

# SDEOP

## SCHOOL DISTRICT EMERGENCY OPERATIONS PLAN

{SCHOOLDISTRICT}



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# SCHOOL SAFETY TEAM AND EMERGENCY CONTACTS

## SCHOOL DISTRICT SAFETY TEAM

The School District Safety Team is a made up of school district staff and supported when needed by response community representation, with a vested interest in the safety of students, faculty, and staff. This plan must be developed by a district-level School Safety Team ([T.C.A. § 49-6-804](#) and [T.C.A. § 49-6-806](#))

| Name | Position | Cell Phone | Notes |
|------|----------|------------|-------|
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## SCHOOL DISTRICT CONTACT INFORMATION

Emergency contact information for key school district personnel emergency efforts.

| Name | Director of School       | Cell Phone | Notes |
|------|--------------------------|------------|-------|
|      |                          |            |       |
|      | Chief Operating Officer  | Cell Phone | Notes |
|      | Public Affairs           | Cell Phone | Notes |
|      | Transportation Director  | Cell Phone | Notes |
|      | Facilities Director      | Cell Phone | Notes |
|      | Human Resources Director | Cell Phone | Notes |
|      | School Safety Director   | Cell Phone | Notes |
|      | Position                 | Cell Phone | Notes |

## COMMUNITY RESPONSE ORGANIZATION EMERGENCY CONTACT INFORMATION

Emergency contact information for agencies/organizations involved in emergency planning, preparations, response, or recovery efforts.

|                                    |                             |                             |
|------------------------------------|-----------------------------|-----------------------------|
| INSERT Sheriff's Office            | Emergency Contact Number(s) | Point of Contact Name/Notes |
| INSERT Police Department           | Emergency Contact Number(s) | Point of Contact Name/Notes |
| INSERT Fire Department             | Emergency Contact Number(s) | Point of Contact Name/Notes |
| INSERT County 911                  |                             |                             |
| INSERT County Emergency Management |                             |                             |
| INSERT County Rescue Squad         |                             |                             |
| INSERT County Health Department    |                             |                             |
| Agency/Organization                | Emergency Contact Number(s) | Point of Contact Name/Notes |
| Agency/Organization                | Emergency Contact Number(s) | Point of Contact Name/Notes |
| Agency/Organization                | Emergency Contact Number(s) | Point of Contact Name/Notes |
| Agency/Organization                | Emergency Contact Number(s) | Point of Contact Name/Notes |
| Agency/Organization                | Emergency Contact Number(s) | Point of Contact Name/Notes |

The assignments and contact information for the Psychological and Emotional Recovery Team can be found on [Page 28](#).

# SCHOOL FACILITIES AND POPULATION

The INSERT School District has the following facilities and populations, respectively:

| Facility               | Address              | Building Purpose | Students | Faculty / Staff |
|------------------------|----------------------|------------------|----------|-----------------|
| Central Office         | 23 Lawler Ln         | Administrative   | 1        | 24              |
| Transportation Garage  | 26 Lawler Ln         | Shop             | 1        | 1               |
| Allen Elementary       | 789 Austin Boulevard | K-5              | 75       | 12              |
| Frontier Middle School | 8678 Thompson Lane   | 6-8              | 122      | 23              |
| Federick High School   | 117 Over Way         | 9-12             | 1        | 1               |
|                        |                      |                  |          |                 |
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# REVISIONS AND UPDATES

The SDEOP and its annexes will be reviewed annually by the School District Safety Team. It will be revised and updated based upon recommendations identified during incident response and drills/exercises, or when significant changes have occurred.

Each update or change to the plan will be tracked. The record of changes will include the date of revision, brief revision synopsis, and page number. *All revisions must be approved by the School District Safety Team*

| Date: | Revision(s): | Page(s): |
|-------|--------------|----------|
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|       |              |          |
|       |              |          |

# CONTENTS

|   |    |
|---|----|
| School Safety Team and Emergency Contacts.....                                    | I  |
| School District Safety Team.....  | I  |
| School District Contact Information.....  | I  |
| Community Response Organization Emergency Contact Information.....                | I  |
| School Facilities and Population .....  | 2  |
| Revisions and Updates.....  | 3  |
| Introduction .....  | 7  |
| SDEOP Purpose.....  | 7  |
| Objectives.....   | 7  |
| Scope .....   | 7  |
| Authority .....   | 7  |
| Planning Assumptions .....  | 8  |
| Concept of Operations.....  | 8  |
| Access and Functional Needs Population.....                                       | 8  |
| Historical Events .....   | 9  |
| Plan Security and Confidentiality .....   | 10 |
| Plan Distribution and Distribution Records.....                                   | 10 |
| Board Policy Statement.....   | 10 |
| Prepare.....  | 11 |
| Hazard Identification Risk Assessment (HIRA) .....                                | 11 |
| Protection of School District Facilities.....                                     | 11 |
| Physical Security Assessments.....  | 11 |
| Protection of District Office/Central Office .....                                | 12 |
| Preparedness Measures.....  | 13 |
| Contract for Services .....   | 13 |
| Memorandum Of Understanding.....  | 13 |
| National Incident Management System (NIMS) and Incident Command System (ICS)..... | 13 |
| Incident Command System (ICS).....  | 13 |
| Incident Command System (ICS)—Emergency Operations Center (EOC) Interface.....    | 14 |
| Recordkeeping.....  | 14 |
| Training and Exercises.....   | 15 |
| Types of Exercises.....   | 15 |
| Required School Drills.....   | 16 |
| Respond .....   | 17 |

|   |    |
|---|----|
| Initial Response .....  | 17 |
| District Emergency Response Goals.....                            | 17 |
| Activation of the School District Emergency Operations Plan ..... | 17 |
| 1. Incident occurs at a district facility .....                   | 18 |
| <i>Emergency Response Protocols</i> .....                         | 18 |
| <i>Advising Emergency Services – Calling 911</i> .....            | 18 |
| <i>Emergency Commands</i> .....                                   | 18 |
| <i>Functional Procedures</i> .....                                | 19 |
| <i>Soft Lockdown</i> .....  | 19 |
| <i>Lockdown</i> .....   | 19 |
| <i>Get Inside</i> .....   | 20 |
| <i>Shelter-in-Place</i> .....                                     | 20 |
| <i>Drop, Cover, and Hold</i> .....                                | 20 |
| <i>Evacuation</i> .....   | 21 |
| <i>Room Clear</i> .....   | 21 |
| 2. Incident occurs at an educational facility or school site..... | 22 |
| <i>School District Safety Team (SDST)</i> .....                   | 22 |
| <i>School District Safety Team Assignments</i> .....              | 23 |
| <i>Media Policies and Guidelines</i> .....                        | 24 |
| <i>Family Notification</i> .....                                  | 24 |
| 3. Incident occurs in the community .....                         | 25 |
| <i>Situation</i> .....  | 25 |
| <i>Emergency Operations Center (EOC)</i> .....                    | 25 |
| <i>Emergency Support Functions</i> .....                          | 25 |
| Recover .....   | 27 |
| <i>Agreements and Contracts</i> .....                             | 27 |
| <i>After Action Review (AAR)</i> .....                            | 27 |
| <i>Corrective Action Plan (CAP)</i> .....                         | 27 |
| <i>Return to Learning</i> .....                                   | 28 |
| <i>Psychological and Emotional Recovery</i> .....                 | 28 |
| <i>Emotional Management of Students, Faculty, and Staff</i> ..... | 28 |
| <i>Psychological and Emotional Recovery Team</i> .....            | 29 |
| Annexes .....   | 32 |
| Annex A: Continuity of Operations Plan (COOP) .....               | 33 |
| Annex B: Communications Plan.....                                 | 35 |

Annex C: SDST Job Action Sheets..... 38

Annex D: Hazard Identification Risk Assessment (HIRA) .....46

Annex E: Threat Hazard Assessment Walkthrough (THAW).....48

Annex F: Hazard Sheets..... 50

Annex G: Maps, Floorplans, and Blueprints of District Facilities .....68

Annex H: After-Action Review Template .....69

Annex I: Corrective Action Template.....70

Annex J: Pandemic Disease Plan .....71

Annex K: Staff Skills Survey Template.....73

Annex L: Transportation Annex.....74

Annex M: Safety and Security Overview.....87

Annex N: Threat Assessment Policy and Procedures.....88

Annex O: Reporting Potential Threats .....89

Annex P: Safety Meetings, Training and Drill/Exercise Schedule .....90

Annex Q: Glossary.....91

# INTRODUCTION

## SDEOP PURPOSE

All educational institutions are vulnerable to threats, hazards and disasters which have the potential to cascade into emergencies or disasters. It is critical for school officials along with first responders, emergency management, and local government officials to prevent or mitigate, plan and prepare for, respond to, and recover from these potential incidents.

The intent of this plan is to provide an overview of the School District, its emergency response policies, procedures, and assigned tasks. The plan outlines the expectations of {SCHOOLDISTRICT} personnel, safety planning practices, roles and responsibilities, Command and Control functions, and communication principles as a guide for personnel when operating on behalf of the district during a crisis.

This plan is compliant with Tennessee “SAVE Act” T.C.A. § 49-6-801 et seq. and intended for use in conjunction with each school facility’s School Emergency Operations Plan, the County Basic Emergency Operations Plan, and applicable School Board policy.

## OBJECTIVES

- Protect the safety and welfare of district students, staff, and visitors.
- Provide for a safe and coordinated response to emergency situations.
- Protect the district’s facilities and property.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Support interface and coordination between school sites, local responders, and the {INSERT} County Emergency Operations Center (EOC).

## SCOPE

This plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school confined emergency to a community-wide disaster or emergency. This plan is used as a companion document to each school facility’s School Emergency Operations Plan as they enhance the SDEOP by addressing the school’s unique characteristics.

This plan’s format follows the Federal Emergency Management Agency’s (FEMA) four phases of emergency management:

- **Preparedness** focuses on the process of planning for likely or worst-case scenarios.
  - **Mitigation** addresses what can be done to reduce or eliminate risk to life and property.
- **Response** is devoted to the steps taken during an emergency.
- **Recovery** deals with restoring the learning and teaching environment after an emergency.

## AUTHORITY

This plan is promulgated by the Director of Schools and is implemented at the time of a disaster at the direction of the Director or designated alternate. School Emergency Operations Plans are implemented by school principals upon the occurrence of an emergency incident. Each principal is authorized and directed to implement his or her school emergency operations plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters.

The plan also provides support to the {INSERT} County Emergency Operations plan, documenting {SCHOOLDISTRICT} identified support services that could potentially be provided during community-wide incidents.



## PLANNING ASSUMPTIONS

1. The school district will continue to be exposed and subject to threats/hazards and vulnerabilities described in the **Threat/Hazard Assessments Summary**, as well as lesser threats/hazards that may develop in the future.
2. 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.
3. 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.
4. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the district to be prepared to carry out the initial incident response until responders arrive at the incident scene.
5. Maintaining the School District EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the district's readiness to respond to incidents.

## CONCEPT OF OPERATIONS

1. **Initial Response** – School personnel will be the initial responders during any incident and are expected to take charge and manage the incident until a unified command system is established. Once notified by the school, the Director of Schools or their designee will activate this plan and will serve as a support system for school based incidents.
2. **Coordination** – The district will coordinate with all responding agencies (local, state, and federal). The development of this plan and its contents will be in coordination with the proper responding agencies.
3. **Adoption of the National Incident Management System (NIMS)** – **INDIAN** County has adopted the National Incident Management System as the framework for incident planning, response, and recovery.
4. **Implement the Incident Command System (ICS)** – The incident command system is a standardized on-scene emergency management system designed to provide an integrated organizational structure to the scene. ICS is used by the district for response to emergencies and is applicable to all size incidents.

## ACCESS AND FUNCTIONAL NEEDS POPULATION

This plan and that of each school facility complies with the Americans with Disabilities Act. It addresses the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities; ensure individuals with disabilities are not separated from service animals and assistive devices and can receive disability-related assistance throughout emergencies; and comply with the law's architectural and other requirements.

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response.

**SCHOOLDISTRICT** has a diverse student and faculty population, some of whom may need additional or varied assistance during an event. This includes those with:

- Limited English proficiency
- Limited comprehension
- Visual or auditory disabilities
- Mobility or physical disabilities
- Medical conditions such as asthma or diabetes
- Behavioral/mental health concerns
- Other impairments

**HISTORICAL EVENTS**

Historical events shape our personal and professional drive and beliefs surrounding safety planning and operations. They also allow us to see the most likely events that occur in our area. For this reason, we have identified the events which directly, or indirectly, affect planning and operations for our district.

**Local/District Historical Events**

| Historical Event and Impact:   |
|--|
| A 2015 ice storm left many parts of Lamont School District without power and unable to transport students to school for 5 days. Schools were used to feed and shelter the community and buildings were also used as emergency operations centers in various communities. The planning team also considered the implications if this, or a similar event, had occurred during school hours and what potential problems it would have created. |
|  |
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**National/International Historical Events**

| Historical Event and Impact:   |
|--|
| The 1999 attack at Columbine High School shook the nation and reminded us all that violence can happen anywhere, at any time. Our planning team has studied the precursors and the events of the Columbine attacks to determine appropriate planning and response steps. The planning team firmly believes that School Climate is an important part of safety planning and sets a tone for crisis prevention and management within the district. |
|  |
|  |
|  |

## PLAN SECURITY AND CONFIDENTIALITY

The School District Emergency Operations Plan (SDEOP) is intended for official use only by school district staff, the school board, and local, county and state public safety officials. A portion of this plan may be utilized to inform parents and community leaders.

The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff.

The School District Emergency Operations Plan, in both electronic and printed form, is considered sensitive information and must always be safeguarded and accounted for. This plan is confidential and is not subject to any open or public records requests ([T.C.A. 49-6-808](#)).

## PLAN DISTRIBUTION AND DISTRIBUTION RECORDS

Per the Tennessee S.A.V.E. Act [T.C.A. § 49-6-801 et seq.](#) the School District Emergency Operations Plan along with interim updates and revisions will be distributed to the following individuals and organizations by the School District immediately upon approval.

- Director of Schools
- Assistant Director of Schools
- Board of Education Chair
- Local Law Enforcement
- Local Fire Department
- Local Emergency Medical Services
- Local Emergency Management Agency
- Local 911 Center
- County/City Executives

Copies of the School District Emergency Operations Plan and its annexes should be distributed to those tasked in this document and securely stored. Records of distribution must be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

## BOARD POLICY STATEMENT

This plan operates within the policies of the **SCHOOL DISTRICT** Board of Education. If a discrepancy occurs between this plan and Board policy, Board policy shall dictate the response. The only exception to this is when a policy may need to be changed (to positively affect incident response). In the event policy changes are required during an emergency, the Board pre-authorizes the Director of Schools to implement such policies with the written approval of the Board Chairman, or with a collaborative approval from the assistant director and director of finance, if the chairman is unable to be reached.

# PREPARE

Preparedness, Mitigation, Protection, and Prevention

## HAZARD IDENTIFICATION RISK ASSESSMENT (HIRA)

**SCHOOLDISTRICT** utilizes an all-hazards approach to safety planning. This requires the School District Safety Team to outline potential hazards district-wide and prioritize them in order of likelihood, vulnerability, and potential impact. The results of the Hazard Identification and Risk Assessment Tool can be located in [Annex D](#) of this document, the district can assist individual schools in planning for a variety of natural and manmade hazards.

Throughout the Hazards Identification and Risk Assessment process, the district identifies prevention, protection, response, and mitigation steps for each potential hazard. The identified hazards and risk reduction steps are determined based on:

- Likelihood -** The reasonable possibility of the event occurring within the district, impacting standard District operations.
- Vulnerability -** Considering current protective/preventative actions, the vulnerability is rated taking into account the effectiveness of current countermeasures.
- Impact -** Relative damages, injuries, and loss of life that may result if the event occurs during a school day or event, at a school campus/District facility.

## Threat Hazard Assessment Walkthrough (THAW)

The THAW should be conducted annually at all school district facilities and be available to assist individual school sites with their assessments. The district's SAVE Act Coordinator consults with the County Emergency Management Director regarding assessment findings and potential mitigation/prevention projects.

\*See [Annex F](#) for THAW Tool

## BACKGROUND CHECKS

All employees and individuals providing services to students must receive the appropriate background checks in compliance with state T.C.A. § [49-5-413](#). A policy governing background check procedures for contract workers and volunteers which can be found in the [INSERT WHERE THIS INFORMATION CAN BE FOUND](#).

## PROTECTION OF SCHOOL DISTRICT FACILITIES

### Physical Security Assessments

Pursuant to [§ T.C.A. 49-6-4302](#), every educational facility throughout the district conducts an annual physical security assessment, which measures areas of potential security vulnerabilities, such as site security, exterior security, interior security, security systems, and security operations/administration.

## Protection of District Office/Central Office

The following security measures address the prevention and protection measures that the district has implemented at its central office.

| Focus Area            | Practice  |
|-----------------------|---|
| Access Control        | <ul style="list-style-type: none"> <li>- The district office perimeter and areas within the office that require access control are well defined</li> <li>- The district office limits building access points</li> <li>- Signs direct visitors to designated entrances</li> <li>- Exterior doors are secured</li> <li>- Visitors are required to check in upon arrival and departure</li> </ul>  |
| Building Exterior     | <ul style="list-style-type: none"> <li>- District office grounds are clear of plants that would cause an obstruction for surveillance</li> <li>- District office grounds are adequately lit</li> <li>- Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access</li> <li>- Access to the roof is restricted</li> <li>- Fire hydrants are clearly visible</li> </ul>   |
| Building Interior     | <ol style="list-style-type: none"> <li>1. Critical utility systems and equipment are secured and locked</li> <li>2. District personnel are familiar and trained with how to shut off utility services</li> <li>3. Stairwells, hallways, and restrooms are adequately lit</li> <li>4. Smoke detectors have vandal-resistant features</li> <li>5. Doors and locks are in good condition</li> <li>6. There is easy access to fire extinguishers and first aid supplies</li> <li>7. Ground floor windows are securely locked</li> <li>8. Interior office doors can be locked from the inside</li> </ol> |
| Communication Systems | <ul style="list-style-type: none"> <li>- Systems are installed that provide two-way communication</li> <li>- Regular communication with local emergency responders is established</li> <li>- A notification process is identified for alerting district personnel of an emergency</li> <li>- Procedures are developed for communicating with public and the media</li> </ul>  |
| Security Equipment    | <ul style="list-style-type: none"> <li>- The district office has a security system installed</li> <li>- Video surveillance is connected to an emergency power supply</li> <li>- Security camera recordings are retained for a predetermined time period</li> <li>- All emergency response equipment and supplies are checked on a regular basis</li> </ul>  |
| Security Personnel    | <ul style="list-style-type: none"> <li>- A district SAVE Act Coordinator/Safety Director is designated to coordinate emergency planning, response, and recovery initiatives</li> <li>- A district emergency planning team includes representatives from the local emergency response community</li> <li>- A district response team is identified and receives annual training</li> <li>- A district psychological/emotional recovery team is identified and receives annual training</li> </ul>   |
| Cybersecurity         | <ul style="list-style-type: none"> <li>- School District personnel are required to use passwords and unique login information to access electronic files</li> <li>- Security plans for computer and information systems are established</li> <li>- District personnel are trained in safe and secure computer use</li> </ul>  |

## PREPAREDNESS MEASURES

### Contract for Services

The following contracts for services exist for day-to-day routine operations:

| Contract Date | Service Provider/Synopsis | Contact Person/Phone |
|---------------|---------------------------|----------------------|
|               |                           |                      |
|               |                           |                      |
|               |                           |                      |
|               |                           |                      |
|               |                           |                      |

### Memorandum Of Understanding

The following businesses have signed a Memorandum of Understanding/Agreement to provide services, if possible, to the district in the event an incident disrupts routine contract services, or the district requires additional services. MOUs/MOAs with the companies below are renewed annually. [Copies of relevant MOU's can be found in Annex C.](#)

| MOU Date | Service Provider/Synopsis | Contact Person/Phone |
|----------|---------------------------|----------------------|
|          |                           |                      |
|          |                           |                      |
|          |                           |                      |
|          |                           |                      |
|          |                           |                      |

## NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) AND INCIDENT COMMAND SYSTEM (ICS)

The County and School District have adopted National Incident Management System (NIMS) and the Incident Command System (ICS) which enable school personnel to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers. The district works with local government agencies to remain NIMS compliant. Additional information regarding the county-wide adoption of NIMS and ICS can be located in the [County Basic Emergency Operations Plan](#).

[All personnel who assume the roles described in this plan shall receive the following trainings which are conducted through a web-based course available without a charge from the Federal Emergency Management Agency \(FEMA\) Emergency Management Institute.](#)

- [FEMA IS-100 Introduction to the Incident Command System](#)
- [FEMA IS-700 Introduction to the National Incident Management System](#)
- [Office of Community Oriented Policing Services, U.S. Department of Justice, Introduction to Incident Command System \(ICS\) for School Personnel](#)

## INCIDENT COMMAND SYSTEM (ICS)

The district has adopted the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types.

In a major emergency or disaster, a school or district offices may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School district officials and school 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 with legal authority to assume responsibility. All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role. ICS can be flexed and scaled to accommodate emergencies both large and small. Additional positions can be added as needed to accommodate the size and complexity of the event.

The designated Incident Commander (IC) for the district/school will implement the ICS and serve as the IC until relieved by a more qualified or more senior individual. The IC will establish an Incident Command Post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

For disaster situations, a specific incident scene may not exist in the initial response phase and the County Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community-wide disaster.

### **Incident Command System (ICS)—Emergency Operations Center (EOC) Interface**

For community-wide disasters, the County Emergency Operation Center may be activated. When the EOC is activated, it is essential to establish a division of responsibilities between incident command and the EOC. A general division of responsibilities is outlined below.

#### **The incident command is generally responsible for field operations, including:**

- Isolating the scene.
- Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
- Provide warnings and emergency instructions to district/school staff, students, and emergency responders in the area of the incident.
- Determining and implementing protective measures for the district/school staff, students and emergency responders in the immediate area of the incident.
- Implementing traffic control procedures in and around the incident.
- Requesting additional resources from the EOC.

#### **The EOC is generally responsible for:**

- Providing resource support for the incident command.
- Issuing community-wide warning.
- Issuing instructions and providing information to the general public.
- Organizing and implementing large-scale evacuation.
- Organizing and implementing sheltering for community evacuees.

### **RECORDKEEPING**

Administrative Controls - The district is responsible for establishing the 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 will be conducted in accordance with established local fiscal policies and standard cost accounting procedures.

Activity Logs - Staff assigned positions within the ICS structure will maintain accurate logs, recording key Incident 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 the staff and students.
- Evacuation/Family Reunification
- Casualties.
- Termination of the incident.

## TRAINING AND EXERCISES

The district understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the district's plan and the most current procedures, the following training, drill, and exercise actions will occur:

- Training and refresher training sessions shall be conducted for all district/school personnel. In case of academic staff, refresher training should coincide with one of the first in-service days of the school year. Additional training for the faculty and the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance
- Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
- The district/school will plan for a minimum of one drill and exercise during the school year. The types of drills and exercises will be determined by the superintendent/administration and first responders.
- The district will endeavor to participate in any external drills or exercises sponsored by local emergency responders. Availability of district/school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the district's ability to respond to and deal with emergencies.

### Types of Exercises

|                            |  |
|----------------------------|--|
| <b>Seminar</b>             | The Seminar is a low-stress meeting to introduce everyone to the emergency operations plan. This should be conducted when a new plan is developed and when new faculty or staff are hired.   |
| <b>Workshop</b>            | The Workshop is a low-stress meeting with a specific focus. Participants produce or build a product.   |
| <b>Drill</b>               | A coordinated, supervised activity used to validate a specific operation or function of the emergency operations plan.   |
| <b>Tabletop Exercise</b>   | The tabletop exercise is a low-stress session where participants talk through a scenario. The exercise has a facilitator who inputs new information to add to or change the scenario. Participants talk through the way they would respond to the scenario.  |
| <b>Functional Exercise</b> | The functional exercise is a high stress, but low-cost exercise and may focus on a specific portion(s) of a scenario. Participants are split up into different rooms and must communicate with each other by phone or radio based on a scenario. The exercise should be facilitated, and evaluators should be in each room to answer questions and note any issues that should be addressed. |
| <b>Full-Scale Exercise</b> | The full-scale exercise is a high-stress, realistic and often costly exercise. Planning for a full-scale exercise can take months. The participants play out a scenario the way they would respond to a real emergency.  |



## Required School Drills

| Drill   | Requirement   | Reference                         |
|---|---|-----------------------------------|
| <b>Fire Drills</b><br>and Fire Safety Announcements | <p>Fire drills requiring full evacuation shall be held at least one (1) time every thirty (30) SCHOOL DAYS, with two (2) fire drills occurring during the first thirty (30) full days of the school year.</p> <p>Additionally, four (4) fire safety educational announcements will be conducted throughout the year. The LEA can develop the content of the educational announcements or utilize the scripts provided by TDOE.</p> <p>A record of all fire drills, including the time and date, shall be kept in the respective school or institutional offices, and shall be made available upon request to the state fire marshal, or the state fire marshal's deputies or assistants, for inspection and review.</p> | <a href="#">T.C.A. 68-102-137</a> |
| <b>Armed Intruder Drill</b>                         | Each school shall conduct at least one (1) armed intruder drill annually. The drill shall be conducted in coordination with the appropriate local law enforcement agency.   | <a href="#">T.C.A. 49-6-807</a>   |
| <b>Incident Command Drill</b>                       | Conducted by a school safety team must be conducted without students present; and must prepare school staff and law enforcement agencies on what to expect in the event of an emergency situation in the school; and  | <a href="#">T.C.A. 49-6-807</a>   |
| <b>Emergency Bus Safety Drill</b>                   | Must be conducted without students present; and must prepare school staff and law enforcement agencies on what to expect in the event of an emergency situation on a school bus; and  | <a href="#">T.C.A. 49-6-807</a>   |
| <b>Additional Drills</b>                            | Each school shall conduct three (3) additional drills, not requiring full evacuation, during each school year.  | <a href="#">T.C.A. 68-102-137</a> |

A detailed schedule of these drills and other important school safety activities can be found in [Annex H: District Safety Meetings, Training and Drill/Exercise Schedule](#).

*Note: The results of Armed Intruder, Incident Command, and Bus Safety drills conducted pursuant to subsection (a) must be maintained by the school for a minimum of five (5) years and made available to a local law enforcement agency with jurisdiction, and the Tennessee Department of Education or the Department of Safety upon request. [\(T.C.A. 49-6-807\)](#)*

## RESPOND

The following functional content provides common protocols and procedures that are implemented and referenced within the individual hazards listed in [Annex A](#) and are threat specific. Each functional content area has been customized to fit the district and/or school's needs, capabilities, and unique circumstances. To become familiar with these functional procedures, staff and students will participate in drills and, if necessary, additional training.

### INITIAL RESPONSE

Crises are unexpected, often unpredictable and take many forms. The school district and community cannot be fully prepared for every particular situation that may happen, but some simple measures are helpful in any emergency:

- Safety is the prime concern, think of everyone's safety first.
- Act quickly and calmly
- Remain factual when communicating with staff, students, community, and media.
- Think of the objectives and tasks needed to respond appropriately and identify key job functions needed for an effective response.

### DISTRICT EMERGENCY RESPONSE GOALS

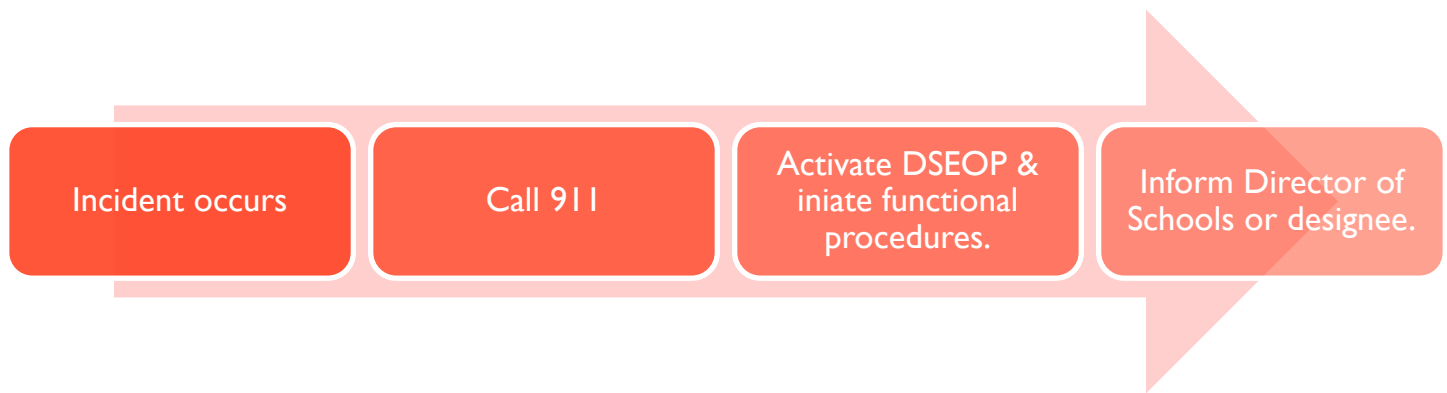
|          |                    |   |
|----------|--------------------|---|
| <b>1</b> | <b>LIFE SAFETY</b> | Preserve the life and safety of all students, staff, and visitors.  |
| <b>2</b> | <b>SECURITY</b>    | Maintain situational awareness, vigilance, and security at all district facilities, school sites and events.        |
| <b>3</b> | <b>INFORM</b>      | Initiate and maintain timely & accurate communication of information to students, staff, parents, and stakeholders. |
| <b>4</b> | <b>REUNITE</b>     | Reunify students with their families in a timely, safe, and accountable manner.                                     |
| <b>5</b> | <b>RECOVER</b>     | Return affected school sites, personnel, and facilities to standard operations.                                     |

### ACTIVATION OF THE SCHOOL DISTRICT EMERGENCY OPERATIONS PLAN

The district can be called upon to activate the School District Emergency Operations Plan in three different circumstances:

- Incident occurs **at a district facility** such as the central office, transportation garage, etc.
- Incident occurs **at an educational facility/school site** and requires district support.
- Incident occurs **in the community** and requests district support.

## I. INCIDENT OCCURS AT A DISTRICT FACILITY



### Emergency Response Protocols

The protocols in this section are procedures to be implemented when district facility-based emergencies and/or serious disruptions arise. The district staff and School District Safety Team will need to assess the seriousness of a developing situation and take the appropriate actions through implementation of functional procedures.

#### Advising Emergency Services – Calling 911

All adults are empowered to call 911 without anyone's permission. Call 911; stay on the line until released by a dispatcher and it is safe to do so.

- Identify yourself and provide the address of where the emergency exists.
- Identify the nature of the incident, specific location, and provide any other relevant information.
- Indicate number of victims, if any, and specify staff, students, or both.
- If you make a call to 911, notify the front office immediately, or as safe to do so.
- The front office will designate a person to meet responding police/fire/EMS units: designate a specific door.

If possible use landline phone before cell phone if both are equally available. If you call 911 from your cell phone you may be connected to a neighboring jurisdiction and then they will connect you to the correct local emergency responders; this can delay response time by a few moments – remain on the line and wait until you are connected with the appropriate agency.

#### Emergency Commands

Use clear and concise commands when responding to an emergency or conducting drills. For example:

- Evacuate..... "Evacuate the Building"
- Lockdown..... "Lockdown, Lockdown"
- Shelter-in-Place..... "Clear the Halls and Shelter-in-Place"
- Room Clear..... "Clear this room and go to....."
- Get Inside..... "Get Inside Now"

## Functional Procedures

Universal Emergency Procedures are a set of standards, clear directives that can be implemented across a variety of emergency situations. When the emergency occurs, the principal, or designee, will decide upon the Universal Emergency Procedure to implement. These functional procedures include:

- [Soft Lockdown](#)
- [Lockdown](#)
- [Get Inside](#)
- [Shelter-in-Place](#)
- [Drop, Cover, and Hold](#)
- [Evacuation](#)
- [Room Clear](#)

### Soft Lockdown

**Use when there is potential for a threat and the school are to take protective measures without interrupting operations.**

When the announcement is made:

- Students and Staff are to be cleared from the halls immediately and report to their classrooms
- Students and school personnel outside should be relocated within the building
- Assist those needing special assistance
- Limit movement throughout building until given the all-clear

|                      |            |                            |
|----------------------|------------|----------------------------|
| Notification Methods | Primary:   | Insert notification method |
|                      | Secondary: | Insert notification method |

### Lockdown

**Use when there is an imminent threat inside or outside of the building. Building occupants are to immediately go to a protective place/position.**

When the announcement is made:

- Students and Staff are to be cleared from the halls immediately and to report to nearest available room
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave
- Remain quiet
- Turn off lights
- Use interior walls to position students away from the threat to minimize visibility from windows and doors
- Sit on floor
- Wait for further instructions

|                      |            |                            |
|----------------------|------------|----------------------------|
| Notification Methods | Primary:   | Insert notification method |
|                      | Secondary: | Insert notification method |

## Get Inside

**For use when conditions inside are safer than outside.**

When announcement is made or alarm sounded:

- Move students/staff inside as quickly as possible.
- Assist those needing special assistance.
- Report to designated assembly area.
- Check for injuries.
- Account for all students, staff, and visitors.
- Wait for further instructions.

|                      |            |                             |
|----------------------|------------|-----------------------------|
| Notification Methods | Primary:   | Insert notification method. |
|                      | Secondary: | Insert notification method. |

## Shelter-in-Place

**Placement of occupants in a pre-determined area of the building's interior due to an external gas or chemical release.**

When the announcement is made follow the Lockdown procedure with the addition below:

- Close all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) using available materials such as coats, blankets, or rugs.
- Turn off heating, ventilation, and air conditioning (HVAC).

**SEVERE WEATHER** - Go inside or stay inside and move away from windows and exterior walls.

- Find interior rooms on the lowest floor of the building, avoiding hallways that open directly outside.
- Avoid areas with windows, doors, or exterior walls as they are most vulnerable to damage.
- Crouch down and cover your head.

|                          |            |                             |
|--------------------------|------------|-----------------------------|
| Notification Methods     | Primary:   | Insert notification method. |
|                          | Secondary: | Insert notification method. |
| Identified Shelter Areas | Primary:   | Insert area.                |
|                          | Secondary: | Insert area.                |

## Drop, Cover, and Hold

**For use in earthquake or other imminent danger to building or immediate surroundings.**

When the command "Drop" is made:

- DROP where you are, onto your hands and knees. Stay low and crawl to shelter if nearby.
- COVER your head and neck with one arm and hand.
  - o If a sturdy table or desk is nearby, crawl underneath it for shelter.
  - o If no shelter is nearby, crawl next to an interior wall (away from windows).
  - o Stay on your knees; bend over to protect vital organs.
- HOLD-ON until the shaking stops.
  - o Under shelter: hold onto it with one hand; be ready to move with your shelter if it shifts.
  - o No shelter: hold on to your head and neck with both arms and hands.
- Assist those needing special assistance.
- Wait for further instructions.

|                      |            |                             |
|----------------------|------------|-----------------------------|
| Notification Methods | Primary:   | Insert notification method. |
|                      | Secondary: | Insert notification method. |

## Evacuation

**An orderly and preplanned exit from the facility when conditions are safer outside than inside.**

When announcement is made, or alarm sounded:

- Pause a moment to gain situational awareness and ensure it is safe to evacuate
- Take the closest and safest way out as posted
  - o Use secondary route if primary route is blocked or hazardous
- Do not stop for student/staff belongings
- Take class attendance log for student accounting
- Go to designated assembly area
- Check for injuries
- Assist those needing special assistance
- Wait for further instructions

### On-site Evacuations

|                                   |            |                              |
|-----------------------------------|------------|------------------------------|
| Notification Methods              | Primary:   | Insert notification method   |
|                                   | Secondary: | Insert notification method   |
| On-Site Evacuation Assembly Areas | Primary:   | Insert site name and address |
|                                   | Secondary: | Insert site name and address |

### Off-site Evacuations

|                           |            |                              |
|---------------------------|------------|------------------------------|
| Notification Methods      | Primary:   | Insert notification method   |
|                           | Secondary: | Insert notification method   |
| Off-Site Relocation Sites | Primary:   | Insert site name and address |
|                           | Secondary: | Insert site name and address |

## Room Clear

**For use when staff needs to remove occupants from a room or area because the environment is not conducive to a safe environment.**

When the command "Clear the room" is made:

- Walk to the directed location
- Stay quiet and orderly while moving in the hall and entering the other location
- Follow the directions of the staff person in charge
- Assist those needing special assistance
- Wait for further instructions

|                      |            |                            |
|----------------------|------------|----------------------------|
| Notification Methods | Primary:   | Insert notification method |
|                      | Secondary: | Insert notification method |

\* See [Annex G](#) for Maps, Floor Plans, and Blueprints.

## 2. INCIDENT OCCURS AT AN EDUCATIONAL FACILITY OR SCHOOL SITE

District advised of school incident.

Activation of DSEOP.

Activation of School District Safety Team.

### School District Safety Team (SDST)

The SDST is activated per the direction of the Director of Schools or designee.

| Title                                   | Role, Responsibility  |
|---|---|
| <b>SDST Leader</b>                      | <ul style="list-style-type: none"><li>Oversees the <i>DISTRICT's</i> response to the emergency.</li><li>Activates School District Safety Team.</li><li>Coordinates with EOC and On-Scene Incident Commander.</li></ul>                                |
| <b>EOC Liaison</b>                      | <ul style="list-style-type: none"><li>Reports to EOC.</li><li>Represents School District at EOC.</li><li>Provides SDST Leader with operational updates.</li></ul>   |
| <b>Public Information Officer (PIO)</b> | <ul style="list-style-type: none"><li>Coordinates a unified message between all agency and system stakeholders.</li><li>Coordinates release of information with other county PIOs.</li><li>Prepares press releases.</li></ul>                         |
| <b>Technology Section Chief</b>         | <ul style="list-style-type: none"><li>Assures technology and communications are available and operational.</li><li>Gathers and prepares appropriate data and accesses technology resources for the team.</li></ul>                                    |
| <b>Logistics Section Chief</b>          | <ul style="list-style-type: none"><li>Organizes the districts resources (<i>people, equipment, vehicles, and other tangible items</i>).</li><li>Organizes and directs those operations associated with maintenance of physical environment.</li></ul> |
| <b>Support Services Section Chief</b>   | <ul style="list-style-type: none"><li>Organizes and directs those operations associated with health and well-being of staff/students which include accountability and care of students during event.</li></ul>  |
| <b>Finance Section Chief</b>            | <ul style="list-style-type: none"><li>Tracks and documents all expenses and facilitates purchases to meet needs of staff and students during the event.</li></ul>   |
| <b>Recorder</b>                         | <ul style="list-style-type: none"><li>Documents all meeting results, directives, and decisions.</li><li>Keeps accurate files and records.</li></ul>   |

## School District Safety Team Assignments

| SDST Title                            | Primary Assigned Individual  | Secondary Assigned Individual  |
|---------------------------------------|--|--|
| <b>SDST Leader</b>                    | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>EOC Liaison</b>                    | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Public Information Officer</b>     | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Technology Section Chief</b>       | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Logistics Section Chief</b>        | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Support Services Section Chief</b> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Fiscal Services Section Chief</b>  | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |
| <b>Recorder</b>                       | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> | <div>Name</div> <div>Non-Emergency Role</div> <div>Assigned Location</div> <div>Cell Phone</div> |



## Media Policies and Guidelines

The [SCHOOLDISTRICT] Director of Schools or designee will oversee all external communications and determine the information sharing strategy for the community and the media regarding the facts relating to the emergency and the school's response.

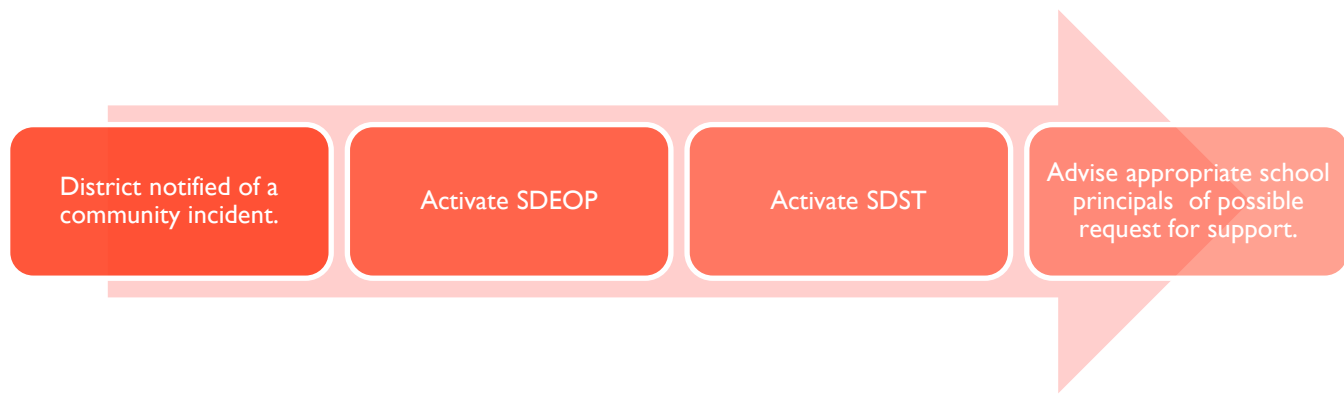
Insert the District's Media Policy Here

## Family Notification

The following communications measures will be utilized for notifications:

Insert the District's notification methods to include redundant notification means here

### 3. INCIDENT OCCURS IN THE COMMUNITY



#### Situation

The district recognizes its role in the **INSER** County Basic Emergency Operations Plan and will maintain Memorandums of Understanding/Agreement (MOU/MOA) for all services, equipment, personnel, and facilities that may be used in a community or regional incident requesting district resources.

#### Emergency Operations Center (EOC)

The purpose of the Emergency Operations Center (EOC) is to provide a central location through which all local emergency management activities and functions can be conducted. The **INSER** County EOC is located at **INSER the location of the EOC here**. At the discretion of the **County EMA Director**, and with the concurrence of the **Mayor/County Executive**, direction and control may be exercised at an alternate EOC site located at **INSER the location of the alternate EOC here**. In the event of a community-wide incident, the district will provide a liaison to work in the EOC.

#### Emergency Support Functions

The functions listed below are known as Emergency Support Functions (ESF) and are identified in the **INSER** County Basic Emergency Operations Plan. Though some of these functions may not apply to the district's response, each ESF is listed below to allow the district to have a point of reference during planning and incident response. Furthermore, ESFs which are known to request the response and resources of the school district are listed below.

| Responsible Party   | Function   | Procedures  |
|---|--|---|
| <b>ESF 1:</b><br><b>Transportation</b><br><b>Transportation Director</b>            | Provide for the coordination of local transportation support to emergency responders in the county. In major emergencies, large quantities of personnel, equipment, and supplies will be moving into the affected areas, this ESF coordinates this movement. | <ul style="list-style-type: none"><li>– Provide School buses for evacuations.</li><li>– Send representative(s) to the County EOC as requested by EMA.</li></ul>   |
| <b>ESF 2:</b><br><b>Communication</b><br><b>District Public Information Officer</b> | Provide radio, telecommunications, and data systems support to emergency response operations. Coordinate efforts to ensure a unified message is relayed by all government entities during the emergency.   | <ul style="list-style-type: none"><li>– Maintain radio communication systems.</li><li>– Provide communications during an emergency.</li></ul>   |
| <b>ESF 3:</b><br><b>Infrastructure</b><br><b>Maintenance Supervisor</b>             | The evaluation, inspection, and assessment of damaged structures and either certified for continued use or destroyed to ensure that no one is injured or killed by further weakening or collapse of structures.  | <ul style="list-style-type: none"><li>– Conduct building inspections of district facilities.</li><li>– Assist officials with building assessments.</li><li>– Maintain structural and non-structural guidance for district facilities.</li></ul> |

|   |  |  |
|---|--|--|
| <b>ESF 4:<br/>Firefighting</b>  | <i>In some cases, other ESFs may supply equipment, personnel, or resources to assist firefighting efforts.</i>   | <i>May not apply to a District-level response</i>  |
| <b>ESF 5:<br/>Information and Planning<br/>SAVE Act<br/>Coordinator</b> | Coordinate and manage the information for planning and support of the emergency operations.  | <ul style="list-style-type: none"> <li>– Coordinate flow of information to/from County EOC.</li> <li>– Identify school assets and personnel which may aid emergency operations.</li> <li>– Plan for interrupted services and schedules due to community needs.</li> </ul>                                  |
| <b>ESF 6:<br/>Human Services</b>  | Necessitate the sheltering of many of the disaster victims who may have been displaced due to the emergency. Coordinate the provision of food, water, emergency first aid, and a wide variety of other mass care services. | <ul style="list-style-type: none"> <li>– Identify facilities which may be used as shelters.</li> <li>– Plan for the needs, resources, and personnel facilitate.</li> <li>– Determine and prepare for impacts of sheltering, dispensing, and other functions which may utilize school facilities</li> </ul> |
| <b>ESF 7:<br/>Resource Support</b>                                      | Identify the resources, facilities, and personnel who may be needed to carry out each function the district may perform in support of the County Incident Action Plan.   | <ul style="list-style-type: none"> <li>– List all potential uses for district facilities.</li> <li>– Determine needs to carry out those uses of facilities.</li> <li>– Pre-develop contracts or memorandums as needed.</li> <li>– Determine district resources useful during disasters.</li> </ul>         |
| <b>ESF 8:<br/>Health</b>  | Provide guidance, prioritization, and coordination of resources involved in the triage, treatment, and medical evacuation of victims of disasters within the jurisdiction.   | <ul style="list-style-type: none"> <li>– Support Point of Dispensing operations.</li> <li>– Establish mechanisms for continuum of care, for healthcare needs.</li> <li>– Ensure essential human needs are met.</li> </ul>  |
| <b>ESF 9:<br/>Search and Rescue</b>                                     | <i>Access and remove/extract victims from damaged areas.</i>   | <i>May not apply to a District-level response</i>  |
| <b>ESF 10:<br/>Environmental Response</b>                               | <i>Provide support in dealing with actual or potential releases of hazardous materials.</i>  | <i>May not apply to District-level response</i>  |
| <b>ESF 11:<br/>Food</b>   | Identify, secure, and deliver food assistance following a major disaster.  | <ul style="list-style-type: none"> <li>– Identify potential food services to support response.</li> <li>– Provide facilities for food preparation.</li> <li>– C. Provide buses for food delivery needs.</li> </ul>   |
| <b>ESF 12:<br/>Energy</b>   | <i>Facilitate restoration of the energy systems in the areas of the county affected by a disaster.</i>   | <i>May not apply to District-level response</i>  |
| <b>ESF 13:<br/>Law Enforcement</b>                                      | Ensure the security of areas affected and that of the victims, emergency personnel, and to provide for the evacuation in affected areas.   | <ul style="list-style-type: none"> <li>– Provide buses for assistance in community evacuation</li> </ul>   |
| <b>ESF 14:<br/>Donations and Volunteers</b>                             | Establish a mechanism for the orderly handling of donated goods and coordinating the deployment of personnel/organizations offering volunteer services.  | <ul style="list-style-type: none"> <li>– Provide staff to assist in donation management.</li> <li>– Provide facilities to house donations.</li> </ul>  |
| <b>ESF 15:<br/>Recovery</b>   | Provide for the delivery of local, state, and federal recovery assistance to victims.  | <ul style="list-style-type: none"> <li>– Provide damage assessments for facilities.</li> <li>– Provide facilities to coordinate assistance.</li> </ul>   |
| <b>ESF 16:<br/>Animal Care and Housing</b>                              | <i>Disaster planning and response for the animal population.</i>   | <i>May not apply for district response.</i>  |

## RECOVER

Recovery is to return to learning and restore the infrastructure of the school as quickly as possible. After the safety and status of staff and students have been assured and emergency conditions have abated, staff, teachers and school officials will 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 will also facilitate the recovery process.

### AGREEMENTS AND CONTRACTS

If school or district resources prove to be inadequate during an incident, the district will request assistance from local emergency management, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials will be documented in writing. All pre-negotiated agreements and contracts will be maintained by the **Business Manager/Board Secretary**.

### AFTER ACTION REVIEW (AAR)

A high-quality school emergency planning process includes development of an After-Action Review (AAR) process to facilitate this review and evaluation, as applied to drills, exercises, events, incidents and emergencies.

The AAR process results in documentation of strengths and of areas for improvement. An AAR summarizes key information related to evaluation of the EOP. By recording the information below, district and campus officials can identify gaps and address areas for improvement.

Information commonly documented but somewhat unique to the AAR is:

- Factors that contributed to the incident.
- Identification of the core capabilities and responsibilities needed for best outcomes.
- Notification and communication systems used during the incident or exercise.
- Quality of response (internal staff and external responders).
- Involvement of media.
- Possible prevention or mitigation techniques not applied.
- Lessons learned.
- Supplies (materials, equipment and/or job aids) that were missing and might have improved outcome if made available.
- Overall impact to students and to the continuity of the educational process.
- Next Steps

\*See [Annex I](#) for After Action Review Template

### CORRECTIVE ACTION PLAN (CAP)

A Corrective Action Plan is utilized to ensure each gap is addressed and processed through a high-quality school emergency planning process. The needs recorded on the CAP may be items such as:

- Additional education and training for staff with assigned roles and responsibilities.
- Acquisition of materials or equipment.
- Review and revision of resource management processes, including informal and formal agreements.
- Further development of processes to better meet regulations and recommendations.
- Changes in policy or procedure that hinder achievement of the best possible outcomes.

\*See [Annex J](#) for Corrective Action Plan Template

## RETURN TO LEARNING

After an incident, staff, teachers and school officials will review established mission-critical operations to support the restoration of the school's educational programs. The district will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Conduct a comprehensive assessment of the 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 will be 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 district so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to:
  - o estimate when the educational program can be fully operational; and
  - o identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: online classes, videoconferencing, tutoring, etc.

## PSYCHOLOGICAL AND EMOTIONAL RECOVERY

The district will apply the following psychological and emotional recovery strategies:

- Utilize credentialed community service providers for assessments and resources on the emotional needs of school district staff, school staff and faculty, students, and families.
- Utilize credentialed community service providers on stress management resources for school district staff, school staff and faculty, students, and families.
- Keep school district staff, school staff and faculty, students, families, and media informed.
- Take as much time as needed for recovery.
- Evaluate recovery efforts and apply revisions to emergency operations plans as determined.

### Emotional Management of Students, Faculty, and Staff

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. The **District or Insert Position** will arrange for psychological and emotional recovery professionals – such as psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to school faculty and staff until which time acute cases of psychological trauma have been appropriately treated. All individuals providing direct services to students or school staff in response to a school crisis must receive the appropriate background checks in compliance with state T.C.A. [§ 49-5-413](#).

The psychological and emotional recovery team will make referrals and facilitate appointments for those needing longer term help for more chronic conditions.

Resources are also available through the Tennessee Department of Mental Health and Substance Abuse Services, the Department of Intellectual and Developmental Disabilities or a similar local agency to assure that the school has access to federal, state, or local mental health resources in the event of a violent incident. The [TN Schools PREPARE Manual](#) explains components of recovery and crisis counseling.

## Psychological and Emotional Recovery Team

The Psychological and Emotional Recovery Team supports the short- and long-term recovery of students, staff and schools after a traumatic event. The purpose of the team is to:

- Assist with coping and understanding of reactions to danger and traumatic stress.
- Support the emotional stabilization of students, teachers, and parents, and restore psychological security.
- Restore a safe and effective learning environment and help schools return to learning as quickly as possible.

This team is an on-call volunteer team that is staffed by professional mental health staff from the district or community who offer extensive experience in crisis recovery. The team can provide support to schools to help manage and address the emotional impact of a crisis. This team can also provide support to a school when invited by a principal or when directed by the **Director of Schools/Superintendent**.

Team members are available to:

- Consult with school to develop a plan for crisis recovery.
- Provide training to school staff.
- Triage emotional needs of students and staff.
- Assist teachers and staff in notifying students of the crisis.
- Support parents in addressing concerns about their children.
- Provide linkages to resources in the community.
- Work with individual students/groups of students when needed.
- Provide ongoing consultation to schools and the district on anniversary dates or if the crisis is ongoing.

| Name / Role / Organization                 | Contact Information                       | Emergency Function / Notes  |
|--|---|---|
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Psychological and Emotional<br>Recovery Team Leader<br>Function/Notes |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |
| Name<br>Non-Emergency Role<br>Organization | Cell Phone<br>Work Phone<br>Email Address | Function/Notes  |

## Deciding if Psychological and Emotional Recovery Team support is needed.

The decision is of the need of the Psychological and Emotional Recovery Team made by a School Principal in conjunction with the or when directed by the Director of Schools/Superintendent.

The team will provide different types of assistance depending on the nature of the emergency or crisis. The team provides support from individual crisis to school-based emergencies. In the event of a large-scale crisis that would overwhelm district resources, the team will collaborate with community, city, and state agencies for support. The team and the **Student Support Services Coordinator** in conjunction with the appropriate **Assistant Director** would coordinate these services.

The team meets with, district leadership and principals to plan for the response to the Crisis. Each response is tailored to the needs of the school. The team assesses the severity and impact the situation has on the school and its community. The team provides, support, assistance with tracking students, anniversary responses, and updates. Communication is critical in times of response. The team is often communicating with all schools and/or community agencies that would be impacted by the event.

The Psychological and Emotional Recovery Team will respond if:

The emergency or crisis is very serious and moderate to large scale or involves multiple students, such as:

- A student may have been abducted.
- A student is hit by a car.
- a student or staff dies on school grounds.
- Death by suicide of a student, staff member, parent, or sibling.
- Death of a student, staff member, well-known community member or volunteer, parents, or sibling.

The emergency or crisis affects the school and/or community and may take time to resolve, such as:

- A tornado hits the school.
- A car careens into the playground and students are injured.
- Students witness tragic event.
- Serious bus accident.

Please note that even if the crisis is not large scale, the Psychological and Emotional Recovery Team is available to support and consult with schools if needed. This can be a consultation with a team member or potentially deploying some team members for support. When in doubt, please contact the **Insert the contact method here**. The team can always be put on “on call” in case the need for more support arises.

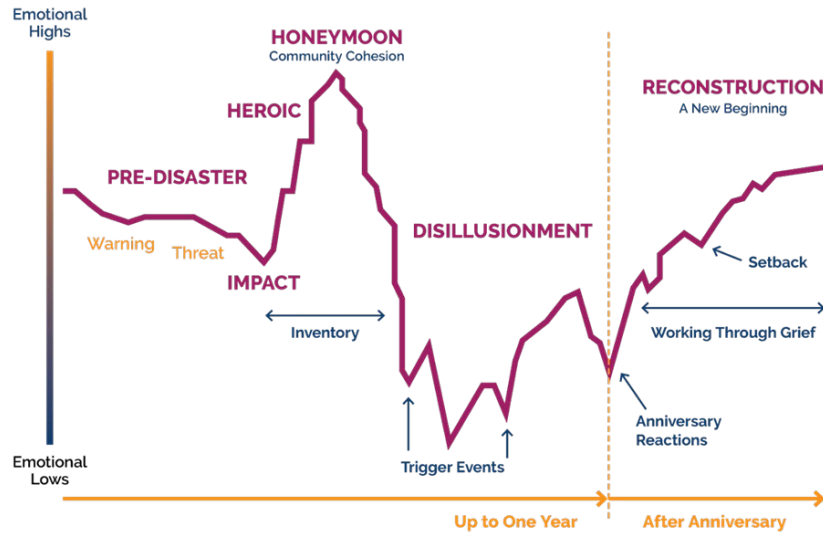
## Spectrum of Trauma Preparedness

The Spectrum of Trauma Preparedness depicts the stages in preparing for a disaster or any emergency event for an individual, school district or community. These stages range from being completely unaware and perhaps complacent regarding the need to prepare, to those who are resilient and fully prepared with resources and systems in place such as communication tools, safety knowledge, training, practice and collaborative relationships to face coming significant emergency events. Identifying the stage of readiness for stakeholders empowers Safety Teams to determine needs and next steps for training and preparation for recovery readiness.



## Emotional Phases of Disaster Response

The phases of disaster depict a survivor's reactions to and recovery from a disaster and socially both psychologically. Recovery revolves around many factors from the type of disaster, speed of onset, the degree of impact, the size and scope, as well as the personal assets and vulnerabilities that either mitigate or exacerbate disaster stress. Whether the disaster stems from natural, man-made or technological, an individual, school district, and community will fluctuate throughout these phases during the recovery period.



Dewolf, D.J. (2000). *Training Manual for Mental Health and Human Service Workers in Major Disasters*, Second Edition.



## **ANNEXES**

- A. Continuity of Operations Plan (COOP)
- B. Communications Plan
- C. Job Action Sheets
- D. Hazard Identification Risk Assessment Tool (HIRA)
- E. Threat Hazard Assessment Walkthrough Tool (THAW)
- F. Hazard Sheets
- G. Maps, Floorplans, and Blueprints of District Facilities
- H. After Action Review Template
- I. Corrective Action Plan Template
- J. Pandemic Plan
- K. Staff Skills Survey
- L. Transportation Annex
- M. Safety and Security Overview
- N. Threat Assessment Policy and Procedures
- O. Safety Meetings, Training and Drill/Exercise Schedule
- P. Glossary

## ANNEX A: CONTINUITY OF OPERATIONS PLAN (COOP)

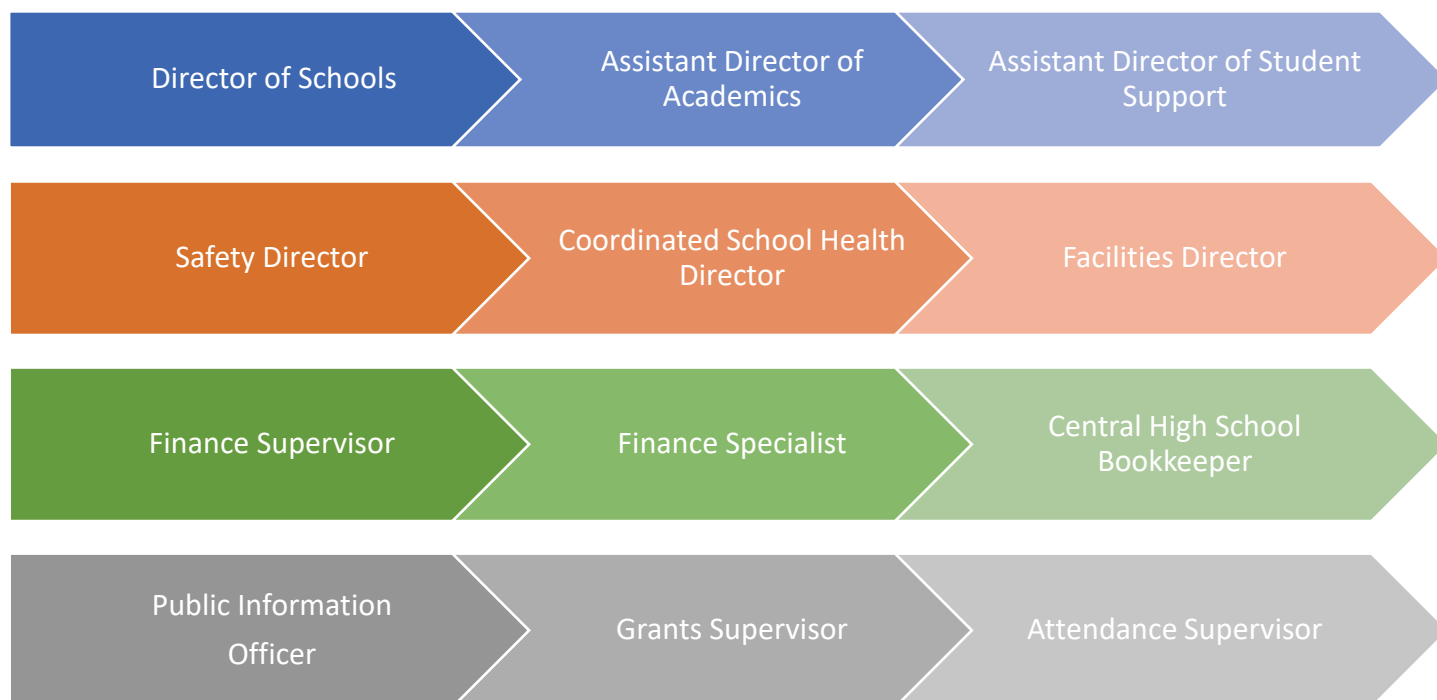
### Purpose

The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of normal operations. These essential operations are the academic, business, and physical facilities of the school district.

### Lines of Succession

In the event one of the following position staff members are unavailable (either physically or because of adverse circumstances that prevent him/her from performing job functions) the following lines of succession will naturally occur without policy or official action being required.

For the purpose of identifying essential functions, the following are the only listed positions. However, all departments and offices within the district should identify lines of succession for essential personnel to perform the department's daily mission.



### Vital Records

Vital records are archived or retained on portable hard drives that reside within the district's backup server room. These portable drives are replicated and mirrored to existing district servers to ensure up-to-the-minute accuracy in data. Technology personnel will retrieve these drives and transport them to the off-site location.

### Alternate Facilities

- District Business Office
- District Support/Maintenance Office

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. Technological systems available at the site will need to be tested for compatibility.

## Roles and Responsibilities

Designated district personnel will perform the essential functions as listed below:

|   |   |
|---|---|
| <b>Director of Schools / Superintendent</b> | <ul style="list-style-type: none"> <li>– Determine when to activate COOP plan and relocate to the alternate site. Authority for activation may be delegated or implemented by automatic pre-designated triggers.</li> <li>– Oversee planning and tactics to ensure the district's goals and objectives are met, where practical</li> <li>– Ensure dissemination of information to District personnel, school staff and faculty, students, families, and the public.</li> <li>– Communicate with media and the larger school community.</li> <li>– Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> <li>– Ensure systems are in place for rapid contract execution after an incident.</li> <li>– Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.</li> </ul> |
| <b>Facilities Manager</b>                   | <ul style="list-style-type: none"> <li>– Work with local government officials to determine when it is safe to return to district facility.</li> <li>– Manage the restoration of the district facility and grounds.</li> <li>– Identify additional personnel, resources, and services for continued operations.</li> </ul>   |
| <b>Administrative Support</b>               | <ul style="list-style-type: none"> <li>– Maintain inventory.</li> <li>– Maintain essential records.</li> <li>– Retrieve, collect, and maintain all personnel data (emergency contacts information, etc.)</li> <li>– Provide accounts payable and cash management services.</li> <li>– Identify additional personnel, resources, and services for continued operations.</li> </ul>   |
| <b>Coordinated School Health Supervisor</b> | <ul style="list-style-type: none"> <li>– Establish support services for personnel.</li> <li>– Implement additional response and recovery activities according to established procedures.</li> <li>– Identify additional personnel, resources, and services for continued operations.</li> </ul>   |
| <b>Foods and Nutrition Supervisor</b>       | <ul style="list-style-type: none"> <li>– Implement procedures to monitor food temperatures and ensure food safety/handling procedures.</li> <li>– Implement contracts for food and food service equipment.</li> <li>– Ensure staff are adequately trained and competent with temporary or replacement equipment.</li> </ul>   |
| <b>Transportation Director</b>              | <ul style="list-style-type: none"> <li>– Implement contracts for service, where necessary, to ensure all students have safe transportation.</li> <li>– Ensure all operators of temporary or replacement equipment have been adequately trained to ensure safe operation.</li> <li>– Work with superintendent to ensure all students are accounted for during temporary or emergency routes.</li> </ul>  |
| <b>Mental Health Supervisor</b>             | <ul style="list-style-type: none"> <li>– Identify emotional wellbeing needs to maintain the district goals and objectives.</li> <li>– Establish services (including implementing contracts for services) necessary to meet the emotional needs of every student, faculty, staff, and district staff member.</li> <li>– Work with district and school-level leaders to establish long-term recovery needs for emotional wellbeing and advise leaders on tactics which will improve recovery of all involved.</li> </ul>  |
| <b>Curriculum Supervisor</b>                | <ul style="list-style-type: none"> <li>– Determine procedures needed to meet State standards for education.</li> <li>– Implement contracts for services to aid in maintaining temporary learning environments.</li> <li>– Establish long-term plan to ensure students meet standards needed for graduation and incremental grade advancements.</li> </ul>   |

## ANNEX B: COMMUNICATIONS PLAN

### Purpose

The Communications Appendix is designed as a tool for district leaders and communications personnel to ensure standardized communications, both internally and externally, during times of crisis or emergency.

To accomplish communications goals the Public Information Office will:

- Identify the audience.
- Determine the message.
- Utilize appropriate systems based on the audience and message.

### Public Information Officer

The designated Public Information Officer has the responsibility to advise incident commanders on matters of public or internal communication, as well as develop and provide products to assist in communication of incident objectives or pertinent information.

### Go Kit

District personnel who are the primary or backup PIO are provided a “Communications Go Kit” which allows them to work from the field (either at a school campus or remote operations area). This kit should remain available to the PIO at all times, and shall remain secure as it contains private information only available to command staff personnel.

### Joint Information System

The Joint Information System is a series of contacts and mechanisms utilized by the public information officer to communicate among schools, emergency services, and community partners in the event of an incident/emergency. This is a system that must be developed before an incident/crisis occurs, and we are committed to maintaining the relationships and contacts necessary to effectively communicate with other entities involved in an incident.

### Joint Information Center

The Joint Information Center is a physical location where public information officers and assistants can effectively work to create, edit, and disseminate communications to schools, families, and the community when necessary. To effectively manage a joint information center, we will allot two hours during each scheduled school break where the district public information officer shall meet with public information assistants and other agency PIOs to discuss and test communications mechanisms utilized by the district in a time of crisis.

### Communication Priorities

1. **Prevention/Mitigation:** PIOs should continuously strive to prepare district personnel, students, parents, and the public for emergencies involving schools. The PIO operates under the direction of the director of schools and is granted permission to speak on behalf of the district.
2. **Notification (response):** PIOs will serve as the expert advisor to the director of schools and command staff for matters of school notification and public communications. It is the goal of the district to quickly notify all schools that will imminently be affected by an event, as well as other schools/facilities that may potentially be impacted.  
In the event that a large-scale event occurs which may cause public unrest or will carry across multiple schools/facilities, widespread notification of all school employees and parents is paramount. Public information teams will work to craft one message that will be utilized by all staff speaking to parents, community members, or other interested parties on behalf of the district. All media inquiries will be directed through the PIO or their designee.
3. **Call to Action:** When schools require additional support, or require parents and community members to follow a specific plan or series of actions, a call to action may be used. The call to action must be directed by the command staff and relayed through the public information team (Joint Information Center).

## Audiences

The most important step in communicating with targeted populations is identifying the audience. The following is a list of anticipated audiences who may need to be considered when communicating from the district to our anticipated audiences.

|                               |   |
|-------------------------------|---|
| <b>Central Office</b>         | The central office is considered the nerve center of the district and personnel working within the central office will be crucial to effectively ensuring individual areas within district services. This includes support personnel that are assigned to district-wide responsibilities.   |
| <b>School Faculty / Staff</b> | The bulk of communication that comes from schools to parents occurs from individual school campuses to their parent populations. Many times, school faculty/staff are asked about events occurring at other campuses, as the community sees school personnel as experts in their respective fields.   |
| <b>Students</b>               | Students are the most vulnerable population we are charged to protect. When an incident occurs, or is imminent, students must be informed of the appropriate response actions. Students also serve as the first point of contact for most parents/guardians. Giving students the specific message, you want portrayed to parents/guardians is possibly the most effective way to control what messages are received by various groups involved or affected by the incident. |
| <b>Parents / Guardians</b>    | Parents and guardians will serve as the best supporters or worst stumbling blocks during times of crisis. Historical events have proven that communicating honestly and quickly with parents and guardians will serve to be the greatest source of public trust and buy-in. It is the priority of the district to communicate quickly and honestly with families during a time of crisis.   |
| <b>Community Partners</b>     | Emergency services and other engaged community partners are vital to the success of the district during emergencies or crises. Communications with community partners are essential and must be considered during command staff planning.   |
| <b>School Board Members</b>   | School Board members are great spokespersons for the district, especially to high stakes community partners who support the district's daily mission. Ensuring Board members are informed and updated is a priority of the district.  |
| <b>Public / Community</b>     | Schools are an integral part of every community. The school district has a responsibility to notify the public when incidents occur at our schools. Open communication will assist in fostering public trust, understanding, and buy-in.  |

## Communication Systems

The following is a list of communications systems and their uses:

|                                   |   |
|-----------------------------------|---|
| <b>Mass Call System</b>           | Utilized by the district and schools to communicate to parents and stakeholders within the school. To maximize effectiveness of this system, contacts must be updated routinely.  |
| <b>Mainstream Radio</b>           | Radio stations broadcast on AM and FM frequencies which can reach for many miles. Though many listeners prefer satellite or subscription radio services, most of the population still turns to radio (especially in small communities) for up-to-date information in a crisis.  |
| <b>Television</b>                 | Often school crises become breaking news on local and regional television news stations. This can be utilized as a way of not only telling the story but also getting information to the parents and the community. Many communities also have local television news/bulletin channels that can be utilized for urgent information.   |
| <b>Newspaper</b>                  | Though newspaper is a media that takes time to get to the hands of readers, many still consider it among the most reliable sources in terms of the quality of information reported. Newspapers routinely author articles in a series, allowing the reader multiple articles to gain more detailed information.  |
| <b>Social Media</b>               | The district maintains social media accounts. Utilized for district updates, school closings/delays, and classroom highlights. Social media is the fastest method to spread information. It is the policy of the district to delete old information as new is posted to prevent readers from receiving old information. The district also encourages principals to script messages for students to post on behalf of the school, on their personal accounts, to ensure a unified message is given from all accounts, minimizing rumors. |
| <b>Handouts / Flyers</b>          | Handouts and fliers are considered an official communication to many parents. They are a great way to put information in the hands of families who may need to refer to the information at later dates. They are also a great way to get official statements, with more detailed information, in the hands of families.   |
| <b>Bulletin Boards / Marquees</b> | Bulletin boards and marquees are a great way to put headlines or brief statements in front of a targeted group that is near the venue. In order for marquees and boards to be noticed, they must be updated and contain pertinent information in abbreviated formats.   |
| <b>Email</b>                      | Emails are a great way to inform concentrated groups of people. Groups established for teachers, students, and families, as well as key stakeholders in the school can be easy ways to customize messaging to target groups.  |

## Redundant Communications Systems

Redundancy in systems is key to success in communications during times of disasters. The district supplies PIOs with equipment necessary to communicate when mainstream systems are ineffective. Many times, schools may be part of the county emergency operations plan when normal systems are rendered ineffective. The ability to develop large amounts of distributable material and large signs/banners will prove invaluable to emergency services and schools when standard lines of communication are down.

The district attempts two and three contacts per communications system. At no point will less than two district personnel be capable of using any communications system that may be used in an emergency.

In times where networking and connectivity is inoperable, personnel will identify means of communication without relying on email systems and cellular phone connectivity.

## **ANNEX C: SDST JOB ACTION SHEETS**

### **School District Safety Team Leader – Job Action Sheet**

#### ***Responsibilities***

- Oversees school district response to major incidents.
- Participates in media briefings as necessary.
- Coordinates with Fiction County Emergency Operations Center.
- Designates EOC Liaison to Fiction County Emergency Operations Center.
- Informs School Board President.

#### ***Immediate Actions*** (Should be initiated within the first hour of the emergency)

- ☐ Initiates the SDEOP and assumes the role of SDST leader.
- ☐ Notifies SDST Team and sends EOC Liaison to the **Fiction** EOC.
- ☐ Notifies the School Board of the incident.
- ☐ Establishes online communication with the EOC and the 911-center dispatcher.
- ☐ Appoints all SDST staff positions. Depending on the situation at hand, all positions may not be filled.
- ☐ Attends the status/action plan meeting.
- ☐ Monitors status reports from On-Scene Incident Commander.
- ☐ Determines the need for participation of outside resource representatives.
- ☐ Communicates status to the EOC, County Executives, and other appropriate agencies, as necessary.
- ☐ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

#### ***Intermediate Actions*** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Authorizes resources as needed or requested.
- ☐ Attends briefings as scheduled by SDST Leader.
- ☐ Approves media releases submitted by the Public Information Officer.
- ☐ Communicates status to the EOC, County Executive, and other appropriate agencies, as necessary.

#### ***Extended Actions*** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Reviews plans for recovery and salvage efforts that may be required, special security requirements that may be indicated (i.e., locking down section of the physical facility for safe purposes and/or to facilitate recovery and salvage efforts), and updates of the action plan regarding its continuance or termination. Said meeting should occur at least once every eight hours.
- ☐ Declares the end of the emergency.
- ☐ Instructs the Section Chiefs and staff to submit a written summary of their activities during the emergency, within 72 hours (about 3 days).
- ☐ Ensures a detailed review and evaluation of the response to the emergency within two weeks.
- ☐ Appoints a team to relieve the initial SDST and provide meeting to debrief the situation, if needed.

## Emergency Operations Center (EOC) Liaison – Job Action Sheet

### **Responsibilities**

- Reports to EOC, if and when operational.
- Provides SDST Leader with current operational information.
- Provides EOC with information and contacts for school district.

### **Immediate Actions** (Should be within first hour of emergency)

- ☐ Establishes communication with local emergency manager.
- ☐ Reports to the **County** Emergency Operations Center (EOC)
- ☐ Establishes communication with the SDST Leader ANY time EOC is activated.

### **Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Keeps SDST Leader or designee updated on situation based on EOC communication.
- ☐ Keeps the EOC apprised of the school system's response.

### **Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Advises the SDST Leader when the emergency is declared over.



## Public Information Officer (PIO) – Job Action Sheet

### Responsibilities

- Coordinates information release with other County agency PIOs.
- Provides press releases.
- Coordinates communications with school system employees.
- Coordinates communications with parents.
- Coordinates communications with all agencies/stakeholders

### Immediate Actions (Should be initiated within the first hour of the emergency)

- ☐ Reports upon arrival to SDST Leader.
- ☐ Places position identification tent by seat.
- ☐ Obtains a briefing on the situation.
- ☐ Attends all status/action plan meetings called by the SDST Leader.
- ☐ Establishes and maintains ongoing communications with the Liaison Officer.
- ☐ Uses the Public Information office as the official information center. In the event of an internal disaster, the official information center will be located as close as possible to the SDST.
- ☐ Establishes a press briefing room off-site.
- ☐ Establishes and implements access control pertaining to the news media.
- ☐ Establishes and maintains ongoing communications with the Public Information Officers from other agencies that are involved in the situation.
- ☐ Leader's review and approval that describes the school system's initial response to the situation.
- ☐ Provides statements to be shared with the public to all emergency support staff in Public Information and admin personnel throughout **Central Office**.
- ☐ Monitors news broadcasts about incident and corrects any misinformation heard.
- ☐ Keeps the SDST Leader advised of any changes in the response to the emergency by other agencies
- ☐ Adopts a proactive attitude. Thinks ahead, anticipates situations and problems before occurring.

### Intermediate Actions (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Attends all briefings called by the SDST Leader.
- ☐ Ensures that rumor control function is established as necessary and has the means for identifying false or erroneous information. Develops a procedure to be used to stop such information.
- ☐ Prepares periodic briefings for the EOC, **County Mayor**, and other appropriate agencies, as necessary.
- ☐ Designates staff to the site of the emergency, as needed.

### Extended Actions (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Obtains regular updates from SDST Leader.
- ☐ Conducts shift change briefings with emergency communications staff.
- ☐ Provides a written summary of related activities performed within 72 hours of the emergency being declared over.
- ☐ Provides assistance as required in ensuring that staff and volunteers who provided assistance during the emergency receive appropriate and timely recognition for their efforts.
- ☐ Prepares final news releases and advises media representatives of points-of-contact for follow-up stories.

## Logistics Section Chief – Job Action Sheet

### **Responsibilities**

- Organizes and directs those operations associated with maintenance of the physical environment and SDST command post.
- Advises SDST Leader.
- Oversees all areas identified in Logistics chain of command.

### **Immediate Actions** (Should be initiated within the first hour of the emergency)

- ☐ Check-in upon arrival with SDST Leader.
- ☐ Places position identification tent by seat.
- ☐ Obtains a briefing on the situation.
- ☐ Attends the status/action meeting called by the SDST Leader.
- ☐ Ensures that directives from the SDST Leader are carried out in a timely and appropriate fashion.
- ☐ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

### **Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Makes requests to the SDST Leader for resources needed.
- ☐ Attends briefings with the SDST Leader and provides status reports and recommendations for updating action plans regarding the continuance and termination of the plans or parts thereof.

### **Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Meets with the SDST Leader to discuss recovery and salvage efforts that may be required.
- ☐ Meets with the SDST Leader as deemed necessary.
- ☐ Ensures that actions are taken to return the section to normal operations once the SDST Leader has declared the emergency over.
- ☐ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

## Support Services Section Chief – Job Action Sheet

### **Responsibilities**

- Organizes and directs those operations associated with the health and well-being of students/staff.
- Ensures that students at affected sites are accounted for.
- Develops short- and long-term action plans for the care of students.
- Ensures critical incident stress management services are available for students.
- Advises SDST Leader.
- Oversees all areas identified in Student Support Services chain of command.
- Assembles staff to provide assistance for care of evacuated or displaced students and staff.

### **Immediate Actions** (Should be initiated within the first hour of the emergency)

- ☐ Reports to SDST Leader.
- ☐ Places position identification tent by seat.
- ☐ Obtains a briefing on the situation.
- ☐ Attends the status/action meeting called by the SDST Leader.
- ☐ Provides SDST Leader with information regarding any health concerns of students and staff at affected sites.
- ☐ Collaborates with Health, Police, and Fire Departments in the timely response to address immediate health concerns.
- ☐ Ensures that directives from the SDST Leader are carried out in a timely and appropriate fashion.
- ☐ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

### **Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Makes requests to the SDST Leader for resources needed by the affected site(s).
- ☐ Attends briefings with the SDST Leader and provides status reports on allocation of resources.

### **Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Meets with the SDST Leader to discuss recovery and salvage efforts that may be required.
- ☐ Meets with the SDST Leader as deemed necessary.
- ☐ Ensures that actions are taken to return the section to normal operations once the SDST Leader has declared the emergency over.
- ☐ Plans with SDST Leader if additional resources are needed at the site for a time span after the emergency.
- ☐ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

## Technology Section Chief – Job Action Sheet

### **Responsibilities**

- Organizes and directs those operations associated with technology.
- Works with EOC designee to ensure open lines of communication among all affected sites, incident command post, and EOC.
- Oversees all areas identified in Technology chain of command.

### **Immediate Actions** (Should be initiated within the first hour of the emergency)

- ☐ Checks in upon arrival with the SDST Leader.
- ☐ Places position identification tent by seat.
- ☐ Obtains a briefing on the situation.
- ☐ Attends the status/action meeting called by the SDST Leader.
- ☐ Provides SDST Leader with the initial impact report on areas of responsibility.

### **Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Makes requests to SDST Leader for any needed resources.
- ☐ Attends briefings with the SDST Leader.
- ☐ Assures technology components are in place and operational (e.g., telephone, computer, internet, printing).
- ☐ Readies data sources pertinent to incident (e.g., weather, news, GIS, internet, emergency plans, floor plans, aerial photography, HAZMAT response guide).
- ☐ Monitors and updates data sources as necessary.

### **Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Meets with the SDST Leader to discuss recovery efforts that may be required.
- ☐ Meets with the SDST Leader as appropriate.
- ☐ Ensures that actions are taken to return the section to normal operations once the SDST Leader has declared the emergency over.
- ☐ Assures that direct reports provide the Finance Section Chief with a report of expenses incurred as a result of the emergency, once the emergency is declared over. Additional expenses would include manpower costs (overtime) and costs associated with the rental of equipment or the purchase of additional supplies and/or materials.
- ☐ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

## Fiscal Services – Job Action Sheet

### **Responsibilities**

- Tracks ongoing expenses.
- Facilitates the purchase of equipment and supplies.

### **Immediate Actions** (Should be initiated within the first hour of the emergency)

- ☐ Establishes line of communication with SDST Leader.
- ☐ Establishes means to expedite any purchase requests.

### **Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Receives briefing from SDST Leader or designee regarding the status of the crisis.

### **Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Prepares fiscal summary of expenditures during the critical incident.

## **Recorder – Job Action Sheet**

### ***Responsibilities***

- Notifies SDST members of incident and location of command post.
- Documents all meeting results, directives, and decisions.
- Keeps accurate files on all meetings.
- Maintains files on all press releases.
- Works with SDST Leader to ascertain any additional support/clerical personnel needed.
- Documents who is assigned to command post and any replacement team members.
- Maintains all copies of site-based emergency plans.
- Completes the SDST Assignment sheet annually or when any changes occur.
- Sends copy of SDST assignments to all members and Office of Security.
- Maintains file cabinet with updated Team Recorder notebook at command center.

### ***Immediate Actions*** (Should be initiated within the first hour of the emergency)

- ☐ Check-in with the SDST Leader upon arrival
- ☐ Places position identification tent by seat.
- ☐ Attend first briefing session on the emergency situation.
- ☐ Records all discussion and decisions.
- ☐ Adopts a proactive attitude.

### ***Intermediate Actions*** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- ☐ Establishes filing cabinets to maintain notes and files from meetings.
- ☐ Establishes a room for word processing and, if possible, a dedicated FAX line.

### ***Extended Actions*** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- ☐ Obtains status reports from SDST Leader and organizes the reports in a binder labeled with date and time.

## ANNEX D: HAZARD IDENTIFICATION RISK ASSESSMENT (HIRA)

### Probability:

The frequency of occurrence. This can range from near 100 % probability to less than 1 % probability in the next 3 years.

| Probability   | Description                                |
|---------------|--|
| Highly Likely | Near 100% probability in the next 3 years  |
| Likely        | 10 to 100% probability in the next 3 years |
| Possible      | 1 to 10% probability in the next 3 years   |
| Unlikely      | Less than 1% probability in next 3 years   |

### Intensity/Severity:

The impact or damage expected. Damage may range from catastrophic (hazards result in deaths and/or more than 50% property severely damaged) to negligible (hazard resulting in minor injuries and/or less than 10% of property damaged).

| Intensity/Severity | Description  |
|--------------------|--|
| Catastrophic       | Deaths; more than 50% of property severely damaged   |
| Critical           | Injuries or illness resulting in permanent disability; 25-50% of property severely damaged |
| Limited            | Temporary injuries; 10-25% of property damaged   |
| Negligible         | Minor injuries; less than 10% of property damaged  |

### Time:

How fast the threat or hazard can impact the school district. The time interval may be minimal or no warning before the hazard occurs, or there may be more than 24 hours advance notice.

| Time  |                            |
|-------|----------------------------|
| Min   | Minimal or no warning      |
| 6-12  | 6 to 12 hours warning      |
| 12-24 | 12 to 24 hours warning     |
| 24+   | More than 24 hours warning |

## Hazard Identification Risk Assessment (HIRA) Tool

| Type                   | Could This Happen | Historical Account | Probability | Intensity/ Severity Property | Intensity/ Severity Injury/Illness | Time |
|------------------------|-------------------|--------------------|-------------|------------------------------|------------------------------------|------|
| <b>Natural Hazards</b> |                   |                    |             |                              |                                    |      |
| Earthquake             | No                |                    |             |                              |                                    |      |
| Flood                  | No                |                    |             |                              |                                    |      |
| Severe Storms          | No                |                    |             |                              |                                    |      |
| Tornado                | No                |                    |             |                              |                                    |      |
| Other                  |                   |                    |             |                              |                                    |      |

|                              |    |  |  |  |  |  |
|------------------------------|----|--|--|--|--|--|
| <b>Technological Hazards</b> |    |  |  |  |  |  |
| Communicable Disease         | No |  |  |  |  |  |
| HazMat Release               | No |  |  |  |  |  |
| Other                        |    |  |  |  |  |  |

|                              |    |  |  |  |  |  |
|------------------------------|----|--|--|--|--|--|
| <b>Man-Made Hazard</b>       |    |  |  |  |  |  |
| Active Aggressor/ Shooter    | No |  |  |  |  |  |
| Bomb Threat                  | No |  |  |  |  |  |
| Bullying                     | No |  |  |  |  |  |
| Crime In Community           | No |  |  |  |  |  |
| Fire/ Explosion              | No |  |  |  |  |  |
| Foodborne Outbreak           | No |  |  |  |  |  |
| Hostage                      | No |  |  |  |  |  |
| Intruder                     | No |  |  |  |  |  |
| Medical Emergency            | No |  |  |  |  |  |
| Missing Student/ Abduction   | No |  |  |  |  |  |
| Nuclear Power Plant Accident | No |  |  |  |  |  |
| Suicide                      | No |  |  |  |  |  |
| Other                        |    |  |  |  |  |  |



## ANNEX E: THREAT HAZARD ASSESSMENT WALKTHROUGH (THAW)

| Identifying School-Based Threats/Hazards—Classroom Checklist   |                |
|--|----------------|
| Room:  | Date Surveyed: |
| Threat/Hazard  | Comments       |
| <input type="checkbox"/> Free-standing cabinets, bookcases, and wall shelves                                 |                |
| <input type="checkbox"/> Heavy objects on high shelves   |                |
| <input type="checkbox"/> Aquariums and other potentially hazardous displays located near seating areas       |                |
| <input type="checkbox"/> Unsecured TV monitors   |                |
| <input type="checkbox"/> Unsecured wall-mounted objects  |                |
| <input type="checkbox"/> Hanging plants above or near seating areas  |                |
| <input type="checkbox"/> Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia) |                |
| <input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source             |                |
| <input type="checkbox"/> Other threats/hazards (list):   |                |

| Identifying School-Based Threats/Hazards—Building Checklist   |                |
|---|----------------|
| Area:   | Date Surveyed: |
| Threat/Hazard   | Comments       |
| <input type="checkbox"/> Extended, unsupported roof spans   |                |
| <input type="checkbox"/> Large windows or panes of glass, especially: <ul style="list-style-type: none"> <li><input type="checkbox"/> Not composed of safety glass</li> <li><input type="checkbox"/> Located near exits or evacuation routes</li> </ul>   |                |
| <input type="checkbox"/> Suspended ceilings and light fixtures  |                |
| <input type="checkbox"/> Incompatible chemicals stored in close proximity or not stored to withstand falling and breaking   |                |
| <input type="checkbox"/> Hazardous materials located in areas that do not have warning signs  |                |
| <input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source  |                |
| <input type="checkbox"/> Unsecured heavy or unstable items, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Portable room dividers</li> <li><input type="checkbox"/> Appliances (e.g., water heaters, space heaters, microwave ovens)</li> <li><input type="checkbox"/> Filing cabinets, bookcases, and wall shelves</li> <li><input type="checkbox"/> Athletic equipment</li> <li><input type="checkbox"/> Vending machines</li> <li><input type="checkbox"/> TV monitors</li> <li><input type="checkbox"/> Wall-mounted objects</li> <li><input type="checkbox"/> Aquariums</li> <li><input type="checkbox"/> Table lamps</li> </ul> |                |
| <input type="checkbox"/> Unsecured fire extinguishers or fire extinguishers that require recharging   |                |
| <input type="checkbox"/> Electrical equipment   |                |
| <input type="checkbox"/> Heavy objects on high shelves  |                |
| <input type="checkbox"/> Hanging plants above or near seating areas   |                |

|  |  |
|--|--|
| <input type="checkbox"/> Other threats/hazards (list): |  |
|--|--|

| Identifying School-Based Threats/Hazards—School Grounds Checklist   |                |
|---|----------------|
| Area:   | Date Surveyed: |
| Threat/Hazard   | Comments       |
| School Building:<br><input type="checkbox"/> Long, unsupported roof spans<br><input type="checkbox"/> Large windowpanes (especially over exits)<br><input type="checkbox"/> Heating and air conditioning units<br><input type="checkbox"/> Overhangs<br><input type="checkbox"/> Trees or shrubs that require pruning.<br><input type="checkbox"/> Other hazards (list):  |                |
| Other Structures:<br><input type="checkbox"/> Unsecured portable structures<br><input type="checkbox"/> Unsecured siding or roofing materials<br><input type="checkbox"/> Incompatible chemical storage<br><input type="checkbox"/> Inadequate ventilation<br><input type="checkbox"/> Other threats/hazards (list):  |                |
| Playground:<br><input type="checkbox"/> Equipment in need of repair<br><input type="checkbox"/> Rocks or other material that could cause injury<br><input type="checkbox"/> Fences in need of repair<br><input type="checkbox"/> Exposed nails, screws, or bolts<br><input type="checkbox"/> Other threats/hazards (list):  |                |
| School Grounds/Neighborhood:<br><input type="checkbox"/> Trees or shrubs that present a fire or wind threat/hazard<br><input type="checkbox"/> Streams in close proximity<br><input type="checkbox"/> Electrical wires<br><input type="checkbox"/> Gasoline or propane tanks<br><input type="checkbox"/> Natural gas lines<br><input type="checkbox"/> Fences in need of repair<br><input type="checkbox"/> Other threats/hazards (list): |                |

## ANNEX F: HAZARD SHEETS

The following Hazard Sheets are broken down by individual hazard. Only include the hazards that were identified through your Hazard Identification Risk Assessment Tool (HIRA).

The **Disaster Office** will use this tool to:

1. Identify methods to prevent, protect, or mitigate the hazard, identify response procedures, and establish recovery measures to help re-establish the educational setting,
2. Assign and document preparedness and recovery tasks and the responsible party.
3. Document response actions, time they were conducted, and the person that conducted them.
4. Following a crisis, use the completed hazard sheet to help identify corrective actions.
5. Train the school community on procedures.

Responsible party denotes the individual who is responsible for ensuring the preparedness action is carried out.

### Hazard Sheet Index

- [Active Aggressor / Active Shooter / Intruder](#)
- [Bomb Threat](#)
- [Bullying](#)
- [Communicable / Infectious Disease / Pandemic](#)
- [Crime in Vicinity](#)
- [Cybersecurity](#)
- [Earthquake](#)
- [Fire / Explosion](#)
- [Flood](#)
- [Hazardous Materials Release / Chemical Accident](#)
- [Hostage](#)
- [Medical Emergency](#)
- [Missing Student / Abduction](#)
- [Nuclear Power Plant Accident](#)
- [Severe Weather / Tornado](#)
- [Suicide Threat or Attempt](#)

| ACTIVE AGGRESSOR / ACTIVE SHOOTER / INTRUDER   |      |  | “Lockdown”<br>“Evacuation”<br>“Get Inside” |
|--|------|--|--|
| An active aggressor, 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, a knife, a bomb or other harmful device. |      |  |  |
| This Hazard may also apply to an individual who enters a school building with criminal intent.   |      |  |  |
| Date   | Time | Measures to Prepare  | Responsible Position                       |
|  |      | <b>Control Access to School:</b> Maintain a secure environment using the methods identified in <a href="#">physical protection section</a> of this plan.   | Safety Director                            |
|  |      | <b>Visitor Management:</b> Utilize a visitor management system, post signs and requirements for visitors to enter at front entrance.   | Facilities Director                        |
|  |      | <b>Train:</b> Instruct school personnel and students to refuse requests to open exterior doors <u>for anyone</u> .   | Safety Director                            |
|  |      | <b>Exercise:</b> Conduct the annual active intruder drill  | Safety Director                            |
|  |      | Conduct Threat Assessment Team training to monitor and provide interventions for at-risk students.   | Safety Director                            |
| Date   | Time | Measures to Respond  | Responsible Position                       |
|  |      | <b>IDENTIFY THE THREAT:</b> gunfire, eyewitness, alert, etc.   |  |
|  |      | <b>NOTIFY:</b> inform building occupants to take protective measures. Advise School Resource Officer.  |  |
|  |      | <b>INITIATE PROTECTIVE ACTIONS:</b> Depending on the situation,<br><br><b>LOCKDOWN or EVACUATE.</b><br><br>Avoid, Deny, Defend   |  |
|  |      | Remain calm and quiet.   |  |
|  |      | <b>INFORM:</b> anyone can call 911, provide as many details as possible. Do not assume others are calling.   |  |
|  |      | <b>FIRE ALARM</b> during Lockdown: <ul style="list-style-type: none"> <li>Do NOT evacuate immediately.</li> <li>If safe to do so, attempt to identify the source and determine whether there is a fire.</li> <li>Staff and students may need to remain in their lockdown or lockout positions.</li> <li>However, if smoke or other evidence of fire is present, individual staff are encouraged to evaluate the situation. If it is believed that the threat from fire is more serious than the threat from the assailant, staff are encouraged to evacuate. Consider other means to evacuate – such as windows – if appropriate.</li> </ul> |  |
|  |      | Follow directions from law enforcement.  |  |
|  |      | Account for all students, visitors, and school personnel.  |  |
|  |      | Activate relocation plan, as necessary.  |  |
|  |      | Activate reunification plan, as necessary.   |  |
|  |      | Activate communications plan, as necessary.  |  |
| Date   | Time | Measures to Recover  | Responsible Position                       |
|  |      | Provide immediate crisis counseling.   |  |
|  |      | Conduct debriefing with school personnel.  |  |
|  |      | Provide ongoing communications with school personnel, students, and parents.   |  |
|  |      | Identify and implement corrective actions.   |  |

| BOMB THREAT   |      |  | "Evacuation"         |
|---|------|--|----------------------|
| Notification of or perceived/actual presence of a destructive device(s) or suspicious package(s) on school property. This may include a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature. |      |  |                      |
| Date  | Time | Measures to Prepare  | Responsible Position |
|   |      | Maintain control access through methods identified in physical protection section of plan.   | Safety Director      |
|   |      | Ensure <a href="#">Bomb Threat Checklists</a> are by all phones in main office and all staff are familiar with Bomb Threat procedures  |                      |
|   |      | Train all Staff to <b>R.A.I.N.</b> <ul style="list-style-type: none"> <li>• <b>RECOGNIZE</b> – environmental awareness</li> <li>• <b>AVOID</b> – do not touch or alter device/info</li> <li>• <b>ISOLATE</b> – evacuate area, preserve scene</li> <li>• <b>NOTIFY</b> – call 911, notify administration</li> </ul> |                      |
| Date  | Time | Measures to Respond  | Responsible Position |
|   |      | <b>PHONE THREAT:</b> Keep caller on phone as long as possible and alert another staff member of the threat. Gather as much information as possible from caller, record everything they say, and try to make note of background noise.  |                      |
|   |      | <b>DISCOVERED THREAT:</b> (i.e. note, social media, etc.) Do not disturb scene, make note of as many details as possible and immediately alert administrator. Prevent access to scene and avoid use of cellular phones and radios in immediate vicinity.   |                      |
|   |      | <b>THREATING DEVICE:</b> Do not make sudden movements or place anything on/over it and move as far away as possible.<br><br><b>AVOID, ISOLATE, and NOTIFY.</b><br><br>Prevent access to scene and avoid use of cellular phones and radios in immediate vicinity  |                      |
|   |      | <b>Call 911</b> , advise them of the situation, and all information.   |                      |
|   |      | If there is sufficient time, ensure evacuation route and evacuation site are clear before calling for evacuation.  |                      |
|   |      | <b>EVACUATE:</b> Prioritize areas with suspicion items or area mentioned as targets. Establish perimeters, implement access control, manage traffic flow, and maintain order.  |                      |
|   |      | Consider secondary hazards (e.g. electric, gas, fire, toxicants, etc.). If one device is found expect there to be more   |                      |
|   |      | Designate school personnel to assist responders with search  |                      |
|   |      | Account for all students and school personnel  |                      |
|   |      | Wait for responders to give "All Clear" before returning inside.   |                      |
| Date  | Time | Measures to Recover  | Responsible Position |
|   |      | Document injuries, file claims, etc.   |                      |
|   |      | Provide mandatory debriefing with faculty, and students ( <i>school community as needed</i> )  |                      |
|   |      | Release media statement if necessary   |                      |
|   |      | Provide counseling services if needed.   |                      |
|   |      | Conduct Threat Assessment on students who make Bomb Threats or Threatening Devices   |                      |

[Return to Hazard Sheet Index](#)

## BULLYING

Bullying is unwanted behavior among school aged children that involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumors and attacking someone physically or verbally.

The district's harassment and bullying policies can be found at: [insert a link to where these policies can be found](#)

| Date | Time | Measures to Prepare  | Responsible Position               |
|------|------|--|------------------------------------|
|      |      | Conduct annual bullying training for school personnel. (Include reporting mechanism and timeline requirements) | Coordinated School Health Director |
|      |      | Send bullying policies home to parents with student/parent contracts for signature.                            | Coordinated School Health Director |
|      |      | Conduct character education/bullying prevention curriculum for students.                                       | Coordinated School Health Director |
|      |      | Participate in school climate surveys.   | Coordinated School Health Director |
| Date | Time | Measures to Respond  | Responsible Position               |
|      |      | Upon report of bullying incident, conduct investigation.   |                                    |
|      |      | <b>Notify</b> parents of incident.   |                                    |
|      |      | Take appropriate <b>disciplinary action</b> .  |                                    |
|      |      | Refer as needed to school counseling students who have bullied others and/or students that have been bullied.  |                                    |
| Date | Time | Measures to Recover  | Responsible Position               |
|      |      | Identify and implement corrective actions.   |                                    |
|      |      | Provide counseling services if needed.   |                                    |

**Note:** Per [T.C.A. § 49-6-812](#) The district-wide safety plan and building-level emergency response plan are developed in such a manner as to be consistent with the district's harassment and bullying policies developed pursuant to [T.C.A. § 49-6-4503](#).

[Return to Hazard Sheet Index](#)

## COMMUNICABLE / INFECTIOUS DISEASE / PANDEMIC

Diseases transmissible by direct contact with an affected individual or by indirect means. Schools are vulnerable to disease due to the possibility of rapid spread.

A pandemic is a global disease outbreak for which there is little to no immunity. A virus or disease can spread quickly when students, staff or visitors are exposed outside the school so precautionary measures are necessary to reduce potential impact to the school community and educational operations.

| Date | Time | Measures to Prepare   | Responsible Position               |
|------|------|---|------------------------------------|
|      |      | Develop and train staff on policies and procedures for preventative measures, potential closure of facilities, symptom monitoring, and containment. | Coordinated School Health Director |
|      |      | Create alternative education plans that may be applied to those who may be exposed.   |                                    |
|      |      | Provide awareness through prevention campaigns and post signs to remind students about good hygiene.  | Coordinated School Health Director |
|      |      | Maintain robust cleaning protocols and supplies of personal protective gear. Stage disinfectant stations in strategic locations.                    | Coordinated School Health Director |
|      |      | Send letters home to parents advising on flu shots and other immunizations.   | Coordinated School Health Director |
|      |      | Collaborate with local health department on preventative measures.  | Coordinated School Health Director |
| Date | Time | Measures to Respond   | Responsible Position               |
|      |      | Minimize exposure through social distancing guidelines if appropriate.  |                                    |
|      |      | Initiate containment and quarantine procedures to isolate exposed individuals from school community.  |                                    |
|      |      | Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).                         |                                    |
|      |      | Coordinate with local health officials on response activities and decision making for ongoing school operations.                                    |                                    |
| Date | Time | Measures to Recover   | Responsible Position               |
|      |      | Monitor local, state and federal emergency management notices and alerts to determine feasibility of return to facilities and operations.           |                                    |
|      |      | Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.  |                                    |
|      |      | Inventory buildings for prevention opportunities  |                                    |
|      |      | Coordinate emotional and psychological support for those returning and in need of additional services.  |                                    |

[Return to Hazard Sheet Index](#)

| CRIME IN THE VICINITY  |      |   | “Soft Lockdown”<br>“Lockdown”<br>“Get Inside” |
|--|------|---|---|
| A crime committed near the school, especially violent crime, can pose a threat to the safety of the school and its operations. It may become necessary to restrict access to the school facility and to ensure that no students are outside. |      |   |   |
| Date   | Time | Measures to Prepare   | Responsible Position                          |
|  |      | Maintain control access through methods identified in physical protection section of plan.  | Safety Director                               |
|  |      | Identify protocols from law enforcement on school notification.                             | Safety Director                               |
|  |      | Conduct “Lockdown” and “Reverse Evacuation” drills.   | Safety Director                               |
| Date   | Time | Measures to Respond   | Responsible Position                          |
|  |      | Upon notification, initiate a<br><b>SOFT LOCKDOWN or LOCKDOWN</b><br><i>as appropriate.</i> |   |
|  |      | Move all students and staff inside the building.  |   |
|  |      | Limit the movement of unescorted students within the school.                                |   |
|  |      | Assist students and staff with special needs.   |   |
|  |      | Activate communications plan.   |   |
| Date   | Time | Measures to Recover   | Responsible Position                          |
|  |      | Inform parents of the measures taken.   |   |
|  |      | Provide counselling services as needed.   |   |

[Return to Hazard Sheet Index](#)



## CYBERSECURITY

The protection of networks, devices, and data from unauthorized access or criminal use, and the practice of ensuring the confidentiality, integrity, and availability of information. Cyber threats can impact either the human (students, teachers, and staff) or the physical or virtual (e.g., information technology [IT] networks and systems) elements of schools and school districts. Types of threats can include data breach, denial of service, spoofing/phishing, malware/scareware/ransomware, unpatched or outdated software vulnerabilities, or removable media.

| Date | Time | Measures to Prepare   | Responsible Position |
|------|------|---|----------------------|
|      |      | <b>Create Cybersecurity Awareness/Culture.</b> This begins with the school leadership and is continually reinforced and promoted. <ul style="list-style-type: none"> <li>Weekly, monthly, bi-monthly</li> <li>Free resources from MS-ISAC</li> <li>Free resources from State</li> </ul>   |                      |
|      |      | <b>Understand Threats and Risks.</b> Cybersecurity awareness training for all staff regarding how to identify threats and/or attacks, how to react and respond to active threats and/or an active attack, password management, acceptable use, removable media considerations, email, malicious techniques, tactics, and procedures (TTPs) and general best practices. <ul style="list-style-type: none"> <li>Use virtual resources (MS-ISAC)</li> <li>Third party instruction</li> <li>State available resources (free and established state contracts)</li> <li>In-service and on-boarding</li> <li>Periodic reminders of cybersecurity (emails, memos, announcements, etc.)</li> </ul> |                      |
|      |      | <b>Policy Documentation.</b> Ensure all employees are aware of, read and understand, and signed Acceptable/Responsible Use Policy, Device Use Policy, and Communication & Reporting Procedures. <ul style="list-style-type: none"> <li>State IT resource examples</li> <li>Department of Education resources</li> </ul>   |                      |
|      |      | <b>Patch and Update Management.</b> Ensure all staff are trained in Patch/Update management for machines and/or devices under their control (keep devices up to date). <ul style="list-style-type: none"> <li>Onsite resources (emails, announcements, memos, etc.)</li> <li>Device/Vendor resources</li> <li>MS-ISAC resources</li> <li>Third party or State resources.</li> </ul>   |                      |

\*Cybersecurity response and recovery measures are continued on the next page.

## Cybersecurity Hazard Sheet - Continued

| Date | Time | Measures to Respond  | Responsible Position |
|------|------|--|----------------------|
|      |      | <p><b>DISCONNECT</b> suspected device(s) from the school network (<i>Ransomware, malicious documents, websites, etc.</i>).</p> <ul style="list-style-type: none"> <li>If physically connected (DSL, Cable, Dial-up, Ethernet cable, etc.) unplug/disconnect device(s) from the network and stop all user activity on the machine(s). Do not search or try to fix the machine(s) – stop all activity.</li> <li>If connected by wireless connection (Wi-Fi), disconnect from the network, and do not allow it to automatically reconnect (settings).</li> <li>Disconnect all Bluetooth devices or removable devices from the network. <b>DO NOT</b> do a safe removal, just remove it. This includes devices such as wireless earbuds, mice, keyboards, etc., USB flash drives and portable drives, etc. <b>DO NOT</b> connect them to any other machine(s) or network – they may be compromised or source of incident.</li> </ul> |                      |
|      |      | <b>STOP:</b> Immediately stop using the device.  |                      |
|      |      | If the device(s) shuts down, do not try to restart, and do not shut down device(s) once removed from the network   |                      |
|      |      | <b>DOCUMENT:</b> Use a camera to take pictures/video of what is happening to the machine(s) and/or device(s), or what is being displayed on the screen. If the machine(s) shuts down, do not try to restart, and do not shut down machine(s) once removed from the network. Do not do “screen shots” - stop using the machine.   |                      |
|      |      | <p><b>Communication.</b> Users must report possible incidents to onsite authority immediately. Onsite authority must report the incident immediately to the school district and approved outside agencies as/if directed (Law enforcement, vendors, etc.).</p> <ul style="list-style-type: none"> <li>Establish a “Call Tree” for appropriate notifications and ensure all staff are aware of its existence and review during training sessions, etc.</li> </ul>   |                      |
|      |      | <p><b>Email issue.</b> If a user opened an email, responded to, or clicked a link in a suspected malicious correspondence, do not try to recall or delete the message. Stop all actions and report the activity to appropriate onsite authority immediately. Do not delete any follow-on messages or responses.</p> <ul style="list-style-type: none"> <li>If information was shared (passwords, username, financial or student information, etc.) note what was shared, and any/all information that was provided.</li> <li>If the machine starts performing visible functions/actions, disconnect from the network and do not shut it down.</li> <li>Report the incident immediately to the appropriate onsite school authority.</li> <li>Once approved to do so by IT, change passwords on machine(s) and/or device(s) and any account possibly compromised.</li> </ul>   |                      |
|      |      | <b>Secure the machine(s) and/or device(s).</b> Ensure the impacted machine(s) and/or device(s) (includes removable media and wireless devices) are secured and not tampered with until IT personnel take possession. Do not allow anyone other than appropriate IT personnel to use the machine – further action may cause more damage or loss of data and jeopardize recovery efforts.  |                      |
| Date | Time | Measures to Recover  | Responsible Position |
|      |      | <p><b>Cooperate with IT and outside agencies.</b> If asked, assist those restoring the network/machine(s) to achieve a complete recovery and resume normal operations.</p> <ul style="list-style-type: none"> <li>Provide documentation as requested or that you believe will be helpful.</li> <li>Be transparent and detailed when describing your actions – even if incorrect.</li> <li>Document/log actions taken when responding to incident.</li> </ul>   |                      |
|      |      | <p><b>Conduct Post-incident Review.</b> Perform a review to identify planning shortfalls and evaluate the execution of the incident response processes to learn from a breach, such as document mistakes, assess how mistakes could have been avoided, and ensure training programs include lessons learned.</p> <ul style="list-style-type: none"> <li>Identify areas of improvement for protective and mitigating measures.</li> <li>Update policies and procedures to reflect improvements.</li> <li>Brief and train staff about the incident and any changes to policies and procedures.</li> <li>Provide school and district administration with a final report with the cause of the cybersecurity incident.</li> </ul>  |                      |

[Return to Hazard Sheet Index](#)

## EARTHQUAKE

**“Drop, Cover, Hold”**

An Earthquake is the result of a sudden release of energy in the Earth’s crust that creates seismic waves. Earthquakes strike suddenly and without warning, occur at any time of the year, and at any time of the day and often occur without notice and can be followed by aftershocks that can be worse than the initial quake. Earthquakes can cause furniture to move and even buildings to collapse.

| Date | Time | Measures to Prepare   | Responsible Position |
|------|------|---|----------------------|
|      |      | Conduct building safety assessments to determine any structural risks.  | Facility Director    |
|      |      | Identify and conduct mitigation measures that may be taken to reduce the loss of life and property.   |                      |
|      |      | Conduct “Drop, Cover, and Hold” drills.   | Safety Director      |
|      |      | Conduct radio communication drill with local responders.  | Safety Director      |
| Date | Time | Measures to Respond   | Responsible Position |
|      |      | Upon shaking, <b>DROP, COVER, and HOLD</b>  |                      |
|      |      | <b>DROP:</b> to the floor, take cover under a nearby desk or table and face away from the windows. Knees on the ground with the back upwards.   |                      |
|      |      | <b>COVER:</b> your head from falling hazards by placing your elbows on the floor and your heads over your head.   |                      |
|      |      | <b>HOLD:</b> on to the table or desk legs and maintain present location/position. This is so that the table or desk does not move away from you.  |                      |
|      |      | <b>If Outside:</b><br>Quickly move away from the building and overhead wires<br><ul style="list-style-type: none"> <li>• Lie flat, face down, and wait for shocks to stop</li> <li>• Do not enter building until it is safe</li> <li>• Do not touch fallen wires</li> </ul> |                      |
|      |      | Assist students and staff with special needs.   |                      |
|      |      | Shutdown appropriate utility and building systems.  |                      |
|      |      | Evacuate to predesignated area, away from power lines, underground gas lines, sewer lines and structures.   |                      |
|      |      | Administer emergency first aid, as needed.  |                      |
|      |      | Account for all students, visitors, and staff.  |                      |
|      |      | Activate off-site <a href="#">relocation plan</a> , if needed.  |                      |
|      |      | Activate <a href="#">reunification plan</a> , if needed.  |                      |
| Date | Time | Measures to Recover   | Responsible Position |
|      |      | Conduct a damage assessment of the facility.  |                      |
|      |      | Report damage assessments to the Facilities Manager or appropriate person.  |                      |
|      |      | Provide counseling services if needed.  |                      |

[Return to Hazard Sheet Index](#)

| FIRE / EXPLOSION  |      |   | "Evacuation"         |
|---|------|---|----------------------|
| A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage. |      |   |                      |
| Burning of materials that result in flames, smoke, and violent bursts.  |      |   |                      |
| Date  | Time | Measures to Prepare   | Responsible Position |
|   |      | Fire extinguishers are checked monthly and are easily accessible.   |                      |
|   |      | Curtains and other materials are treated with fire retardant substances.  |                      |
|   |      | Unnecessary debris is removed from hallways, classrooms, and storage areas.   |                      |
|   |      | Exterior assembly areas are kept free of hazards and debris.  |                      |
|   |      | Incompatible chemicals are stored in separate areas.  |                      |
|   |      | <b>EXERCISE:</b> Conduct evacuation drills as specified in <a href="#">T.C.A. 68-102-137</a>                                  |                      |
| Date  | Time | Measures to Respond   | Responsible Position |
|   |      | Any staff discovering fire or smoke will activate the fire alarm, report the fire to school administrators.                   |                      |
|   |      | <b>EVACUATE</b> staff, students and visitors from the building using predesignated or alternate routes to the assembly areas. |                      |
|   |      | <b>Notify</b> 911 and Central Office, as appropriate.   |                      |
|   |      | <b>Assist</b> movement of students and staff with special needs.  |                      |
|   |      | <b>Shutdown</b> appropriate utility and building systems.   |                      |
|   |      | <b>Account</b> for all students, visitors, and staff.   |                      |
|   |      | Ensure that no one re-enter building(s) until it is declared safe by the fire department, or appropriate authority.           |                      |
|   |      | Activate off-site <a href="#">relocation plan</a> , if needed.  |                      |
|   |      | Activate <a href="#">reunification plan</a> , if needed.  |                      |
| Date  | Time | Measures to Recover   | Responsible Position |
|   |      | Report damage assessments.  |                      |
|   |      | Provide counseling services if needed.  |                      |

[Return to Hazard Sheet Index](#)

## FLOOD

### “Evacuation”

A flood occurs when water, due to dam failures, rain, or melting snows, exceeds the absorptive capacity of the soil and the flow capacity of rivers, streams, or coastal areas. Flooding can occur anytime, throughout the year, but is typically associated with the spring season.

#### Be Aware:

**Flood Advisory** - Conditions could potentially cause a significant inconvenience and those in flood-prone areas should exercise caution. Issued when flooding warrants notification, albeit less urgent than a warning.

#### Be Prepared:

**Flash Flood Watch** - Current or developing conditions are favorable for flash flooding.

**Flood Watch** - Current or developing conditions are favorable for flooding.

#### Take Action:

**Flash Flood Warning** - Flash flooding is occurring, imminent, or highly likely and those in flood-prone areas should move to higher ground immediately. Typically issued minutes to hours in advance of the onset of flooding.

**Flood Warning** - Flooding is occurring, imminent, or highly likely and those in flood-prone areas should move to higher ground immediately. Typically issued hours to days in advance of the onset of flooding.

| Date | Time | Measures to Prepare  | Responsible Position |
|------|------|--|----------------------|
|      |      | Ensure that the school can receive notification of local weather conditions and alerts, including flood watches and flood warnings.                                  |                      |
|      |      | Maintain redundant methods of receiving notifications.   |                      |
|      |      | Evacuation drills are conducted as specified in state law.   |                      |
|      |      | Keep all students away from fast-moving or swift water, including creeks, streams, rivers, or flood channels.  |                      |
|      |      | Cancel any field trips, after-school events, or extracurricular activities.  |                      |
|      |      | Move or secure any outdoor equipment or items that could float away.   |                      |
|      |      | Participate in community weather briefings through local emergency manager.  |                      |
| Date | Time | Measures to Respond  | Responsible Position |
|      |      | If it is no longer safe for students, educators, staff, families, and visitors to remain in the building,<br><b>EVACUATE</b> the building to an off-campus location. |                      |
|      |      | If you are trapped by rising floodwater, <b>seek refuge in the highest part</b> of the building.   |                      |
|      |      | Assist in the movement of students and staff with special needs.   |                      |
|      |      | Shutdown appropriate utility and building systems.   |                      |
|      |      | Account for all students, visitors, and school personnel.  |                      |
|      |      | Activate <a href="#">Relocation Plan</a> if needed.  |                      |
|      |      | Activate <a href="#">Reunification Plan</a> if needed.   |                      |
| Date | Time | Measures to Recover  | Responsible Position |
|      |      | Conduct damage assessments and report damages.   |                      |
|      |      | Provide counseling and support services to displaced and affected students and families.   |                      |

| HAZARDOUS MATERIALS RELEASE / CHEMICAL ACCIDENT  |      |  | “Shelter in Place”<br>“Reverse Evacuation”<br>“Evacuate” |
|--|------|--|--|
| Hazardous materials are any substances that pose a risk to health, life, or property when released. A release of a hazardous material can be caused by a spill, leak, transportation accident, or by human action. A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported. |      |  |  |
| Date   | Time | Measures to Prepare  | Responsible Position                                     |
|  |      | Maintain a comprehensive list of chemicals stored in the building.   |  |
|  |      | Incompatible chemicals are stored in separate areas.   |  |
|  |      | Conduct shelter-in-place, evacuation, and reverse evacuation drills.   |  |
| Date   | Time | Measures to Respond  | Responsible Position                                     |
|  |      | Determine which action is most appropriate for the situation:<br><b>SHELTER-IN-PLACE:</b> Threat is from the outside.<br>or<br><b>EVACUATE:</b> Threat is from the inside. |  |
|  |      | Assist in the movement of students and staff with special needs.   |  |
|  |      | <b>IF YOU SHELTER-IN-PLACE:</b>  |  |
|  |      | Shutdown appropriate utilities, heating and ventilation (HVAC), and building systems.  |  |
|  |      | Close classroom windows and seal gaps under doorways.  |  |
|  |      | <b>IF YOU EVACUATE:</b>  |  |
|  |      | If the spill occurs within the building, immediately evacuate and isolate the immediate area.  |  |
|  |      | Move students in the opposite direction of the wind and at least 500 ft. away from hazardous source.   |  |
|  |      | Account for all students, visitors, and school personnel.  |  |
|  |      | Monitor individuals for medical distress and report immediately.   |  |
| Date   | Time | Measures to Recover  | Responsible Position                                     |
|  |      | Provide counseling if needed.  |  |

[Return to Hazard Sheet Index](#)

| HOSTAGE   |      |   | "Lockdown"<br>and/or<br>"Evacuate" |
|---|------|---|------------------------------------|
| A person who has been seized or is being held as security for the fulfillment of a condition.   |      |   |                                    |
| A hostage situation involves one or more person's being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents, child abduction events, or any . This hazard may be applicable if an abduction or kidnapping of a child occurs. |      |   |                                    |
| Date  | Time | Measures to Prepare   | Responsible Position               |
|   |      | Maintain control access through methods identified in physical protection section of plan.  | Safety Director                    |
|   |      | Post signs and requirements for visitor management.   | Facilities Director                |
|   |      | Conduct lockdown and evacuation drills.   | Safety Director                    |
| Date  | Time | Measures to Respond   | Responsible Position               |
|   |      | Call 911 and report all known details, follow all instructions provided by Law Enforcement.   |                                    |
|   |      | Take steps to isolate the area of the incident.   |                                    |
|   |      | Notify the school district office.  |                                    |
|   |      | <b>INITIATE PROTECTIVE ACTIONS</b><br>Based on the advice of law enforcement:<br><br><b>LOCKDOWN</b><br>or<br><b>EVACUATE (unaffected persons)</b><br><br><i>(or combination of both).</i>  |                                    |
|   |      | <b>Make no attempt to establish contact</b> with the hostage taker.<br>If, however, they make demands, listen carefully, and do not attempt to solicit additional information. <ul style="list-style-type: none"> <li>– Advise the hostage taker that you will pass on their demands.</li> <li>– This is a stall tactic: accordingly, you must be calm and convincing.</li> </ul> |                                    |
|   |      | Account for all students, visitors, and school personnel.   |                                    |
|   |      | Await the arrival of the police.<br><br>Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.  |                                    |
|   |      | Be prepared to give the police officers as much information on the hostage situation as you can.<br><br><i>(i.e., description of hostage taker; whether they displayed a weapon and if so what type; demands made [if any]; number of people being held hostage and their approximate age, etc.)</i>  |                                    |
|   |      | Activate <a href="#">Communications Plan</a> , if needed.   |                                    |
|   |      | Activate <a href="#">Relocation Plan</a> , if needed.   |                                    |
|   |      | Activate <a href="#">Reunification Plan</a> , if needed.  |                                    |
| Date  | Time | Measures to Recover   | Responsible Position               |
|   |      | Conduct debriefing with school personnel.   |                                    |
|   |      | Provide counseling services.  |                                    |

## MEDICAL EMERGENCY

An acute injury or illness that poses an immediate risk to a person's life or long-term health.

| Date | Time | Measures to Prepare   | Responsible Position               |
|------|------|---|------------------------------------|
|      |      | Maintain register of students and school personnel with medical needs.  | Coordinated School Health Director |
|      |      | Provide annual CPR, AED, bloodborne pathogens, and first aid training.  | Coordinated School Health Director |
|      |      | Establish a medical response team of those certified in CPR/AED and First Aid.  | Coordinated School Health Director |
|      |      | Conduct annual CPR/AED/first aid drill.   | Coordinated School Health Director |
| Date | Time | Measures to Respond   | Responsible Position               |
|      |      | Assess the situation.   |                                    |
|      |      | Advise School Nurse or individuals on campus with medical training.   |                                    |
|      |      | Direct any non-injured students to move to a safer location, away from injured person.  |                                    |
|      |      | Call or instruct <u>a specific person</u> to call 911.  |                                    |
|      |      | Monitor, assess, and maintain the "ABC's" as necessary.<br>A = Airway<br>B = Breathing<br>C = Circulation                           |                                    |
|      |      | Render medical assistance, if qualified to do so. Follow the first aid instructions provided by the 911 dispatcher.                 |                                    |
|      |      | Assign a staff member to accompany the injured party to the hospital emergency room and constantly maintain student accountability. |                                    |
|      |      | Activate the <a href="#">Communications Plan</a> , as needed.   |                                    |
| Date | Time | Measures to Recover   | Responsible Position               |
|      |      | Clean and disinfect the affected area, if necessary.  |                                    |
|      |      | Provide counseling services if needed.  |                                    |

[Return to Hazard Sheet Index](#)



## MISSING STUDENT / ABDUCTION

A student who has disappeared and whose well-being cannot be confirmed. A student may go missing due to accident, abduction, death, or for voluntary disappearance.

| Date | Time | Measures to Prepare  | Responsible Position |
|------|------|--|----------------------|
|      |      | Escort students to and from their before/after school transportation.  | Safety Director      |
|      |      | Supervise students in hallways between classes.  | Safety Director      |
|      |      | Maintain recent photographs of students  |                      |
|      |      | Maintain access control measures as identified in the physical security section of the plan.                                     | Safety Director      |
|      |      | Report any changes in custodial information to front office and applicable teachers.   | Safety Director      |
| Date | Time | Measures to Respond  | Responsible Position |
|      |      | Upon notification, place school in a <b>SOFT LOCKDOWN</b>  |                      |
|      |      | Initiate an immediate rapid search of campus and grounds.  |                      |
|      |      | Call 911 and notify the school district.   |                      |
|      |      | Obtain an accurate description of the missing student to include the last known outfit, if possible provide a recent photograph. |                      |
|      |      | <b>For an abduction:</b> obtain a description of the suspect from witnesses  |                      |
|      |      | Review cameras for last known location.  |                      |
|      |      | Work with local law enforcement in their investigation.  |                      |
|      |      | Activate <a href="#">Communications Plan</a> , if needed.  |                      |
| Date | Time | Measures to Recover  | Responsible Position |
|      |      | Conduct debriefing with school personnel.  |                      |
|      |      | Identify and implement corrective actions.   |                      |
|      |      | Provide counseling services.   |                      |

[Return to Hazard Sheet Index](#)

## NUCLEAR POWER PLANT ACCIDENT

“Evacuation”  
“Get Inside”  
“Shelter in Place”

An accident at a nuclear power plant could result in dangerous levels of radiation that could affect the health and safety. Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.

There are four (4) levels of an emergency at a nuclear power plant:

**Notification of an Unusual Event (NOUE)** – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.

**Alert** – Actual or potential substantial degradation of the level of safety of the plant or a security event that involves probable life-threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.

**Site Area Emergency (SAE)** – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.

**General Emergency (GE)** – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.

| Date | Time | Measures to Prepare  | Responsible Position |
|------|------|--|----------------------|
|      |      | Meet with your County Emergency Manager to identify protective actions as outlined in the county plan.                 | Safety Director      |
|      |      | Practice Evacuation, Reverse Evacuation, and Shelter-in-Place drills.  | Safety Director      |
| Date | Time | Measures to Respond  | Responsible Position |
|      |      | Upon notification, follow directions of County Emergency Manager to either:<br><br><b>EVACUATE or SHELTER-IN-PLACE</b> |                      |
|      |      | Notify central office.   |                      |
|      |      | Account for all students, visitors, and school personnel.  |                      |
|      |      | <b>If Evacuating:</b>  |                      |
|      |      | Activate relocation plan.  |                      |
|      |      | Activate reunification plan.   |                      |
|      |      | Activate communications plan.  |                      |
|      |      | Assist in the movement of students and staff with special needs.   |                      |
|      |      | <b>If Sheltering-in-Place:</b>   |                      |
|      |      | Shutdown appropriate utility and building systems.   |                      |
|      |      | Close classroom windows and seal gaps under doorways.  |                      |
| Date | Time | Measures to Recover  | Responsible Position |
|      |      | Conduct debriefing with school personnel.  |                      |
|      |      | Identify and implement corrective actions.   |                      |

[Return to Hazard Sheet Index](#)

## SEVERE WEATHER / TORNADO

“Shelter in Place”  
“Get Inside”  
“Drop, Cover, and Hold”

Severe weather including tornadoes, lightning, thunderstorms, or other weather systems comprised of hazardous and damaging effects may occur anywhere, any time of year, day, or time. The National Weather Service (NWS) issues watches and warnings so that the public may take steps to protect themselves from hazardous weather; these fall into two primary categories: watches and warnings.

**Watch** - The conditions exist for severe weather to form. Continue to monitor conditions.

**Warning** - Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

**Lightning** - Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.

**Severe Thunderstorm** - A severe thunderstorm is capable of producing significant hail and/or high wind gusts.

**Tornado** - A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale (1-5).

| Date | Time | Measures to Prepare   | Responsible Position |
|------|------|---|----------------------|
|      |      | Weather radios are installed, maintained, and monitored.  | Safety Director      |
|      |      | Maintain redundant means of receiving alerts and warnings.  |                      |
|      |      | Shelter-in-place locations are identified, and signs posted.  | Facilities Director  |
|      |      | Conduct Shelter-in-Place and Reverse Evacuation drills.   | Safety Director      |
|      |      | Secure indoor and outdoor equipment that could be moved during a storm.   | Facilities Director  |
|      |      | Participate in community weather briefings through local emergency management.  | Safety Director      |
| Date | Time | Measures to Respond   | Responsible Position |
|      |      | Upon notification, students and school personnel move to their identified <b>SHELTER IN-PLACE</b> location.   |                      |
|      |      | Stay away from windows and doors.   |                      |
|      |      | Avoid hallways with exterior doors which may become a wind tunnel and could be dangerous.   |                      |
|      |      | Do not seek shelter in rooms with a large roof span (gymnasium, auditorium, cafeteria).   |                      |
|      |      | Assist in the movement of students and staff with special needs.  |                      |
|      |      | <b>FOR A TONADO:</b><br><b>D</b> - Go <b>DOWN</b> to the lowest level<br><b>U</b> - Get <b>UNDER</b> something<br><b>C</b> - <b>COVER</b> your head<br><b>K</b> - <b>KEEP</b> in shelter until the storm has passed |                      |
|      |      | Make appropriate notifications (911, Central Office).   |                      |
|      |      | Account for all students, visitors, and school personnel.   |                      |
| Date | Time | Measures to Recover   | Responsible Position |
|      |      | Conduct a damage assessment and report damages.   |                      |
|      |      | Provide counseling services if needed.  |                      |

## SUICIDE THREAT OR ATTEMPT

Hinting, writing, or talking about suicide is a call for help and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the need to initiate lifesaving intervention(s).

The following classifications offer three (3) levels of suicide risk with students:

- Suicidal Threat or Ideation
- Suicide Attempt at School
- Suicide Completed

| Date | Time | Measures to Prepare   | Responsible Position               |
|------|------|---|------------------------------------|
|      |      | Conduct annual training on suicide prevention.  | Coordinated School Health Director |
|      |      | Establish awareness and staff protocols for responding to suicide threats.  | Coordinated School Health Director |
|      |      | Establish a threat assessment team to monitor and provide interventions for at-risk students.   | Coordinated School Health Director |
|      |      | Threat assessment teams works with parents on interventions for at-risk students.   | Coordinated School Health Director |
|      |      | Contact Tennessee Suicide Prevention Network for additional assistance and resources.   | Coordinated School Health Director |
| Date | Time | Measures to Respond   | Responsible Position               |
|      |      | <b>DO NOT LEAVE THE STUDENT ALONE!</b>  |                                    |
|      |      | Make appropriate notifications (911, Central Office, Mobile Crisis, Parents)  |                                    |
|      |      | If necessary, implement protective actions:<br><br><b>SOFT LOCKDOWN or EVACUATION</b><br><br>As a measure either to ensure students are not exposed to trauma or to protect students from the threat of danger. |                                    |
|      |      | <b>LISTEN</b> to what the student is saying and take the threat seriously.  |                                    |
|      |      | <b>GET HELP</b> by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.   |                                    |
|      |      | <b>OBSERVE</b> the student's nonverbal behavior. Facial expressions, body language, and other overt signs are often more telling than what the student says.  |                                    |
|      |      | <b>ASK</b> the student if they are thinking about suicide.<br>- If the indication is "yes," ask how they plan to do it and what steps have already been taken.  |                                    |
|      |      | <b>ASSURE</b> the person that you care, and you will find help that will keep them safe.  |                                    |
|      |      | <b>STAY</b> with them, and if possible, assist with transfer to appropriate mental health professional. They have placed trust in you, so you must help transfer that trust to another person.                  |                                    |
| Date | Time | Measures to Recover   | Responsible Position               |
|      |      | Conduct a debriefing with school personnel.   |                                    |
|      |      | Conduct a Threat Assessment <i>if</i> the student indicated that they wish to harm others.  |                                    |
|      |      | Identify and initiate corrective actions.   |                                    |
|      |      | Watch for warning signs in other students (such as "copycat" actions)   |                                    |
|      |      | Provide counseling services.  |                                    |

Note: Each LEA shall adopt a policy on student suicide prevention. The policies shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention. [T.C.A. § 49-6-1902](#).

## ANNEX G: MAPS, FLOORPLANS, AND BLUEPRINTS OF DISTRICT FACILITIES

In this section, insert

- maps
- floorplans,
- blueprints,
- schematics, and
- other maps of the school interior,
- school grounds and road maps of the immediate surrounding area.

Ensure that items added to this section are labeled accordingly and annotated with

- evacuation routes,
- shelter locations,
- fire alarm pull stations,
- fire hydrants,
- fire extinguishers,
- first aid kits,
- hazardous materials storage,
- automated external defibrillators (AED), and
- utility shutoffs.

Delete the above instructions.

## ANNEX H: AFTER-ACTION REVIEW TEMPLATE

|   |  |  |
|---|--|--|
| <b>Facilitator:</b>                               |  |  |
| <b>Participants:</b><br>(Attach roster if needed) |  |  |
|   |  |  |
|   |  |  |
| <b>Event:</b>                                     |  |  |
|   |  |  |
| <b>Location(s):</b>                               |  |  |
|   |  |  |
| <b>Time/Date Under Review:</b>                    |  |  |

### Discussion

|  |
|--|
| <b>1. What was supposed to happen?</b> |
|  |
| <b>2. What actually happened?</b>      |
|  |
| <b>3. Why were there differences?</b>  |
|  |
| <b>4. What can we learn?</b>           |
|  |

### Comments and/or Immediate Follow Up Actions (As Needed)

|  |
|--|
|  |
|--|

### Knowledge Share

| What is to be shared/followed up? | Who is responsible for follow up? | How will that happen? | With whom will it be shared |
|-----------------------------------|-----------------------------------|-----------------------|-----------------------------|
|                                   |                                   |                       |                             |
|                                   |                                   |                       |                             |
|                                   |                                   |                       |                             |
|                                   |                                   |                       |                             |
|                                   |                                   |                       |                             |

### What happens next?

|   |
|---|
| • |
| • |
| • |
| • |

## ANNEX I: CORRECTIVE ACTION TEMPLATE

By tracking corrective actions to completion, schools can demonstrate that their efforts to improve emergency management processes have yielded tangible improvements. Schools should assign appropriate individuals to be responsible for implementation of specific corrective actions.

| #  | Issue/ Concern | Recommended Action | Responsible Person | Completion Date |
|----|----------------|--------------------|--------------------|-----------------|
| 1  |                |                    |                    |                 |
| 2  |                |                    |                    |                 |
| 3  |                |                    |                    |                 |
| 4  |                |                    |                    |                 |
| 5  |                |                    |                    |                 |
| 6  |                |                    |                    |                 |
| 7  |                |                    |                    |                 |
| 8  |                |                    |                    |                 |
| 9  |                |                    |                    |                 |
| 10 |                |                    |                    |                 |

Add emergency planning actions you have identified for your campuses or district. You may also use this template as a corrective action plan to document steps to resolve issues identified as a result of on-going safety & security assessments, drills, exercises, or emergency incidents.

## **ANNEX K: PANDEMIC DISEASE PLAN**

### **Scope**

The annex outlines responsibilities for staff in the threat or event of a pandemic outbreak of disease that impacts the school community.

### **Goals and Objectives**

The goal of this annex is to ensure the safety and wellness of all members of the Fiction County Schools community and to preserve the well-being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) a pandemic disease.

### **Emergency Action Plan**

A pandemic is a global disease outbreak for which there is little to no immunity. A virus or disease can spread quickly when students, staff or visitors are exposed outside the school so precautionary measures are necessary to reduce potential impact to the school community and educational operations.

A pandemic, per CDC, refers to an epidemic spread over several countries or continents, usually affecting a large portion of the population. Plans should include prevention and mitigation strategies, response, and recovery measures.

#### Prevention and Mitigation

- Develop policies and procedures for preventative measures for all staff.
- Plan procedures for potential closure of facilities, buildings, or entire school system.
- Create alternative education procedures that may be applied to those who may be exposed.
- Build team relationships with local medical and health centers to assist with prevention and response.
- Educate staff on symptom monitoring and appropriate methods of reporting identification of symptomatic concerns.
- Implement response and containment procedures to address potential exposures.
- Identify and supply rooms for potential quarantine of exposed individuals.
- Develop processes for discreet release of ill students to parents or guardians.
- Draft procedures to accommodate for large numbers of absent students due to illness.
- Maintain supply of personal protective gear (masks, gloves, disinfectant, etc.) to reduce spread of disease.
- Educate students on proper personal hygiene (handwashing), illness, containment practices (covering mouth and nose when sneezing) and social distancing.
- Stage disinfectant stations in strategic locations.
- Supply facilities with necessary provisions, such as food, cleaning supplies, necessary to sustain operation during potential lengthy quarantine.
- Identify and form agreements with companies to supply essential goods in event services are lost long-term.

#### Response

- Confirm positive identification of symptomatic concerns.
- Initiate containment and quarantine procedures to isolate exposed individuals from school community.
- Coordinate with local medical and health center professionals for assistance with the situation.
- Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).
- Implement “social distancing” rules for gatherings, classrooms and movement through buildings.
- Make accommodations for those who are considered high risk or have functional or emotional needs.
- Evaluate situation and determine if school closing is necessary to reduce spread of illness.
- Communicate with parents/guardians of exposed students and initiate process of release.



- Activate alternative education procedures for those in containment or released to parents/guardians.
- Make appropriate announcements to school community and parents/guardians.

### Recovery

- Monitor local, state and federal emergency management notices and alerts to determine feasibility of return to facilities and operations.
- Coordinate with local health officials for guidance in return procedures.
- Document and track students and staff who were absent due to illness or are known to have suffered from illness.
- Evaluate exposed facilities for potential need of professional disinfecting/decontamination.
- Coordinate cleaning and disinfecting of facilities (if applicable).
- Replenish cleaning and hygiene supplies.
- Implement procedures to monitor and maintain continued contamination prevention.
- Coordinate emotional and psychological support for those returning and in need of additional services.
- Evaluate response operations and need for improvement.

## ANNEX I: STAFF SKILLS SURVEY TEMPLATE

Name: \_\_\_\_\_ Role: \_\_\_\_\_ Date: \_\_\_\_\_

During an emergency or a disaster, it is important to be able to draw from all available resources, to include those of the staff. Please check any of the following skills, training, capabilities, or devices that you have that you would be willing to use during a school emergency or disaster.

|  |   |  |   |
|--|---|--|---|
|  | First aid (Current certification? Yes / No) |  | Sign language                                       |
|  | CPR (Current Certification? Yes / No)       |  | Ham radio operator (Licensed? Yes / No)             |
|  | EMT (Current Certification? Yes / No)       |  | CB radio  |
|  | Triage                                      |  | Bus/truck driver (Licensed? Yes / No)               |
|  | Fire Safety / Firefighting / HAZMAT         |  | Mechanical ability                                  |
|  | Search & Rescue                             |  | Construction (electrical, plumbing, carpentry, etc) |
|  | Critical incident stress debriefing         |  | Structural engineering license yes/no               |
|  | Law enforcement (specify below)             |  | Survival training & techniques                      |
|  | Emergency planning/management               |  | Food preparation                                    |
|  | Shelter management                          |  | Military experience                                 |
|  | Bi/multi-lingual (specify)                  |  | Other (specify below)                               |

Notes:

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What would make you feel more prepared should a disaster strike while you were at school?

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ANNEX L: TRANSPORTATION ANNEX

The purpose of this School Transportation Plan is to provide a framework of policies, procedures, guidelines, and an organizational structure that enables transportation staff and its community partners to effectively prepare for, respond to, and recover from all emergencies involving a school bus.

The Transportation Annex document is intended to be printed and provided to ALL bus drivers as a resource.

Emergency Phone Numbers

| Name | Position                | Office Number | Cell Phone Number |
|------|-------------------------|---------------|-------------------|
|      | Director of Schools     |               |                   |
|      | Transportation Director |               |                   |
|      | Transportation Dispatch |               |                   |
|      |                         |               |                   |
|      |                         |               |                   |
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| Bus Drivers |       |                   |
|-------------|-------|-------------------|
| Name        | Route | Cell Phone Number |
|             |       |                   |
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## Transportation Introduction

### Purpose

The purpose of this School Transportation Plan is to provide a framework of policies, procedures, guidelines, and an organizational structure that enables transportation staff and its community partners to effectively prepare for, respond to, and recover from all emergencies involving a school bus.

### Planning Assumptions

1. The school transportation will continue to be exposed and subjected to threats/hazards and vulnerabilities.
2. 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.
3. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for transportation personnel to be prepared to carry out life safety response until responders arrive at the incident scene.
4. Maintaining the School Transportation Plan and providing frequent opportunities for training and exercising the plan with stakeholders (drivers, students, parents, first responders, etc.) can improve readiness to respond to incidents.

### Concept of Operations

1. **Initial Response** – During an emergency, school bus drivers are expected to take charge and provide life safety until emergency responders arrive. Once notified of an emergency by the driver, the District Transportation Director (or their designee) will serve as a support system for transportation incidents.
2. **Coordination** – School Bus Drivers and the school district will coordinate with all responding agencies (local, state, and federal). The development of this plan and its contents will be in coordination with the proper responding agencies.

## **Transportation Preparedness**

### **Inspections**

Daily Pre-Trip and Post-Trip Inspections: A daily log should be kept for inspections before and after each route with the driver's name/signature. Logs are encouraged to be referenced by the bus license plate number versus bus number, since license plate numbers remain consistent.

### **Training**

- Annual Driver Trainings (Provided by District Transportation Staff)
  - Health (ex. CPR, AED, Blood Borne Pathogens)
  - Emergency Drills (ex. Fire, Wind, Water, Rollover)
  - Wheelchair/Restraint
- Annual Online S-Class Endorsement Training (Provided by TN Highway Patrol)

### **Communications**

- Two Way Radios (For districts with radio communication capabilities)
- Cell Phones (For emergency communications when bus is not in motion)

### **Emergency Kits**

In addition to the required first aid kits, each school bus should also have a labeled emergency folder located near the driver that includes the following:

- Student Roster and Student Emergency Care Cards
- Bus Routes and Target Timing Schedule
- Identified Roadside Shelter Locations
- Copy of School Transportation Safety Plan

### **Emergency Drills**

Although not required by law, districts are encouraged to simulate school bus evacuation drills with students of all ages, regardless of if they ride a school bus on a regular basis or not. This drill should be conducted each semester with a log kept for district record. Drills should include using all available exit paths to prepare students for real-life scenarios.

### **Positive School Bus Climate**

The climate on the school bus is critical for maintaining a safe driving environment. The bus climate influences how students will behave and demonstrates if it is a welcoming and safe environment.

#### **9 Strategies to Provide a Positive School Bus Climate**

1. *Get to know your students:* Effective drivers quickly learn all their students' names and try to develop some personal connection with each child.
2. *Greet each student as they board the bus—every time.*
3. *Be a role-model:* Model responsible, safe, and mature behavior for your students.
4. *Keep your sense of humor.*
5. *Reinforce positive behavior:* Find ways to recognize and praise safe behavior. If a child's previously bad behavior has improved even marginally, praise him or her.
6. *Earn parents' and caregivers' trust:* It is particularly important to demonstrate your concern for their children's safety and well-being.
7. *Learn "planned ignoring":* Know when to ignore minor irritating behavior.
8. *Be a compassionate listener:* Create an environment where your students are comfortable communicating with you.
9. *Report dangerous situations:* Report to your supervisor or a school official any safety concerns information that a student is being threatened or intimidated. Don't ignore suspicions of bullying or harassment.

## Transportation Response

### Initial Response

Emergencies are unexpected, often unpredictable, and take many forms. No school district or community can be fully prepared for everything that may happen, but response objectives will include:

- Life safety of all passengers
- Calm and quick decision making
- Clear and factual communication with school district or emergency response agencies

### Media Policy

For all student transportation incidents, the district will designate a media spokesperson. If approached by the media, all questions will be directed to this designee.

### Functional Procedures

While universal procedures may be limited in a school bus setting, drivers will implement the most appropriate procedure based on the specific threat or hazard.

#### **IN LIFE-THREATENING SITUATIONS**

*Bus drivers are empowered to deviate from the procedures described in this plan, including the order of these actions, if doing so is likely to reduce the risk of injury or death.*

#### **Shelter-In-Place Procedures**

*When conditions provide an unsafe environment, it may be necessary for the bus to pause, or deviate from route to seek shelter such as when:*

- a) *hazardous weather prevents safe driving or student drop-off; or*
- b) *a critical or non-critical medical emergency arises; or*
- c) *any other situation in which the bus driver thinks it is safer to evacuate than to stay on the bus.*

1. Park the bus in an area away from potential danger.
2. Make appropriate notifications.
3. Keep the students on the bus, in their seats, and away from windows.
4. If additional protective actions are indicated, direct students to crouch down with the chest on their thighs. Body parts should be below window height.

### **Drop, Cover and Hold**

When conditions provide an unsafe environment, it may be necessary for the bus to pause so that the driver and students can go into a protective stance such as during an earthquake.

1. Secure the bus and set parking brake.
2. Direct students to the floor of the bus to DROP, COVER their head into their arms, and HOLD position.
3. Provide special assistance to those that need it.
4. Make appropriate notifications when safe to do so.

### **Student Accounting and Release Procedures**

#### Student Accountability

Bus Drivers are responsible for accounting for all students throughout the course of an emergency.

#### Bus Roster

Bus Drivers will build student rosters annually and update periodically as per district policy. Districts are encouraged to update rosters and route sheets on a monthly or quarterly basis.

- One copy of the roster will be placed in the Emergency Kit on the bus and one copy will be kept with District Transportation Director.

#### Emergency Care Cards (ECC)

Bus Drivers will arrange to have parents fill out an emergency care card during the first week of school, and within 5 days after the arrival of all new students throughout the year. The cards will be kept in the Emergency Kit on the bus and must include the following information:

- Name of student and address.
- Contact information on parents/guardians
- Medical Conditions
- Emergency Pickups/Custody Issues

#### Student Release

In certain emergency situations, it is possible that family members may try to intervene and try to take their kids from the bus scene. Do not release students at the scene and do not allow students to leave, including older students.

The school keeps a list of those individuals who are authorized to retrieve students in an emergency situation.

Explain to family members of the school's protocol. Depending on the emergency situation, another bus may come to take students back to their school of origin for proper release to parents or guardians or students may be transported by bus directly home.

1. Call Bus Dispatch
2. Keep students on bus unless you need to evacuate for safety reasons.
3. If off the bus, keep students together. Follow student accounting procedures.
4. Do not release students to anyone or allow students to leave the scene.
5. Call Bus Dispatch if a parent insists on taking their child.
6. Continue supervising students, working to keep everyone calm.
7. Prepare students for a possible transfer to another bus. **Follow transfer procedures.**

## Threat and Hazards

### Critical Medical Emergency Procedures

1. Pull over and stop the bus in a safe location.
2. Call 911 and Bus Dispatch. (Drivers should be notified if their district radios have the capacity to speak directly with 911)
3. Wear protective equipment such as medical gloves, mask, goggles, etc.
4. Evaluate first aid needs. Treat the most critical conditions first. Initiate CPR or other life-saving actions within your level of training and ability.
5. If possible, assign students to stay with those who are treated so you can continue to provide first aid to others.
6. Consider relocating non-injured students to another area on the bus in order to make space to provide first aid, protect others from bodily fluids, and reduce bystander trauma.
7. If a student is sent to the hospital, give their name and birthdate to the first responders. Keep a written record of all students taken to a hospital by ambulance. Note which hospital they are going to.
8. Account for and supervise students. Follow Student Accountability and Release procedures.

### Non-Critical Medical Emergency Procedures

#### Vomiting:

1. Pull over and stop the bus in a safe location.
2. Wear medical gloves.
3. Spread absorbent powder evenly over the spill.
4. Wait 1 minute, and then scoop the debris with the scraper into a trash bag.
5. Clean the area, remove gloves and clean hands with alcohol gel.
6. Place all used items into a bio-hazard bag, tie the bag and dispose appropriately.

#### Bloody Nose or Minor Cut/Scratch:

1. Wear medical gloves
2. Use First Aid Kit to attend to minor issue.
3. Notify Bus Dispatch.



4. Place all used items into a bio-hazard bag, tie the bag, and dispose appropriately.

### **Bus Transfer Emergency Procedures**

*In certain emergency situations, you may be required to transfer students from your bus to another bus in order to complete a route or get students to a reunification site.*

1. If possible, stop the bus in a safe location and attempt to leave sufficient room for the transfer bus to park in front of your bus. Activate flashers.
2. Notify Bus Dispatch and provide them with your exact location and your direction of travel.
3. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. If you choose to evacuate, follow the Evacuation Procedures.
5. When the transfer bus arrives, tell students they are required to move to that bus in a single file and orderly manner.
6. Both drivers will stand by their doors and maintain visual contact with each other until the transfer is complete. (An official student bus roster should be passed to the transfer driver to assist in student names, spellings, etc.)
7. Follow the Student Accountability and Release procedures.

### **Mechanical Trouble Emergency Procedures**

*There are many types and degrees of mechanical troubles that can affect your decisions about the safest course of action for you and your students. During your assessment of the situation, determine your location, the condition of the bus, and if the students are safer on or off the bus.*

1. Stop the bus in a safe location. Secure the bus and activate flashers.
2. Call Bus Dispatch or 911.
3. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. Reassure students. Remain calm and in control.
5. Put out warning triangles and prepare to follow Transfer Procedures if necessary.

### **Fire Emergency Procedures**

1. Stop the bus in a safe location.
2. Call 911 and Bus Dispatch.
3. Follow Evacuation Procedures.
4. If the engine is on fire, do not open the hood.
5. Fire extinguisher: If you are trained to use a fire extinguisher and discover a small fire, you may attempt to extinguish it. Remember that your primary responsibility during a fire is to evacuate the students safely.

### **Bus Crash Emergency Procedures**

*If you are involved in a crash, your main priority is the safety and well-being of the students. Determine your location, the condition of your bus, injuries, danger of fire, downed wires or another collision.*

1. Stop immediately. Do not move the bus unless you are directed by emergency officials, or if the bus is in a dangerous position, or if it is a very minor, single-vehicle crash, or if there is minimal or no damage to the bus.
2. Secure the bus and activate flashers.
3. Call Bus Dispatch and 911.

4. Stay calm and in control.
5. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
6. Evaluate first aid needs and follow Medical Emergency Procedures if needed.
7. Follow Student Accountability and Release Procedures.
8. Prepare to follow Transfer Procedures if necessary and once allowed by responding emergency/law enforcement agency.
9. Cooperate with emergency responders.
10. Protect the scene and evidence if you can do so without leaving students unsupervised.
11. Attempt to identify the other vehicle, including license plate or any observations about the driver if he/she tries to leave the scene.

### **Weather Related Procedures**

Severe Weather: If severe weather such as dangerous winds, torrential rain fall or hail occurs and it is not safe to continue your route, follow Shelter-In-Place Procedures.

Water on Road/Flooding: In some situations, it may be safe to drive slowly through a small amount of standing water from normal rainfall accumulations on the road; however, **DO NOT** drive through water on the road if:

- The water is moving or has a current; or
- There is debris on the water; or
- You cannot see how deep it is or if there is a dip on the roadway; or
- A portion of the road or shoulder has washed away; or
- Any other condition in which you deem unsafe.

Snow/Icy Conditions: If snow or icy conditions occur while en route:

1. Decrease your speed and leave plenty of room to stop. You should allow at least three times more space than usual between you and the car in front of you. Use low gears to keep traction, especially on hills.
2. Brake gently to avoid skidding. If your wheels start to lock up, ease off the brake.
3. Be especially careful on bridges, overpasses, and infrequently traveled roads, which will freeze first.
4. If it is not safe to continue, stop bus in a safe location and contact Bus Dispatch for guidance.

Tornado: If you see a tornado while en route and the bus is in the path of the tornado:

1. Unload all students and proceed away from the school bus.
2. Keep students in a group and find the lowest area to take cover (ditch if available).
3. Instruct students to get down on ground, lie face down and cover their head with their hands.
4. Contact Bus Dispatch when safe to do so.

### **Downed Power Lines Emergency Procedures**

Following severe weather, downed power lines are a possibility. If you discover a downed power line on the road, a low-hanging line near road, or if the bus comes in contact with a power line, assume it is energized and dangerous. Do not touch it or attempt to move the power line.

1. Identify a safe place to stop, as far away from the downed power line, at least 50 feet away. Stay Clear!
2. Turn on flashers.
3. Call Bus Dispatch and 911.

4. Keep everyone on the bus. The rubber tires make the bus the safest location.
5. Do not drive over a fallen power line or under a low-hanging line.
6. Await instructions from Bus Dispatch.

### **Earthquake Emergency Procedures**

Experiencing an earthquake while in a moving vehicle sometimes feels like you're having mechanical troubles or driving on four flat tires. Use your senses. Look around. You will feel the earth jolting and shaking and begin to see things falling, cracks opening, mudslides, or rockslides.

1. Decrease speed and pull to the side of the road as quickly as possible.
2. Secure the bus.
3. Keep everyone on the bus and take cover. Instruct students to duck, cover, and hold-on as best as they can, crouching down in their seats and turning away from windows until the shaking stops.
4. Attempt to contact Bus Dispatch and 911.
5. Prepare students for aftershocks. Duck, Cover, and Hold-on during an aftershock, even if you are outside. Stay away from poles, trees, power lines.
6. In this type of situation, the possibility exists that your responsibility with the students could go on for an extended time. Keep students calm and remain in control.
7. Due to the uniqueness of this emergency, you must be prepared to make decisions concerning release of students. It is critical that you maintain a good record of what students are released, with whom they are released to, and when the release took place.

### **Missing Student Emergency Procedures**

In certain situations, you may be notified of a student missing from school or from his/her bus stop or who never made it home. In these cases, time is critical. You will need to determine if the student is or was on your bus that day.

1. Stop the bus in a safe location. Secure the bus.
2. Determine if the missing student is on the bus.
3. Utilize a bus monitor to walk the bus calling for the student in question. If a bus monitor is not available, a driver may walk the bus once the bus route is complete or in a safe and secure location. Younger or special needs students may need this extra prompting to respond. This will also give you a visual in case a student is hiding.
4. If necessary, ask other students if they know of the missing student's whereabouts or who they were last seen with. Write down a detailed description of the student's clothing, backpack, shoes, etc.
5. Communicate with Bus Dispatch.

### **Disruptive/Unruly Student Emergency Procedures**

*When a student becomes unruly to the point of disruption of the safe transport of students, follow these procedures:*

1. Determine the disruptive student and quickly assess the degree of their behavior.
2. Calmly but clearly call students by their names if possible and give them clear instructions to discontinue the behavior. Tell them exactly what you need them to do to try to calm the situation.
3. If the student continues the disruptive behavior and it is appropriate, call Bus Dispatch and request law enforcement assistance if needed.
4. If there is a clear danger to other students, park the bus in a safe location and instruct the other students to evacuate and assemble in an area that you clearly identify to them. Follow Evacuation Procedures.

### **Reporting Procedures for Child Abuse**

All school bus drivers are required by law to report all suspected child abuse to the **TN Department of Children's Services Child Abuse Hotline at 877-237-0004** or by calling 911 immediately. You are required to report when you are on duty as well as when you are off-duty.

#### Child Abuse Includes:

- Any unexplained or suspicious physical injury to a child, including any injury inconsistent with an explanation of how the injury occurred.
  - Neglect which causes harm to a child's health, welfare, and/or safety.
  - Sexual activity with someone older than the child, abuse, sexual assault, or sexual exploitation.
  - Mental injury which harms a child's ability to think, reason, or have feelings.
  - Threat of harm.
  - Any reason to believe the child has been exposed to any drug use.
1. If a child tells you they have been abused, you must immediately make a report.
  2. If you have reasonable concern that a child you have observed or have had contact with may have suffered any of these kinds of abuse, or if you suspect an adult has abused a child, make a report immediately after your route.
  3. When in doubt, report.
  4. Immediately inform District Transportation Director; however, reporting to your supervisor does not release you from your legal obligation to report immediately to DCS or police.
  5. If a child is in imminent danger due to their physical injuries, if there is an indication the abuser may come to the school to further harm them, or if you see any type of abuse in progress, call 911 immediately. If possible, provide for the immediate safety of the child. If you do not feel safe intervening, maintain visual observation if safe.

#### Bullying Emergency Procedures

*All suspected and confirmed cases of bullying must be taken seriously and reported immediately. Bullying behavior can include:*

- **Physical Aggression** such as hitting, shoving, pushing, kicking, threatening with weapon, stealing or destroying property.
  - **Verbal Aggression** such as teasing, name calling, verbal threats of aggression or threats of bodily harm.
  - **Social Alienation** such as gossiping, spreading rumors, public humiliation or leaving someone out.
  - **Intimidation** such as threatening to reveal personal information, playing a mean trick, taking personal possessions, extortion, threats against family/friend or coercion.
1. Stop the bus in a safe location. Secure the bus.
  2. Call Bus Dispatch if assistance is needed.
  3. Take steps to protect the victim.
  4. Give a verbal command: Tell the bully to "Stop it. That behavior is not allowed on my bus."
  5. Separate the students, even if you're not sure if it's bullying.
  6. Depending on the severity of the situation, the driver may consider moving the student to the front where visible in the driver's mirror.
  7. Continue to monitor the behavior of the bully and the safety of others.
  8. If necessary, return to the school and arrange for the School Principal to meet the bus.
  9. Immediately report the bullying case to the District Transportation Director and the School Principal at the end of the route.

#### Student Fight Emergency Procedures

If two or more students are fighting or an individual is out of control, use the lowest level of response that will safely neutralize the crisis. You are not required to put yourself at risk, but expected to try to reduce danger.

1. Stop the bus in a safe location. Secure the bus.
2. Take Charge
3. Use a calm, firm authoritative voice. Do not yell.
4. Use specific verbal commands.
5. Use distractions such as a whistle, loud noise, etc.
6. Separate students to different locations on the bus.
7. Tend to first aid needs, follow Medical Procedures.
8. Disperse Bystanders

9. Move to a neutral location on the bus.
10. Call Bus Dispatch and report fight.

### **Threat of Violence Emergency Procedures**

*A threat is an expression of intent to do harm or act out violently against something or someone. A threat can be spoken, written, or communicated through social networking media. All threat of violent injury must be taken seriously and investigated to determine whether they are credible.*

1. Stay Calm.
2. Assess the Situation. Is the threat credible? Is the threat coming from inside the bus or outside the bus? Is the threat against the driver, a student, the entire bus, or the school?
3. Discretely gather as much information as possible.
4. Discretely call Bus Dispatch or 911 if the threat seems credible.
5. Make a plan. Decide to continue route, modify route or stop bus. If decision is to stop the bus, you may decide it is prudent to mimic mechanical trouble rather than draw attention to the threat.
6. Report any findings to District Transportation Director.

### **Intruder Emergency Procedures**

*An intruder is an unauthorized person attempting to or successfully boarding the bus.*

#### Unauthorized Person Attempting to Board the Bus

1. Try not to allow them to board the bus. Close the door and do not open it.
2. Tell them the school policy that only students assigned to this bus are allowed to board.
3. Stay calm. Be polite and professional.
4. Listen. Talk with them and try to solve the issue if possible.
5. If unable to solve the issue, direct them to call Bus Dispatch.
6. Notify Bus Dispatch of the situation, including a description of the person and your location.
7. Call 911 if law enforcement assistance is needed.

#### Intruder on the Bus

1. Call 911 and Bus Dispatch if it is safe to do so.
2. Stand up to establish authority and carefully approach the individual.
3. Tell them the school policy that only students assigned to this bus are allowed to board.
4. Ask them to step off the bus.
5. If they comply, immediately close the door.
6. If they do not comply, tell them again to get off the bus or you will call the police.
7. Call 911 and Bus Dispatch giving a description of the person and your location.

### **Kidnapping Emergency Procedures**

*In some cases, a non-custodial parent or other unauthorized person may attempt to abduct a student from the school bus stop or by boarding the school bus.*

1. Try to not allow the person to board the bus. Close the door and do not open it.
2. If the individual abducts a student from the bus stop or the individual gets on the bus and attempts to physically take a student, call 911 immediately.
3. Be prepared to provide a description of the individual to include race, height, weight, hair color, facial hair, tattoos, clothing, the direction they went after leaving the bus, and did they get in a vehicle and if so, color make, model, and license number if possible.
4. Be prepared to provide a description of the student to include race, height, weight, hair color, clothing, and backpack.

### Hostage Emergency Procedures

1. Stay calm. Do nothing to create a more dangerous situation.
2. Get help. Discreetly call 911 if possible.
3. Cooperate. Follow the instructions of the hostage taker unless you feel that following their instructions would increase danger to yourself or to others. If you are spoken to by the hostage taker, cooperate and be concise. If possible, keep a safe, non-intimidating distance and avoid abrupt movement.
4. If hostage taker appears receptive, attend to first aid of students as needed. Help them remain calm.
5. Be observant. Try to remember things you see or hear as the location, number of hostages, description of hostage taker, weapons, etc.
6. Watch for the unexpected. Try to think of possible courses of action for various contingencies.
7. As rescue takes place, crouch down in a protective position. Follow Lockdown Procedures.
8. Once released, follow law enforcement instructions.

### Weapons Emergency Procedures

*When weapons are involved, always address your own safety first so that you can better protect the students.*

#### Gunshots Near the Bus

If you hear gunshots or if there is a shooting near the bus, use extreme caution.

1. Instruct students to take cover and implement Lockdown Procedures.
2. Quickly decide whether you can drive away from the area or if you should pull over and take cover.
3. Call Bus Dispatch or 911 as soon as safely possible.
4. Stay calm. Reassure students as you are able.

#### Weapon on Bus

If you learn that a person is in possession of a weapon on your bus and they have not yet displayed or used the weapon to threaten or attack others:

1. Stay calm.
2. Discreetly call Bus Dispatch or 911, if possible.
3. Make a plan. Decide to continue route, modify route, or stop bus.
4. If decision is to stop the bus, you may decide to mimic mechanical trouble. Stop in a safe location.
5. Do not directly approach the individual alone.

#### Shooting or Stabbing on the Bus

If there is a shooting on the bus, take defensive measures based on the situation to increase the safety of yourself and the students.

1. Stay calm.
2. Stop the bus. Secure the bus.
3. Call Bus Dispatch or 911 as soon as safely possible.
4. Do not confront the individual unless they are attacking, and it is clear to you that it would be safer for you to try to disable the attacker than not to.
5. Tend to medical needs if you are able to.
6. Follow instructions of law enforcement.

## Transportation Recovery

Following a crisis, district leadership will move quickly to restore the academic environment. The transportation team will be key factor in this process.

- Be prepared for announcements regarding school closure, and re-opening.
- Be prepared to attend mandatory de-briefing with all staff members affected.
- When needed, consider the use of staff support to include a variety of services such as: individual counseling, group counseling, peer-support.
- If requested, participate in after-action review of the event.
- Plan for an on-going investigation with law enforcement. Actions may include reviewing bus camera footage, student information, and record exchanges.

## ANNEX M: SAFETY AND SECURITY OVERVIEW

Using the District Security Assessment Summary provided by **TDSHS**, complete the following chart as Annex N to the District Emergency Operations Plan. For each domain and related sub-category, provide the identified "priority deficiencies" that you are targeting. Specify if you are using a strategy, policy, or purchase to address the deficiency. Provide an overview of the funding that is used to address the deficiency and include the funding source. If you used prior year funding, provide any results that have resolved the deficiency. If you are using future funding, explain how the funding will help resolve the deficiency.

| Safety and Security Overview   |                                  |   |                               |  |  |
|--|----------------------------------|---|-------------------------------|--|--|
| Domain   | Priority Deficiencies Identified | Strategy, Policy, or Purchase to Address Deficiency | Funding to Address Deficiency | If Prior Year Funding, Explain Results | If Planned Spending, Explain Desired Outcome |
| <b>Communications:</b><br>Two-Way Communication, Crisis intervention/ Incident Reporting   |                                  |   |                               |  |  |
| <b>Surveillance:</b><br>Security Cameras   |                                  |   |                               |  |  |
| <b>Visitor Management:</b><br>Entrance Lobby, Identification Badges  |                                  |   |                               |  |  |
| <b>Access Control:</b><br>Exterior Doors, Walkway Covers Access, Windows, Modular Classrooms, Hallways, Stairwells, Classrooms, Cafeteria, High Risk Areas, Gymnasiums, Facility Systems, Security Alarm System, Key Control |                                  |   |                               |  |  |
| <b>Signage:</b><br>Signage, Emergency Signs and Emergency Lights   |                                  |   |                               |  |  |
| <b>Vehicle Control:</b><br>Design and Use, Bus Loading Area, Other Traffic,  |                                  |   |                               |  |  |
| <b>Perimeter Control:</b><br>Building and Grounds, Fencing, Gates, Lighting, Landscaping   |                                  |   |                               |  |  |

| District SAVE Act Coordinator   |       |                     |                              |              |                                      |
|---|-------|---------------------|------------------------------|--------------|--------------------------------------|
| Please provide the district's single point of contact for all school safety-related matter. In addition, please include how many years they have worked as the SAVE Act Coordinator and if they serve any other roles in addition to school safety. |       |                     |                              |              |                                      |
| Name  | Email | Office Phone Number | Emergency 24-Hr Phone Number | Years Served | Additional Roles Within the District |
|   |       |                     |                              |              |                                      |



## ANNEX N: THREAT ASSESSMENT POLICY AND PROCEDURES

Delete the below information and replace it with your district's Threat Assessment Policy and Procedures. T.C.A. § 49-6-2701 has been provided here for reference.

### T.C.A. § 49-6-2701

Each LEA shall adopt a policy to establish a threat assessment team within the district. The purpose of the Threat Assessment Team is to develop comprehensive intervention-based approaches to

1. Prevent violence.
2. Manage reports of potential threats.
3. Create a system that fosters a safe, supportive, and effective school environment.

The Threat Assessment Team must include LEA personnel and law enforcement personnel. The Threat Assessment Team may include juvenile services personnel, a representative of the local district attorney's office, a representative of the Department of Children's Services, and mental health service providers.

A threat assessment team shall:

- Obtain training from local law enforcement or mental health service providers on how to assess individuals exhibiting threatening or disruptive behavior and develop interventions for individuals exhibiting such behavior;
- Conduct threat assessments based on dangerous or threatening behavior of individuals in the school, home, or community setting;
- Provide guidance to students, faculty, staff, and others in the LEA on how to recognize, address, and report threatening or dangerous behavior;
- Establish procedures that outline the circumstances in which LEA personnel are required to report threatening or dangerous behavior;
- Establish procedures for students, faculty, and community members to anonymously report threatening or dangerous behavior and specify to whom the behavior should be reported;
- Provide guidance and best practices for the intervention and prevention of violence;
- Establish procedures for the:
  - o Assessment of individuals exhibiting behavior that may present a threat to the health or safety of the individual or others;
  - o Development of appropriate means of intervention, diversion, and de-escalation of threats; and
  - o Development of appropriate courses of actions that should be taken in the event threatening or dangerous behavior is reported, including, but not limited to, referrals to community services or healthcare providers, notification of parents or guardians, if appropriate, or notification of law enforcement and emergency medical services;
- Refer individuals to support services;
- Provide post-incident assessments and evaluate the effectiveness and response of the LEA to incidents; and
- Coordinate with state agencies providing support services and technical assistance to local threat assessment teams.

The threat assessment team shall document all behaviors and incidents deemed to pose a risk to school safety or that result in intervention and shall provide the information to the LEA. All information shall be documented in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), § 10-7-504, and all other relevant state and federal privacy laws. The LEA must consider the information when reviewing and developing a building-level school safety plan.

The threat assessment team shall report threat assessment team activities to the local board of education, the director of schools, the department of safety, the Tennessee school safety center, and the members of the state-level safety team established pursuant to § 49-6-802(a) on a regular basis. The report must include quantitative data on threat assessment team activities, including post-incident assessments, and must provide information on the effectiveness of the team's response to incidents deemed to pose a risk to school safety. The report must comply with the FERPA, § 10-7-504, and all other relevant state and federal privacy laws.

Documents produced or obtained pursuant to this section are not open for public inspection. Threat assessment team meetings do not constitute an open meeting as defined by § 8-44-102.

## ANNEX O: REPORTING POTENTIAL THREATS

Information about potential plans for violence can be observed or discovered before harm can occur, however information is often fragmented. **SCHOOLDISTRICT** has provided information to students, staff, and school community to report information regarding a threat:

- Students and parents may report a threat or potential threat anonymously through the [Safe TN App](#) or **INSERT ADDITIONAL REPORTING MEASURE**.
- All staff and students are trained to report any known possible threat or a reported threat by a student IMMEDIATELY to their supervisor, or if at a school, the principal or assistant principal.

The Threat Assessment Team will convene if the threat needs to be investigated. The Threat Assessment process includes a Student Support Plan for any credible threat, or students of concern, as well as disciplinary action for school conduct violations. Parents are also notified and may be interviewed as part of the Threat Assessment as well as be included in the Student Support Plan when deemed appropriate.

### “SEE SOMETHING, SAY SOMETHING”

Suspicious activity should be reported to:

- Local Law Enforcement
- Tennessee Office of Homeland Security (OHS); Tennessee Fusion Center at 1-877-250-2333
- Suspicious Activity Reports can be submitted online at [tn.gov/safety/homeland-security](https://tn.gov/safety/homeland-security).

School administrators may be notified of terrorist threats through either of the following means:

- A [National Terrorism Advisory System \(NTAS\)](#) alert from US Department of Homeland Security.
- Directly by a law enforcement or State of Tennessee Office of Homeland Security official.
- Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

Additional information regarding Threat Assessment protocols can be found in the **Threat Assessment Annex**.

**SCHOOLDISTRICT** has several violence prevention and intervention strategies such as:

**Delete this information and add the programs that your school/district has or participates in to prevent violence. The information below is some ideas mentioned in T.C.A. § 49-6-805**

- Collaborative arrangements with state and local law enforcement officials, designed to ensure that school resource officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- Dissemination of informative materials regarding the early detection and identification of potentially threatening behaviors and violent acts to teachers, administrators, school personnel, parents or guardians and students;
- Nonviolent conflict resolution training programs;
- Peer mediation programs and youth courts;
- Extended day and other school safety programs; and
- Comprehensive school counseling and mental health programs;

## ANNEX O: SAFETY MEETINGS, TRAINING AND DRILL/EXERCISE SCHEDULE

In addition to the required training and drills as mandated by state and federal laws.

(Fill in your own using below as an example, delete these instructions)

| Month | Meetings/Tasks  | Training  | Drill/Exercise   |
|-------|---|---|--|
| JUL   |   | -New Employee, Safety Procedures<br>-Substitute Safety Training | -ICS for Executive Staff                                     |
| AUG   | -Monthly Principal Mtg, Safety Updates<br>- School Safety Team Kick-off Meeting | -Threat Assessment Team(s)                                      | -Fire/Evacuation Drill (x2)<br>-Bus Safety Drill             |
| SEPT  | -Monthly Principal Mtg, Safety Updates  |   | -Fire/Evacuation Drill                                       |
| OCT   | -Monthly Principal Mtg, Safety Updates  | -Great Shakeout - Earthquake                                    | -Fire/Evacuation Drill<br>-Great Shakeout – Earthquake Drill |
| NOV   | -Monthly Principal Mtg, Safety Updates  | -Intruder Procedures  | -Fire/Evacuation Drill<br>-Intruder Drill                    |
| DEC   | -Monthly Principal Mtg, Safety Updates<br>-School Safety Team Meeting           | -Stop-the-Bleed Training  | -Fire/Evacuation Drill<br>-CPR/AED/First Aid Drill           |
| JAN   | -Monthly Principal Mtg, Safety Updates  |   | -Fire/Evacuation Drill                                       |
| FEB   | -Monthly Principal Mtg, Safety Updates  | -Severe Weather Procedures                                      | -Fire/Evacuation Drill<br>- School Safety Team ICS Exercise  |
| MAR   | -Monthly Principal Mtg, Safety Updates  | -Suicide/Bullying Awareness                                     | -Fire/Evacuation Drill<br>-Severe Weather Drill              |
| APR   | -Monthly Principal Mtg, Safety Updates<br>- School Safety Team Meeting          | - TN PREPARE (School Counselors)                                | -Fire/Evacuation Drill                                       |
| MAY   | -Monthly Principal Mtg, Safety Updates  | -Heat Injury Prevention   | -Fire/Evacuation Drill                                       |
| JUN   | -Monthly Principal Mtg, Safety Updates<br>-Annual School EOP Revision/Update    |   |  |

## ANNEX P: GLOSSARY

**Access and Functional Needs:** Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

**After-Action Reviews:** A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

**Comprehensive Multi-Hazard Exercise/Drill Program and Schedule:** A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

**Continuity of Operations:** Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.

**Corrective Action Plans:** Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

**Disability:** The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term “disability” has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

**Drill:** Actions designed to test and maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

**Emergency Management Programs:** An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological, or human-caused).

**Emergency Operations Plans:** District or campus level plans that provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

**Emergency Supplies:** A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

**Exercise:** An event designed to practice and test procedures that may be used in an emergency to improve performance and identify deficiencies. Examples of exercises may include drills, tabletop, functional and full scale.

**Facility:** Any district owned or leased building, works system or equipment with certain improved and maintained natural features.

**School Safety Planning Team:** A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Tennessee School Safety Center. Reviews each report required to be submitted by the district to the Tennessee School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility, or support service.

**Hazard:** Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

**Hazard Identification Risk Assessment:** A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

**Health Control Issues:** Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

**Incident Command System:** A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

**Interoperability and Compatibility:** A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

**Interagency Collaboration:** Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

**Memoranda of Understanding:** A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency/ jurisdiction.

**Mutual Aid Agreement:** Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

**National Incident Management System:** A systematic, proactive approach to guide departments and agencies at all levels of government, 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, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.