
5th Grade	Lori Sweet

Staff Accounting
Tammy Cooper

1. Teacher takes Emergency/Drill Backpack and after taking roll holds up a green card to show that all students are accounted for or a red card to indicate a missing student(s) or a student(s) in his/her supervision not on his/her roster.
2. Team Leader collects names of missing or additional students from teachers.
3. Team Leader reports to Linda Holder who is in charge of Student Accounting and Release.
4. Linda Holder will report to the Principal.
5. Tammy Cooper will report missing staff to the principal.

Assembly Areas
Rooms Area

Kindergarten	Marquee Entrance
1 st Grade	Marquee Entrance
2 nd Grade	Corner Liberty/Star Shoot
3 rd Grade	Corner Liberty/Star Shoot
Specials	Corner Liberty/Star Shoot
4 th Grade	Walking Path
5 th Grade	Walking Path
Portables	Walking Path
Offices	Liberty Road Sidewalk
Cafeteria	Star Shoot Sidewalk



School-Centered Emergency Management and Recovery
T. Emergency Quick Reference Guide for
(Liberty Elementary 2015-2016 School Year)

<p align="center"><u>Teacher’s Responsibilities</u></p> <p>In an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:</p> <ul style="list-style-type: none"> • Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols. • Direct students in their charge according to established Universal Emergency Procedures (to Assembly Area, Severe Weather Safe Area, etc.) • Render first aid if necessary. • Take roll book or attendance sheet with them for student accounting. • Take roll when the class relocates in Assembly Area. • Report missing students and staff to Student Accounting and Release. • Assist as directed by the Principal, or representative of the Emergency Management Team. 		<p align="center"><u>Universal Emergency Procedures</u></p> <p>Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The principal as Incident Commander, or designee, will activate appropriate emergency procedures, based on the situation. There are six basic procedures which can be utilized in responding to various emergencies. Each is outlined below.</p>
<p><u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p>When announcement or alarm sounded:</p> <ul style="list-style-type: none"> ▪ Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) ▪ Take roll book or class roster for student accounting ▪ Assist those needing special assistance ▪ Do not stop for student/staff belongings ▪ Go to designated Assembly Area ▪ Check for injuries ▪ Take attendance; report missing according to Student Accounting and Release procedures ▪ Wait for further instructions 	<p><u>Reverse Evacuation</u> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ▪ Move students and staff inside as quickly as possible ▪ Assist those needing special assistance ▪ Report to classroom ▪ Check for injuries ▪ Take attendance; report missing students according to Student Accounting and Release procedures ▪ Wait for further instructions 	<p><u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p>When announcement or alarm sounded:</p> <ul style="list-style-type: none"> ▪ Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) ▪ Occupants of portable classrooms shall move to the main building to designated safe areas ▪ Take roll book for student accounting ▪ Take attendance; report missing students according to Student Accounting and Release procedures ▪ Assist those needing special assistance ▪ Do not stop for student/staff belongings ▪ Close all doors ▪ Remain in safe area until the “all clear” is given ▪ Wait for further instructions
<p><u>Shelter in Place</u> (For use in external gas or chemical release)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ▪ Take closest and safest route to shelter in designated shelter in place area ▪ Assist those needing special assistance ▪ Close and tape all windows and doors (that can be opened) in designated shelter in place area ▪ Take attendance; report missing students according to Student Accounting and Release procedures ▪ Do not allow anyone to leave the shelter area ▪ Stay away from all doors and windows ▪ Wait for further instructions 	<p><u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ▪ Students are to be cleared from the halls immediately and to report to nearest available classroom ▪ Assist those needing special assistance ▪ Close and lock all windows and doors and do not leave for any reason ▪ Leave all room and door windows uncovered ▪ Stay away from all doors and windows and move students to interior walls and drop ▪ Leave lights on in room ▪ Wait for further instructions 	<p><u>Drop, Cover and Hold</u> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command “Drop” is made:</p> <ul style="list-style-type: none"> ▪ DROP – to the floor, take cover under a nearby desk or table and face away from the windows ▪ COVER - your eyes by leaning your face against your arms ▪ HOLD - on to the table or desk legs, and maintain present location/position ▪ Assist those needing special assistance ▪ Wait for further instructions