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**Emergency Operations Plan**

Revised: 6/5/20

***JFK High School***

|  |
| --- |
| **TEAM DEFINITIONS AND MEMBERS** **JFK High School Planning Team**  The JFK High School Planning Team is a made up of school district, school facility, and response community representation, with a vested interest in the safety of students, faculty, and staff of JFK High School.  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone **JFK High School Emergency Response Team**  The JFK High School Emergency Response Team is made up of school facility staff.  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone **JFK High School Recovery Team**  The JFK High School Recovery Team is made up of school district, school facility staff and support community representation of professionals, with a vested interest in the recovery of students, faculty, and staff of Lamont School District.  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone  Name Organization Position Cell Phone |
|  |

## **Population Count and Special Needs Chart**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total # of Students | Total # of  Teachers | Total # of FT  SROs | Total #  of Custodians | Total # of Additional  Staff | **Total of all people in bldg** | Total # of SPED Students | Total # of mobility disabilities stud/staff |
|  |  |  |  |  |  |  |  |

## **Signatory Page**

***Following the Tennessee S.A.V.E. Act (TCA 49-6-(801-814)) a copy of this plan is provided to the following. Signature below acknowledges receipt of the document (in digital or print form).***

|  |  |
| --- | --- |
|  |  |
| Principal | Assistant Principal |
|  |  |
| Director of Schools | Board Chair |
|  |  |
| Fire Department | Fire Department |
|  |  |
| Fire Department | Sheriff’s Department |
|  |  |
| Police Department | Police Department |
|  |  |
| Emergency Management Agency | County 911 Center |
|  |  |
| County Mayor/Executive | City Mayor |
|  |  |
| Emergency Medical Services | SAVE Act Coordinator |

### **Record of Distribution**

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

**Confidentiality**

The JFK High School Emergency Operations Plan is intended for official use only by faculty & staff, the school board, and local, county and state public safety officials. A version of this plan is also intended 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.

**Plan Security**

JFK High School Emergency Operations Plan is considered sensitive information and must be safeguarded and accounted for at all times. Under TCA 49-6-808, the plans are identified as confidential and are not subject to any open or public records requests. The principal is the sole approving official for the reproduction and distribution of this plan.

**Plan Distribution**

The annually approved JFK High School Emergency Operations Plan along with interim updates and revisions will be distributed to the following individuals and organizations by the school office immediately upon approval by the School Board.

|  |  |
| --- | --- |
| Copies | Plan Recipient |
| 1 | Principal’s Office |
| 1 | District Office |
| 1 | Administrator’s Tool Box |
| 1/member | School Emergency Team |
| 1 | Director of School’s Office |
| 1 | Local Fire Department/EMS |
| 2 | Local Police Department (or Sheriff’s Office), 911 Dispatch |
| 1 | Local Emergency Manager |
| 1 | Mental Health Services Coordinator |
| 1 | School Faculty and Staff |
| 1 | School Board Chairman |

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I. Introduction

Purpose

The purpose of this Emergency Operations Plan is to provide a framework of policies, procedures, guidelines, and an organizational structure that enables JFK High School and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving JFK High School.

Goal

The goal of this plan is to ensure the safety of all members of the JFK High School community and to preserve the well-being of the School and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

Scope

This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school’s planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. This plan is intended for use in conjunction with the following resources:

* Tennessee Code Annotated 49-6-(801-814)
* Lamont School Board Policy on School Emergency Planning and Preparedness
* Lamont School District Emergency Operations Plan
* Fulton County Basic Emergency Operations Plan
* JFK High School Student Handbook

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

**Mitigation** addresses what can be done to reduce or eliminate risk to life and property.

**Preparedness** focuses on the process of planning for likely or worst-case scenarios.

**Response** is devoted to the steps taken during an emergency.

**Recovery** deals with restoring the learning and teaching environment after an emergency.

The Annexes provide supplemental information to enhance the content and facilitate the implementation of the base plan.

**Planning Assumptions**

1. The school community 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 school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
5. Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school’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 Superintendent or their designee will activate the JFK High emergency operations plan, and will serve as a support system for school campus incidents.
2. **Coordination** – The JFK High 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.
3. **Adoption of the National Incident Management System (NIMS)** – Fulton 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 for all kinds of emergencies and is applicable to all size incidents.

Planning for Specific Populations

This plan 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.

\**See Appendix B for Example Special Needs Summary Sheet*

II. Mitigation, Protection, Prevention

### **Hazard Identification Risk Assessment (HIRA)**

The JFK High School utilizes an all-hazards approach to safety planning. Utilizing the TN School Safety Center Hazards Identification and Risk Assessment Tool provided by the Lamont School District, JFK High can plan for a variety of natural and manmade hazards.

Throughout the Hazards Identification and Risk Assessment process, the Lamont School 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** - Taking into account 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.

## **Physical Security**

JFK High School follows the physical security standards as set forth in the Tennessee Department of Safety and Homeland Security publication, *‘Physical Security Assessment, Tennessee Schools’* (2018).

Appropriate physical security measures are determined by the facility security rating, which is based on the following criteria:

* Facility Mission Criticality
* Facility Symbolism
* Facility Population
* Facility Size
* Threats to the Facility
* Other Intangible Factors

These security measures address areas of potential security vulnerabilities; such as site security, exterior security, interior security, security systems, and security operations/administration.  The most recent Physical Security Assessment Report is secured with the Principal and a copy is filed with the central office.

## **School Operations and Visitor Management**

At \_\_\_\_\_ (list time) all exterior doors of the building are locked. ***No one is permitted to prop or open exterior doors without consent of Principal or designee.***

Visitors are required to enter the front door, which does/does not have a bell-system. When the visitor enters the building, they are required to report to the office, provide photo identification, and state their business in the building. Upon approval, office personnel will have the visitor sign in and then give them a visitor badge to wear for the duration of their visit. The school resource officer or 911 will be called if anyone attempts to avoid reporting to the office. Upon leaving the building, visitors will sign-out at the fount office and return their visitor badge.

## **National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach to incident management and stabilization. Adopting NIMS enables personnel to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

All personnel who assume roles described in this plan shall receive IS-100.SA and IS-700 training. These trainings are conducted through a web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

## **Incident Command System (ICS)**

JFK High School 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. 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.

**NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until local responders assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander following a criminal act, after the principal briefs the local responder on the situation and notifies the SERT of the transfer. To affect a smooth transfer, it is critical that JFK High School always involve local responders in the school’s emergency operations plan development and training. Once the local responder assumes the IC role, the principal is still the leader of his/her own staff/students and the various functions that they’ve been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and local responders form what is called a “Unified Command,” where the principal and local responder share in the decision making process.**

## **Drill Requirements**

**Fire Drills**: 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. 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. 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. *(TN Code Annotated 68-102)*

**Intruder Drill**: 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. *(TN Code Annotated 49-6-807)*

**CPR/AED Drill**: Each school having one (1) or more AEDs shall schedule annual CPR/AED training for ***ALL*** school personnel and conduct an annual CPR and AED drill. (*Tennessee Code Annotated 49-2-122*)

**Additional Drills:**

1. Each school shall conduct three (3) additional drills, not requiring full evacuation, during each school year. (*TN Code Annotated 68-102*)
2. Each school administered by a local education agency having jurisdiction that lies entirely or partially within 100 miles of the New Madrid Fault Line shall conduct at least two earthquake preparedness drills (drop, cover, hold) annually. (*State Board Policy 0520-01-03*) **\*The two (2) earthquake drills may count towards the three (3) additional drill requirements listed under section A.**

III. Response

## **Initial Response**

Crises are unexpected, often unpredictable and take many forms. No school district or community can be fully prepared for everything that may happen, but some simple measures are helpful in any emergency:

* 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

## **Emergency Shut-Off/Emergency Routing**

* The fire alarm control panel is located \_\_\_\_\_\_\_\_\_.
* A security box with school keys and building map is located \_\_\_\_\_\_\_\_.
* The main power cut-off switch is located \_\_\_\_\_\_\_\_.
* The water shut-off valve is located \_\_\_\_\_\_\_.
* The school is/is not connected to natural gas.
* Fire trucks will arrive at this location: \_\_\_\_\_\_\_\_\_\_.
* Ambulances will arrive at this location: \_\_\_\_\_\_\_\_\_\_\_.
* A medical helicopter should land at this location: \_\_\_\_\_\_\_\_\_.

**Emergency Commands (Use below as an example, fill in your own)**

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”***

# **FUNCTIONAL PROCEDURES**

# Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Principal, or designee, will decide upon the Universal Emergency Procedure to implement.

|  |
| --- |
| **Evacuation** |
| An orderly and preplanned exit from the district facility when conditions are safer outside than inside  **When announcement is made or alarm sounded:**   * Take the closest and safest way out as posted   (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 RELOCATION:**  a) Notification – (insert redundant methods here)  b) Identified On-Site Relocation area – (insert here)  c) Primary and Secondary Routes are posted in – (Insert here)  **OFF SITE RELOCATION:**  a) Notification – (insert redundant methods here)  b) Identified Off-Site Primary Relocation area – (insert here)  c) Identified Off-Site Secondary Relocation area – (insert here)  c) Schedule of Drill – (insert here) |
| **Reverse Evacuation** |
| 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   a) Notification – (insert redundant methods here)  b) Schedule of Drill – (insert here) |
| **Soft Lockdown** |
| A situation where there is potential for a threat and the school are to take protective measures without ceasing instructional time.  **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.   a) Notification – (insert redundant methods here) |
| |  | | --- | | **Lockdown** | |
| A situation where there is an imminent threat inside or outside of the building. Students 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   + BE 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   a) Notification – (insert redundant methods here)  b) Schedule of Drill – (insert here) |
| **Shelter-in-Place** |
| Placement of students 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  a) Notification – (insert redundant methods here)  b) Identified Shelter Area – (insert here)  c) Schedule of Drill – (insert here) |
| |  | | --- | | **Drop, Cover and Hold** | | For use in earthquake or other imminent danger to building or immediate surroundings.  **When the command “Drop” is made:**   * DROP – to the floor, take cover under a nearby desk or table and face away from the windows * COVER - your eyes by leaning your face against your arms * HOLD - on to the table or desk legs, and maintain present location/position * Assist those needing special assistance * Wait for further instructions   a) Notification – (insert redundant methods here)  b) Schedule of Drill – (insert here) | |

*\*See Annex D for Floor Plans, Blueprints, Evacuation Routes and Mapping of Evacuation Assembly Areas*

**School Emergency Response Team (SERT)**

The School Emergency Response Team (SERT) is made up of individuals within the school staff and was created to assist the principal in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the SERT. All team members receive the following required training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

| **School Emergency Response Team – Roles** | **Team Members (You assign)**  **Primary & Alternate** | **Phone # or Extension** |
| --- | --- | --- |
| **Incident Commander**  Overall leader during an emergency. Makes decisions based on information/suggestions provided from team members. Responsible for planning meetings. Coordinates the broad and specific functions of the team during an emergency. Passes role to fire chief during fire/HAZMAT incident and law enforcement commander following a criminal act. Coordinates school use as a shelter for community emergencies. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Student Accounting**  Ensures all teachers have accurate accounting of students; coordinates efforts in accounting for missing or extra students. Ensures all classrooms have a classroom go-bag that includes a student roster. Reports student status to the principal. Oversees student release procedures. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Emergency Bus Staging Area Coordinator**  Coordinates arrival of buses and the loading of students and staff onto the proper bus with the transportation coordinator when evacuating to or transporting from off-site location(s) and for early dismissals from on-site. Updates bus rosters and planned bus routes into staging areas in advance. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Off-Site Evacuation Coordinator**  Plans use of a location and evacuation routes to safely move students. Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff. Coordinates with Emergency Bus Staging Area Coordinator and Parent Reunion Organizer to manage parent arrivals. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Police and Fire Liaison**  Provides information to local police and fire department about what has taken place and about the plans the school has implemented to ensure the safety of the students. Maintains contact between school operations and those of the police/fire operations throughout the incident. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Parent Reunion Organizer and Liaison**  Provides specific directions to parents as they arrive in the area. Establishes pre-identified location where parents can wait to be reunited with their children and obtain information about the event. Coordinates activities at the Reunion Site. Coordinates with Media Rep for information that can be released to parents. Also coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to Reunion Site. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Information and Media Representative**  Establishes the media staging area. Serves as sole contact person for all media. Drafts parent letter (“backpack letter”) that goes home with students explaining the incident. Ensures media doesn’t gain access to student or faculty during the incident. Keeps staff informed about the incident. Discusses message to be conveyed with school administrators in advance. Coordinates message with emergency responders prior to release of public information. Supervises Call Team. Superintendent may assume this role. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Communication and Recorder**  Confirms that 911 was called. Activates the telephone call tree to notify SERT and other school staff. Notifies and updates the Superintendent’s office and requests resources, if needed. Keeps detailed record of events, decisions, and actions including annotation of time, which helps ensure critical tasks are completed and allows incident supervisor to track all activities, and police/fire to reconstruct the events during the subsequent investigation. Assists Incident Commander with internal classroom telephone/intercom communications. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Safety & School Site Security Coordinator**  For incidents that occur around the school building but do not directly involve school personnel such as a violent crime that may require staff to take steps to quickly lockdown the school from outside intruders. Serves as the liaison with the agency managing the local event. Develops check system to ensure school is secure. | Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name or Staff Position | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Staff Assignments Coordinator**  Coordinates use of available personnel to assist with carrying out the core functions associated with the incident. Teachers/staff not assigned students during an incident and other school personnel arriving at the incident report directly to this person. Works closely with the Incident Commander and directs staff to areas that need assistance. Functional team leaders coordinate with the Staff Assignments leader in requesting manpower. Maintains roster of assignments and manpower needs, making requests to main office when needed. | Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **School Nurse**  Maintains first aid kits in common areas of the school. Trains and maintains an inventory of students and staff on CPR and first aid and coordinates their effort during an emergency. Serves as triage officer during mass casualty events until EMS arrives. Serves as liaison with local EMS, hospitals, public health and the healthcare community. Promotes infection control practices before, during, and after an outbreak of disease. Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a Bio-Terrorism incident. | Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **Facility Operations & Maintenance**  Head custodian or Maintenance Director works with the School Emergency Team to identify specific sections of the building. Custodial staff members work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds. | Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| **School Counselor**  Plans and implements proactive counseling and violence prevention programs. Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident. Schedules support meetings, coordinates human recovery activities and organizes other grief management resources. Coordinates professional community services, when required. | Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
| Alt: Name | Work: xxx-xxxx  Cell: xxx-xxxx  Email: |
|  | | |
| **Teachers with students in class**  Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; report missing/injured or extra students to the Student Accounting Leader.  **Teachers & staff not assigned to a class when an emergency occurs.** Report to the Staff Assignments Leader if not previously assigned an emergency role. | Teachers | Intercom, Room Number |

## **Call Team**

## This team consists of teachers that have no assigned students and is activated by the Incident Commander. Duties include the following: preparing backpack letters; placing and/or receiving large volumes of calls to or from parents, community partners, etc. about an incident; augmenting the SERT when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable. After activation, the call team normally occupies \_\_\_(location)\_\_\_\_\_\_\_\_\_\_\_\_\_ and initially falls under the direction of the Information and Media Representative. See Section IV, Response (Communications), for team membership and responsibilities.

**Media Policies and Guidelines**

The Lamont School District Director of Schools, or designee, will oversee all external communications with community and the media regarding the facts relating to the emergency and the school’s response. It will also determine the information that should be shared with the community and the media. A media staging area will be located at \_\_\_\_\_\_.

(Insert Media Policy Here)

**Staging Areas**

### **Incident Command Post (or Command Post)**

*Location(s).*

Primary location: \_\_\_\_\_\_\_\_\_\_\_\_\_

1st Alternate location: \_\_\_\_\_\_\_\_\_\_\_\_\_

2nd Alternate location: To be determined at the time of the incident.

### **Media Staging Area**

*Location(s):* \_\_\_\_\_\_\_\_\_\_\_\_\_

*Special Traffic or Security Concerns for this Area:* \_\_\_\_\_\_\_\_\_\_\_\_\_

*Contact Person:* \_\_\_\_\_\_\_\_\_\_\_\_\_

**Relocation Plan**

### **Emergency Bus Staging Area**

*Location(s):*

On-site: \_\_\_\_\_\_\_\_\_\_\_\_\_

*Special Traffic or Security Concerns for this Area:* Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas.

* Always walk around buses
* Do not pass between two buses that are parked end to end.
* At least one staff member without students will supervise loading and unloading of buses.
* Students will not load or unload buses unless instructed to do so by a staff member.
* Students will remain in the groups they are assigned to when loading and unloading.
* Teachers will maintain control of their assigned students at all times.
* All staff and students will maintain visual contact with the bus driver when in the bus staging area and during loading and unloading procedures.

### **Relocation Sites**

**Student/Family Reunification**

* *Name of Location* - Specify Indoor/Outdoor: Instructions on how to enter.
* *Name of Location – Specify Indoor/Outdoor*: Instructions on how to enter
* *Name of Location – Specify Indoor/Outdoor. Instruction on how to enter:*
* *Name of Location – Specify Indoor/Outdoor:* Instruction on how to enter.

### **Family Notification**

***\*Family Notification section and Student Accounting and Reunification section should be included in the student handbook provided to parents annually.***

Lamont High School will oversee family notification. Current information regarding the incident, status of their children, and what families can do to assist will be communicated. The following communications measures will be utilized for notifications:

(Insert Notification Means Here)

**Student Accounting** (fill in your procedures using below as an example)

Teachers with students are responsible for accounting for those students throughout the course of an emergency. Attendance will be taken at each stage of an evacuation or relocation and submitted to the Student Accounting Leader. Points at which attendance must be taken include Emergency Assembly Areas (inside or outside the School), Emergency Bus Staging Areas, Evacuation Relocation Sites and at Parent Reunion/Student Release Points.

**Student rosters**

* Teachers will update student rosters a minimum of \_\_\_\_\_ per \_\_\_\_.
* One copy of the roster will be placed in the Classroom Go-Bag, one copy made available for substitute teachers, and one copy provided to the Communication and Recorder.

**Reunification Plan**

**Emergency Care Cards (ECC)**

* Teachers will arrange to have parents fill out an emergency care card (ECC during the \_\_\_\_ week of school, and within \_\_\_ days after the arrival of all new students throughout the year.
* The card must include the following information:
* Contact information on parents/guardians, and several other adults who can be contacted if the parent or guardian is not available.
* Authorization for students to leave campus with any of the adults listed on the card, if necessary.
* Pertinent medical information such as allergies, medications, and doctor contact information.
* Pertinent custody information.
* Teachers place one hard copy of the ECC in the Classroom Go-Bag and one copy to the school office.
* School Office staff will:
* Produce an electronic copy of all ECCs.
* Store hard copy of ECCs in \_\_\_\_\_\_\_\_\_\_\_\_\_.
* Provide an electronic copy of the ECC to the School Nurse for screening of medical information.
* Provide an electronic copy of the ECC to the Transportation Coordinator with information on only those students with special needs or medical conditions that may require the intervention or response from a bus driver.

**Student Release Forms**

* Teacher copies of this Student Release Form will be stored in the Classroom Go-Bag.
* The school office will store copies in the \_\_\_\_\_\_\_\_\_\_\_\_\_.

**Parent Reunion/Controlled Student Release** (fill in your procedures using below as an example)

**Procedures**

1. The Parent Reunion Organizer and Liaison will coordinate with the Staff Assignments Leader and establish the Parent Reunion/Student Release point and oversee its operation.
2. At a minimum, one table will be established for each grade represented at the Student Release Point.
3. Additional tables may be set up per grade with alphabetic subsets (eg., A-L; M-Z).
4. Grade level will be clearly marked on an 8x10 sign that is erected on a post attached to the table that can be seen at adult eye level when standing.

**Grade 9**

**(A-L)**

1. Emergency Care Cards and Student Release Request forms are needed on site.
2. Emergency Care Cards will be distributed by grade to grade designated tables.
3. The Staff Assignments Leader will assign staff to the Parent Reunion Organizer and Liaison tomanage each of the tables and serve as runners to inform teachers which students are cleared for release.
4. The desk staff completes the Release Request and files it.
5. If the Requester is not listed on the Emergency Care Card, the student will not be released under any circumstances unless personally overridden by the principal or assistant principal.
6. All students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The backpack letter will be prepared by the Information and Media Representative.

**Table staff will:**

* + Greet parents in an understanding manner.
  + Ask parents to fill out the student release request form.
  + Ask parents to prove their identity with a picture ID.
  + Retrieve the Emergency Care Card and compare the authorized names to the name on the ID and the name on the Request Release. If the names match. . .
  + Dispatch a runner to inform the student’s teacher of the release.

**Teachers will:**

* Escort each student to the release point,
* Confirm the release arrangement with the desk staff
* Release the student.

## ***Parent Reunion Area / Family Information Center***

## 

The Parent Reunion Area and Family Information Center will normally be co-located. In the event of an evacuation to an off-site location (relocation site), a second information point will be made available to parents who arrive at the school looking for their children.

*Location(s):*

Onsite. Primary location: \_\_\_\_\_\_\_\_\_\_\_\_\_

*Contact Person:* Parent Reunion Organizer on the School Emergency Response Team \_\_\_\_\_\_\_\_\_\_\_\_\_

***Note to Parents***: JFK High School is one of the safest places for students to be during most crises or natural disasters. The following emergency procedures have been established to keep them safe:

* In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.
* Under certain circumstances students may be evacuated to another site. If this occurs, parents will be notified through the school website, announcements on local radio and television stations, and through phone calls made to contacts found on the student’s Emergency Care Card (ECC).
* We ask parents and guardians not to telephone the school and tie up the few telephone lines that will be needed for emergency use. The best place to get current updates is to visit the School’s website which can be accessed at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless pre-release is documented on the student’s Emergency Care Card, which is filled out at the beginning of the school year. Parents must keep information on the ECC current.
* The family information center will provide up-to-date information on the incident, the status of their children and information on what parents can do to assist.

IV**.** Recovery

## **Goal**

The goal of recovery is to return to learning and restore the infrastructure of the JFK High School as quickly as possible. JFK High School District will apply the following recovery strategy:

* Utilize credentialed community service providers for assessments and resources on the emotional needs of school district staff, school staff and faculty, students, and families.
* Take as much time as needed for recovery. Recovery is not linear and individuals recover at different rates.
* Evaluate recovery efforts and apply revisions to emergency operations plans as determined.

**Recovery Team Members**

|  |  |  |
| --- | --- | --- |
| **NAME** | **TITLE** | **ORGANIZATION** |
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**Recovery Team Responsibilities**

Recovery Team responsibilities include the following:

* Verify the facts of the crisis
* Determine the appropriate scope of the crisis response.
* Determine the need to “pull in” the district recovery team.
* Determine how the facts will be communicated to the school.
* Write a statement that can be used by classroom teachers to read to students.
* Identify a family liaison, and work closely with affected families.
* Work with, or identify, the media liaison.
* Design interventions for the first day back to school.
* Identify students and faculty that need critical incident stress debriefing, individual counseling, or counseling referrals.
* Organize in-school memorials.
* Offer assistance to teachers in helping children talk about and cope with traumatic events and losses.

**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 school counselor will arrange for the psychological and emotional recovery team – made up of 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.

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

**Managing Memorials (Insert your policy on memorials and funeral services)**

The following procedures will be followed for managing memorials:

V. Annexes

1. Hazard Sheets
2. Special Needs Summary Sheet
3. Communications Plan
4. Maps and Blueprints
5. Memorandum of Understanding – Relocation
6. Pandemic Plan
7. Glossary

Annex A. Hazard Sheets

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

Schools 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.

**The tasks listed within each hazard sheet are meant to be a starting point. Work with your school district and community of responders to identify additional preparedness measures, response procedures, and recovery tasks.**

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| ACTIVE AGGRESSOR/  ACTIVE SHOOTER | | | “Lockdown”  “Evacuation”  “Reverse Evacuation”  “Hide” | |
| An individual actively engaged in aggressive behavior, or engaged in killing or attempting to kill, people in a confined and populated area. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain control access through methods identified in physical protection section of plan. | |  |
|  |  | Post signs and requirements for visitor management. | |  |
|  |  | Instruct school personnel and students to refuse to open exterior doors for anyone. | |  |
|  |  | Establish a threat assessment team to monitor and provide interventions for at-risk students. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Depending on the situation, initiate **LOCKDOWN or EVACUATION**. | |  |
|  |  | Call 911. Provide as many details as possible. | |  |
|  |  | Remain calm and quiet. | |  |
|  |  | Follow directions from law enforcement. | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
|  |  | Activate relocation plan. | |  |
|  |  | Activate reunification plan. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Provide immediate crisis counseling. | |  |
|  |  | Conduct debriefing with school personnel. | |  |
|  |  | Provide ongoing communications with school personnel, students, and parents. | |  |
|  |  | Identify and implement corrective actions. | |  |

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| **BOMB THREAT** | | | “Evacuation” | |
| **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.** | | | | |
| **DATE** | **TIME** | **PREPAREDNESS MEASURES** | | RESPONSIBLE PARTY |
|  |  | **Maintain control access through methods identified in physical protection section of plan.** | |  |
|  |  | **Post signs and requirements for visitor management.** | |  |
|  |  | **Conduct “Evacuation” drills.** | |  |
| **DATE** | **TIME** | **RESPONSE PROCEDURES** | | RESPONSIBLE PARTY |
|  |  | **Gather as much information as possible, noting the caller ID number and the phone line that they called in on.** | |  |
|  |  | **Make appropriate notifications: 911, Central Office** | |  |
|  |  | **Upon announcement, EVACUATE the building.** | |  |
|  |  | **Provide assistance to students and school personnel with special needs.** | |  |
|  |  | **Account for all students, visitors, and school personnel.** | |  |
|  |  | **Activate relocation plan if needed.** | |  |
|  |  | **Activate reunification plan if needed.** | |  |
|  |  | **Activate communication plan.** | |  |
| **DATE** | **TIME** | **RECOVERY TASKS** | | RESPONSIBLE PARTY |
|  |  | **Provide counseling services if needed.** | |  |

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| 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. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Conduct annual bullying training for school personnel. (include reporting mechanism and timeline requirements) | |  |
|  |  | Send bullying policies home to parents with student/parent contracts for signature. | |  |
|  |  | Conduct character education/bullying prevention curriculum for students. | |  |
|  |  | Participate in school climate surveys. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon report of bullying incident, conduct investigation. | |  |
|  |  | Notify parents of incident. | |  |
|  |  | Take appropriate disciplinary action. | |  |
|  |  | Refer as needed to school counseling students who have bullied others and/or students that have been bullied. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Identify and implement corrective actions. | |  |
|  |  | Provide counseling services if needed. | |  |

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| COMMUNICABLE  DISEASE | | | \*See Annex F if communicable disease should expand into a pandemic. | |
| An infectious disease transmissible by direct contact with an affected individual or by indirect means. Schools are vulnerable to communicable disease due to the possibility of rapid spread. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Provide awareness through prevention campaigns. | |  |
|  |  | Post signs to remind students about good hygiene. | |  |
|  |  | Maintain robust cleaning protocols. | |  |
|  |  | Send letters home to parents advising on flu shots and other immunizations. | |  |
|  |  | Collaborate with local health department on preventative measures. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Minimize exposure through social distancing guidelines if appropriate. | |  |
|  |  | Coordinate with local health officials on response activities and decision making for ongoing school operations. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations | |  |
|  |  | Inventory buildings for prevention opportunities | |  |
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| CRIME IN  COMMUNITY | | | “Soft Lockdown”  “Lockdown”  “Reverse Evacuation” | |
| Factors such as crime rates in the area, frequency of child abuse and domestic violence, prevalence of access to weapons, known gang activity, and drug use may contribute to acts of violence. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain control access through methods identified in physical protection section of plan. | |  |
|  |  | Identify protocols from law enforcement on school notification. | |  |
|  |  | Conduct “Lockdown” and “Reverse Evacuation” drills. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon notification, go into **“Soft Lockdown” or “Lockdown” as appropriate.** | |  |
|  |  | Assist students and school personnel with special needs. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Provide counselling services if needed. | |  |

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| EARTHQUAKE | | | “Drop, Cover, and Hold” | |
| An Earthquake is the result of a sudden release of energy in the Earth’s crust that creates seismic waves. The energy originates from a subsurface fault. Earthquakes strike suddenly and without warning, occur at any time of the year, and at any time of the day. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Conduct building safety assessments to determine any structural risks. | |  |
|  |  | Conduct “Drop, Cover, and Hold” drills. | |  |
|  |  | Conduct radio communication drill with local responders. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon shaking, **“DROP, COVER, and HOLD”.** | |  |
|  |  | Assist students and school personnel with special needs. | |  |
|  |  | Shutdown appropriate utility and building systems. | |  |
|  |  | Evacuate to predesignated area, away from power lines and structures. | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Report damage assessments to Facilities Manager. | |  |
|  |  | Provide counseling services if needed. | |  |

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| FIRE/EXPLOSION | | | “Evacuation” | |
| Burning of materials that result in flames, smoke, and violent bursts. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Fire extinguishers are checked on a monthly basis and are easily accessible. | |  |
|  |  | Curtains and other materials are treated with fire retardant substances. | |  |
|  |  | Unnecessary debris is removed from hallways, classrooms, and storage areas. | |  |
|  |  | Incompatible chemicals are stored in separate areas. | |  |
|  |  | Evacuation drills are conducted as specified in TCA. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Fire alarm notification indicates immediate **EVACUATION**. | |  |
|  |  | Notify 911 and Central Office. | |  |
|  |  | Assist movement of students and staff with special needs. | |  |
|  |  | Shutdown appropriate utility and building systems. | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
|  |  | Activate off-site relocation plan if needed. | |  |
|  |  | Activate reunification plan if needed. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Report damage assessments. | |  |
|  |  | Provide counseling services if needed. | |  |

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| FLOODING | | | “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. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Weather radios are installed and maintained. | |  |
|  |  | Evacuation drills are conducted as specified in TCA. | |  |
|  |  | Participate in community weather briefings through local emergency manager. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | **EVACUATE** the building when notified. | |  |
|  |  | 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 relocation plan if needed. | |  |
|  |  | Activate reunification plan if needed. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Report damage assessments. | |  |
|  |  | Provide counseling services if needed. | |  |

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| FOODBORNE  OUTBREAK | | |  | |
| When two or more people get the same illness from the same contaminated food or drink. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain appropriate sanitation requirements. | |  |
|  |  | Dispose of outdated food and milk. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Make appropriate notifications: Food Nutrition Supervisor, 911 (if necessary), parents (if necessary) | |  |
|  |  | Close cafeteria until contamination can be identified and required inspections have been completed. | |  |
|  |  | Maintain record of affected students. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct decontamination process. | |  |
|  |  | Provide counseling services if needed | |  |

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| HAZARDOUS MATERIALS RELEASE | | | “Shelter in Place”  “Reverse Evacuation”  “Evacuation” | |
| 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. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain list of chemicals in the building. | |  |
|  |  | Incompatible chemicals are stored in separate areas. | |  |
|  |  | Conduct shelter-in-place, evacuation, and reverse evacuation drills. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Determine which action is most appropriate for the situation: **SHELTER-IN-PLACE or EVACUATION**. | |  |
|  |  | **If EVACUATION**: move students in the opposite direction of the wind and at least 500 ft. away from hazardous source. | |  |
|  |  | **If EVACUATION**: Assist in the movement of students and staff with special needs. | |  |
|  |  | **If SHELTER-IN-PLACE**: Shutdown appropriate utility and building systems. | |  |
|  |  | **If SHELTER-IN-PLACE**: close classroom windows and seal gaps under doorways. | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
|  |  | Monitor individuals for medical distress and report immediately. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Provide counseling if needed. | |  |

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| HOSTAGE | | | “Lockdown”  “Evacuation” | |
| A person who has been seized or is being held as security for the fulfillment of a condition. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain control access through methods identified in physical protection section of plan. | |  |
|  |  | Post signs and requirements for visitor management. | |  |
|  |  | Conduct lockdown and evacuation drills. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Call 911 and report all known details. | |  |
|  |  | Notify central office. | |  |
|  |  | Protect students and school personnel by initiating **LOCKDOWN or EVACUATION** (or combination of both). | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
|  |  | Activate communications plan. | |  |
|  |  | Activate relocation plan. | |  |
|  |  | Activate reunification plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct debriefing with school personnel. | |  |
|  |  | Provide counseling services. | |  |

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| INTRUDER | | | “Lockdown” | |
| A person who enters a school building with criminal intent. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain control access through methods identified in physical protection section of plan. | |  |
|  |  | Post signs and requirements for visitor management as identified in physical section of plan. | |  |
|  |  | Do not prop or open locked doors under any circumstances. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | With another staff member, approach individuals that are in building unaccompanied and/or without visitor badge. | |  |
|  |  | Attempt to escort intruder to front office to sign-in. | |  |
|  |  | If intruder refuses to comply, initiate **LOCKDOWN** procedures. | |  |
|  |  | Make appropriate notifications (SRO, 911, front office, Central Office). | |  |
|  |  | Follow directions of first responders. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct debriefing with school personnel. | |  |
|  |  | Identify and implement corrective actions. | |  |
|  |  | Provide counseling services. | |  |

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| MEDICAL  EMERGENCY | | |  | |
| An acute injury or illness that poses an immediate risk to a person’s life or long term health. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Maintain register of students and school personnel with medical needs. | |  |
|  |  | Provide annual CPR and AED training. | |  |
|  |  | Conduct annual CPR and AED drill. | |  |
|  |  | Establish a medical response team of those certified in CPR and First Aid. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Assess the situation. | |  |
|  |  | Direct any non-injured students to move to a safer location, away from injured person. | |  |
|  |  | Call or instruct someone to call 911. | |  |
|  |  | Render medical assistance if qualified to do so. | |  |
|  |  | Assign a staff member to accompany the injured party to emergency room. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Provide counseling services if needed. | |  |

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| 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 | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Escort students to and from their before/after school transportation. | |  |
|  |  | Supervise students in hallways between classes. | |  |
|  |  | Maintain access control measures as identified in the physical security section of the plan. | |  |
|  |  | Report any changes in custodial information to front office and applicable teachers. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon notification, place school in a “soft lockdown” | |  |
|  |  | Initiate a campus search. | |  |
|  |  | Call 911 and notify Central Office. | |  |
|  |  | Review cameras for last known location. | |  |
|  |  | Work with local law enforcement in their investigation. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct debriefing with school personnel. | |  |
|  |  | Identify and implement corrective actions. | |  |
|  |  | Provide counseling services. | |  |

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| NUCLEAR POWER PLANT ACCIDENT | | | “Evacuation”  “Reverse Evacuation”  “Shelter in Place” | |
| An event at a nuclear power plant that results in the release of a significant amount of radioactivity. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Meet with your County Emergency Manager to identify protective actions as outlined in the county plan. | |  |
|  |  | Practice Evacuation, Reverse Evacuation, and Shelter-in-Place drills. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon notification, follow directions of County Emergency Manager to either **EVACUATE or SHELTER-IN-PLACE.** | |  |
|  |  | Notify central office. | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
|  |  | **If EVACUATE**: Activate relocation plan. | |  |
|  |  | **If EVACUATE**: Activate reunification plan. | |  |
|  |  | **If EVACUATE**: Activate communications plan. | |  |
|  |  | **If EVACUATE**: Assist in the movement of students and staff with special needs. | |  |
|  |  | **If SHELTER-IN-PLACE**: Shutdown appropriate utility and building systems. | |  |
|  |  | **If SHELTER-IN-PLACE**: close classroom windows and seal gaps under doorways. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct debriefing with school personnel. | |  |
|  |  | Identify and implement corrective actions. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SEVERE STORMS | | | “Shelter in Place”  “Reverse Evacuation”  “Drop, Cover, and Hold” | |
| Severe storms comprise the hazardous and damaging weather effects often found in violent storm fronts. As defined by NOAA, this includes the following: hail, high-strong wind, lightning, thunderstorm winds, and winter storm. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Weather radios are installed and maintained. | |  |
|  |  | Shelter-in-place locations are identified and signs posted. | |  |
|  |  | Conduct Shelter-in-Place and Reverse Evacuation drills. | |  |
|  |  | Secure indoor and outdoor equipment that could be moved during a storm. | |  |
|  |  | Participate in community weather briefings through local emergency manager. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon notification, students and school personnel move to their identified **SHELTER IN-PLACE** location. | |  |
|  |  | Assist in the movement of students and staff with special needs. | |  |
|  |  | Make appropriate notifications (911, Central Office). | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Report damage assessments to Facilities Manager. | |  |
|  |  | Provide counseling services if needed. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SUICIDE THREAT  OR ATTEMPT | | |  | |
| The act or an instance of taking one's own life voluntarily and intentionally. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Conduct annual training on suicide prevention. | |  |
|  |  | Establish awareness and staff protocols for responding to suicide threats. | |  |
|  |  | Establish a threat assessment team to monitor and provide interventions for at-risk students. | |  |
|  |  | Threat assessment teams works with parents on interventions for at-risk students. | |  |
|  |  | Contact Tennessee Suicide Prevention Network for additional assistance. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | DO NOT LEAVE STUDENT ALONE | |  |
|  |  | Make appropriate notifications (911, Central Office, Mobile Crisis, Parents) | |  |
|  |  | If necessary, implement “Soft Lockdown” or “Evacuation” to ensure students are not exposed to trauma. | |  |
|  |  | Activate communications plan. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Conduct a debriefing with school personnel. | |  |
|  |  | Identify and initiate corrective actions. | |  |
|  |  | Provide counseling services. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TORNADO | | | “Shelter in Place”  “Reverse Evacuation”  “Drop, Cover and Hold” | |
| A tornado is a rotating column of air in contact with the ground. Tornadoes generate a tremendous amount of flying debris. If wind speeds are high enough, airborne debris can be thrown at buildings with enough force to penetrate roofs, and walls. | | | | |
| DATE | TIME | PREPAREDNESS MEASURES | | RESPONSIBLE PARTY |
|  |  | Weather radios are installed and maintained. | |  |
|  |  | Shelter-in-place locations are identified and signs posted. | |  |
|  |  | Conduct Shelter-in-Place and Reverse Evacuation drills. | |  |
|  |  | Secure indoor and outdoor equipment that could be moved during a storm. | |  |
|  |  | Participate in community weather briefings through local emergency manager. | |  |
| DATE | TIME | RESPONSE PROCEDURES | | RESPONSIBLE PARTY |
|  |  | Upon notification, students and school personnel move to their identified **SHELTER IN-PLACE** location. | |  |
|  |  | Assist in the movement of students and staff with special needs. | |  |
|  |  | Make appropriate notifications (911, Central Office). | |  |
|  |  | Account for all students, visitors, and school personnel. | |  |
| DATE | TIME | RECOVERY TASKS | | RESPONSIBLE PARTY |
|  |  | Report damage assessments to Facilities Manager. | |  |
|  |  | Provide counseling services if needed. | |  |

Annex B. Special Needs Summary Sheet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name/Room # | Assistance Needed | Primary/Secondary Assistant | Primary/Secondary Evacuation Routes | Evacuation Equipment/Supplies |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |
|  |  |  |  |  |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |
|  |  |  |  |  |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |
|  |  |  |  |  |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |
|  |  |  |  |  |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |
|  |  |  |  |  |
| **Student Name** | **Assistance Needed** | **Primary Assistant** | **Primary Route** | **Equipment/Supplies** |
| Enter Name Here | Enter Assistance Here | Enter Primary Here | Enter Primary Here | Enter Equp/Supp Here |
| **Room Number** |  | **Secondary Assistant** | **Secondary Route** |  |
| (Enter RM # here) |  | Enter Secondary Here | Enter Secondary Here |  |

Annex C. Communications Plan

Timely and accurate communications to the following audiences is critical: school faculty, staff and students; parents of students and families of staff; fire, law enforcement and other local emergency services; the superintendent’s office; parent and teacher organizations and advisory councils; and other partners within the community.

**Internal Communications** (fill in your procedures using below as an example)

Communication with school district officials, and school staff, faculty, and students.

***School Emergency Response Team (SERT)***

1. Upon receiving a report of an emergency, the principal or designee will make a decision to activate all or part of the SERT.

2. The principal or designee will activate SERT members by notifying them via the following communication options: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. The SERT will oversee all internal communications regarding the facts relating to the emergency and the School’s response.

***Faculty, Staff and Students***

* Reports of Emergencies: All faculty, staff and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SERT.
* Emergency General Assembly: In the event crucial information must be shared immediately, the SERT will assemble all students and staff (location) and provide them with essential information.
* Senior Staff Meeting. If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room prior to or during the general assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

***In the event that an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:*** (fill in your own, using below as an example)

1. Intercom system:

2. Telephone:

3. Email:

***In the event that hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:***

1 .Messengers; 2-way radios; and megaphones:

2. Faculty Meeting. The principal or Incident Commander reserves the option to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.

***Transportation Staff***

Bus drivers that are traveling in their buses enroute to or from school, with or without students, will notify the transportation coordinator as soon as possible of any incident that interrupts their expected arrival times, or they will attempt to seek help from those who can communicate that message. Self-transporting staff will do the same.

**Central Office Notification**

The Director of Schools or designee will be notified of any incident occurring at school site. At his/her discretion, the School Board President will be informed of the emergency.

**Severe Weather Reports** (Use if applicable)

A Weather Alert Radio is located in \_\_\_\_\_\_\_\_\_\_\_\_ and will be used to receive alerts for a variety of hazardous conditions. Information from alerts will generate appropriate leadership announcements and actions. *Note: For more information about Weather Alert Radios see:* [*http://www.nws.noaa.gov/nwr/*](http://www.nws.noaa.gov/nwr/)

**External Communications** (fill in your procedures using below as an example)

The School Emergency Response Team (SERT) will oversee all external communications with parents, responders, and the media.

***Parents***

A modified version of this plan will be provided to each parent in a backpack package provided by their student and during the School’s open house at the start of the school year.

Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SERT member as soon as possible. The SERT member will inform parents fully of the circumstances and the School’s response. The IC will consider guidance provided by the district’s medical, counseling, legal or other advisors in addressing the situation.

In the event that the parents of a large number of students must be notified of an emergency affecting their children, the SERT will produce a script to be used for contacting parents.

**Backpack Letters**

When a critical incident has occurred at school or has involved one or more students or staff members in \_\_\_\_\_\_\_\_\_\_\_\_\_\_school, letters can be an effective way of relaying important and helpful information. The decision to send a backpack letter home is made on a case-by-case basis by the IC in consultation with the SERT.

Backpack letters will include these components, at a minimum:

* 1st paragraph: outlines the situation accurately.
* 2nd paragraph: steps the school has taken to ensure the safety of students and staff members.
* 3rd paragraph: lists ways that families can help and how families can get more information.

Letters should not:

* Promise a police or public health investigation.
* Violate the privacy of individuals involved in the situation.
* Create unwarranted anxiety.
* Speculate.

Letter Preparation:

A draft letter is prepared by the Information and Media Representative and reviewed by the IC. A review by the Superintendent and local Public Information Officer should occur under certain circumstances and always when local emergency responders are involved. A technical review by public health, School Nurse, School Counselor, or other sources is advised when technical information emanating from those sources is included. Every effort should be made to allow as much time as possible for the review process before school dismissal time.

***Call Team***

The Call Team is activated by the Incident Commander and used to place or receive large volumes of calls to or from parents, community leaders, etc. about selected incidents such as the death of a student, or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who operates a computer to: update the school website with information about the incident and what parents can do to help; send broadcast messages via the parent and community email network when school office staff are tending to other issues; and produce information sheets or scripts for the Call Team or SERT’s use, the content of which is provided by the SERT. The Team occupies (location) where multiple phone jacks, extra phones, and a LAN connection is located for this purpose.

Members:

* 1 Library staff
* 1 School Counselor
* 1 IT Department staff (minimum)
* Other staff as assigned

Responsibilities:

* Provide up-to-date information to parents when parents call a pre-designated cell/land line phone number(s).
* When directed, initiate calls to parents to inform them of an emergency and the status of their students.
* Assist the **Communication and Recorder** in her role to establish and sustain internal communications.

**School Website**

Updates for parents, parent organizations, community leaders, etc. will be posted on the School’s website (insert website) using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the SERT and provided to the Webmaster (IT Staff) for posting. The webmaster will co-locate with the Call Team to enhance continuity of information.

**General Media Policies and Guidelines**

All faculty, staff, students and visitors will direct news media calls and questions to the principal, Incident Commander, Information and Media Representative, or local Public Information Officer who will in turn address the media and remain available, as needed, for continued media updates.

* The Information and Media representative serves as a liaison to the media, if needed.
* The principal or Incident Commander will decide whether to allow the media on the school grounds. The media is not allowed inside the school unless specifically authorized by the principal.
* Primary media assembly area: (insert location).
* Alternate site: (insert location).
* All requests for faculty, staff, or student interviews by the media must be submitted to the principal or Incident Commander for his/her approval in advance of the interview. No unauthorized information should be provided to the media.
* All questions and inquiries from local officials/responders will be directed to the Incident Commander. Inquiries from State/Federal officials and school board members will be referred to the Superintendent’s office.
* Requests for resources needed in response to the emergency are submitted through the Incident Commander to the local Emergency Management Agency.

Annex D. Maps and Blueprints

***Insert***

Annex E. Memorandum of Understanding - Relocation

**Memorandum of Understanding**

Between \_\_\_\_\_\_\_\_\_\_\_ School and *the Relocation Site*

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and location of relocation site:**

**Contact of relocation site:**

***Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Secondary contact of relocation site:**

***Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Location within the site where students will be sheltered:**

**Location of Administrator’s Tool Box if stored at relocation site:**

**School Emergency Team Member responsibilities for coordinating evacuation to relocation site.**

**Other agreements:** Key points of consideration when drafting agreements with relocation sites/schools.

**The Evacuating School will:**

* Notify the host site of an impending evacuation as soon as possible.
* Maintain accountability and control of all students and staff at the host site.
* Operate the call center and student/parent reunification points. Request assistance from host site if needed.

**The Host Site (\_\_\_) will:**

* Accept an evacuation request from any of those in the chain of command identified in the evacuating school’s Emergency Operations Plan.
* Notify all staff members of the situation.
* Designate space for evacuees. Access to bathroom facilities and to water are immediate considerations.
* Assign personnel to greet arriving buses and direct them to pre-identified space.
* If site is a school: notify the school nurse and anticipate any medical emergencies. Having an emergency medical team / rescue squad on stand-by might be considered.
* Activate emergency response team to anticipate and attend to any emotional trauma.

**Collaborative Actions:**

* Assist in required notifications of parties including parents and day care facilities that pick up at the school.
* Designate the location and procedure for release of students to parents who may come to the school.
* Anticipate any need to feed evacuees and make contact with food service.
* Take action to control media access and work with the Media Liaison.

A copy of the Partnership Agreements will be furnished to emergency teams of both schools/facilities. The \_\_\_\_\_\_\_ School principal will answer questions about the agreement. Both teams should fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

**Principal or Designee Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Host Site Designee Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Annex F. Reducing the Impact of a Pandemic Disease

###### 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 JFK High School 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 F. 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 in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, 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.

**Public Information:** Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident’s cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

**Resource Management**: Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

**Reunification**: A process to return students to their parent or guardian while maintaining order and accountability after an incident.

**Safety:** A condition of being safe from undergoing or causing hurt, injury, or loss.

**Safety and Security Audit/ Ongoing Self-Assessment**: A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

**School Climate:** The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

**Security:** The quality or state of being secure as freedom from danger.

**Staff:** School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals , nurses, bus drivers, and school administrators.

**Stakeholders**: Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity’s actions.

**Threat**: An indication of possible violence, harm, or danger.

**Warning Signs of Violence**: Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.