



SCHOOL EMERGENCY OPERATIONS WORKBOOK

WITH CONSIDERATIONS FOR SPECIAL EDUCATION INSTITUTIONS

2022



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Thank you.



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SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Name
Role
Responsibility

Name
Role
Responsibility

Name
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Responsibility

Name
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Name
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Role
Responsibility

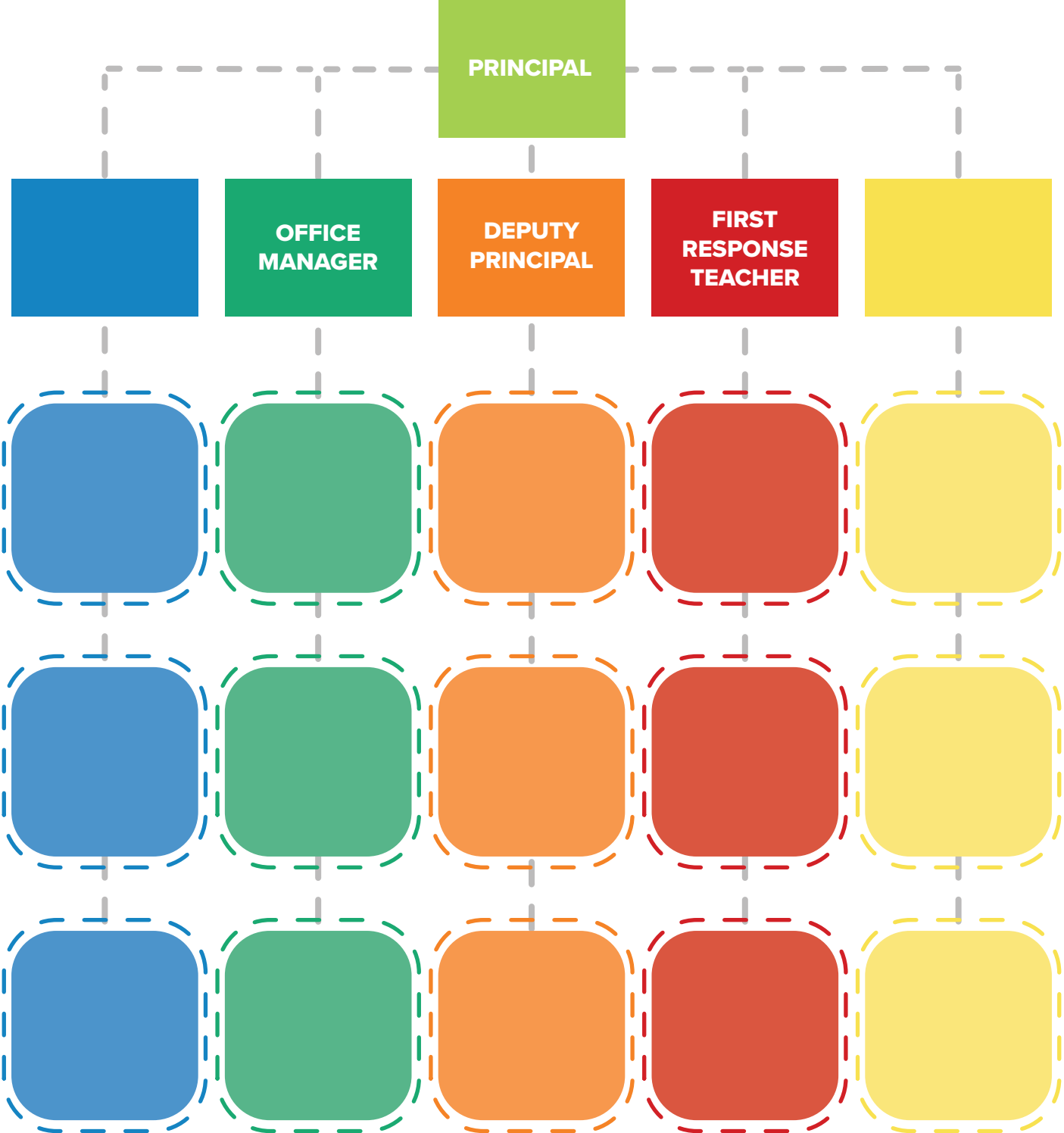
Name
Role
Responsibility

Name
Role
Responsibility

Name
Role
Responsibility

Where a representative student body and/or head student and parent teachers association (PTA) are established, it is essential that they be included as members of the SERT. In the case of smaller staffed school SERT may consist of principal, first response teacher, other teachers, and or focal point of PTA as assigned.

SEOP ORGANISATIONAL CHART - INCIDENT COMMAND TEAM



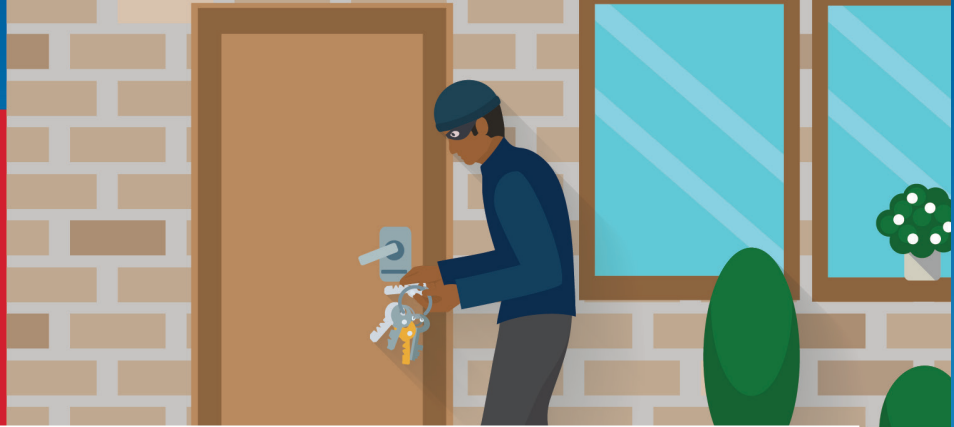
CONTACTS INFORMATION

EMERGENCY



WRITE DOWN THE CONTACT INFORMATION FOR THE
EMERGENCY SERVICES IN YOUR DISTRICT

INTRUDER RESPONSE PROTOCOL



**LEAD EMERGENCY
SERVICE**

CONTACT

MUSTER POINT

OTHER CONSIDERATIONS



INTRUDER RESPONSE PROTOCOL



LEAD EMERGENCY SERVICE

CONTACT

MUSTER POINT

OTHER CONSIDERATIONS

THINGS TO CONSIDER

- School staff should know if anyone is going to leave the school campus during the day for official or personal business. In event the one who is absent is someone of importance in the plan; it is important to know who is replacing that person.
- Bi-annual drills of different emergencies should be done without warning. There should be a committee that evaluates the exercise and makes recommendations.
- Schools should have sufficient assistance to work emergencies or evacuations and assess the needs of children with disabilities. Determine the support they need and who will assist them to make the emergency response process easier.
- All material, or communications that are published or sent to parents or the community must be available in alternate formats to ensure that people with different disabilities can access the information, recognizing that some parents may belong to this group.
- If there are people from the deaf community who speak sign language, it must be ensured that communications are also given in sign language.
- When identifying students and staff with disabilities, consider what assistive technology equipment they use. Remember that, in an emergency, these people will need more help and support. So, school personnel must be aware of how these equipment works.
- During an emergency it is important to consider students with disabilities and their need for a personal assistant. Emergencies can exacerbate conditions, so ensure that every student or teacher with a disability has the support they require.
- If the emergency requires students and staff to stay at school, it is important to have the equipment and supplies needed by the school population. If there are persons with specialized dietary needs, take them into consideration when stocking up on food supplies.
- Regarding food, we should consider having enough, including specialized diets if required.

