[SCHOOL NAME]

Emergency
Operations Plan

[DATE
ADOPTED]

THIS PAGE INTENTIONALLY LEFT BLANK

Emergency First Responders

_____

Louisiana RS 17:416.16 requires the public school principal to **update** the emergency operations plan at least **once annually** and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board

2. The local school superintendent

3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B(1)), the superintendent needs to make an annual report to the public school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the _best_ information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following **three (3) sections**:

- **Incident Response Plan** – The _Incident Response Plan_ **template** was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide _critical_ **information** to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be **prominently displayed** to responders when retrieving the information from the GOHSEP **Virtual Louisiana** software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

  Schools are advised to **update** the _Incident Response Plan_ whenever information on the plan changes and resubmit the updated plan to the president of the **local school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the **Parish OHSEP**.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.

- **School Safety Plan Protocols** – The larger school safety plan provides the more **comprehensive** information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be **customized** to meet your school's specific needs and circumstances. Meeting with emergency **first responders** and other **community stakeholders** is recommended as you develop and customize your plan.

THIS PAGE INTENTIONALLY LEFT BLANK

LOGO HERE

Incident Response Plan

SCHOOL NAME: _____

School Building Street Address:_____

City: _____

Parish: _____

School Type: _____

School District: _____

Submitting Official's Name: _____

Position: _____

Date of Submission: _____

Key Contact Information

School Decision-Maker's Name: _____

Cell: _____

Secondary School Decision-Maker's Name: _____

Cell: _____

Maintenance Staff Name: _____

Cell: _____

Custodial Staff Name: _____

Cell: _____

Keyholder's Name: _____

Cell: _____

Key Knox Box Location (where applicable):_____

Primary Jurisdiction of Responding Agencies

Police Department: _____

Contact Number: _____

Fire Department: _____

Contact Number: _____

EMS/Ambulance Service: _____

Contact Number: _____

Parish OHSEP Director: _____

Contact Number: _____

LOGO HERE

Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group:
_____

Description of Communication Platform/Capabilities:
_____

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

    On-scene: _____

    Off-site: _____

Location of Approved School Safety Plan Documents (hard copy)

    On-scene: _____

    Off-site: _____

Details on How to Access Listed Locations:
_____

Floor Plan Checklist

The following **checklist** was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to aid your school in preparing **floor plans**. Louisiana Revised Statute 29:726.3.C.(1) requires the Superintendent of each local school district and the Recovery School District (RSD) to submit building floor plans to GOHSEP.

You are encouraged to use this checklist in reviewing and updating your floor plans. Along with your approved emergency operations plan, it is **recommended** that you submit this checklist to the president of the local **school board**, local **school superintendent**, **chief of police** of the municipality or **sheriff** of the parish, and local **fire chief** along with the floor plans.

SCHOOL NAME: _____

School Building Street Address:
_____

City: _____

Parish: _____

School Type: _____

School District: _____

Submitting Official's Name: _____

Position: _____

Date of Submission: _____

FLOOR PLANS:

School Review	LSS*	Item
❑	❑	**[SCHOOL NAME]**, **address** and **phone numbers** for *both* the school office and for emergency maintenance included on each page of the floor plans.
❑	❑	Submitted **electronically** (this is preferable) or hard copy on white letter, legal or 11" x 17" (tabloid) paper only (no blueprints).
❑	❑	**Typed**; no shading; minimal or no handwriting.
❑	❑	Include a **key** to define any symbols used.
❑	❑	**Compass** directions (at a minimum North) clearly noted.
❑	❑	Each floor should be on a **separate page**.
❑	❑	**Street names** that surround the facility clearly identified.
❑	❑	Building **entrances/exits** marked and numbered with service entrances clearly identified.
❑	❑	**Windows** shall be graphically shown on the floor plans.
❑	❑	All rooms labeled by **room number** with common areas and administrative offices labeled by use.
❑	❑	Location of **water**, **gas** and **electrical** shutoffs clearly noted.
❑	❑	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.
❑	❑	The areas where floor plans and/or building blueprints are stored are clearly identified.
❑	❑	Exterior alpha phonetic identification of building sides (**Alpha**, **Bravo**, **Charlie**, **Delta**) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.

*NOTE: Local school superintendent (LSS)

Floor Plans

Must Be Provided For Each Building

[INSERT SCHOOL FLOOR PLANS HERE]

(Example Model Floor Plans Provided as Attachment A)

THIS PAGE INTENTIONALLY LEFT BLANK

High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL _____

ADDRESS _____

SCHOOL POINT OF CONTACT (POC) _____

POC PHONE _____ CELL _____

POC EMAIL _____

ITEMS TO INCLUDE	[SCHOOL NAME] EOP	Page #
Plan Content		
• **Cover Page**	☑	
• **Promulgation Document Signature Page**	☑	17
• **Approval + Implementation Page**	☑	19
• **Record of Changes**	☑	21
• **Record of Distribution (including school personnel and community partners)**	☑	23
• **Schematics** ○ **Campus Map** ○ **Fire Hydrants** ○ **Floor Plans** ○ **Fire Extinguishers** ○ **Annotated Evacuation Routes** ○ **First-aid Kits** ○ **Shelter Locations** ○ **Hazardous Materials Storage** ○ **Fire Alarm Pull Stations** ○ **Utility Shutoffs**	☑	131 + 132
• **Enrollment Data** ○ **Total Population** ○ **Instructional Assistants** ○ **Special Needs Populations** ○ **Cafeteria Workers** ○ **Administration** ○ **Maintenance + Custodial Staff** ○ **Teachers + Specialists** ○ **Other (specify)** ○ **Office + Support Staff**	☑	32
• *Americans with Disabilities Act* (ADA) Access Statement of Compliance	☑	33

• *Family Educational Rights and Privacy Act* (FERPA) and *Health Insurance Portability and Accountability Act* (HIPAA) Statements of Compliance	☑	55
Basic Plan		
• **Table of Contents (TOC)**	☑	25
• **Purpose + Situation Overview** o **Risk Assessment Worksheet**	☑	31 - 34
• **Concept of Operations (CONOPs) (including who has authority to activate the plan)**	☑	37
• **Organization + Assignment of Responsibilities (including memorandums of understanding [MOUs])**	☑	39 - 42

• **Direction + Control + Coordination**
  o **ICS Structure Used**
  o **Who has Control of Equipment, Resources and Supplies**
  o **Relationship between School EOP and District and/or Parish EOP**
	☑	43

• **Information Collection + Analysis + Dissemination** o **Communications Plan**	☑	51
• **Training + Exercise Plan/Schedule**	☑	62
• **Administration + Finance + Logistics**	☑	59 - 60
• **Plan Development + Maintenance**	☑	61 - 63
• **Authorities + References**	☑	29
Functional Annexes		
NOTE: Individual school EOPs may have *more, less* and/or *different* annexes than shown here. Annexes are customized to the needs of the school.		
• *Accounting For All Persons Annex*	☐	No Annex; covered in text
• *Communications + Warnings Annex*	☐	No Annex; covered in text
• *COOP Annex*	☑	67
• *Evacuation Annex*	☑	73
• *Family Reunification Annex*	☑	79
• *Lockdown Annex*	☑	81
• **Public Health + Medical + Mental Health** o *Psychological First Aid for Schools (PFA-S) Annex*	☑	83
• *Recovery Annex*	☑	57
• *Security Annex*	☑	No Annex; Covered in text
• *Shelter-in-Place Annex*	☑	89

• **Other(s) – Please Specify**
  o *Drop + Cover + Hold Annex*
  o *Reverse Evacuation Procedure Annex*
	☑	81
		87

Threat- + Hazard- Specific Annexes			

• **Natural Hazards**
  o **Earthquake**
  o **Tornado**
  o **Lightning**
  o **Severe Wind**
  o **Hurricane**
  o **Flood**
	o **Wildfires**
	o **Extreme Temperature**
	o **Landslides or Mudslide**
	o **Tsunami**
	o **Volcanic Eruption**
	o **Winter Precipitation**
		☑	115
			(Flood Annex);
			125
			(Severe Weather Annex)

• **Technological Hazards**
  o **Explosions or Accidental Release of Toxins From an Industrial Plant**
  o **Accidental Release of Hazardous Materials within the School**
  o **Hazardous Materials Releases from Major Highways or Railroads**
	o **Industrial Plant or Other External Source**
	o **Radiological Release from Nuclear Power Stations**
	o **Dam Failure**
	o **Power Failure**
	o **Water Failure**
		☑	105
			(Chemical or Hazardous Materials Spill Annex)

• **Biological Hazards**
  o **Infectious Diseases**
  o **Contaminated Food Outbreaks**
  o **Toxic Materials in School Labs**
		☑	105
			(Chemical or Hazardous Materials Spill Annex)

• **Adversarial Incidental + Human-caused Threats**
  o **Active Shooter**
  o **Bomb Threats**
  o **Cyber Attacks**
  o **Domestic Violence or Abuse**
  o **Hostage Situation**
  o **Suspicious Package**
	o **Report of weapon(s)**
	o **Fire**
	o **Criminal Threats or Actions**
	o **Gang Violence**
	o **Suicide**
		☑	93 + 97
			(Active Shooter Annex)
			
			113 *(Fire Annex)*

• Other(s) – Please Specify
  o *Bus Accident Annex*
  o *Explosion Annex*
  o *Intruder/Hostage Annex*
  o *Medical Emergency Annex*
  o *Terrorism Annex*
		☑	101
			111
			119
			123
			127

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

_____

Superintendent   **OHSEP Director**

_____

Date of Review   **Date of Review**

THIS PAGE INTENTIONALLY LEFT BLANK

The Emergency Operations Plan (EOP) is prepared by each public school principal **jointly** with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from **students** enrolled in the school and their **parents**, **teachers** at the school, other **school employees** and **community leaders** described in RS 17:416.16 (A.2).

The EOP should be *consistent* with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest **revision** date and the community members involved in its creation.

Authorized School Authority:

_____

Signature   Title

Primary Community Law Enforcement:

_____

Signature   Title   Agency

Safety (Fire/EMS/EMA) Official:

_____

Signature   Title   Agency

Parent Representative:

_____

Signature   Affiliation

Teacher Representative:

_____

Signature   Title   Affiliation

Non-teaching Employee Representative (may include school board members, school nurse):

_____

Signature   Title   Affiliation

_____

Signature   Title   Affiliation

_____

Signature   Title   Affiliation

Revision Date Here

THIS PAGE INTENTIONALLY LEFT BLANK

LOGO HERE

Promulgation Statement

_____

The **[SCHOOL NAME]** Emergency Operations Plan (EOP) and contents within is a guide to how **[SCHOOL NAME]** conducts all-hazard response. The EOP is written in support of emergency management and is built upon the *National Response Framework* (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all **[SCHOOL NAME]** school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by **[SCHOOL NAME]** staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school's capability. This EOP is available within the **[SCHOOL NAME]** system and with external agencies that may be affected by its implementation.

APPROVED: _____ DATE: _____

Signature

Name: _____

Title: _____

THIS PAGE INTENTIONALLY LEFT BLANK

Approval + Implementation

_____

This Emergency Operations Plan (EOP) was prepared by the **[SCHOOL NAME]** to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities.

This plan applies to all **[SCHOOL NAME]** personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any **[SCHOOL NAME]** – sponsored events, on or off campus, and to all public and private **[SCHOOL NAME]** sanctioned activities.

The **[RESPONSIBLE INDIVIDUAL TITLE]** is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by **[SCHOOL NAME]** senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

APPROVED: _____ DATE: _____

Signature

Name:

Title:

THIS PAGE INTENTIONALLY LEFT BLANK

Record Of Changes

_____

Change Number	Date	Name	Summary

THIS PAGE INTENTIONALLY LEFT BLANK

LOGO HERE

Record Of Distribution

_____

Name and Title	Agency	Date	Number of Copies

THIS PAGE INTENTIONALLY LEFT BLANK

Emergency Operations Plan
Table Of Contents

THIS PAGE INTENTIONALLY LEFT BLANK

School Emergency Management Planning Glossary

Hazards: Situations involving **threats** of **harm** to students, personnel and/or facilities. Hazards include, but are not limited to, **natural**, **technological** and **human-caused** incidents. Hazards may require an **interagency response** involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An **occurrence** – natural, technological or human-caused – that requires a response to *protect* **life** or **property**.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to *facilitate* **effective** and **efficient management** of an incident by (1) **identifying** key team roles and functions; (2) **assessing** staff skills; (3) **pre-designating** staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with **community partners**; and (5) providing for **transfer** of command and backup of resources.

Incident Commander: The individual responsible for *overall* **policy**, **direction** and **coordination** of the emergency response effort. Usually this will be the local emergency official on site that has **legal jurisdiction** over the incident.

Key Knox Box: A device where **emergency** keys to *all* parts of the school facility are stored.

Keyholder: An individual identified by the school with **access** to keys to *all* parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

Lockdown: The initial physical response to provide a **time barrier**. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves **barricading** the **door** and readying a plan of **evacuation** or **counter tactics** should the need arise.

National Incident Management System (NIMS): A set of **principles** that provides a **systematic**, **proactive** approach guiding government agencies, nongovernmental organizations and the private sector to work **seamlessly** to **prevent**, **protect** against, **respond** to, **recover** from and **mitigate** the effects of incidents regardless of cause, size, location or complexity, to *reduce* the **loss** of **life** or **property** and harm to the **environment**. This system ensures that those involved in an incident understand their **roles** and have the **tools** they need to be effective.

School Decision-maker: Individual identified by the school at the building level, usually the **principal**, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency. The

school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the school decision-maker, if not the same, who is **authorized** to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the **emergency responder** incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

Secondary School Decision-maker: A secondary individual identified by the school who is **authorized** to make decisions for the school in the event that the *primary* **school decision maker** is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

School Emergency Management Authorities + References

_____

FEMA 2013 Guide for Developing High-Quality School Emergency Operations Plan, http://www.fema.gov/media-library-data/20130726-1922-25045-3850/rems_k_12_guide.pdf

FEMA EMI School Program: http://training.fema.gov/EMIWeb/emischool/

Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).

Homeland Security Presidential Directive No. 5 (2003).

Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS), FEMA: http://www.fema.gov/national-incident-management-system

National Incident Management System (NIMS), U.S. Department of Homeland Security (DHS), FEMA: IS-700 National Incident Management System (NIMS) an Introduction: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a

Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.

NIMS, U.S. Department of Homeland Security, FEMA: IS-100 *Introduction to Incident Command System*: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-100.SCa *Introduction to the Incident Command System for Schools*: http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa

NIMS, U.S. Department of Homeland Security (DHS), FEMA: IS-362.a *Multi-Hazard Emergency Planning for Schools* http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a

U.S. Department of Homeland Security (DHS), *Bomb Threat Call Procedures and Bomb Threat Checklist* brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

THIS PAGE INTENTIONALLY LEFT BLANK

I. Introduction

A. Purpose Of The Plan

The purpose of the **[SCHOOL NAME]** *Emergency Operations Plan* (School EOP) is to provide information on how to **respond** to emergency incidents by outlining the **responsibilities** and **duties** of **[SCHOOL NAME]** and its employees. **Customization** of this plan to meet [SCHOOL NAME] needs and circumstances is important. **Developing**, **maintaining** and **exercising** the plan *empowers* employees to act **quickly** and **knowledgably**. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities **before**, **during** and **after** an incident. This plan provides parents and other members of the community with assurances that **[SCHOOL NAME]** has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining and exercising the School EOP *increases* **legal protection**. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides **guidelines** and **procedures** for dealing with existing and *potential* school incidents. The **basic plan** and the **functional** and **hazard-specific annexes** outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- **Expectations** of staff; roles and responsibilities
- **Direction** and **control** systems
- **Internal** and **external** communications
- **Training** and **sustainability**
- **Authority** and references as defined by local, State and Federal government **mandates**
- Common and specialized **procedures**
- Specific hazard **vulnerabilities** and **responses**/**recovery**

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from **law enforcement**, **safety**, **fire** and **emergency agencies,** as well as **mental health** and other community organizations. An important component of the School EOP is *advanced* planning with various agencies and community service providers to aid in timely communication and response to an incident.

Advance planning may or may not include **written agreements** to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other **important documents** related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

Current enrollment at **[SCHOOL NAME]** is approximately **[NUMBER OF STUDENTS] [ELEMENTARY, MIDDLE-SCHOOL OR HIGH-SCHOOL]** students located in **[BRIEF DESCRIPTION OF THE BUILDING(S)].** These students are supported by a **committed staff** and **faculty** consisting of:

- **[NUMBER]** Teachers and specialists
- **[NUMBER]** Administrators
- **[NUMBER]** Office/support staff
- **[NUMBER]** Instructional Assistants
- **[NUMBER]** Cafeteria staff
- **[NUMBER]** Maintenance and custodial staff

A **master schedule** of where classes, grade levels and staff are located during the day is provided to each classroom and is available **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].**

b. Functional Needs Population

[SCHOOL NAME] is committed to the **safe evacuation** and **transport** of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- **Limited English proficiency;**
- **Blindness or visual disabilities;**
- **Cognitive or emotional disabilities;**
- **Deafness or hearing loss;**
- **Mobility/physical disabilities (permanent and temporary); or**
- **Medically fragile health (including asthma and severe allergies).**

The *Americans with Disabilities Act* (ADA) **prohibits discrimination** on the basis of disability, and generally prohibits **unnecessary** disclosures of disability status or information related to that disability, to third parties. Disclosures may be **necessary** when the student presents a significant, articulable **threat** to others.

The school's current enrollment of students with functional needs is approximately **[NUMBER OF STUDENTS]**; however, this number will fluctuate. Students and/or staff may require **additional assistance** if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an **asterisk** next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is

available [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

A list of staff members that have been **trained** and are assigned to assist the functional needs population during drills, exercises and incidents is also available [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

[SCHOOL NAME] has **reviewed** the applicable *Americans with Disabilities Act* (ADA) laws, and all applicable State laws with our community partners to ensure that *all* parties have a *strong* **understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that [SCHOOL NAME] officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

_____   _____
Signature   **Date**

---

2. Building Information

[SCHOOL NAME] is located on a [NUMBER] acre lot and includes [NUMBER] buildings, [DESCRIBE ATHLETIC AND PARKING AND/OR OTHER FACILITIES]. All classes take place in [DESCRIBE BUILDING(S)].

A **campus map**/site plan and/or **floor plans** of the buildings annotated with **evacuation** routes, **shelter locations**, **fire alarm pull stations**, **fire hydrants, fire extinguishers**, **first-aid kits**, **hazardous materials storage** and **utility shutoffs** is included at the beginning of this plan. All staff members are required to know these **locations** as well as how to **operate** the utility shutoffs.

3. Hazard Analysis Summary

[SCHOOL NAME] is exposed to many hazards that have the potential for disrupting the school community, causing casualties and damaging or destroying public or private property. Understanding that the [NAME OF YOUR PARISH] Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the [SCHOOL NAME] EOP has been developed to fit into the larger [NAME OF YOUR PARISH] EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses **high-priority** hazards that [SCHOOL NAME] has identified through a **hazards assessment** of *each* school building and its surrounding area, conducted either by school officials or in *conjunction* with officials of the [NAME OF YOUR PARISH] OHSEP and the Parish's EOP, local law enforcement, fire and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The **high-priority hazards table** should be **customized** to include content specific to your school community.

Table 1. HIGH-PRIORITY HAZARDS (To Be Customized to Meet School Circumstances)

Flood	Flooding is a natural feature of the climate, topography and hydrology of **[SCHOOL NAME]** and its surrounding areas. Flooding predominates throughout the **winter** and **early spring** due to melting snow, breakaway ice and rainy weather. **[IDENTIFY SPECIFIC INFORMATION SUCH AS BUILDING "A" IS LOCATED 50 FEET FROM A WATERWAY AND CUSTOMIZE THE BEST PRACTICE FLOOD ANNEX IN YOUR PLAN TO ACCOUNT FOR CIRCUMSTANCES UNIQUE TO YOUR SCHOOL AND FLOODING HAZARDS]**.
Severe Weather	**[IDENTIFY THE TYPE OF WEATHER CONDITIONS TYPICAL TO YOUR SCHOOL, I.E. HIGH WINDS, TORNADOS, HEAVY SNOW AND/OR ICE AND SPECIFIC INFORMATION THAT IS *CRITICAL* TO YOUR SAFETY PLAN AND EMERGENCY OPERATIONS; CUSTOMIZE THE *SEVERE WEATHER ANNEX* IN YOUR PLAN TO ACCOUNT FOR CIRCUMSTANCES UNIQUE TO YOUR SCHOOL AND WEATHER HAZARDS]**.
Intruder/ Hostage	**[CONTINUE TO IDENTIFY ANY SPECIFIC HAZARDS INFORMATION AND CUSTOMIZE THE RELEVANT ANNEX TO YOUR PLAN ON THESE AND/OR OTHER TOPICS]**.
Active Shooter	
Bomb Threat	
Bus Accident	
Fire/ Explosion	

E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are **standard assumptions**. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues to be **exposed** and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future.

- A **major disaster** could 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**.

- A **single site incident** (e.g., fire, gas main breakage) could occur at any time **without warning** and the employees of the school affected cannot, and should not, *wait* for direction from local emergency response agencies. **Action** is required *immediately* to save lives and protect school property.

- Following a major or **catastrophic incident**, the school may have to rely on its own resources to be self-sustaining for up to **72 hours**.

- There may be a number of **injuries** of varying degrees of seriousness to faculty, staff and/or students. *Rapid* and **appropriate response** will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement and emergency managers are available in most **serious incidents**. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the *initial* **incident response** until responders arrive at the incident scene.

- Proper **prevention** and **mitigation** actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.

- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to **exercise** the plan through live drills and TableTop exercises **can** improve the school's readiness to respond to incidents.

- A spirit of **volunteerism** among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of **[SCHOOL NAME]** that **no guarantee** is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, **[SCHOOL NAME]** can *only* endeavor to make *every* **reasonable effort** to manage the situation with the resources and information available at the time.

THIS PAGE INTENTIONALLY LEFT BLANK

LOGO
HERE

II. Concept Of Operations (CONOPS)

The overall **strategy** of a School EOP is to execute effective and *timely* **decisions** and **actions** that *prevent* **harm**, **protect lives** and **property**, **mitigate** damages, **restore** order and aid **recovery**.

This plan is based upon the concept that the incident management functions that must be performed by the school generally **parallel** some routine day-to-day functions. To the extent possible, the **same personnel** and **material resources** used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are *limited*, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish **assigned** incident management tasks.

In addition, the incident may require **coordinated operations** with others. The key to successful operations is an **organized command structure**. It is important to understand that the school's command of the incident and the school's incident management structure may **change** once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be *best* equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a **systematic**, **proactive** approach guiding **government agencies**, **nongovernmental organizations** (NGOs) and the **private sector** to work *seamlessly* to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their **roles** and have the **tools** they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that **must** adopt NIMS if they **receive Federal** grant funds.

[SCHOOL NAME] recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and **enhances cooperation**, **coordination** and **communication** among school officials, first responders and emergency managers.

As part of its NIMS implementation, **[SCHOOL NAME]** participates in the local government's NIMS preparedness program to remain **NIMS compliant** and believes it is essential to ensure that response/recovery services are delivered to schools in a *timely* and **effective manner**. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive **IS-100 training**.

- Complete NIMS awareness course **IS-700 NIMS**: *An Introduction*.

- **Participate** in local government's NIMS preparedness program and incorporate the School EOP into the **[NAME OF YOUR PARISH]** EOP.

- **Train** and **exercise** the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster, **[SCHOOL NAME]** may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually **first on the scene** of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is **transferred** to someone more qualified, usually an **emergency responder agency** with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be **organized** and **coordinated** to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for **activating** the School EOP, including common and/or specialized procedures, as well as **hazard-specific incident plans**. The school decision-maker designates a **school incident commander** with authority to direct all incident activities. The designated school incident commander should be the person **most qualified** to manage the specific type of incident.

Once an emergency responder agency with **legal authority** to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and *all* segments of the community emergency response system **work together** in *advance* of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

III. Organization + Assignment Of Responsibilities

_____

This section establishes the **operational organization** relied on to manage the incident and includes:

- A list of the kinds of **tasks** to be performed by position and organization
- An overview of **who does what**

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a **team approach** to manage incidents and allows school officials to **assign** tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their **expertise** and **training** and the **needs** of the incident. Roles are pre-assigned based on **training** and **qualifications**. Each staff member and volunteer must be **familiar** with his or her role and responsibilities before an incident occurs. School staff may be required to *remain* at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or **delegate** that authority to a qualified individual. While the principal *retains* the **overall responsibility** for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on **policy-level activities** and interfacing with other agencies and parents. The principal coordinates between the superintendent's office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an **Incident Command Post** (ICP) and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management **activities**. The incident commander's responsibilities include:

- Assuming **overall direction** of *all* incident management activities based on procedures outlined in the School EOP.

- Taking steps necessary to **ensure** the **safety** of students, staff and other individuals.

- Determining whether to **implement incident management protocols** established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).

- Arranging for **transfer** of students, staff and other individuals when safety is threatened by a disaster.

- Working with and ensuring **communication** with emergency services personnel. Keeping the principal and other officials informed of the situation.

- Ensuring the proper **transfer** of **command** when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the **supervision** of students and remain with students until directed otherwise. Responsibilities include:

- **Supervising** students under their charge.

- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.

- Directing students in their charge to **inside** or **outside assembly** areas in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School EOP.

- Taking **attendance** when class **relocates** to an outside or inside assembly area or evacuates to another location.

- Reporting **missing students** to the incident commander.

- Executing **assignments** as directed by the incident commander.

- Obtaining **first aid services** for injured students from the school nurse or person trained in first-aid.

- Arranging first aid for those **unable** to be **moved**.

- Rendering **first aid** if necessary. School staff are to be **trained** and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include **assisting teachers** as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Taking steps to ensure the **safety** of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.

- Rendering **first aid** if necessary.

- Assisting in the **transfer** of students, staff and other individuals when their safety is threatened by a **disaster**.

- Executing assignments as directed by the incident commander.

- Assisting with **crisis intervention** and **recovery processes**.

F. School Nurses/Health Assistants

Responsibilities include:

- Administering **first aid** or **emergency treatment** as needed.
- Supervising **administration** of first aid by those trained to provide it.
- Organizing **first aid** and **medical supplies**.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting **building damage** to the incident commander.

- Controlling main **shutoff valves** for gas, water and electricity and ensure that no hazard results from **broken** or **downed lines**.

- Providing **damage control** as needed.

- Assisting in the conservation, use and disbursement of **supplies** and **equipment**.

- Keeping the incident commander **informed** of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

- **Answering** phones and assisting in receiving and providing **consistent information** to callers.

- Providing for the **safety** of essential school records and documents. Executing assignments as directed by the incident commander.

- Providing **assistance** to the principal. Monitoring **emergency radio broadcasts.**

- Assisting with **health incidents** as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- **Using**, **preparing** and **serving** food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.

- Executing **assignments** as directed by the incident commander.

J. Bus Drivers

Responsibilities include:

- Supervising the **care** of students if disaster occurs while students are on a **bus**.
- Transferring students to new location when directed.
- Executing **assignments** as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)

Responsibilities include **reporting** to the incident commander for assignments, if requested to do so.

L. Students

Responsibilities include:

- **Cooperating** during emergency drills and exercises and during an incident. Learning to be **responsible** for themselves and others in an incident.

- Understanding the **importance** of not being a bystander by reporting situations of concern.

- Developing an awareness of **natural**, **technological** and **human-caused hazards** and associated prevention, preparedness and mitigation measures.

- Taking an **active part** in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- **Encouraging** and **supporting** school safety, violence prevention and incident preparedness programs within the school.

- Participating in **volunteer service projects** for promoting school incident preparedness.

- Providing the school with **requested information** concerning the incident, early and late dismissals and other related release information.

- Practicing incident management preparedness in the **home** to reinforce school training and ensure family safety.

- Understanding their **roles** during a school emergency.

IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school's command system can be used to **manage** emergency incidents or nonemergency events such as graduations, athletic events or celebrations. The system is flexible to meet the school's needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM
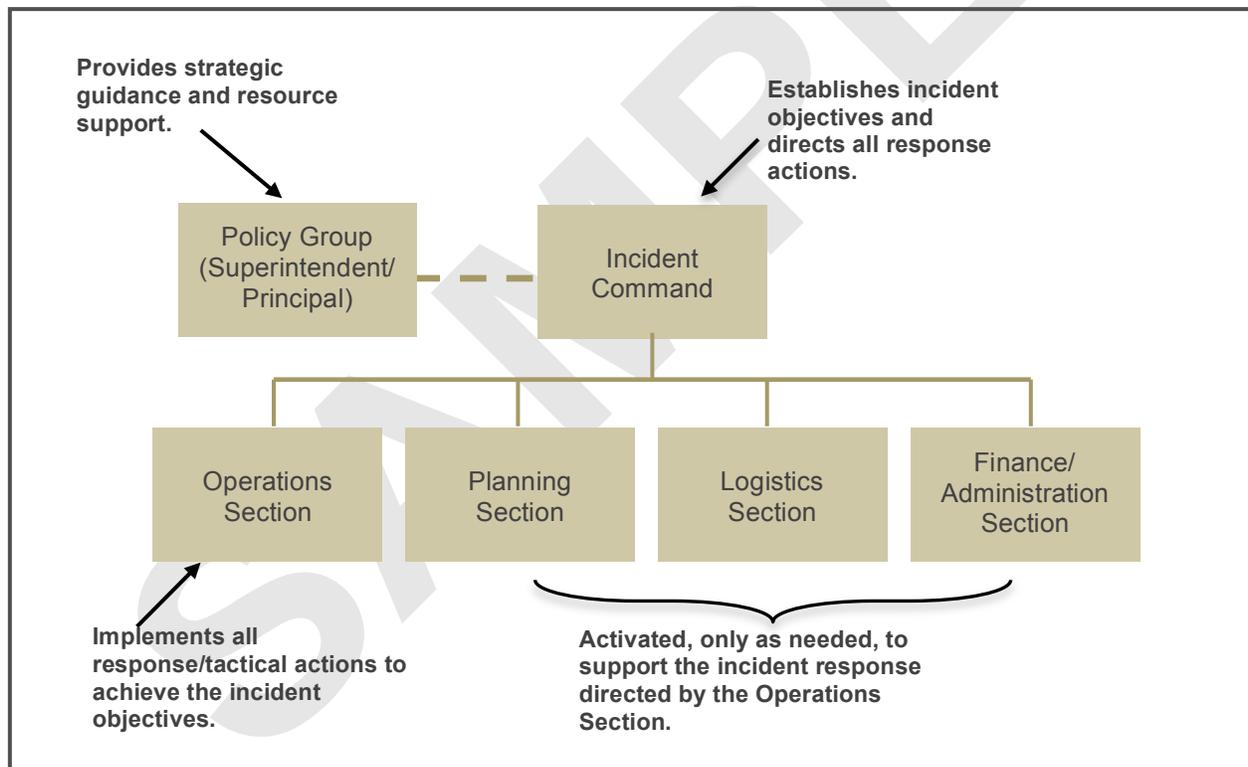
As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their **expertise** and **training** and the **needs** of the incident. Roles should be **pre-assigned** based on **training** and **qualification**. The School ICS is organized into the following functional areas:

1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:

  o **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.

  o Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.

- Keeps **elected officials** and **other executives informed** of the situation and decisions.

- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The **[SCHOOL NAME]** principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by **[SCHOOL NAME]** in an incident action plan. Procedures and protocols address **care** of students, **first aid**, **crisis intervention**, **search** and **rescue**, **site security**, **damage assessment**, **evacuations** and the **release** of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a *Family Reunification Plan* and implementation.

- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off *only* if danger exists or if **directed** by the incident commander and assisting in securing facility.

- Establishing **medical triage** with staff trained in first aid and CPR, providing and overseeing care given to **injured persons**, **distributing supplies,** and requesting additional supplies.

- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff and parents.

- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water or plumbing failure and requesting needed supplies.

- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.

Table 2. OPERATIONS SECTION TEAMS

Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of **structural damage** and determined that it is **safe** to enter. Search and Rescue Teams are responsible for ensuring that all students and staff **evacuate** the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking **unsafe areas**.

- Conducting initial **damage assessment**.

- Obtaining **injury** and **missing student reports** from teachers.

First-Aid Teams provide **triage**, **treatment** and **psychological** first-aid services. First-Aid Teams are responsible for:

- Setting up **first-aid area** for students.

- Assessing and **treating injuries**.

- Completing **master injury report**.

Evacuation/Shelter/Care Team. Evacuation, shelter and student care in an incident are among the *most* **important** tasks faced by schools. These tasks include **student accounting**, **protection** from weather, providing for **sanitation** needs and providing for **food** and **water**. This team is responsible for:

- **Accounting** for the whereabouts of *all* students, staff and volunteers.

- Setting up a **secure assembly area**.

- Managing **sheltering** and **sanitation** operations.

- Managing **student feeding** and **hydration**.

- **Coordinating** with the Student Release Team.

- Coordinating with the Logistics Section to secure the needed **space** and **supplies**.

Facility and Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.

- Securing and isolating fire/Hazardous Material (HAZMAT).

- Assessing and notifying officials of fire/HAZMAT.

- Conducting perimeter control.

Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.

- Determining need for outside agency assistance.

- Providing onsite intervention/counseling resources.

- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.

- Checking student **emergency cards** for **authorized releases** and completing **release logs**.

- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for **collecting**, **evaluating** and **disseminating** information needed to measure the **size**, **scope** and **seriousness** of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the **collection** and **evaluation** of **information.**

- Assisting with ongoing planning efforts and maintaining the incident **time log**.

- **Documenting** all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed **personnel**, **equipment**, **facilities**, **resources** and **services** required for incident resolution; **coordinating personnel**; assembling and **deploying volunteer teams**; and facilitating **communication** among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing **communications center** and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a **telephone tree** for after-hours communication.

- Establishing and maintaining school and classroom **first-aid kits**, coordinating access to and distribution of **supplies** during an incident and monitoring inventory of supplies and equipment.

- Documenting all **activities**.

5. Finance + Administration Section

When activated, the Finance and Administration Section oversees *all* **financial activities** including **purchasing necessary** materials, tracking incident **costs**, arranging **contracts** for services, **timekeeping** for emergency responders, submitting **documentation** for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for **overall documentation** and **recordkeeping** activities; when possible, photographing or videotaping damage to property.

- Developing a system to **monitor** and **track expenses** and **financial losses** and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties **off-site**.

Table 3 on the following page provides **example titles** for *specific* roles within the School ICS. This Table can be completed for each of the various hazards in the **annexes** of this plan with *specific* **staff assigned** to *each* role along with emergency contact information. Each of these assignments is maintained with other **important plan documents [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].**

LOGO HERE

Table 3. SCHOOL INCIDENT COMMAND SYSTEM

Principal or Designee

School Incident Commander

1. Assistant Principal   2. _____

Alternate School Commander(s)

Please include current contact information for every person listed on this chart.

Public Information Officer (PIO)

Communications Director

Alternates

1. Assistant PIO 2. _____

Acts as a liaison between school and public.

Policy Group

1. Superintendent
2. Communications Director/PIO
3. School Attorney or other key staff

Support Incident Commander, provide guidance on policy, help resolve find resources, assist with communications.

Operations
Assistant Principal

Alternates
1. Safety Officer
2. _____

Handle all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.

Planning
Assistant Principal

Alternates
1. Admin. Assistant
2. _____

Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response and managing the large site map at the command post.

Logistics
Chief Custodian

Alternates
1._____
2._____

Manages personnel, supplies and equipment. During a response, responsible for handing out supplies, equipment and deploying unassigned people for work.

Finance and Administration
Budget/Finance Director
Alternates
1. _____
2. _____

Responsible for buying materials and keeping financial records of expenditures and employee hours.

B. Source + Use Of Resources

[SCHOOL NAME] uses its own **resources** and **equipment** to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been **trained** to assist, if called upon, and are available after an incident occurs. The following organizations or agencies **[LIST SHOULD BE CUSTOMIZED TO YOUR SCHOOL AND COMMUNITY RESOURCES]** have agreed to be responsible for providing additional resources or assistance:

- **First aid kit** and **sanitation supplies** will be provided by: **[INSERT PROVIDER NAME].**

- **Cots** and **bedding** supplies will be provided by: **[INSERT PROVIDER NAME].**

- **Food/water** supplies will be provided by: **[INSERT PROVIDER NAME].**

- **Security** will be provided by: **[INSERT PROVIDER NAME].**

- **Counseling services** will be provided by: **[INSERT PROVIDER NAME].**

THIS PAGE INTENTIONALLY LEFT BLANK

V. Information Collection + Analysis + Dissemination

Communication is a *critical* part of incident management. This section outlines **[SCHOOL NAME]**'s communications plan and supports its mission to provide clear, effective internal and **external communication** between the school, staff, students, parents, emergency responders, the community and media.

The School EOP includes **policies** and **procedures** governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/releases to the media, and a detailed **communications plan** including standard procedures and protocols, should be developed and made available in *advance* of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by **[INSERT POSITION]** and located **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE]**.

A. Communication Between School + Law Enforcement + Emergency Responders

[SCHOOL NAME] utilizes the **Communication Platform/Capabilities** described in the beginning of the School EOP to contact and maintain communications with **law enforcement** and other **emergency responders** during an incident. The school incident commander transfers command to the **appropriate emergency responder** who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform **[AND/OR OTHER MEANS]** described in the School EOP to notify the principal/designee of the school's status/needs. **[SCHOOL NAME]** and emergency responders coordinate the **release** of information to ensure that information is **consistent**, **accurate** and **timely**.

B. Internal Communications

[SCHOOL NAME] has identified a school spokesperson or Public Information Officer (PIO) who is responsible for **[ADD ADDITIONAL DUTIES, AS APPROPRIATE]**:

- Helping create **policies** and **plans** for communicating emergency information **internally** and to the **public**.

- Following the **communications policies** and **procedures** established by **[SCHOOL NAME]**.

- Helping establish **alternative means** to provide information in the event of a failure of power, phone or other lines of communication.

- Developing **materials** for use in media briefings.

- Acting as the **contact** for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices [THE LIST SHOULD BE CUSTOMIZED TO FIT YOUR SCHOOL'S COMMUNICATION OPTIONS] will be utilized to disseminate information internally when appropriate:

- **Telephone Tree.** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree **originates** with the principal/designee who contacts the members of the **school incident command team**. Team members then in turn contact **groups of staff** (teachers, administrators and support staff).

- **Text-Messaging System/Email System**. A text-messaging or email system is available to provide those who are **registered** to receive messages with **updates** during an incident.

- **Morning Faculty Meeting**. As appropriate, **updated** information about an incident is presented at the morning faculty meeting. Any **new procedures** for the day will also be reviewed at this time.

- **End-of-Day Faculty Meeting**. As appropriate, **updated** information and a **review** of the day's events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the **larger school community** on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require **clear** and **concise messages** from [SCHOOL NAME] about the incident, what is being done and the **safety** of the children and staff.

1. Communication With Parents

Before an incident occurs, [SCHOOL NAME]:

- Develops a **relationship** with parents so that they trust and know how to access alerts and incident information.

- Informs parents about the **School's EOP**, its purpose and its objectives. Detailed response tactics should not be shared if they impede the **safe response** to an incident.

- Information is in [DESCRIBE YOUR SCHOOL'S METHOD, I.E. SCHOOL NEWSLETTER, PRESENTATION DELIVERED AT BACK-TO-SCHOOL EVENT, ETC.].

- Identifies parents who are willing to **volunteer** in case of an incident and includes them in preparation efforts and training.

- Is prepared with **translation services** for non-English-speaking families and students with *limited* English proficiency.

In the event of an incident, **[SCHOOL NAME]** will:

- Disseminate information **[IDENTIFY MEANS SUCH AS VIA TEXT MESSAGES, E-MAIL, RADIO ANNOUNCEMENTS, HOT-LINE, ETC.]** to inform parents about what is known to have happened.

- Implement a plan to **manage phone calls** and parents who arrive at school and describe how the school and school district are handling the situation.

- Provide information regarding **possible reactions** of their children and ways to talk with them.

- Provide a **phone number**, **website address** or **recorded hotline** where parents can receive **updated** incident information.

- Inform parents and students **when** and **where** school will resume.

After an incident, **[SCHOOL NAME]** administrators schedule and attend an **open question-and-answer** meeting for parents *as soon as possible*.

2. Communication With The Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a **joint information** effort to **[LIST SHOULD BE CUSTOMIZED BY SCHOOL]**:

- Establish a **media site** and **reception area** away from the school and any established Incident Command Post.

- Provide regular **updates** to media and school community.

- Provide *only* information that has been **approved** for release by the Incident Commander in charge of the scene.

- Monitor **release** of information and **correct misinformation**. Coordinate messages with the principal/designee.

All **[SCHOOL NAME]** employees are to **refer** all requests for information and questions to the **designated** PIO **[OR JOINT INFORMATIONAL PERSONNEL]**.

3. Handling Rumors

In addressing rumors, the most effective strategy is to **provide** facts *as soon as possible*. To combat rumors, **[SCHOOL NAME]** will:

- Provide appropriate information to **internal groups**, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are **primary** sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff **meeting** *before* staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

- Designate and brief **personnel answering calls** to help control misinformation. Conducts briefings for community representatives directly associated with the school.

- Enlist the help of the **media** to provide **frequent updates** to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, **[SCHOOL NAME]** will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications **tools** that **[SCHOOL NAME]** uses include the following **[CUSTOMIZE TO YOUR SCHOOL'S RESOURCES]:**

- **Standard telephone**. **[SCHOOL NAME]** has designated a school telephone number as a recorded "**hotline**" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.

- **Cellular telephones**. These phones may be the *only* **tool working** when electric service is out; they are useful to school personnel en route to or from a site.

- **Intercom systems**. The intercom system includes **teacher-initiated communication** with the office using a handset rather than a wall-mounted speaker.

- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are **assembling** outside the school. Procedures governing storage and use help ensure readiness for use.

- **Two-way radio**. Two-way radios provide a reliable method of communication between **rooms** and **buildings** at a *single* site. All staff are trained to understand how to operate the two-way radio.

- **Computers**. A **wireless laptop computer** may be used for communication both within the school and to other sites. **Email** may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure or relocation on the home page of the school and district website.

- **Fax machines**. Possible uses include **off-site access** to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, **medical information**, **release** forms and **authorizations**.

- **Alarm systems**. Bells or buzzers are in place and sound in **different** ways to signal different types of incidents – for example, fire, lockdown or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.

- • **Whistles**. Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

E. Family Educational Rights and Privacy Act (FERPA) + Health Insurance Portability and Accountability Act (HIPAA)

[SCHOOL NAME] has **reviewed** the applicable *Family Educational Rights and Privacy Act (FERPA)* and *Health Insurance Portability and Accountability Act (HIPAA)* laws, and all applicable State laws with our community partners to ensure that *all* parties have a *strong* **understanding** of these laws pertaining to **information disclosure**. All school employees, including contractors have been trained on applicable laws to ensure that **[SCHOOL NAME]** officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

_____   _____

Signature   **Date**

THIS PAGE INTENTIONALLY LEFT BLANK

VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers and school officials should assemble to support the **restoration** of the school's educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and **disseminating** information facilitates the recovery process.

[SCHOOL NAME] and the [NAME OF SCHOOL DISTRICT] designate appropriate personnel and collaborate with external resources to work in teams to: [IDENTIFY PERSONNEL AND ACTIVITIES, DEPENDING ON YOUR SCHOOL'S RESOURCES AND TYPE OF INCIDENT AT ISSUE]:

- Conduct a **comprehensive assessment** of physical and operational recovery needs.

- Assess **physical security**, **data access** and all other **critical services** (e.g., plumbing, electrical).

- Examine critical information **technology assets** and **personnel resources** and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

- Document **damaged facilities**, **lost equipment** and **resources,** and **special personnel expenses** that required for insurance claims and requests for State and Federal assistance.

- Identify **recordkeeping requirements** and sources of **financial aid** for State and Federal disaster assistance.

- Provide detailed **facilities data** to the school District Office so that it can estimate temporary space reallocation needs and strategies.

- Arrange for *ongoing* **status reports** during recovery activities to: a) estimate when the educational program can be **fully operational**; and b) identify special facility, equipment and personnel issues or **resources** that facilitate the resumption of classes.

- Educate school personnel, students and parents on available **crisis counseling** services.

- Establish **absentee policies** for teachers and students after an incident.

- Establish an agreement with **mental health organizations** to provide counseling to students and their families after an incident.

- Develop **alternative teaching methods** for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.

    o Create a plan for conducting classes when **facilities are damaged** (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on **prevention** and **mitigation measures**; incorporate as appropriate into **short**- and **long-term** recovery plans.

LOGO HERE

VII. Administration + Finance + Logistics

A. Agreements + Contracts

If school resources prove to be **inadequate** during an incident, **[SCHOOL NAME]** requests assistance from local emergency services, other agencies and the school community in accordance with existing **mutual aid agreements** (MAAs) and **contracts**. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated **agreements** and **contracts** are **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].**

B. Recordkeeping

1. Administrative Controls

[SCHOOL NAME] is responsible for establishing administrative controls necessary to manage the **expenditure** of funds and to provide reasonable **accountability** and **justification** for expenditures made to support incident management operations. These administrative controls are done in accordance with established local **fiscal policies** and **standard cost accounting procedures.**

2. Activity Logs

Staff assigned within the school ICS maintain **accurate** logs recording key incident management activities, including:

- **Activation** or **deactivation** of incident policies, procedures and resources.

- Significant **changes** in the incident situation.

- Major **commitments** of resources or requests for additional resources from external sources.

- Issuance of **protective action** recommendations to staff and students.

- **Evacuations**.

- **Casualties**.

- **Containment** or **termination** of the incident.

C. Incident Costs

School ICS finance and administration staff are responsible for maintaining records summarizing the use of **personnel**, **equipment** and **supplies** to obtain an estimate of annual incident response costs that can be used in preparing *future* school budgets. Detailed records of costs for incident management and operations include:

- **Personnel** costs, especially overtime costs.
- **Equipment** operations costs.
- Costs for **leased** or **rented equipment**.
- Costs for **contract services** to support incident management operations.
- Costs of **specialized supplies** expended for incident management operations.

These records are 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.

D. Preservation Of Records

To continue normal school operations following an incident, **vital records** must be protected. These include **legal documents** and **student files** as well as **property** and **tax records**. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].**

VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for *each* building is prepared by each **public school** principal *jointly* with **local law enforcement**, **fire**, **public safety** and **emergency preparedness** officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from **students** enrolled in the school and their **parents**, **teachers** at the school, other **school employees** and **community leaders** as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest **revision** date and the **signature** of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to **emergency organizations** with a role in responding to an incident. A **record of distribution** is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].**

School emergency planning documents **should not** be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the **public** and **media** *without* sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in **compliance** with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least **once every year** and the floor plans whenever a **major modification** to the building requires **changes** in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the **date of the change** and the name of the **person** who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a **schedule** for an **annual review** of planning documents. The basic plan and its annexes are to be reviewed at least **once per year** by school officials and local emergency management agencies and others deemed appropriate by school administration.

The school EOP is **updated** based upon:

- **Changes** in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be **filed with local OHSEP**.

D. Training + Exercising The Plan

 [SCHOOL NAME] understands the **importance** of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their **duties** and **responsibilities** under the school plan and the most *current* procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from **[YOUR PARISH]** OHSEP.

Basic training and refresher training sessions are conducted **[INSERT SCHEDULE SPECIFICS, SUCH AS ANNUALLY, ETC.]** for **[IDENTIFY APPROPRIATE SCHOOL PERSONNEL]** in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- **Hazard** and **incident awareness training** for **[IDENTIFY STAFF AND METHOD OF TRAINING].**

- **Orientation** to the School EOP provided to **[IDENTIFY STAFF AND METHOD OF TRAINING].**

- **First aid** and CPR for **[IDENTIFY STAFF AND METHOD OF TRAINING].**

- Team **training** to address specific incident response or recovery activities such as **family reunification**.

Four (4) online FEMA courses - **IS-100.b, IS-100SCa, IS-362.a and IS-700** - are to be taken, with **documentation**, by **[IDENTIFY STAFF AND METHODS/LOCATION OF DOCUMENTATION].** All **four (4) courses** are available for FREE at FEMA's Emergency Management Institute:

- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b

- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a

- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa

- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a

Additional measures include **drills** and **tabletop exercises**. Drills are to be conducted **[INSERT TIME INTERVALS].** Exercises are to occur **[INSERT TIME INTERVALS].**

Records of the training provided including date(s), type of training and participant rosters maintained and are located **[IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].** Approved parent volunteers and community members are incorporated into larger training efforts.

All **[SCHOOL NAME]** staff members are *encouraged* to develop **personal** and **family emergency plans**. Each family should anticipate that a **staff member** may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation enables school staff to do their jobs more effectively.

THIS PAGE INTENTIONALLY LEFT BLANK

Functional Annexes

_____

Functional protocols are **common procedures** that are implemented along with procedures of **hazard-and-threat specific protocols** when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each **functional protocol** describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their _unique_ circumstances. A **risk assessment** conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the **authority** to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo **training** and participate in **drills**.

- Staff and bus drivers assigned to work with **special needs students** should undergo in depth training and drills.

- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This helps **evaluate** the **appropriateness** of the procedures in the plan and assists with **modifications** or **updating** as necessary to ensure that the procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Functional annexes do not _repeat_ but **build upon** the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

THIS PAGE INTENTIONALLY LEFT BLANK

Continuity Of Operations Plan (COOP) Annex

_____

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to **maintain** and/or _rapidly_ **resume essential operations** _after_ an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a **good business** practice.

The plan anticipates a full range of **potential incidents** that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of **non-essential functions** and/or relocation of essential functions to an **alternative site** for some period of time. A goal is to provide **full operational capacity** for essential functions within **12 hours** _after_ activation of COOP and sustain these functions for up to **30 days**.

II. Responsibilities

Delegation of authority and management responsibilities is determined by **school officials** _prior_ to an incident. COOP procedures address responsibilities _before_, _during_ and _after_ an incident. Safety of students and school personnel is the first consideration. **Strong internal** and **external communications systems** and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. **Legal counsel** reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to **activate** and **implement** COOP procedures and/or to **relocate operations** to an alternate site. Authority for activation may be **delegated**. The principal/school decision-maker activates COOP procedures whenever it is determined the school is **not suitable** for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP **communication plan** (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and

school personnel of COOP activation and provide **situation information**, as available. Parents and/or guardians are also **alerted** and **notified** of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

Principal or Superintendent	• Determine when **to close** schools, and/or send students/staff to alternate locations. • Disseminate information **internally** to students and staff. • **Communicate** with parents, media and the larger school community. • Identify a **line of succession**, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and/or Department Heads	• Ensure systems are in place for *rapid* **contract execution** after an incident. • Identify **relocation** areas for classrooms and administrative operations. • Create a system for **registering students** (out of district or into alternative schools). • Brief and train staff regarding their **additional responsibilities**. • Secure and provide needed **personnel**, **equipment** and **supplies**, **facilities**, **resources** and **services required** for continued operations. • Identify strategies to *continue* **teaching** (e.g., using the Internet, providing tutors for homebound students, rearranging tests). • Re-evaluate the **curriculum**.
Custodians/Maintenance Personnel	• Work with local government officials to determine when it is **safe** for students and staff to **return** to the school buildings and grounds. • Manage the **restoration** of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).
School Secretary/Office Staff	• Maintain **inventory**. • Maintain **essential records** (and copies of records) including school's insurance policy. • Ensure **redundancy** of records (records are kept at a different physical location). • Secure **classroom equipment**, **books** and **materials**. • Restore **administrative** and **record-keeping** functions such as payroll, accounting and personnel records. • Retrieve, collect and maintain **personnel data**. • Provide **account payable** and **cash management** services.
Counselors, Social Workers, and School Nurses/Health Assistants	• Establish **academic** and **support services** for students and faculty/staff. • Implement **additional** response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers	• Determine how **transportation** and **food services** will resume.

C. Relocation Sites

The principal/school decision-maker identifies **relocation sites** to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by **walking**, if appropriate, and other site(s) by **transportation** services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to **30 days**.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a *predetermined* **alternative facility**.

D. Alternate Facilities

For estimated short-term (**2-14 days**) **payroll** and **personnel operations**, the alternative facility will be **[IDENTIFY NAME AND LOCATION OF THE FACILITY].** For a longer-term relocation of operations and essential functions, **alternative** facilities are listed below:

Alternative Facility	Can Replace this Primary Facility	Street Address	Contact Information
[NAME]	Personnel/Admin Offices		
[NAME]	School Building A		
[NAME]	School Building B		

For *each* alternate facility, all essential resources, equipment and software that are necessary for resumption of operations at the site is **identified** and plans developed for **securing** those resources. **IT systems** available at the site need to be **tested** for compatibility with school's backup data.

E. Interoperable Communications/Backup Sites

As noted above, the **[IDENTIFY THE CHOSEN FACILITY]** is used as a **temporary alternative site** for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above. **[INCLUDE SPECIFIC INFORMATION ABOUT THE INFRASTRUCTURE CAPACITIES AND CAPABILITIES OF THE ALTERNATIVE SITES, FOR EXAMPLE]:**

- At alternative site **[IDENTIFY NAME AND LOCATION],** the lines and services for telephones and computers are **maintained**, **protected** and **backed up offsite** by the district office.

- Hardware and physical lines are **protected** by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.

- Telephone lines work even during power failures.

- The building also has a **generator** for emergency power.

- The main computer room housing the servers on the **third** floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners and temperature controls.

[ALSO INCLUDE ANY CONCERNS ABOUT CHOSEN ALTERNATIVE SITES, FOR EXAMPLE]:

- The rest of the building, however, is *highly vulnerable* to damage from fire and **rapid changes** in **temperature** and **humidity**.

- The building has **no sprinkler system** and the placement of thermostats does *not* **match** the current office configuration, resulting in wide variations of temperature depending on location.

F. Vital Records + Retention File

Vital records are **archived** and/or retained on backup data systems stored **[IDENTIFY OFFSITE LOCATION AND ANY IMPORTANT DETAILS, AS APPROPRIATE].** Vital records are **electronic** and **hard copy** documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for **essential functions** are to be cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff undergo **annual training** on executing COOP procedures. Training is designed to inform each participant of his/her **responsibilities** (and those of others) during implementation of COOP procedures. It is *essential* that all employees have a clear understanding of what they are supposed to do. Training includes **specific protocols** for identifying and assisting employees with disabilities.

- Designated COOP personnel participate in **exercises** to test academic, physical and business systems. Training includes testing the **information technology** (IT) **systems** and backup data including testing of **offsite backup system data** and IT operating systems.

- All school personnel are to be informed of **when** they are expected to be ready to go back to work and/or if they are being **recalled** to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a **reverse execution** of those duties and procedures listed above, including:

- Informing staff that the threat or incident no **longer exists**, providing instructions for the resumption of **normal operations**.

- Supervising an **orderly return** to the school building.

- Conducting an **after action review** (AAR) of COOP operations and effectiveness of plans and procedures.

Drop + Cover + Hold Annex

_____

I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with **little or no warning**. This action is taken to protect students and staff from **flying** or **falling debris** resulting from explosions, structural failures, severe weather or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.

- **Cover** by getting **under** a sturdy table, desk or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.

- **Hold on** to the table or desk until directed to stop.

- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to pre-assigned locations.

NOTE: Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights and utility wires. **Drop** to the ground.

- Cover their **face and head** with their arms.

- When directed by the principal/designee and/or when it is **safe** to do so, staff members **evacuate** students to _pre-assigned_ locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as *quickly* as **safety permits**.
- Instruct *all* students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed *cautiously* or **evacuate** the vehicle.

Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer **outside** than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location **without danger** (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are **self-sufficient** under normal circumstances may have to rely on the help of others in an emergency. The quick, safe and efficient evacuation of an entire school during an emergency can only be accomplished through careful **planning** and **preparation**. When planning and implementing your building's *Emergency Evacuation Plan*, incorporate the following **suggested** procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the **development**, **implementation** and **evaluation** of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a **list** of those **disabled individuals** who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- ❑ Compile a list of **all students** and **employees** with disabilities that might affect their ability to evacuate safely.

- ❑ Prepare **schedules** and classroom **assignments** that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.

- ❑ Develop a **master schedule** showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. **Update** this schedule to reflect any changes that occur during the course of the year. This schedule should be **maintained** in the main office or at any other assigned locations for emergency preparedness records.

1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the **size** and **weight** of the individual, **distance** required to reach the assembly area, and **obstacles** such as steps, curbs, streets, intersections, traffic, etc.

❑ Determine the **number of people** needed to provide the necessary assistance for every disabled individual.

❑ Determine any **special medical needs** that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.

❑ Inform **staff members** of their **responsibilities**.

❑ Inform staff members of their responsibilities for **assisting** with the evacuation of **disabled individuals**. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the **teacher** or **person in charge** of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the **staff member** who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of **checking areas** of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

❑ Assign an administrative staff member to inform any **emergency responders** (fire fighters, police, etc.) of the **number**, **identity** and **locations** of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.

❑ Assign **backup staff members** for each of these responsibilities.

2. Practice Emergency Evacuation Procedures

When conducting **monthly evacuation drills**, incorporate all aspects of your evacuation plan for the disabled in at least during **two (2)** drills a year.

During these drills, it may *not* be advisable to evacuate all disabled persons from the building. In certain cases, the potential **risk of injury** may outweigh the **benefits** of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated **Areas of Rescue Assistance**.

❑ Evaluate the **effectiveness** of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.

❑ **Discuss** and **review** this evacuation procedure **frequently** with all staff members.

❑ Review and **update** your building's evacuation plan.

❑ Keep your plan **current** to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must **review** and **update** their building's evacuation plan on an **annual basis**.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

❑ **Call** or **designate** another to immediately call **public safety** (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.

❑ Notify appropriate **district staff** that an evacuation of the school has occurred.

❑ Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the **fire alarm** or by a **public address system** or bullhorn. Make the following announcement:

> *YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.*
>
> *TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.*
>
> *TEACHERS, TAKE YOUR CLASS ROSTER AND*
>
> *TAKE A HEADCOUNT AT THE ASSEMBLY AREA.*

❑ Determine **evacuation routes** based on location of the incident and type of emergency.

❑ Communicate **changes** in evacuation routes based on location and type of emergency.

☐ Designate staff with assigned **radios** and/or **cell phones** to assist in evacuation procedures.

☐ **Monitor** the situation and provide updates and additional instructions as needed.

☐ During **inclement weather**, consider requesting buses for sheltering students.

☐ Communicate when it is **safe** to **re-enter** the building or **re-occupy** a section of the school by bell system, radio transmission, public address system, designated staff or bullhorn.

2. Teachers + Staff

☐ Instruct students to **exit** the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.

☐ Use a **secondary route** if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.

☐ Help those needing **special assistance**.

☐ **Do not lock** classroom doors when leaving, close door and turn off lights. Do not stop for **student** or **staff belongings**.

☐ Take **class roster**, **phone lists**, **first-aid kit** and **other emergency supplies** with you.

☐ Check the **bathrooms**, **hallways** and **common areas** for visitors, staff or students while exiting.

☐ Go to **designated evacuation assembly area** (*minimum* of **50 feet** from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other directed evacuations).

☐ When outside the building or inside the building evacuation location, **check for injuries**.

☐ **Account for all students**. Immediately report any missing or injured students to the school incident commander/principal.

☐ Wait for **additional instructions**.

3. Office Staff

☐ Take **visitor log** and **student sign-out sheet** to evacuation assembly area.

☐ Gather **headcount** information from teachers and inform the **school incident commander/principal**.

4. Executing Emergency Evacuation Procedures

❑ Never use **elevators**, **chair lifts** or any other system requiring **electrical power** in an emergency.

❑ In most cases, **delay** exiting persons with disabilities until the exit route is **clear of traffic**. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.

❑ Ensure that appropriate staff members **account for all individuals** with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.

❑ Ensure that appropriate staff members **assist** individuals with disabilities in moving to their predetermined **Areas of Rescue Assistance** and assist them in **exiting** the building.

❑ Ensure that appropriate staff members assisting individuals with disabilities **remain** with them until the emergency is over.

❑ Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a **prearranged location** with information on number, identity and locations of individuals with disabilities who are still in the building. Also, provide a **copy** of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

THIS PAGE INTENTIONALLY LEFT BLANK

Family Reunification Annex

I. 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.

II. Responsibilities

A. School Incident Commander/Principal

- After consulting with an emergency incident commander (local law enforcement, fire or other emergency official), if applicable, determine the **appropriate** *pre-designated* **relocation site(s)**.

- Follow pre-determined **procedures** for **releasing** students.

- Notify a **contact person** at the relocation site(s) to prepare for arrival of students. Designate a **Reunification Site Commander**.

- Request the district office to send personnel to **staff** the reunification site(s). Follow *pre-determined* **parental notification procedures** such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Commander

- 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.

  o 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.

  o 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.

C. Teachers + Staff

- Provide a list of **evacuated students** to the reunification site staff upon arrival.

- Ensure **special needs students** and staff are assisted.

- Request help if needed.

  o Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

- Outline procedures for **releasing students**.

- Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.

- Store information in a **secure** and **readily accessible** location.

- Outline parental notification methods.

Lockdown Procedure Annex

_____

I. Purpose

Lockdown is the initial physical response to provide a **time barrier** during an active shooter/intruder event. Lockdown is *not* a **stand-alone** defensive strategy. When securing in place, this procedure involves **barricading** the door and readying a plan of **evacuation** or **counter tactics** should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building Public Address (PA) system, two-way radio, telephone or megaphone:

> *YOUR ATTENTION PLEASE.*
>
> *WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.*

- Designate staff to **call 9-1-1.**

   o   Identify the name and address of the school and describe the emergency.

   o   State the school is locking down.

   o   Provide intruder description and weapon(s) if known.

   o   Identify the location of the school command post.

- Direct staff to **stay on the phone** to provide **updates** and additional information.

- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a **relocation site**.

   o   Notify the transportation director or contractual bus service to **stop** all *inbound* buses and **redirect** them to designated relocation site(s).

- Notify district office.

B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the **classroom**.

- **Lock** your doors.

- Move any large objects in front of the door to **barricade** door. All moveable items such as chairs should be used as well.

- Take **attendance** and be prepared to notify incident commander of **missing** students or **additional** students, staff or guests sheltered in your classroom.

- **Do not place students in one location within the room**. In the event that a shooter or intruder gains entry, students should **consider exiting** by running past the shooter/intruder.

- Staff and students may utilize methods to **distract** the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.

- Allow no one outside of the classroom until the incident commander gives the "All Clear" signal unless a **life-threatening situation** exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for **additional procedures** from district office and incident commander.

- Remotely check **status of classrooms** via PA, telephone, computer or other method.

- Assist the principal or incident commander to establish the school **command** post.

D. Custodians

- **Close** and **lock** all delivery doors.

- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a **safe** area and lock the door.

If students and school personnel are outside of the school building at the time of a **lockdown**, teachers or other school personnel are to move students to the **designated off-site assembly location**.

Mental Health + Healing Annex

I. Purpose

Mental health and healing procedures are developed to provide an **emotional catharsis** to students and staff impacted by **trauma** at school or in the community. Following a traumatic event or incident, students, staff and their families need a **healing process**. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside **psychologists** and **mental health** experts.

II. Responsibilities

A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to **recognize** signs of physical and/or mental stress due to trauma.

- Members of a crisis response team are to undergo **in-depth training** to learn how to assist in managing stress due to trauma.

- Parents and guardians are **offered tips** on how to **recognize** signs of physical or mental stress due to trauma.

- Mental health experts **review** and **provide** input into the plan.

- A media or **public information officer** (PIO) is **available** and **trained** to prepare announcements and media releases on the incident and actions taken.

- Principal or designated staff do the following *immediately* after a **serious** injury or **death** and/or **major incident**:

- Make an initial **announcement** to the entire school, including minimum details and indicating that additional information will be provided.

- Issue **prepared statements** for media, parents and other community inquiries.

  o Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.

- Set up **crisis centers**, designate **private rooms** for private counseling and include outside mental health professionals and clergy to assist with grief.

- Provide **guidelines** to and encourage teachers to **facilitate class discussions** about the incident, allowing students to *openly* discuss feelings, fears and concerns shortly after the incident.

  o Any students who are excessively distraught should be referred to the crisis response team for counseling.

- Restore **regular school functions** as efficiently and as quickly as possible.

- Accept **donations**. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as **time passes**. Donations given and not used can always be returned.

- Designate a place for staff, students and community members to leave **well-wishes**, **messages** and **items**.

B. Teachers + Staff

- Seek **counseling services** if experiencing difficulty coping with the incident.

- Provide **stress management** during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.

- Be prepared for **outbursts** and **disruptive behaviors**. Refer students experiencing stress to counseling.

- Allow for **changes** in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

- Provide staff with information regarding **visitation** and/or **funeral arrangements** (time, location, customs) when available.

  o If the funeral is scheduled during a school day, all students and staff should be **excused** from school.

- Encourage staff and students to **attend** the funeral to provide **support** for the family, bringing closure to the incident.

- Designate staff person(s) to **visit** the hospital and/or **attend** the funeral to represent the school.

LOGO HERE

B. Post-Incident Procedures

- Allow for **changes** in normal routines or schedules to address injury or death; however, recommend students and staff return to their **normal routine** as soon as possible after the incident.

- Follow up with students and staff who **receive counseling** and refer them to outside mental health professionals as needed.

- Discuss and **approve memorials** with the school board's consent. **Donate** all remaining memorial items to charity.

THIS PAGE INTENTIONALLY LEFT BLANK

Reverse Evacuation Procedure Annex

_____

I. Purpose

Reverse evacuation should occur when conditions are **safer inside** the building than outside, generally when conditions involve **severe weather**, **community emergencies**, **gang activity** or a **hazardous material release** outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

- Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather students** and **staff** inside.

- Notify the **district office** of the situation.

- Notify **public safety** by calling 9-1-1: local law enforcement, fire and emergency services responders, as appropriate.

- Designate staff to **monitor** radio, Internet, and other media for information on incident conditions.

- **Close** and **lock** all exterior doors and windows.

- Maintain contact with **public safety** officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

- _Immediately_ **move students** back to classrooms or safe areas using the closest entry.

- No students or staff should be outside the building. **Close** and **lock** all exterior doors and windows.

- If movement into the building presents a danger, teachers and staff outside direct students to **designated assembly areas** or **off-site assembly areas**.

- Teachers take **attendance** and **account** for students; reporting any **missing students** to the school incident commander/principal.

- Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the "**All Clear**" is given.

Shelter-In-Place Annex

_____

I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff and the public **inside** the school building during an emergency. Shelters are located in areas of the building that _maximize_ the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcem**ent using the building public address system, two-way radio, telephone or megaphone:

> _YOUR ATTENTION, PLEASE._
>
> _WE ARE EXPERIENCING AN EMERGENCY SITUATION AND_
>
> _NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES._
>
> _STUDENTS AND STAFF ARE DIRECTED TO MOVE TO_
>
> _THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS._
>
> _ALL STAFF AND STUDENTS OUTSIDE ARE TO_
>
> _IMMEDIATELY MOVE TO AN INSIDE ROOM._

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather staff** and **students** inside.

- Direct staff to **close** all windows and doors.

- If warranted, order the **shut-off** of heating, ventilation and air conditioning systems to **stop** the inflow of outside air into the building.

- Notify **district office** the school is sheltering-in-place.

- Designate staff to monitor radio, Internet and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.

- Contact and consult with **public safety officials** as appropriate.

- Be prepared to announce **additional procedures** due to **changing conditions** of the incident, such as DROP + COVER + HOLD or to announce an **"All Clear."**

B. Teachers + Staff

- Move students into designated **safe areas** such as **inside rooms** with **no windows**, bathrooms, utility closets or hallways without large windows or doors.

- **Close** classroom doors and windows when leaving.

- Have everyone **kneel down** and ready to cover their heads to protect from debris, if appropriate.

- If outside, teachers direct students into the **nearest school building** interior safe area or other appropriate shelter.

- For severe weather, if there is no time to get into a building or shelter, attempt to **squat** or **lie low** in the nearest ravine, open ditch or low spot away from trees and power lines.

- If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas *upwind* or *cross-wind* from the spill.

- Move students from **mobile classrooms** to an **interior safe** area in a permanent structure.

- All persons **must** remain in the shelter until notified by the school incident commander/principal or public safety official that it is **safe** to exit.

C. Custodians

- **Shut off** utilities as directed by school incident commander/principal or public safety official.

- Turn off **ventilation systems** (heating, ventilation and air conditioning) as directed and if appropriate.

- Post **SHELTER-IN-PLACE** cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on **violence** known to be in the school building and not yet contained.

Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide *unique* **procedures**, **roles** and **responsibilities** that apply to a *specific* **hazard**. They often include provisions and applications for **warning** the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not *repeat* content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise **simple procedures** that apply to all hazards.

- The hazard-specific annexes present *only* **hazard-unique** information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to **confusion** during an incident.

- The plan becomes larger and **more difficult** for users to comprehend.

Schools **customize** hazard-and-threat specific protocols to fit their **unique** circumstances. Planning, training, drills and TableTop exercises conducted with local emergency and safety officials assists in the development of *effective* **procedures** and **protocols**. These activities also help a school **evaluate** the appropriateness of the procedures in the plan, and assists with modifications or updating as necessary to ensure that procedures are sufficient to provide a **safe environment** for students, staff and visitors.

Hazard- + Threat Specific Annexes include:

- Active Shooter Annex   93
- Bomb Threat Annex   97
- Bus Accident Annex   101
- Chemical Or Hazardous Materials Spill Annex   105
- Explosion Annex   111
- Fire Annex   113
- Flood Annex   115
- Intruder/Hostage Annex   119
- Medical Emergency Annex   123
- Severe Weather Annex   125
- Terrorism Annex   127

THIS PAGE INTENTIONALLY LEFT BLANK

Active Shooter Annex

_____

I. Purpose

An active shooter or armed assailant on school property involves one or more individual's intent on causing **physical harm** and/or **death** to students and staff. Such intruders may also possess a **gun**, **knife**, **bomb** or other **harmful device**. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to **call 9-1-1** [INSERT THE ACTUAL SEQUENCE TO DIAL 9-1-1 FROM YOUR PHONE SYSTEM]

  o Give the **name** and **exact location** of the school

  o Nature of the emergency

  o Number and description of **intruders** (if known)

  o Type of **weapon**(s)

  o **Area** of the school where last seen

  o **Actions** taken by the school

  o Whether there are **on-site security** or law enforcement officers (e.g. DARE, school resource officer)

  o Caller remains on the line to provide updates

- Secure the administration office as a **command post** and retrieve critical information and data about the school's emergency systems, including:

  o Communications.

  o Staff and student locations.

  o Detailed floor plans.

- o Other important information.

- o Documents.

- o Items and supplies that are prepared and readily available for use during the incident.

- o If the incident is occurring at the administration office, designate an **alternate command post**.

- Direct office staff to **maintain contact** with teachers reporting pertinent emergency information via **[IDENTIFY MEANS – PHONE, EMAIL, TEXTING – USED BY SCHOOL].**

- Notify the superintendent's office and request **activation** of the communications plan for media and parent notification protocols.

- Refer media to:

_____

District Spokesperson   Telephone Numbers (home, work, mobile)

- Determine **appropriate procedure(s)**: (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).

- Direct staff and students outside the building to move *immediately* to **predetermined assembly area(s)** and be prepared to EVACUATE to an off-site relocation center.

- Direct support staff outside to **stop pedestrians** and **vehicles** from entering the school grounds until law enforcement arrives.

- Ensure that any **buses** en route to the school are **redirected** to a designated relocation site.

B. Teachers + Staff

- Initiate LOCKDOWN procedure if **instructed** by school incident commander/principal or law enforcement incident commander.

- If you are the *first* to note indication of an armed intruder, immediately **CALL 9-1-1**, then **notify** the school incident commander/principal and go to LOCKDOWN.

- Gather information about **your classroom's immediate situation**. **Account** for all students or **other individuals** sheltered in your room.

- **Assess** your ability to EVACUATE the building.

- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "**All Clear**" by the incident commander or a law enforcement officer in uniform.

- If an active shooter or intruder enters the classroom use **whatever** means necessary to keep your **students safe**. This may include any and all forms of resistance to the threat.

- If an intruder enters and begins shooting, *any* and *all* actions to stop the shooter are **justified**. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. **Tell students to get out any way possible and move to another location.**

III. Other Procedures

- After the active shooter/intruder(s) is **subdued**, the school incident commander/ principal in consultation with the law enforcement incident commander announces an EVACUATION and **relocation** to an alternate site for FAMILY REUNIFICATION.

- If staff or students are injured, **emergency medical personnel** takes control of the scene and directs services as appropriate.

- The school incident commander **notifies** officials at the relocation site of the EVACUATION and to **activate** FAMILY REUNIFICATION protocols.

- The school incident commander requests **bus transportation** or alternate transportation to the relocation site.

- The school incident commander activates the **communications** plan to deal with media and parent notification protocols, and directs parents to the relocation site.

- Teachers EVACUATE the building using the **designated exit routes** and **alternate routes** to the assigned assembly areas, take **attendance** and move to the buses for **transport**.

- The school incident commander activates the **crisis response team** and active MENTAL HEALTH AND HEALING **procedures** and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.

- The school incident commander debriefs appropriate school personnel.

- The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.

THIS PAGE INTENTIONALLY LEFT BLANK

Bomb Threat Annex

_____

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of **improvised exploding devises** (IED) on school property. This may include _any_ **explosive device** of an **incendiary**, **chemical**, **biological** or **radioactive** nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is _critical_ to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough **search** and **processing**.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB **threat call procedures** and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

- Make a record of the **exact wording** of the threat.

- Ask in a clear and calm voice:

  o _Where is the bomb located?_

  o _What kind of bomb is it?_

  o _What will make it explode?_

  o _When will the bomb explode?_

  o _Who is calling_ (name and address)_?_

  o _Did you place the bomb?_

  o _Why are you doing this?_

- If the threat is made by phone, listen **closely** to caller's voice and speech patterns and to **noises in background**. Make a record of that information.

- If the threat is made by phone and the caller hangs up, *immediately* **dial *69** [**or the appropriate number**] to trace the call.

- **Notify** the incident commander/principal or designee and/or **call 9-1-1**.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1 **[insert the actual sequence to dial 9-1-1 from your phone system]** if not already notified. Assign staff to meet and **brief** emergency responder agencies.

- Notify staff through the Public Address system:

> *YOUR ATTENTION PLEASE.*
>
> *A BUILDING EMERGENCY IS IN EFFECT.*
>
> *ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.*

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.

- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]

- Arrange for person who found a suspicious item to **talk** with law enforcement official.

- **Notify** the superintendent.

- Active communications plan to **inform parents**, **media** and **community** of incident as determined in consultation with law enforcement.

C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and **report** any findings to the school incident commander/principal.

- If a suspicious item is found – **DO NOT TOUCH IT**. **Secure** the area where the item is located.

- **Account** for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and **exit routes** to **assembly area**.

  o Open classroom windows and leave classroom doors **open** when exiting.

- Take attendance after being EVACUATED. Be prepared to report the names of any **missing persons** to school administration.

- Keep **students together** at the assembly area until given further instructions.

- Be prepared to go to **off-site relocation** if ordered.

- **If given the "All Clear" signal, return to the building and resume normal operations.**

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE *immediately*, if this has not already occurred and if warranted, **selecting routes** and **assembly areas** away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM**.

- Speak to staff who received the threat and **obtain information**. Search the building.

- If a search is to be conducted, **assemble** and **brief** a search team at the interior command post. Assign **search** areas within the building, the emergency exit routes and the outside assembly areas.

- If a **suspicious** item is located, order an EVACUATION if that has not already occurred.

- No one may re-enter the building(s) until **fire** or **law enforcement** personnel declare it is **safe** to do so.

- After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an **alternative safe site**.

- If danger is over, notify staff and students of the **termination** of the emergency and to **resume normal operations**.

THIS PAGE INTENTIONALLY LEFT BLANK

Bus Accident Annex

_____

I. Purpose

School bus accidents may occur both **within** the geographic boundaries of the district or **outside** the district (field trips, interscholastic activities). While data continue to show that school buses are the *single* **safest mode** of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well **trained**. Each bus should include a **first-aid kit**, **fire extinguisher**, **flashlight** and **batteries** and **emergency warning devices** (road flares and reflective devises, such as triangles and vests). The purposes of these procedures are to:

- Provide a **standardized approach** in the management of school bus accidents.

- Provide **emergency care**, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

- Call **bus garage** or **appropriate school personnel** [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about **severity**, **injuries**, **hazards** and **resources** needed.

- Set parking **brake**, turn off **ignition switch** and activate **hazard lights**. Remain calm and reassure students and/or other passengers.

- Be alert to the potential for, and check conditions that could cause, a **fire** or other hazardous situation.

- Use or deploy **warning devices** as appropriate.

- Determine if evacuation of the bus is warranted. All passengers remain in the bus unless **fire** or other **hazardous condition** exists requiring evacuation and/or relocation to safer location.

   o It is *extremely important* that injured persons are not moved unless a hazard exists that presents an **imminent danger** of further injury.

- Provide **first aid** as needed.

- Regularly **update** school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),

record and **report information**, including who was transported and location, to bus garage or appropriate school personnel.

- Protect **passengers** and the **vehicle** from *further* accident and injuries. Protect the **scene** from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.

- Cooperate with directions of emergency responders. Complete an **incident report** after incident is resolved.

B. Principal/School Incident Commander

- Dispatch appropriate **transportation** or other **staff** to the accident location. Assess level of support or resources needed and make it available.

- Obtain **names** of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting **parental notifications** and **information sharing** with media or others, as appropriate

- Ensure that **special health** or **medical information** is provided to appropriate medical providers.

- Instruct designated staff to **accompany** injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.

- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. Other Procedures Of General Operations

- Emergency services agencies (law enforcement, fire, EMS), if called, **take charge** of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)

- **Communication** with parents and child care providers is *critical* since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.

- All injured and potentially injured persons (as determined by EMS personnel) are **transported** to **area hospitals**. The number of ambulances used and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or Other
Black	Deceased	Coroner

NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is *minor* in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints or signs of injury), *every* effort is made to **avoid unnecessary transport** of the children to **area hospitals**. In that event, the school representative at the scene has to have custody and control of the children (*under* **18 years of age**) and has the **option** to sign a release form **declining** hospital transport.

  o The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the **school's designee** at the accident scene. **No bus drivers are to be included on the list**.

  o In the event that a list has not been provided, the Incident Commander may **verify** the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, **is not permitted** to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.

- In the event that the school representative **signs** the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is **dispatched** to the scene to continue student transportation.

- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, *all* passengers are transported to the *closest* appropriate hospital(s) for **further evaluation**. Anyone not requiring an ambulance is transported in the following manner:

  o A **driver** and **school bus** *not* **involved** in the accident is dispatched to the scene on the request of the Incident Commander and School.

  o EMS personnel, with at least **one (1)** or *more* EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.

  o If a passenger's condition *suddenly* **deteriorates**, the bus is stopped, and the passenger receives **emergency** care and is placed in the **ambulance** for further care and transport to the hospital.

  o The bus then continues to the hospital with the remainder of the passengers.

  o **Additional ambulances** may be assigned to the bus based on need and available resources.

THIS PAGE INTENTIONALLY LEFT BLANK

Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate **inside** or **outside** the **building**. Examples include: toxic **leaks** or **spills** caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, **[list chemical used on the premises]** are all **used** and **stored** on school grounds as follows: **[provide locations and specific information as relevant].** The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The **school siren** acts as a warning system to notify staff/faculty and students of a hazardous condition. **Decontamination equipment** and **personal protective equipment** (PPE) are located in a storage unit next to **[insert location of the equipment].**

[SCHOOL NAME] is aware of the following **conditions** in the surrounding community that could subject the school to a chemical or hazardous materials spill **[list the conditions from the hazards assessment in the basic plan]**.

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an **external** chemical or hazardous spill:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Reverse Evacuation**
- **Shelter-in-Place**

Or, if there is an **internal** chemical spill, whether the following procedures may be activated:

- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

II. Responsibilities

A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to **activate** the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is *critical* to follow the **instructions** of, and **cooperate** with, that incident commander.

If the chemical spill is **external**, the school takes the following steps:

1. School Incident Commander/Principal

- **Call 9-1-1** and **LA State Police HAZMAT Hotline**: **877-925-6595**;

  o **Notify local law enforcement** and **emergency responders**.

  o Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER–IN–PLACE.

- Notify maintenance/building, custodial and grounds staff to **shut off mechanical ventilating systems**, if appropriate.

- Take appropriate action to **safeguard** school property.

- Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them **updated** of any **significant changes**.

  o Activate **internal** and **external communications plan**.

- **Monitor** radio, television, Internet and/or other means of information and report any developments to the incident commander.

- If it is determined that conditions warrant an EVACUATION, issue instructions for **relocating** to a safer location by means of walking, buses and cars.

- **Notify** relocation centers and determine an **alternate relocation center** if necessary.

- Disseminate information about the incident and **follow-up actions** such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.

- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe** to do so and given the "**All Clear**" signal after the threat has passed.

- Determine whether school is **closed** or remains **open**.

- Implement **additional procedures** as instructed by the school and/or emergency incident commander.

- **Document** all actions taken.

2. Teachers + Staff

- Move students **away** from immediate vicinity of danger.

- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE **when instructed** by the incident commander.

  o **Remain** with students throughout the incident.

- Report any **missing** or **injured** students to the incident commander.

- Remain in safe area until the "**All Clear**" signal has been issued.

- In the event of building damage, evacuate students to **safer areas** of the **building** or **from the building**. **If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued**.

- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with **jurisdiction** over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

- Alert others in **immediate** area and **leave the area**.

- **Close windows** and **doors** and **restrict access** to affected area.

- Notify principal/teacher/safety officer or call 9-1-1, if appropriate.

  o **Do not attempt** to **clean the spill**.

- Seek first aid if contact with spill occurs.

2. Incident Commander Actions

- Notify the **local fire department** and local/State departments of **public health**.

- Provide the following information:

  o **[SCHOOL NAME]** and **address**, including nearest **cross street**(s).

  o **Location** of the spill and/or materials released; **name of substance**, if known.

o **Characteristics** of spill (color, smell, visible gases).

o **Injuries**, if any.

- Determine what **procedures** to activate, such as EVACUATION. Notify local **law enforcement** of intent to evacuate.

- Avoid **exposure** to the chemicals or hazardous fumes or materials in any EVACUATION.

- Notify maintenance/building/custodial and grounds staff to **shut off mechanical ventilating systems**, as appropriate.

- Notify the principal, superintendent/policy group of the status and actions taken and keep them **updated** of any **significant changes**.

- Activate **internal** and **external communications plan**.

- Issue instruction if **students** are **evacuated** to a safer location by means of walking, buses and cars.

- Do not allow staff and students to return to the building until proper authorities have determined that it is **safe to** do so and given the "**All Clear**" signal the threat has passed.

- Address **cleanup needs** and actions with appropriate fire, safety and/or emergency services personnel.

- Determine whether school will **close** or remain **open**.

- **Document** all actions taken.

3. Teachers + Staff

- Move staff and students **away** from the **immediate danger zone** and keep staff and students from entering or congregating in danger zone.

- Report **location** and **type** (if known) of the hazardous material to incident commander.

- Execute EVACUATION and **relocation procedures** when instructed by the incident commander *unless* there is a **natural** or **propane gas leak** or **odor**.

  o If a natural or propane gas leak or odor is detected, **evacuate** *immediately* and notify the principal/incident commander.

- Take class **roster**, **first-aid kit** and any other **supplies** or **resources** relevant to the incident.

- Check that all students have **left** the building. **Students are not to be left unattended at any time during EVACUATION.**

- Upon arrival at evacuation site take **attendance**. Notify incident commander or designee of any **missing** or **injured students**.

- **Remain** with students throughout the incident.

- **Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.**

- **Document** all actions taken.

THIS PAGE INTENTIONALLY LEFT BLANK

Explosion Annex

I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of **several procedures**, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**

Any staff, student or visitor discovering an explosion activates the **fire alarm**, **reports** the explosion to the principal and **calls 9-1-1** for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is *critical* to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- **Call 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system]** to **confirm** the alarm, identify the **[SCHOOL NAME]** and **location**, provide **exact location** of the explosion, if any staff or students are **injured** and inform emergency services (police and fire) the building is being **evacuated** and identify the location of the **school command post**.

- **Activate** an EVACUATION.

- Ensure that staff, students and visitors *immediately* **evacuate** the building using **prescribed routes** or **alternate routes** due to building debris to the assembly areas.

- Assembly areas may need to be relocated if the building collapses or if there are **unsafe** areas from the explosion or continued explosions.

- Notify the district office and institute **communications plan**.

- Designate staff to take the **visitor log**, **student sign-out** sheet and the *critical* **incident response documents**, **information**, **items**, **supplies** to the **designated** school command post.

- Designate staff to obtain student roll from teachers and identify any **missing** students.

- If safe and appropriate to do so, direct designated staff to **shut off utilities**.

- Notify and provide regular updates to staff and students of the status of the emergency.

- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an **off-site evacuation** to a designated *primary* relocation center.

- If relocation occurs, **activate** FAMILY REUNIFICATION.

- If relocation is not necessary, provide information on plan to **return to** the building and resumption of normal operations.

- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.**

B. Teachers + Staff

- Take the **class roster**, **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).

- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.

- Assist or designate others to assist students with **functional needs**.

- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.

- Take **attendance** at the assembly area. Report any **missing** students or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.

- Keep class **together** and wait for further instructions.

- **Remain in safe area until the "All Clear" signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.**

- No one may re-enter building(s) until it is declared **safe** by the fire department.

LOGO HERE

Fire Annex

_____

I. Purpose

[SCHOOL NAME] has a policy and procedures governing **fire drills** and conducts fire drills as required by law. All staff are trained on how to **respond** in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and **reports** the fire to the principal or **calls 9-1-1** if conditions require and/or injured are in need of medical assistance.

- Staff, students and visitors _immediately_ **evacuate** the building using **prescribed** or **alternate routes** to the assembly areas.

- **No one may re-enter building(s) until it is declared safe by the fire department.**

Once an emergency incident commander arrives (fire department), it is _critical_ to follow the **instructions** of, and **cooperate** with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to **call 9-1-1** [**insert the actual sequence to dial 9-1-1 from your phone system**]

  o   Confirm the alarm is active

  o   Identify the **[SCHOOL NAME]** and **location**

  o   Provide **exact location** of the fire or smoke

  o   Identify if any staff or students are **injured**

  o   State the building is being **evacuated**

  o   Identify the location of the **school command post**

- **Activate** an EVACUATION.

- Ensure that staff, students and visitors _immediately_ **evacuate** the building using **prescribed** or **alternate routes** due to building debris to the assembly areas.

- Assembly areas may need to be **relocated** if the building or portions of it collapse or if there are unsafe areas from the fire.

- Notify the district office and institute **communications plan**.

- Direct office staff to take the **visitor log**, student **sign-out sheet**s and *critical* **incident response** documents, **floor plans**, information, items, supplies to the **designated school command post**.

- Designate staff to obtain **student attendance** from teachers and identify any **missing** students.

- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to **unsafe conditions**, direct an **off-site evacuation** to a designated **primary relocation center**.

- If relocation occurs, **activate** FAMILY REUNIFICATION.

- If relocation is not necessary, provide information on plan to **return** to the building and resumption of normal operations.

- **Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear."**

- Notify staff of the status of the emergency, if they can return to the building and when **normal operations** can resume.

B. Teachers + Staff

- Take the **class roster** and **first-aid kit** and any other **supplies** or resources relevant to the incident and lead students as *quickly* and *quietly* as possible **out of the building** to the designated assembly area(s).

- Use **alternate** escape routes if the regular route is blocked or there is a safety hazard.

- Assist or designate others to assist students with **functional needs**.

- **Close** the classroom door and **turn out** the lights upon exiting and **confirm** all students and personnel are out of the classroom.

- Take **attendance** at the assembly area. Report any **missing students** or **staff members** and/or any **injuries** to the principal and/or emergency incident commander at the scene.

- Keep class **together** and wait for further instructions.

- **Remain in safe area until the "All Clear" signal has been issued.**

- No one may re-enter building(s) until it is declared **safe** by the fire department.

Flood Annex

_____

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and school property in case of a **flood**.

The **[PARISH]** Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an _extensive_ **river** and **weather** monitoring system and provide **flood watch** and **warning** information to the school community via radio, television, Internet and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school **siren** acts as a warning system to notify staff/faculty and students in case of **imminent** or **confirmed** flooding, including that due to **dam failure**. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/ communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Family Reunification**
- **Mental Health and Healing**
- **Medical Emergency**
- **Reverse Evacuation**
- **Shelter-in-Place (if safe to do so and evacuation _without_ external assistance is not possible)**

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.

- Determine if EVACUATION is **required** and can be **safely** done.

- Call or instruct staff to **call 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system]** to notify local law enforcement, fire and emergency services of **intent to evacuate**, the **location** of the relocation site and the **route** and means to be taken to that site.

- Delegate a **search team** to ensure that all students have been located and/or evacuated.

- Activate internal and external **communications plan**.

- Designate staff to **monitor** radio, Internet and media for flood information and report any developments.

- Update staff, administration and emergency responders of any **significant changes** in operations or conditions.

- Issue **transportation** instruction if students are evacuated to a safer location by means of buses and cars.

- Notify the superintendent/policy group of the **status** and **action taken**. Notify **relocation centers** and determine an alternate relocation center, if needed, if primary centers are also flooded.

- **Activate** FAMILY REUNIFICATION procedures.

- Implement **additional procedures** as instructed by the emergency incident commander with jurisdiction over the scene.

- Designate staff to take appropriate action to **safeguard school property**. Determine if school will be **closed** or remain **open**.

- **Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.**

- **Document** all actions taken.

B. Teachers + Staff

- Execute **evacuation procedures** when instructed by the principal or incident commander.

- Take the **class roster** and **first-aid kit** and any other supplies or **resources** relevant to the incident.

- Take **attendance** before leaving the classroom.

- Lead students as *quickly* and *quietly* as possible out of the building to the **designated assembly area**(s).

- Use alternate escape routes if the regular route is blocked or there is a **safety hazard**.

- Assist or designate others to assist students with **functional needs**. **Remain** with students throughout the evacuation process.

- Upon arrival at the assembly site, **take attendance**. Report any **missing** or **injured** students to the incident commander.

- **Do not return to the school building until it has been inspected and determined safe by proper authorities.**

- **Document** all actions taken.

C. Bus Drivers

- If evacuation is by bus, do **not** drive through **flooded streets** and/or roads.

- Do **not** attempt to **cross bridges**, **overpasses** or **tunnels** that may be damaged by flooding.

- If caught in an unavoidable situation, seek **higher ground** *immediately*. If the bus stalls and water is rising **abandon** the bus and seek higher ground *before* the situation worsens.

- Use **two-way radios** to communicate with the principal/school incident and/or emergency incident commander.

- **Document** all actions taken.

THIS PAGE INTENTIONALLY LEFT BLANK

Intruder/Hostage Annex

_____

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to **protect** staff/students and **school property** in the event an **unknown** person (intruder) is found on school grounds or in the school building and in the event of a **hostage** situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with **violent intent** on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is _critical_ to follow the **instructions** of, and **cooperate** with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

- If time permits, **notify** the principal/school incident commander/school resource officer (SRO) and follow their instructions.

- If staff member approaches unknown person/intruder, ask another staff person to **accompany** and **assist**.

- Politely greet person/intruder and **identify yourself**. Ask person/intruder the **purpose** of his/her visit.

- Inform person /intruder that _all_ visitors must **register** at the main office; direct and accompany him/her to the office.

- If person/intruder's purpose is not legitimate, ask him/her to **leave**. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

- Do **not antagonize** the person/intruder and explain consequences of staying on school property.

- **Walk away** from person/intruder if he/she indicates a potential for **violence**. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a **weapon** or **package**).

- Maintain **visual contact** with intruder from a **safe** distance.

- Notify SRO and school incident commander/principal or **call 9-1-1** and alert law enforcement.

- Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).

- School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

- If hostage taker is unaware of your presence, **do not intervene**.

- Notify the principal/school incident commander/school resource officer or **call 9-1-1** if **unable** to reach school authorities.

- If school personnel or students are taken hostage**, follow instructions** of hostage taker.

- Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.

- Be **respectful** to hostage taker.

- Ask **permission to speak** and **do not argue** or make suggestions.

C. Principal/School Incident Commander

- **Call 9-1-1** immediately **[insert the actual sequence to call 9-1-1 from your phone system]**. Give dispatcher details of situation; description and number of intruders, exact **location** in the building and that the school is in LOCKDOWN or taking **other action** if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from **hostage negotiation team**.

- Announce LOCKDOWN or **other procedure** *if* conditions warrant.

- Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.

- Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.

- Notify superintendent and activate **communications plan**. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

D. Teachers + Staff

- Teachers and staff **implement** LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to **designated assembly areas** and wait for further instructions.

- **Everyone remains in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.**

III. Other Procedures (That May Be Activated Depending On Conditions)

- **Active Shooter**
- **Evacuation**
- **Family Reunification**
- **Medical Emergency**
- **Mental Health and Healing**
- **Shelter-in-Place**

THIS PAGE INTENTIONALLY LEFT BLANK

Medical Emergency Annex

_____

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a **medical emergency**.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).

- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.

- Call or have someone **call 9-1-1** _immediately_. Be prepared to provide

  o **[SCHOOL NAME]** and **address**

  o **Exact location** (floor, room number)

  o Describe **illness** or **type** of injury

  o **Age** of the victim(s).

- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.

- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.

- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

B. School Incident Commander/Principal

- Direct staff to **call 9-1-1**, if necessary, and provide appropriate information to emergency responders.

- Send school staff with **first responder/first-aid/AED training** to the scene if this has not already occurred.

- Assign a staff member to **meet emergency medical service** (EMS) responders and lead them to the injured person.

- Assign a staff member to remain with the **injured person** if they are transported to the hospital.

- If injured person is a member of school personnel or a student, notify parent, guardian or other appropriate **family member** of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

- Ensure **student or staff medical information** from administrative records is sent to the hospital.

- Notify the **school counselor** or crisis response team and provide a brief description of the incident.

- Advise **faculty** and **staff** of the situation, as appropriate.

- Develop and maintain **written documentation** of the incident.

- Follow-up with **appropriate persons** and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Severe Weather Annex

_____

I. Purpose

The purpose of this annex is to have procedures in place when a **severe weather watch** or **warning** has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a **severe weather _watch_** has been issued:

- Monitor **National Oceanic Atmospheric Administration (NOAA) weather stations** (National Weather Service, Weather Channel or television).

- Bring _all_ persons **inside** building(s).

- Be prepared to **move students** from mobile classrooms into the building. **Close** windows and blinds.

- Review severe weather drill procedures and **location of safe areas**.

    o Severe weather safe areas are under desks, in hallways and interior rooms away from windows.

- Avoid **gymnasiums** and **cafeterias** with wide free-span roofs and large areas of glass windows.

- **Review** "DROP + COVER + HOLD" procedures with students.

- Assign support staff to **monitor** all entrances and weather conditions.

When **severe weather _warning_** has been issued in an area _near_ school or **severe weather** has been spotted near school:

- **Announce** SHELTER-IN-PLACE alert signal.

- Direct students and staff **inside** the building to _immediately_ **move** to **interior safe areas**, closing classroom doors after exiting.

- Ensure that students are in "DROP + COVER + HOLD" positions until the **danger passes**.

- Direct students and staff outside to REVERSE EVACUATE **into** the building.

- If outside, students and staff move to the *nearest* **interior safe area**. If time does not permit, have students get down in the nearest **ravine**, **open ditch** or **low spot** away from trees or power poles.

- **Relocate** students and staff from any mobile classrooms in to the building.

- **Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."**

Terrorism Annex

I. Purpose

The purpose of this annex is to ensure that there are **procedures** in place to **protect** staff/**students** and **school property** in the event of a **terrorist** threat. School administrators are notified of terrorist threats through either of the following means:

- A **National Terrorism Advisory System** (NTAS) alert from US Department of Homeland Security (DHS).

- Directly by a **law enforcement** or **homeland security** official.

There are **two** (2) **terrorism threat** levels in the United States: **elevated** and **imminent**. An imminent threat warns of a *credible*, *specific* and *impending* terrorist threat against the United States. An elevated threat warns of a *credible* terrorist threat against the United States.

Terrorism threat examples include: **chemical**, **biological**, **nuclear**, **radiological** and **conventional weapon** (explosives, small arms, etc.) attacks and **hostage** situations.

Schools should expect *heavy* **law enforcement involvement** at the local, State and Federal levels following a terrorist attack due to the incident's **criminal** nature. Schools should also expect that **extensive media coverage**, strong **public fear,** and **international implications** and **consequences** to continue for a *prolonged* period.

Schools *pre-determine* **designated officials** who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the **Federal Bureau of Investigations** (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and **agree** to open or close schools.

II. Responsibilities

A. School Officials

When there is an imminent threat against a school or its *immediate* area, the following actions are taken:

- The superintendent starts the **phone tree** to contact district staff. If school is **in session**, immediately notify building administrators and designated school officials.

- If an alert is issued *before* or *after* school hours, normal school operations **cease**, and **remain** closed until advised by the designated school officials to reopen. All school activities and events scheduled are **cancelled** until further notice.

- If alert is issued *during* school hours, school buildings are secured and remain **open** until regular dismissal time unless otherwise advised by the designated school officials. Students are **sent home** by normal transportation means or **released** to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.

- Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are **appropriate** for the situation. FAMILY REUNIFICATION procedures are followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools follow **appropriate procedures** for HOSTAGE SITUATIONS, conventional weapons incidents (e.g. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

LOGO HERE

Appendix A: School Floor Plans + Campus Layout
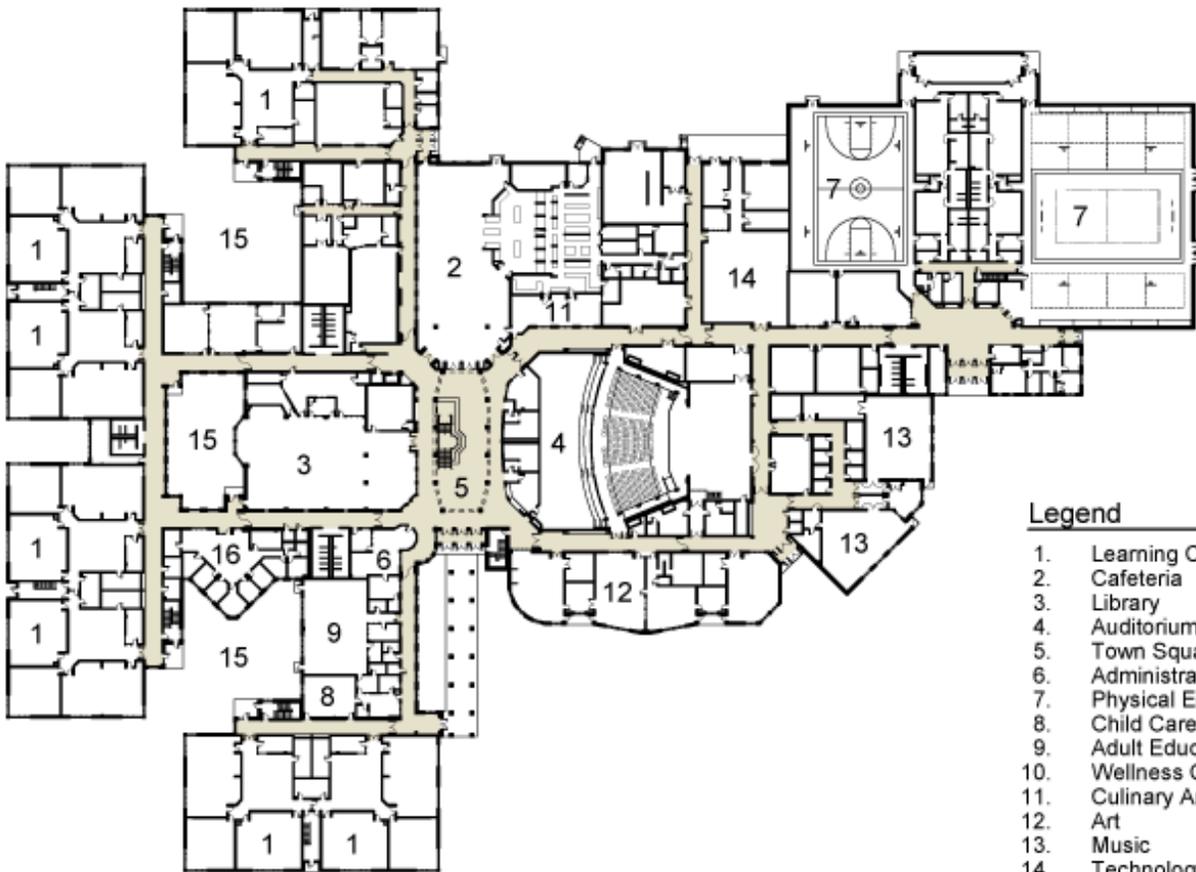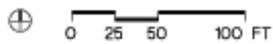
THIS PAGE INTENTIONALLY LEFT BLANK

LOGO HERE

SAMPLE Building Layout

Legend
1. Learning Community
2. Cafeteria
3. Library
4. Auditorium
5. Town Square
6. Administration
7. Physical Education
8. Child Care
9. Adult Education
10. Wellness Clinic
11. Culinary Arts
12. Art
13. Music
14. Technology
15. Court Yards
16. Guidance

First Floor Plan

0   25   50   100 FT

SAMPLE Campus Layout

VICTORIA AVENUE

I BLDG

| 151 | 152 | 153 | 154 | 149 | 156 | 157 | 158 | 159 | CUST |
| | 152A | | | 155 | | | | | |

86 87 88 89A 89B 89C

H BLDG

| 81 | 82 | 83 | 84 | 85 |
| 71 | 72 | 73 | 74 | |

D BLDG

| 121 | 122 | 123 | 124 | 125 |
| 111 | 112 | 113 | 114 | |

F BLDG

143
133
142
132
131 141

G BLDG

202 201
J BLDG

200
199
198

GYMNASIUM

GIRLS

| 61 | 62 | 63 | 64 | 65 |
| 51 | 52 | 53 | 54 | |

C BLDG

| 101 | 102 | 103 | 104 | 105 | 106 | 107 |
| 91 | 92 | 93 | 94 | 95 | 96 | |

E BLDG

POOL

GYM

PORTABLE 45-46

| 41 | 42 | 43 | 44 |
| 31 | 32 | 33 | 34 | 35 |

B BLDG

46
45

LIBRARY

ADMIN.

ADMIN/LIB

QUAD

BOYS

185
184
L BLDG

181 182 183

K BLDG

| 21 | 22 | 23 | 24 |
| 11 | 12 | 13 | 14 | 15 |

A BLDG

TELEGRAPH ROAD

ASB STORE | CAFETERIA | KTN.

CAFETERIA

BUENA HIGH SCHOOL
5670 TELEGRAPH ROAD
SITE ACREAGE: 43.6

N

160 163
164
162

PARKING

AUDITORIUM

SCALE: 1" = 100' 0"
0   60' 0" 100' 0"   200' 0"

AUDITORIUM