August 2022

**Insert School District Name**



**District**

**Emergency Operations Plan**

# Emergency Contacts

*(SAVE Act Indicator 1.6)*

|  |
| --- |
| **Central Office Staff:** |
| Name | Position | Daytime Number | 24-Hour Number |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **INSERT County 911:** |
|  |  |  |  |
|  |  |  |  |
| **Law Enforcement:** |
| INSERT City Police Department |  |  |  |
|  |  |  |  |
| INSERT City Police Department |  |  |  |
| INSERT County Sheriff’s Department |  |  |  |
|  |  |  |  |
| **Fire:**  |
| INSERT County Fire Department |  |  |  |
|   |  |  |  |
| INSERT Fire Department |  |  |  |
| **INSERT County Emergency Medical Services:** |
|  |  |  |  |
| **INSERT County Emergency Management Agency:** |
|  |  |  |  |
| **INSERT County Rescue Squad:** |
|  |  |  |  |
| **INSERT County Emergency Operations Center:** |
| EOC Manager |  |  |  |
| **INSERT County Health Department:** |
|  |  |  |  |
| **Other Support Agencies or Entities:** *(Universities/Colleges, Utilities, Community Organizations, etc.)* |
|  |  |  |  |

# Team Definitions and Members

### INSERT School District Planning Team

*(SAVE Act Indicator 1.1)*

The INSERT School District Planning Team is a multi-discipline, whole-community representation of professionals, with a vested interest in the safety of students, faculty, and staff of INSERT School District schools.

|  |  |  |
| --- | --- | --- |
| Name | INSERT Schools | SAVE Act Coordinator |
| Name | INSERT Schools | Coordinated School Health |
| Name | INSERT Schools | Curriculum Supervisor |
| Name | INSERT Police Department | Chief of Police |
| Name | INSERT County Fire Department | Assistant Chief |
| Name | INSERT County Sheriff’s Office | Chief Deputy |
| Name | INSERT County EMA | Director |
| Name | INSERT County 911 Center | Assistant Director |

### INSERT District Emergency Response Team

*(SAVE Act Indicator 1.2)*

The INSERT School District Emergency Response Team is made up of school district staff.

|  |  |  |
| --- | --- | --- |
| Name | INSERT Schools | SAVE Act Coordinator |
| Name | INSERT Schools | Coordinated School Health |
| Name | INSERT Schools | Curriculum Supervisor |
| Name | INSERT Schools | Facilities Supervisor |
| Name | INSERT Schools | Transportation Director |
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### INSERT District Postvention Recovery Team

*(SAVE Act Indicator 1.2)*

The INSERT School District Postvention Recovery Team is made up of school district staff and whole-community representation of professionals, with a vested interest in the recovery of students, faculty, and staff of INSERT School District.

|  |  |  |
| --- | --- | --- |
| Name | INSERT Schools | Coordinated School Health |
| Name | INSERT Schools | SAVE Act Coordinator |
| Name | Company Name | Psychologist |
| Name | Company Name | Psychologist |
| Name | Suicide Network | Coordinator |
|  |  |  |
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### Population and Facilities

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Facility** | **Address** | **Focus Area** | **Students** | **Faculty/Staff** |
| Central Office | 123 Lawler Ln  | Administrative | 0 | 24 |
| Transportation Garage | 126 Lawler Ln | Staff | 0 | 3 |
| Allen Elementary | 789 Austin Boulevard  | K-8 | 78 | 17 |
| Frontier Middle School | 5678 Thompson Lane  | 5-8 | 122 | 43 |
| Frederick High School | 817 Diver Way  | 5-12 | 4 | 3 |
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### Revisions

*\*All revisions must be approved by the INSERT District School Safety Planning Team\**

|  |  |  |
| --- | --- | --- |
| **Date:** | **Revision(s):** | **Page(s):** |
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Plan Revision and Updates

*(SAVE Act Indicator 1.23)*

The basic plan and its annexes will be reviewed annually by the whole community planning team. It will be revised and updated based upon recommendations identified during incident response and drills/exercises, or when significant changes have occurred.

Each update or change to the plan will be tracked. The record of changes will include the date of revision, brief revision synopsis, and page number.

### 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 individuals. Signature below acknowledges receipt of the document (in digital or print form).

|  |  |
| --- | --- |
|  |  |
| Director of Schools | Assistant Director of Schools |
|  |  |
| School Board Chair | Finance Director |
|  |  |
| 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.

Board Policy Statement (Fill in your own, using below as an example)

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

**Contents**

[Emergency Contacts 1](#_Toc107495489)

[Team Definitions and Members 2](#_Toc107495490)

[INSERT School District Planning Team 2](#_Toc107495491)

[INSERT District Emergency Response Team 2](#_Toc107495492)

[INSERT District Postvention Recovery Team 2](#_Toc107495493)

[Population and Facilities 3](#_Toc107495494)

[Revisions 4](#_Toc107495495)

[Signatory Page 5](#_Toc107495496)

[I. Introduction 8](#_Toc107495497)

[Purpose 8](#_Toc107495498)

[Objectives 8](#_Toc107495499)

[Scope 8](#_Toc107495500)

[Authority 8](#_Toc107495501)

[Planning Assumptions 9](#_Toc107495502)

[Concept of Operations 9](#_Toc107495503)

[Planning for Specific Populations 9](#_Toc107495504)

[Historical Events 10](#_Toc107495505)

[II. Mitigation, Protection, and Prevention 11](#_Toc107495506)

[Hazard Identification Risk Assessment (HIRA) 11](#_Toc107495507)

[Threat Hazard Assessment Walkthrough (THAW) 11](#_Toc107495508)

[Protection and Prevention 12](#_Toc107495509)

[III. Preparedness 13](#_Toc107495510)

[Contracts for Services 13](#_Toc107495511)

[Memorandum Of Understanding 13](#_Toc107495512)

[National Incident Management System 13](#_Toc107495513)

[Incident Command System 13](#_Toc107495514)

[Training and Exercises 14](#_Toc107495515)

[Safety Meetings, Training and Drill/Exercise Schedule 15](#_Toc107495516)

[IV. Response 16](#_Toc107495517)

[District Emergency Response Goals 16](#_Toc107495518)

[Activation of District Emergency Operations Plan 16](#_Toc107495519)

[1. School District Incident Occurs 17](#_Toc107495520)

[Emergency Response Protocols 17](#_Toc107495521)

[Functional Procedures 17](#_Toc107495522)

[2. District Notified of School Incident 20](#_Toc107495523)

[District Emergency Response Team (DERT) 20](#_Toc107495524)

[District Emergency Response Team Assignments 20](#_Toc107495525)

[Media Policies and Guidelines 21](#_Toc107495526)

[Family Notification 21](#_Toc107495527)

[3. District Notified of a Community Incident 1](#_Toc107495528)

[Situation 1](#_Toc107495529)

[Emergency Operations Center (EOC) 1](#_Toc107495530)

[Emergency Support Functions 1](#_Toc107495531)

[V. Recovery 4](#_Toc107495532)

[Psychological and Emotional Recovery Team 4](#_Toc107495533)

[Fiscal Recovery 4](#_Toc107495534)

[After Action Review (AAR) 4](#_Toc107495535)

[Corrective Action Plan (CAP) 5](#_Toc107495536)

[Spectrum of Trauma Preparedness 5](#_Toc107495537)

[Emotional Phases of Disaster Response 6](#_Toc107495538)

[VI. Annexes 7](#_Toc107495539)

[Annex A: Continuity of Operations 8](#_Toc107495540)

[Annex B: Communications 11](#_Toc107495541)

[Annex C: Memorandum of Understanding 14](#_Toc107495542)

[Annex D: Job Action Sheets 15](#_Toc107495543)

[Annex E: Hazard Identification Risk Assessment (HIRA) Tool 23](#_Toc107495544)

[Annex F: Threat Hazard Assessment Walkthrough (THAW) Tool 25](#_Toc107495545)

[Annex G: Hazard Sheets 27](#_Toc107495546)

[Annex H: Maps and Blueprints 49](#_Toc107495547)

[Annex I: After Action Review Template 50](#_Toc107495548)

[Annex J: Corrective Action Template 51](#_Toc107495549)

[Annex K: Reducing the Impact of a Pandemic Disease 52](#_Toc107495550)

[Annex L: Staff Skills Survey Template 54](#_Toc107495551)

[Annex M: Transportation Annex 55](#_Toc107495552)

[Annex N: Safety and Security Overview 67](#_Toc107495553)

[Annex O: Glossary 68](#_Toc107495554)

# Introduction

### **Purpose**

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

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

### **Objectives**

1. Protect the safety and welfare of INSERT School District staff.
2. Provide for a safe and coordinated response to emergency situations.
3. Protect the INSERT School District’s facilities and property.
4. Enable the system to restore normal conditions with minimal confusion in the shortest time possible.
5. Support interface and coordination between school sites, local responders, and the INSERT County Emergency Operations Center (EOC).

### **Scope**

The INSERT School District emergency operations plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school confined emergency to a wide-scale community disaster. This plan uses the 4 phases of emergency management as its foundational guide. These phases are:

1. *Mitigation/Prevention* – Ongoing activities aimed at eliminating or reducing the risk of hazards and vulnerabilities.
2. *Preparedness* – Activities that improve coordination and develop the capacity of response actions.
3. *Response* – The actions conducted in order to save lives, minimize property damage, and protect the environment.
4. *Recovery* – Actions taken to restore the normal operations. These actions are both short term and long term in nature.

### **Authority**

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

The plan also provides support to the INSERT County Emergency Operations plan, documenting INSERT school district’s identified support services that could potentially be provided during community-wide incidents.

### **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 INSERT District emergency operations plan and will serve as a support system for school campus incidents.
2. **Coordination** – The INSERT 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)** – The INSERT 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**

*(SAVE Act Indicator 1.18)*

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.

### Historical Events

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

Local/District Historical Events

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

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

*(SAVE Act Indicator 1.3)*

### Hazard Identification Risk Assessment (HIRA)

*(SAVE Act Indicator 1.4)*

The INSERT School District utilizes an all-hazards approach to safety planning. This requires the INSERT District School Safety Team to outline potential hazards district-wide and prioritize them in order of likelihood, vulnerability, and potential impact. Utilizing the TN School Safety Center Hazards Identification and Risk Assessment Tool, the INSERT School District can assist individual schools in planning for a variety of natural and manmade hazards.

Throughout the Hazards Identification and Risk Assessment process, the INSERT 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.

\*See [Annex E](#_Annex_E:_Hazard) for HIRA Tool

### Threat Hazard Assessment Walkthrough (THAW)

*(SAVE Act Indicator 1.4)*

The THAW Team will conduct annual assessments of all school district facilities and be available to assist individual school sites with their assessments. INSERT School District Save Act Coordinator consults with INSERT County Emergency Management Director regarding assessment findings and potential mitigation/prevention projects.

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

### Reporting Potential Threats

Information about potential plans for violence can be observed or discovered before harm can occur, however information is often fragmented. INSERT School District has provided the following information to the schools on how to report information regarding a threat:

* (Fill in threat reporting mechanism such as tip line, reporting app, identified reporting party, etc.; delete these instructions)

In addition, INSERT School District has implemented the following procedures for schools to follow if made aware of a potential threat:

* (Fill in steps that the staff member takes to report and school to respond, delete these instructions)

### Protection and Prevention

The following security measures address the prevention and protection measures that the INSERT School District have implemented at its central office. (Check all that apply)

|  |  |
| --- | --- |
| **Focus Area** | **Practice** |
| **Access Control** | \_\_The district office perimeter and areas within the office that require access control are well defined.\_\_The district office limits building access points.\_\_Signs direct visitors to designated entrances.\_\_Exterior doors are secured.\_\_Visitors are required to check in upon arrival and departure. |
| **Building Exterior** | \_\_District office grounds are clear of vegetation that would prevent visual obstruction for surveillance.\_\_District office grounds are adequately lit.\_\_Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.\_\_Access to the roof is restricted.\_\_Fire hydrants are clearly visible. |
| **Building Interior** | \_\_Critical utility systems and equipment are secured and locked.\_\_District personnel are familiar and trained with how to shut off utility services.\_\_Stairwells, hallways, and restrooms are adequately lit.\_\_Smoke detectors have vandal-resistant features.\_\_Doors and locks are in good condition.\_\_There is easy access to fire extinguishers and first aid supplies.\_\_Ground floor windows are securely locked.\_\_Interior office doors can be locked from the inside. |
| **Communications Systems** | \_\_Systems are installed that provide two-way communication.\_\_Regular communication with local emergency responders is established.\_\_A notification process in identified for alerting district personnel of an emergency.\_\_Procedures are developed for communicating with public and the media. |
| **Security Equipment** | \_\_The district office has a security system installed.\_\_Video security systems are connected to the district office building’s emergency power supply.\_\_Security camera recordings are retained for an allotted time period.\_\_All emergency response equipment and supplies are checked on a regular basis. |
| **Security Personnel** | \_\_A district SAVE Act Coordinator/Safety Director is designated to coordinate emergency planning, response, and recovery initiatives. \_\_A district emergency planning team includes representatives from the local emergency response community.\_\_A district response team is identified and receives annual training.\_\_A district psychological/emotional recovery team is identified and receives annual training. |
| **Cybersecurity** | \_\_District personnel are required to use passwords and unique login information to access electronic files.\_\_Security plans for computer and information systems are established.\_\_District personnel are trained in safe and secure computer use. |

# Preparedness

*(SAVE Act Indicator 1.3)*

### Contracts for Services

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

|  |  |  |
| --- | --- | --- |
| **Contract Date** | **Service Provider/Synopsis** | **Contact Person/Phone** |
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### Memorandum Of Understanding

*(SAVE Act Indicator 1.9)*

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

|  |  |  |
| --- | --- | --- |
| **MOU Date** | **Service Provider/Synopsis** | **Contact Person/Phone** |
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### National Incident Management System

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.

INSERT School District works with local government agencies to remain NIMS compliant through the following actions:

* All personnel who assume the roles described in this plan shall receive the following trainings which are conducted through a web-based course available without a charge from the [Federal Emergency Management Agency (FEMA) Emergency Management Institute](https://training.fema.gov/is/).
	+ [FEMA IS-100 Introduction to the Incident Command System](https://urldefense.com/v3/__https%3A/training.fema.gov/is/courseoverview.aspx?code=is-100.c__;!!PRtDf9A!8jrPz6LevLni6UZDV2mIL7yZG2wzALR-pSQflD3L4dmN0XDRqbYq4c3lsXtsyXVwy0LU$)
	+ [FEMA IS-700 Introduction to the National Incident Management System](https://urldefense.com/v3/__https%3A/training.fema.gov/is/courseoverview.aspx?code=IS-700.b__;!!PRtDf9A!8jrPz6LevLni6UZDV2mIL7yZG2wzALR-pSQflD3L4dmN0XDRqbYq4c3lsXtsyVaZpH2w$)

### Incident Command System

*(SAVE Act Indicator 1.7)*

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

### Training and Exercises

Definitions

***Seminar -*** The Seminar is a low-stress meeting to introduce everyone to the emergency operations plan. This should be conducted when a new plan is developed and when new faculty or staff are hired.

***Workshop -*** The Workshop is a low-stress meeting with a specific focus. Participants produce or build a product.

***Drill -*** A coordinated, supervised activity used to validate a specific operation or function of the emergency operations plan.

***Tabletop Exercise -*** The tabletop exercise is a low-stress session where participants talk through a scenario. The exercise has a facilitator who inputs new information to add to or change the scenario. Participants talk through the way they would respond to the scenario.

***Functional Exercise -*** The functional exercise is a high-stress, but low-cost exercise and may focus on a specific portion(s) of a scenario. Participants are split up into different rooms and must communicate with each other by phone or radio based on a scenario. The exercise should be facilitated, and evaluators should be in each room to answer questions and note any issues that should be addressed.

***Full-Scale Exercise -*** The full-scale exercise is a high-stress, realistic and often costly exercise. Planning for a full-scale exercise can take months. The participants play out a scenario the way they would respond to a real emergency.

Required School Drills

*(SAVE Act Indicator 1.23)*

**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)*

**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.**

### **Safety Meetings, Training and Drill/Exercise Schedule**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Month | Meetings | Training | Drill/Exercise |
| JUL | - Principal, Annual EOP Updates | -New Employee, Safety Procedures-Substitute Safety Training  | -ICS for Executive Staff |
| AUG | -Monthly Principal Mtg, Safety Updates-DERT Team Kick-off Meeting | -Threat Assessment Team(s) | -Principal Hazard Scenarios |
| SEPT | -Monthly Principal Mtg, Safety Updates | -Admin/SRO Joint Training Session | -Tabletop w/ Community |
| OCT | -Monthly Principal Mtg, Safety Updates-Public Safety Forum | -Great Shakeout - Earthquake | -Great Shakeout – Earthquake Drill |
| NOV | -Monthly Principal Mtg, Safety Updates |  | -Admin Tabletop Ex. Tornado |
| DEC | -Monthly Principal Mtg, Safety Updates-DERT Team Meeting | -Stop-the-Bleed Training | -CPR/AED/First Aid Drill |
| JAN | -Monthly Principal Mtg, Safety Updates-EOP Procedure Review w/ EMA | -District Recovery – Mental Health |  |
| FEB | -Monthly Principal Mtg, Safety Updates | -Severe Weather Procedures | -DERT Activation Exercise |
| MAR | -Monthly Principal Mtg, Safety Updates | -Suicide/Bullying Awareness |  |
| APR | -Monthly Principal Mtg, Safety Updates-DERT Team Meeting | - TN PREPARE (School Counselors) |  |
| MAY | -Monthly Principal Mtg, Safety Updates | -Heat Injury Prevention | -Functional Ex. w/ Community |
| JUN | -Monthly Principal Mtg, Safety Updates-New Administrator Training | -Annual District EOP Revisions-Annual School EOP Revisions |  |

# Response

### District Emergency Response Goals

1. LIFE SAFETY - all students, staff, and visitors
2. SECURITY - all district facilities, school sites and events
3. INFORM - timely & accurate information to students, staff, & parents
4. REUNITE - timely reunification of families with students
5. RECOVER - return affected facilities, school sites and personnel to standard operations

### Activation of District Emergency Operations Plan

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

1. Incident occurs at a district facility *such as central office, transportation garage, etc.*
2. Incident occurs at a school site and requires district support
3. Incident occurs in the community and requests district support

## School District Incident Occurs



### Emergency Response Protocols

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

### Functional Procedures

*(SAVE Act Indicator 1.21)*

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 Superintendent, or designee, will decide upon the Universal Emergency Procedures to implement.

Fill these charts in with Central Office information (Delete this Passage)

|  |
| --- |
| **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 staff belongings
* Take building log for staff/visitor accounting
* Go to designated assembly area
* Check for injuries
* Assist those needing special assistance
* Wait for further instructions

**On-Site Relocation:**1. Notification – (insert methods to include redundant methods here)
2. Identified On-Site Relocation area – (insert here)
3. Schedule of Drill – (insert here)
 |

|  |
| --- |
| **Get Inside** |
| For use when conditions inside are safer than outside.**When announcement is made or alarm sounded:*** Move staff inside as quickly as possible
* Assist those needing special assistance
* Report to designated assembly area
* Check for injuries
* Account for all staff and visitors
* Wait for further instructions
1. Notification – (insert methods to include redundant methods here)
2. Schedule of Drill – (insert here)

***This may also be accompanied by the Drop, Cover, and Hold procedure in the event of an imminent impact from a tornado or other severe weather threat.*** |

|  |
| --- |
| **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.
1. Notification – (insert methods to include redundant methods here)
 |

|  |
| --- |
| **Lockdown** |
| A situation where there is an imminent threat inside or outside of the building. School District personnel are to immediately go to a protective place/position.**When the announcement is made:*** Go to the nearest available room
* Assist those needing special assistance
* Close and lock all windows and doors and do not leave
* BE QUIET!
* Turn off lights
* Hide out of sight from windows and doors
* Wait for further instructions
1. Notification – (insert methods to include redundant methods here)
2. Schedule of Drill – (insert here)
 |

|  |
| --- |
| **Shelter-in-Place** |
| Placement of district personnel 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
1. Notification – (insert redundant methods here)
2. Identified Shelter Area – (insert here)
3. 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
1. Notification – (insert redundant methods here)
2. Schedule of Drill – (insert here)
 |

|  |
| --- |
| **Room Clear** |
| For use when it becomes safer to remove individuals from a room or location where an individual is presenting a physical danger to themself or others. **When the command “Clear the room, clear the room” is made or a notification is received:*** Take the closest and safest way out as posted
* Assist those needing special assistance
* Go to designated assembly area
* Wait for further instructions
1. Notification Method – (insert here)
2. Schedule of Drill - (insert here)
 |

\*\* See [Annex H](#_Annex_H:_Maps) for Floor Plans, Blueprints, Evacuation Routes and Mapping of Evacuation Assembly Areas *(SAVE Act Indicator 1.10)*

## District Notified of School Incident



### District Emergency Response Team (DERT)

*(SAVE Act Indicator 1.5)*

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

|  |  |
| --- | --- |
| **Title** | **Role, Responsibility** |
| **DERT Leader** | Oversees DISTRICT response to emergency. Activates DERT. Coordinates with EOC and On-Scene Incident Commander.CIRT. |
| **EOC Liaison** | Reports to EOC. Represents School District at EOC. Provides DERT Leader with operational updates.with current information. |
| **Public Information Officer** | Coordinates release of information with other county PIOs.Prepares press releases. Coordinates information with all agency and system stakeholders. |
| **Technology Section Chief** | Assures technology and communications are available and operational. Gathers and prepares appropriate data and accesses technology resources for the team. |
| **Logistics Section Chief** | Organizes and directs those operations associated with maintenance of physical environment. |
| **Support Services Section Chief** | Organizes and directs those operations associated with health and well-being of staff/students which include accountability and care of students during event. |
| **Finance Section Chief** |  Tracks expenses and facilitates purchases to meet needs of staff and students duringthe event. |
| **Recorder** | Documents all meeting results, directives, and decisions. Keeps accurate files.*(SAVE Act Indicator 1.19)* |

### District Emergency Response Team Assignments

*(SAVE Act Indicator 1.8)*

|  |  |  |
| --- | --- | --- |
| **Title** | **Name, Location, & Contact** | **Alternate Name, Location, & Contact** |
| DERT Leader |  |  |
| EOC Liaison |  |  |
| Public Information Officer |  |  |
| Technology Section Chief |  |  |
| Logistics Section Chief |  |  |
| Support Services Section Chief |  |  |
| Fiscal Services Section Chief |  |  |
| Recorder |  |  |

### Media Policies and Guidelines

*(SAVE Act Indicator 1.16)*

The INSERT School District Public Information Officer will oversee all external communications with community and the media regarding the facts relating to the emergency and the school’s response.

(Insert the District’s Media Policy Here)

### Family Notification

*(SAVE Act Indicator 1.20)*

The following communications measures will be utilized for notifications:

(Insert the District’s notification methods to include redundant notification means here)

### Sample Public Information Release

Check as appropriate:

* District/District-wide
* School

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: If this is used as a script, read only those items checked. Make no other comments (Check off, fill in, and cross off as appropriate)

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has just experienced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* The (students/employees) [(are being) or (have been)] accounted for.
* No further information is available at this time.
* Emergency medical services [(are here) or (are on the way) or (are not available to us)].
* Police [(are here) or (are on the way) or (are not available to us)].
* Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].
* Communications to parents (is/are) being posted (on the school’s web site, elsewhere?) and delivered by phone (and/or email?) through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Reunification center(s) for parents to pick up their student(s) (is/are) being set up at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Injuries have been reported at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and are being treated at the site by (staff/professional medical responders)
* (#)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reported injured.
* Students have been taken to a safe area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and are with (classroom teachers/staff) or (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).
* (#) \_\_\_\_students have been taken to the local emergency room for treatment of serious injury.
* Parents of injured students should go to the emergency room at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* (#) \_\_\_\_Confirmed deaths have been reported at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Structural damage has been reported at the following sites:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Names cannot be released until families have been notified.

Release restrictions:

* No
* Yes - what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Released to the Public: Information Release #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date/Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## District Notified of a Community Incident



### Situation

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

### Emergency Operations Center (EOC)

The purpose of the Emergency Operations Center (EOC) is to provide a central location through which all local emergency management activities and functions can be conducted.

The INSERT County EOC is located at INSERT the location of the EOC here. At the discretion of the INSERT County EMA Director, and with the concurrence of the Mayor, direction and control may be exercised at an alternate EOC site located at INSERT the location of the alternate EOC here. In the event of a community-wide incident, INSERT School District will provide a liaison to work in the EOC.

### Emergency Support Functions

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

|  |  |  |
| --- | --- | --- |
| **Responsible Party** | **Purpose** | **Procedures** |
| **ESF 1:****Transportation**Transportation Director | The purpose of this Emergency Support Function (ESF) is to provide for the coordination of local transportation support to emergency responders in the county. In major emergencies, large quantities of personnel, equipment, and supplies will be moving into the affected areas, and it is the responsibility of ESF 1 to coordinate this movement. | 1. Provide School buses for evacuations
2. Send ESCs to the District and/or County EOC as requested by EMA
 |
| **ESF 2: Communication**District Public Information Officer | The purpose of this ESF is to provide radio, telecommunications, and data systems support to emergency response organizations during day to day and emergency operations.It also serves as a coordination of efforts to ensure the same message is relayed by all government entities during a disaster. | 1. Maintain radio communication systems
2. Provide communication systems during an emergency
 |
| **ESF 3:****Infrastructure**Maintenance Supervisor | Most disasters involve damage to property to some extent. Structures that are damaged must be inspected and either certified for continued use or destroyed to ensure that no one is injured or killed by further weakening or collapse of the structure. | 1. Provide building inspections of local educational facilities within the limits of capabilities
2. Assist officials with building assessments
3. Maintain structural and non-structural guidance for educational facilities to reduce chances of injury during emergencies.
 |
| **ESF 4:****Firefighting** | In some cases, other ESFs may supply equipment, personnel, or resources to assist firefighting. This will be coordinated through those particular ESF coordinators to affect an appropriate response. | May not apply to District-level response |
| **ESF 5:****Information and Planning**SAVE Act Coordinator | Coordinate and manage the flow of information to and from the District Command Center. Use this information to plan for District support to the County response and be prepared for the impact County needs may have on District operations.Since the District Save Act Coordinator is already familiar with emergency management concepts and response goals and objectives, he/she may also be beneficial to fill a role in the County Incident Command System.  | 1. Coordinate flow of information to and from County EOC with District Command Center (may utilize District Liaison to County)
2. Identify school assets and personnel which may aid County operations
3. Plan for interrupted services and schedules as a result of County needs
4. Provide resources for long term recovery as requested (may be teachers, counselors, or materials to aid in community recovery)
 |
| **ESF 6:****Human Services** | Many disasters have the potential for destroying the homes of persons living in the affected area(s). This may necessitate the sheltering of many of the disaster victims whose homes have been damaged or destroyed.All victims who are housed at temporary emergency shelters will require food, water, the provision of emergency first aid, and a wide variety of other mass care services. | 1. Identify shelters and how they may be used in disasters
2. Plan for the physical needs and resources/personnel needed to carry out these functions
3. Determine and prepare for secondary and long-term impacts of sheltering, dispensing, and other functions which will utilize school facilities
 |
| **ESF 7:****Resource Support** | Identify the resources, facilities, and personnel who may be needed to carry out each function the district may perform in support of the County Incident Action Plan. | 1. List all potential uses for District facilities and buses
2. Determine needs to carry out those uses of facilities
3. Establish key personnel to support facility uses and pre-develop contracts or memorandums as needed to ensure employees are compensated
4. Determine the resources the district possesses which may prove useful for the County during disasters and ensure County personnel are aware of these capabilities
 |
| **ESF 8:****Health** | The purpose of this ESF is to provide guidance, prioritization, and coordination of resources involved in the triage, treatment, and medical evacuation of victims of disasters within the county and its municipalities. | 1. Support Point of Dispensing operations.
2. Establish mechanisms for continuum of care, for healthcare needs
3. Ensure essential human needs are met
 |
| **ESF 9:****Search and Rescue** | Access and begin removal (extraction) of victims from damage areas. | May not apply to District-level response |
| **ESF 10:****Environmental Response** | The purpose of this annex is to provide support in dealing with actual or potential releases of hazardous materials (including radiological materials). | May not apply to District-level response |
| **ESF 11:****Food** | The purpose of this annex is to identify, secure, and deliver food assistance to affected areas following a major disaster. | A. Identify potential food services to support responseB. Provide facilities for food preparationC. Provide buses for food delivery needs |
| **ESF 12:****Energy** | The purpose of this annex is to facilitate restoration of the energy systems in the areas of the county affected by a disaster.  | May not apply to District-level response |
| **ESF 13:****Law Enforcement** | The purpose of this annex is to ensure the security of areas affected by emergencies as well as that of the victims and the emergency personnel working in those areas and to provide for the evacuation of residents and/oremergency workers in areas affected by a disaster. | Provide buses for assistance in community evacuation  |
| **ESF 14:****Donations and Volunteers** | The purpose of this annex is to establish a mechanism for the orderly handling of donated goods during disasters by persons/organizations outside the impact area and coordinating the deployment of personnel/organizations offering services on a voluntary basis to areas of the county affected by disasters. | A. Provide staff to assist in donations managementB. Provide facilities to assist in donations management |
| **ESF 15:****Recovery** | The purpose of this ESF is to provide for the delivery of local, state, and federal recovery assistance to victims in areas of the state affected by a disaster. | Provide damage assessments for local educational facilities |
| **ESF 16:****Animal Care and Housing** | Disaster planning for the animal population, in part because it will affect the viability of disaster plans for people. For instance, if the disaster warrants an evacuation, many people will not evacuate without their animal. | May not apply for district response. |

# Recovery

The goal of recovery is to restore the infrastructure of the INSERT School District as quickly as possible in order to quickly return to academic priorities. The INSERT School District will apply the following recovery strategies:

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

### Psychological and Emotional Recovery Team

*(SAVE Act Indicator 1.12)*

|  |  |  |
| --- | --- | --- |
| **Name/Title** | **Organization** | **Contact Information** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### Fiscal Recovery

Restoring business functions is a priority for fiscal recovery. INSERT School District has implemented the following procedures:

* Systems are in place for rapid contract execution after an incident.
* INSERT notification method will be used to inform staff on the specifics of returning to work.
* Redundant records are kept at a different physical location.
* An emergency relief funding account has been set up at INSERT Bank.

### After Action Review (AAR)

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

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

 Information commonly documented but somewhat unique to the AAR is:

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

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

### Corrective Action Plan (CAP)

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

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

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

### Spectrum of Trauma Preparedness

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



### Emotional Phases of Disaster Response

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

 

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

# Annexes

1. [Continuity of Operations](#_Annex_A:_Continuity) (SAVE Act Indicator 1.22)
2. [Communications](#_Annex_B:_Communications) (SAVE Act Indicator 1.15)
3. [Memorandums of Understanding](#_Annex_C:_Memorandum)
4. [Job Action Sheets](#_Annex_D:_Job)
5. [Hazard Identification Risk Assessment Tool (HIRA)](#_Annex_E:_Hazard)
6. [Threat Hazard Assessment Walkthrough Tool (THAW)](#_Annex_F:_Threat)
7. [Hazard Specific Annex](#_Annex_G:_Hazard)
8. [Facility Maps and Evacuation Routes](#_Annex_H:_Maps)
9. [After Action Review Template](#_Annex_I:_After)
10. [Corrective Action Plan Template](#_Corrective_Action_Plan)
11. [Pandemic Plan](#_Annex_K:_Reducing)
12. [Staff Skills Survey](#_Annex_L:_Staff)
13. [Transportation Annex](#_Annex_M:_Transportation)
14. [Safety and Security Overview](#_Annex_N:_Safety)
15. [Glossary](#_Annex_O:_Glossary)

# Annex A: Continuity of Operations

Purpose

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

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

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

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

Roles and Responsibilities

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

**Superintendent**

1. Determine when to activate COOP plan and relocate to the alternate site. Authority for activation may be delegated or implemented by automatic pre-designated triggers
2. Oversee planning and tactics to ensure the district’s goals and objectives are met, where practical
3. Ensure dissemination of information to District personnel, school staff and faculty, students, families, and the public
4. Communicate with media and the larger school community
5. Identify a line of succession, including who is responsible for restoring which business functions for schools/districts
6. Ensure systems are in place for rapid contract execution after an incident
7. Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

**Facilities Manager**

1. Work with local government officials to determine when it is safe to return to district facility
2. Manage the restoration of the district facility and grounds
3. Identify additional personnel, resources, and services for continued operations

**Administrative Support**

1. Maintain inventory
2. Maintain essential records
3. Retrieve, collect, and maintain all personnel data (emergency contacts information, etc.)
4. Provide accounts payable and cash management services
5. Identify additional personnel, resources, and services for continued operations

**Coordinated School Health Supervisor**

1. Establish support services for personnel
2. Implement additional response and recovery activities according to established procedures
3. Identify additional personnel, resources, and services for continued operations

**Foods and Nutrition Supervisor**

1. Implement procedures to monitor food temperatures and ensure food safety/handling procedures
2. Implement contracts for food and food service equipment
3. Ensure staff are adequately trained and competent with temporary or replacement equipment

**Transportation Director**

1. Implement contracts for service, where necessary, to ensure all students have safe transportation
2. Ensure all operators of temporary or replacement equipment have been adequately trained to ensure safe operation
3. Work with superintendent to ensure all students are accounted for during temporary or emergency routes.

**Mental Health Supervisor**

1. Identify emotional wellbeing needs to maintain the district goals and objectives
2. Establish services (including implementing contracts for services) necessary to meet the emotional needs of every student, faculty, staff, and district staff member
3. Work with district and school-level leaders to establish long-term recovery needs for emotional wellbeing and advise leaders on tactics which will improve recovery of all involved

**Curriculum Supervisor**

1. Determine procedures needed to meet State standards for education
2. Implement contracts for services to aid in maintaining temporary learning environments
3. Establish long-term plan to ensure students meet standards needed for graduation and incremental grade advancements

Alternate Facilities

* District Business Office
* District Support/Maintenance Office

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

Vital Records

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

# Annex B: Communications

Purpose

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

Public Information Officer

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

Go Kit

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

Joint Information System

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

Joint Information Center

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

Communication Priorities

1. **Prevention/Mitigation:** PIOs should continuously strive to prepare district personnel, students, parents, and the public for emergencies involving schools. The PIO operates under the direction of the director of schools and is granted permission to speak on behalf of the district.
2. **Notification (response):** PIOs will serve as the expert advisor to the director of schools and command staff for matters of school notification and public communications. It is the goal of the district to quickly notify all schools that will imminently be affected by an event, as well as other schools/facilities that may potentially be impacted.

In the event that a large-scale event occurs which may cause public unrest or will carry across multiple schools/facilities, widespread notification of all school employees and parents is paramount. Public information teams will work to craft one message that will be utilized by all staff speaking to parents, community members, or other interested parties on behalf of the district. All media inquiries will be directed through the PIO or their designee.

1. **Call to Action:** When schools require additional support, or require parents and community members to follow a specific plan or series of actions, a call to action may be used. The call to action must be directed by the command staff and relayed through the public information team (Joint Information Center).

Audiences

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

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

Communication Systems

To accomplish communications goals the Public information Office will:

1. Identify the audience
2. Determine the message
3. Utilize appropriate systems based on the audience and message

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

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

Redundant Communications Systems

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

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

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

# Annex C: Memorandum of Understanding

**Memorandum of Understanding**

Between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 Toolbox 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 the 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 D: Job Action Sheets

District Emergency Response Team Leader

**Responsibilities**

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

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

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

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

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

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

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

Emergency Operations Center (EOC) Liaison

**Responsibilities**

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

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

* Establishes communication with local emergency manager.
* Reports to the county emergency operations Center (EOC)
* Establishes communication with the DERT Leader ANY time EOC is activated.

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

* Keeps DERT Leader or designee updated on situation based on EOC communication.
* Keeps the EOC apprised of the school system’s response.

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

* Advises the DERT Leader when the emergency is declared over

Public Information Officer

**Responsibilities**

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

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

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

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

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

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

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

Logistics Section Chief

**Responsibilities**

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

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

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

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

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

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

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

Support Services Section Chief

**Responsibilities**

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

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

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

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

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

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

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

Technology Section Chief

**Responsibilities**

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

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

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

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

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

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

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

Fiscal Services

**Responsibilities**

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

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

* Establishes line of communication with DERT Leader.
* Establishes means to expedite any purchase requests.

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

* Receives briefing from DERT Leader or designee regarding the status of the crisis.

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

* Prepares fiscal summary of expenditures during the critical incident.

Recorder

**Responsibilities**

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

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

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

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

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

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

* Obtains status reports from DERT Leader and organizes the reports in a binder labeled with date and time.

# Annex E: Hazard Identification Risk Assessment (HIRA) Tool

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

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

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

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

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Could This Happen** | **Historical Account** | **Probability** | **Intensity/ Severity****Property** | **Intensity/ Severity****Injury/Illness** | **Time** |
| **Natural Hazards** |
| **Earthquake** | No |  |  |  |  |  |
| **Flood** | No |  |  |  |  |  |
| **Severe Storms** | No |  |  |  |  |  |
| **Tornado** | No |  |  |  |  |  |
| **Technological Hazards** |
| **Communicable Disease** | No |  |  |  |  |  |
| **HazMat Release** | No |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Man-Made Hazard** |
| **Active Aggressor/****Shooter** | No |  |  |  |  |  |
| **Bomb Threat** | No |  |  |  |  |  |
| **Bullying** | No |  |  |  |  |  |
| **Crime In Community** | No |  |  |  |  |  |
| **Fire/ Explosion** | No |  |  |  |  |  |
| **Foodborne Outbreak** | No |  |  |  |  |  |
| **Hostage** | No |  |  |  |  |  |
| **Intruder** | No |  |  |  |  |  |
| **Medical Emergency** | No |  |  |  |  |  |
| **Missing Student/ Abduction** | No |  |  |  |  |  |
| **Nuclear Power Plant Accident** | No |  |  |  |  |  |
| **Suicide** | No |  |  |  |  |  |

# Annex F: Threat Hazard Assessment Walkthrough (THAW) Tool

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

|  |
| --- |
| **Identifying School-Based Threats/Hazards—Building Checklist** |
| **Area:**  | **Date Surveyed:**  |
| **Threat/Hazard** | **Comments** |
| * Extended, unsupported roof spans
 |  |
| * Large windows or panes of glass, especially:
* Not composed of safety glass
* Located near exits or evacuation routes
 |  |
| * Suspended ceilings and light fixtures
 |  |
| * Incompatible chemicals stored in close proximity or not stored to withstand falling and breaking
 |  |
| * Hazardous materials located in areas that do not have warning signs
 |  |
| * Paper or other combustibles (e.g., greasy rags) stored near heat source
 |  |
| * Unsecured heavy or unstable items, including:
* Portable room dividers
* Appliances (e.g., water heaters, space heaters, microwave ovens)
* Filing cabinets, bookcases, and wall shelves
* Athletic equipment
* Vending machines
* TV monitors
* Wall-mounted objects
* Aquariums
* Table lamps
 |  |
| * Unsecured fire extinguishers or fire extinguishers that require recharging
 |  |
| * Electrical equipment
 |  |
| * Heavy objects on high shelves
 |  |
| * Hanging plants above or near seating areas
 |  |
| * Other threats/hazards (list):
 |  |

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

# Annex G: Hazard Sheets

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

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.

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

Hazard Sheet Index

* [Active Aggressor/Active Shooter](#_ACTIVE_AGGRESSOR_/)
* [Bomb Threat](#_BOMB_THREAT)
* [Bullying](#_BULLYING)
* [Communicable Disease](#_COMMUNICABLE_DISEASE)
* [Crime in Community](#_CRIME_IN_COMMUNITY)
* [Cybersecurity](#_CYBERSECURITY)
* [Earthquake](#_EARTHQUAKE)
* [Fire/Explosion](#_FIRE/EXPLOSION)
* [Flood](#_FLOODING)
* [Foodborne Outbreak](#_FOODBORNE_OUTBREAK)
* [Hazardous Materials Release](#_HAZARDOUS_MATERIALS_RELEASE)
* [Hostage](#_HOSTAGE)
* [Intruder](#_INTRUDER)
* [Medical Emergency](#_MEDICAL_EMERGENCY)
* [Missing Student/Abduction](#_MISSING_STUDENT_/)
* [Nuclear Power Plant Accident](#_NUCLEAR_POWER_PLANT)
* [Severe Storms](#_SEVERE_STORMS)
* [Suicide Threat or Attempt](#_SUICIDE_THREAT_OR)
* [Tornado](#_TORNADO)

|  |  |
| --- | --- |
| ACTIVE AGGRESSOR / ACTIVE SHOOTER | “Lockdown”“Evacuation”“Get Inside”“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. | Safety Director |
|  |  | Post signs and requirements for visitor management. | Facilities Director |
|  |  | Instruct school personnel and students to refuse to open exterior doors for anyone. | Safety Director |
|  |  | Establish a threat assessment team to monitor and provide interventions for at-risk students. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

|  |  |
| --- | --- |
| 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. | Safety Director |
|  |  | Post signs and requirements for visitor management. | Facilities Director |
|  |  | Conduct “Evacuation” drills. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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) | Coordinated School Health Director |
|  |  | Send bullying policies home to parents with student/parent contracts for signature. | Coordinated School Health Director |
|  |  | Conduct character education/bullying prevention curriculum for students. | Coordinated School Health Director |
|  |  | Participate in school climate surveys. | Coordinated School Health Director |
| DATE | TIME | 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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| COMMUNICABLE DISEASE |
| 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. | Coordinated School Health Director |
|  |  | Post signs to remind students about good hygiene. | Coordinated School Health Director |
|  |  | Maintain robust cleaning protocols. | Coordinated School Health Director |
|  |  | Send letters home to parents advising on flu shots and other immunizations. | Coordinated School Health Director |
|  |  | Collaborate with local health department on preventative measures. | Coordinated School Health Director |
| DATE | TIME | 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 |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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| CRIME IN COMMUNITY | “Soft Lockdown”“Lockdown”“Get Inside” |
| 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. | Safety Director |
|  |  | Identify protocols from law enforcement on school notification. | Safety Director |
|  |  | Conduct “Lockdown” and “Reverse Evacuation” drills. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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| CYBERSECURITY |
| The protection of networks, devices, and data from unauthorized access or criminal use, and the practice of ensuring the confidentiality, integrity, and availability of information. Cyber threats can impact either the human (students, teachers, and staff) or the physical or virtual (e.g., information technology [IT] networks and systems) elements of schools and school districts. Types of threats can include data breach, denial of service, spoofing/phishing, malware/scareware/ransomware, unpatched or outdated software vulnerabilities, or removable media. |
| DATE | TIME | PREPAREDNESS TASKS | RESPONSIBLE PARTY |
|  |  | **Leadership Buy-In.** Support from leadership is critical for effective security measures. Leadership should be involved in the creation and approval of all major components of the district’s cybersecurity plan. | Technology Supervisor |
|  |  | **Understand Risk Profile.** Identify what is valuable to the organization and how to protect those assets. In addition, identify and classify different cyberattack scenarios. Review the District’s Disaster Recovery and/or Incident Response plans to review prioritize assets. Identify, prioritize, and set budget for protecting environments. | Technology Supervisor |
|  |  | **Policy Documentation.** Create Policies, Plans, and Agreements. Plan Early, plan often. Develop policies and procedures for the protection of networks and systems. As applicable, incorporate or provide links to the district-approved plans for the following items:* Risk Management Plan,
* Acceptance Use Policy,
* Device Use Policy,
* Disaster Recovery Plan,
* Incident Response Plan,
* Data Privacy Agreement, and
* General communication and reporting plans.

Maintain all IT security-related plans organized in a network directory that is backed up nightly. Have someone outside of the IT Department review plans and take note of any confusion or questions. Keep things in simple terms that non-IT leaders and users can understand.  | Technology Supervisor |
|  |  | **Training & Education.** Awareness of security policies is paramount, especially training for those who deal with the most sensitive organization data. Develop a yearly training calendar for all staff on policies and procedures, as well as how to identify potential threats or attacks. Maintain a record of when the training was completed for each employee.  | Technology Supervisor |
|  |  | **Employee Screening.** Remember that people are often the weakest link in any security chain. Create a list of individuals who have authority to use the network and establish a regular schedule for review of the list. In addition, provide a “Responsible Use Policy” that all employees will sign for acceptance. | Technology Supervisor |
|  |  | **Offline Critical Data Backup.** A copy of critical data in a secure off-site location is one small step that should not be overlooked. Establish specific procedures to store data securely off-site and a schedule for backing up data. | Technology Supervisor |
|  |  | **Reporting System.** A system tracks such things as data breaches, unauthorized access, and other types of information technology events that occur at an organization. Establish specific procedures for staff to follow to report a cybersecurity concern or incident. | Technology Supervisor |
|  |  | **Patch Management.** Ensure that patch Management/Security Updates for all devices have a defined process and a defined schedule. Use your device management systems to enforce written policies, centralize control, simplify administration, and support tracking and reporting. Include and extend practices to include: 1) inventory management, 2) device-level protections, and 3) device sustainability. | Technology Supervisor |
|  |  | **Conduct Regular Self Reviews.** Perform on-going internal vulnerability assessments and conduct on-going penetration testing (pen testing). Additionally, periodic testing should be performed by a trusted outside entity.  | Technology Supervisor |
| DATE | TIME | RESPONSE TASKS | RESPONSIBLE PARTY |
|  |  | **Internal Communication.** If a cybersecurity threat or incident is suspect, notify IT designated contacts immediately. In addition, school administration should brief the director of schools. |  |
|  |  | **Survey the Damage.** Perform an internal investigation to determine the impact, identify the attacker, discover the vulnerability, and determine improvements. IT should identify the type of cybersecurity incident and notify the school administration of mitigating actions that should be followed. |  |
|  |  | **Limit Additional Damage.** Strategies include re-routing network traffic, filtering/blocking traffic, and isolating all or parts of the compromised network.  |  |
|  |  | **Notify those Affected.** When a breach puts individual’s data at risk, identify effected parties and follow the incident response communication plan for notifying those individuals.  |  |
|  |  | **Engage Law Enforcement.** Notify law enforcement of the incident. Agencies to contact include the FBI, Secret Service, ICE, local district attorney, and state/local law enforcement.  |  |
|  |  | **Get Support from TDOE.** Notify district.technology@tn.gov to engage with the Tennessee Department of Education’s district technology team if additional support or guidance is needed.  |  |
|  |  | **Proactive Monitoring**. Thoroughly check all monitoring systems for accuracy to ensure a comprehensive understanding of the threat. |  |
| DATE | TIME | RECOVERY TASKS | RESPONSIBLE PARTY |
|  |  | **Record Details.** Log actions taken to respond to the breach, including affected systems, compromised accounts, disrupted services, affected data/networks, and amount/type of damage. |  |
|  |  | **Network Monitoring.** Conduct post-breach review of networks for any abnormal activity and verify intruders have been inhibited thoroughly.  |  |
|  |  | **Conduct Post-Incident Review.** Perform a review to identify planning shortfalls and evaluate the execution of the incident response plan Develop processes to learn from a breach, such as document mistakes, assess how mistakes could have been avoided, and ensure training programs include lessons learnt. Identify areas of improvement for protective and mitigating measures. In addition, update policies and procedures to reflect improvements. Train staff on any changes to policies and procedures. Provide school and district administration with a final report with the cause of the cybersecurity incident. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. | Facility Director |
|  |  | Conduct “Drop, Cover, and Hold” drills. | Safety Director |
|  |  | Conduct radio communication drill with local responders. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

|  |  |
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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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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 |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. | Safety Director |
|  |  | Post signs and requirements for visitor management. | Facilities Director |
|  |  | Conduct lockdown and evacuation drills. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. | Safety Director |
|  |  | Post signs and requirements for visitor management as identified in physical section of plan. | Facilities Director |
|  |  | Do not prop or open locked doors under any circumstances. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. | Coordinated School Health Director |
|  |  | Provide annual CPR and AED training. | Coordinated School Health Director |
|  |  | Conduct annual CPR and AED drill. | Coordinated School Health Director |
|  |  | Establish a medical response team of those certified in CPR and First Aid. | Coordinated School Health Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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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. | Safety Director  |
|  |  | Supervise students in hallways between classes. | Safety Director |
|  |  | Maintain access control measures as identified in the physical security section of the plan. | Safety Director |
|  |  | Report any changes in custodial information to front office and applicable teachers. | Safety Director |
| DATE | TIME | 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

|  |  |
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| NUCLEAR POWER PLANT ACCIDENT | “Evacuation”“Get Inside”“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. | Safety Director |
|  |  | Practice Evacuation, Reverse Evacuation, and Shelter-in-Place drills. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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| SEVERE STORMS | “Shelter in Place”“Get Inside”“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. | Safety Director |
|  |  | Shelter-in-place locations are identified and signs posted. | Facilities Director |
|  |  | Conduct Shelter-in-Place and Reverse Evacuation drills. | Safety Director |
|  |  | Secure indoor and outdoor equipment that could be moved during a storm. | Facilities Director |
|  |  | Participate in community weather briefings through local emergency manager. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

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| 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. | Coordinated School Health Director |
|  |  | Establish awareness and staff protocols for responding to suicide threats. | Coordinated School Health Director |
|  |  | Establish a threat assessment team to monitor and provide interventions for at-risk students.  | Coordinated School Health Director |
|  |  | Threat assessment teams works with parents on interventions for at-risk students. | Coordinated School Health Director |
|  |  | Contact Tennessee Suicide Prevention Network for additional assistance. | Coordinated School Health Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

|  |  |
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| 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. | Safety Director |
|  |  | Shelter-in-place locations are identified and signs posted. | Facilities Director |
|  |  | Conduct Shelter-in-Place and Reverse Evacuation drills. | Safety Director |
|  |  | Secure indoor and outdoor equipment that could be moved during a storm. | Facilities Director |
|  |  | Participate in community weather briefings through local emergency manager. | Safety Director |
| 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. |  |

[Return to Hazard Sheet Index](#_Annex_G:_Hazard)

# Annex H: Maps and Blueprints

(Insert maps and blueprints in this section, delete these instructions)

# Annex I: After Action Review Template

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| **AFTER ACTION REVIEW - DATA CAPTURE FORM** |
| **Facilitator:** |  |
|  |
| **Participants:****(Attach roster if needed)** |  |  |
|  |  |
|  |  |
| **Event:** |  |
|  |
| **Location(s):** |  |
|  |
| **Time/Date Under Review:** |  |

**Discussion:**

|  |
| --- |
| **1. What was supposed to happen?** |
|  |
| **2. What actually happened?** |
|  |
| **3. Why were there differences?** |
|  |
| **4. What can we learn?** |
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| **Comments and/or Immediate Follow Up Actions (As Needed)** |
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| **Knowledge Share** |
| What is to be shared/followed up? | Who is responsible for follow up? | How will that happen? | With whom will it be shared |
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| **What happens next?** |
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# Annex J: Corrective Action Template

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

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| **#** | **Issue/ Concern** | **Recommended Action** | **Responsible Person** | **Completion Date** |
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Add emergency planning actions you have identified for your campuses or district. You may also use this template as a corrective action plan to document steps to resolve issues identified as a result of on-going safety & security assessments, drills, exercises, or emergency incidents.

# Annex K: 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 Fiction County Schools community and to preserve the well-being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) a pandemic disease.

Emergency Action Plan

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

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

Prevention and Mitigation

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

Response

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

Recovery

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

# Annex L: Staff Skills Survey Template

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Cell phone: |  | Bi/multi-lingual (specify) |
|  | Landline phone: |  | Sign language |
|  | First aid (current card? yes/no) |  | Ham radio operator  |
|  | CPR (current card? yes/no) |  | CB radio  |
|  | EMT (current card? yes/no) |  | Bus/truck driver |
|  | Triage  |  | Mechanical ability |
|  | Fire safety/firefighting/HAZMAT |  | Construction (electrical, plumbing, carpentry, etc) |
|  | Search & Rescue |  | Structural engineering license yes/no |
|  | Critical incident stress debriefing  |  | Survival training & techniques  |
|  | Law enforcement (specify below)  |  | Food preparation |
|  | Emergency planning/management |  | Military experience |
|  | Shelter management |  | Other (specify below) |

Specify below:

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

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Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Annex M: Transportation Annex

Emergency Phone Numbers

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

**Purpose**

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

**Planning Assumptions**

1. The school transportation will continue to be exposed and subjected to threats/hazards and vulnerabilities.
2. A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
3. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for transportation personnel to be prepared to carry out life safety response until responders arrive at the incident scene.
4. Maintaining the School Transportation Plan and providing frequent opportunities for training and exercising the plan with stakeholders (drivers, students, parents, first responders, etc.) can improve readiness to respond to incidents.

**Concept of Operations**

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

Transportation Preparedness

**Inspections**

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

**Training**

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

**Communications**

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

**Emergency Kits**

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

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

**Emergency Drills**

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

**Positive School Bus Climate**

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

9 Strategies to Provide a Positive School Bus Climate

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

Transportation Response

**Initial Response**

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

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

**Media Policy**

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

**Functional Procedures**

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

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

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| **Shelter-In-Place Procedures** |
| *When conditions provide an unsafe environment, it may be necessary for the bus to pause, or deviate from route to seek shelter such as when:*1. *hazardous weather prevents safe driving or student drop-off; or*
2. *a critical or non-critical medical emergency arises; or*
3. *any other situation in which the bus driver thinks it is safer to evacuate than to stay on the bus.*
4. Park the bus in an area away from potential danger.
5. Make appropriate notifications.
6. Keep the students on the bus, in their seats, and away from windows.
7. If additional protective actions are indicated, direct students to crouch down with the chest on their thighs. Body parts should be below window height.
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| **Drop, Cover and Hold** |
| When conditions provide an unsafe environment, it may be necessary for the bus to pause so that the driver and students can go into a protective stance such as during an earthquake.1. Secure the bus and set parking brake.
2. Direct students to the floor of the bus to DROP, COVER their head into their arms, and HOLD position.
3. Provide special assistance to those that need it.
4. Make appropriate notifications when safe to do so.
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| **Student Accounting and Release Procedures** |
| Student Accountability Bus Drivers are responsible for accounting for all students throughout the course of an emergency. Bus Roster Bus Drivers will build student rosters annually and update periodically as per district policy. Districts are encouraged to update rosters and route sheets on a monthly or quarterly basis.* One copy of the roster will be placed in the Emergency Kit on the bus and one copy will be kept with District Transportation Director.

Emergency Care Cards (ECC)Bus Drivers will arrange to have parents fill out an emergency care card during the first week of school, and within 5 days after the arrival of all new students throughout the year. The cards will be kept in the Emergency Kit on the bus and must include the following information: * Name of student and address.
* Contact information on parents/guardians
* Medical Conditions
* Emergency Pickups/Custody Issues

Student Release In certain emergency situations, it is possible that family members may try to intervene and try to take their kids from the bus scene. Do not release students at the scene and do not allow students to leave, including older students. The school keeps a list of those individuals who are authorized to retrieve students in an emergency situation. Explain to family members of the school’s protocol. Depending on the emergency situation, another bus may come to take students back to their school of origin for proper release to parents or guardians or students may be transported by bus directly home. 1. Call Bus Dispatch
2. Keep students on bus unless you need to evacuate for safety reasons.
3. If off the bus, keep students together. Follow student accounting procedures.
4. Do not release students to anyone or allow students to leave the scene.
5. Call Bus Dispatch if a parent insists on taking their child.
6. Continue supervising students, working to keep everyone calm.
7. Prepare students for a possible transfer to another bus. **Follow transfer procedures.**
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Threat and Hazards

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| **Critical Medical Emergency Procedures** |
| 1. Pull over and stop the bus in a safe location.
2. Call 911 and Bus Dispatch. (Drivers should be notified if their district radios have the capacity to speak directly with 911)
3. Wear protective equipment such as medical gloves, mask, goggles, etc.
4. Evaluate first aid needs. Treat the most critical conditions first. Initiate CPR or other life-saving actions within your level of training and ability.
5. If possible, assign students to stay with those who are treated so you can continue to provide first aid to others.
6. Consider relocating non-inured students to another area on the bus in order to make space to provide first aid, protect others from bodily fluids, and reduce bystander trauma.
7. If a student is sent to the hospital, give their name and birthdate to the first responders. Keep a written record of all students taken to a hospital by ambulance. Note which hospital they are going to.
8. Account for and supervise students. Follow Student Accountability and Release procedures.
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| **Non-Critical Medical Emergency Procedures** |
| Vomiting:1. Pull over and stop the bus in a safe location.
2. Wear medical gloves.
3. Spread absorbent powder evenly over the spill.
4. Wait 1 minute, and then scoop the debris with the scraper into a trash bag.
5. Clean the area, remove gloves and clean hands with alcohol gel.
6. Place all used items into a bio-hazard bag, tie the bag and dispose appropriately.

Bloody Nose or Minor Cut/Scratch: 1. Wear medical gloves
2. Use First Aid Kit to attend to minor issue.
3. Notify Bus Dispatch.
4. Place all used items into a bio-hazard bag, tie the bag, and dispose appropriately.
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| **Bus Transfer Emergency Procedures** |
| *In certain emergency situations, you may be required to transfer students from your bus to another bus in order to complete a route or get students to a reunification site.* 1. If possible, stop the bus in a safe location and attempt to leave sufficient room for the transfer bus to park in front of your bus. Activate flashers.
2. Notify Bus Dispatch and provide them with your exact location and your direction of travel.
3. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. If you choose to evacuate, follow the Evacuation Procedures.
5. When the transfer bus arrives, tell students they are required to move to that bus in a single file and orderly manner.
6. Both drivers will stand by their doors and maintain visual contact with each other until the transfer is complete. (An official student bus roster should be passed to the transfer driver to assist in student names, spellings, etc.)
7. Follow the Student Accountability and Release procedures.
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| **Mechanical Trouble Emergency Procedures** |
| *There are many types and degrees of mechanical troubles that can affect your decisions about the safest course of action for you and your students. During your assessment of the situation, determine your location, the condition of the bus, and if the students are safer on or off the bus.*1. Stop the bus in a safe location. Secure the bus and activate flashers.
2. Call Bus Dispatch or 911.
3. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
4. Reassure students. Remain calm and in control.
5. Put out warning triangles and prepare to follow Transfer Procedures if necessary.
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| **Fire Emergency Procedures** |
| 1. Stop the bus in a safe location.
2. Call 911 and Bus Dispatch.
3. Follow Evacuation Procedures.
4. If the engine is on fire, do not open the hood.
5. Fire extinguisher: If you are trained to use a fire extinguisher and discover a small fire, you may attempt to extinguish it. Remember that your primary responsibility during a fire is to evacuate the students safely.
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| **Bus Crash Emergency Procedures** |
| *If you are involved in a crash, your main priority is the safety and well-being of the students. Determine your location, the condition of your bus, injuries, danger of fire, downed wires or another collision*. 1. Stop immediately. Do not move the bus unless you are directed by emergency officials, or if the bus is in a dangerous position, or if it is a very minor, single-vehicle crash, or if there is minimal or no damage to the bus.
2. Secure the bus and activate flashers.
3. Call Bus Dispatch and 911.
4. Stay calm and in control.
5. Make the decision to evacuate or keep students on the bus. If it appears safe to do so, keep your students on the bus unless you need to evacuate for safety reasons.
6. Evaluate first aid needs and follow Medical Emergency Procedures if needed.
7. Follow Student Accountability and Release Procedures.
8. Prepare to follow Transfer Procedures if necessary and once allowed by responding emergency/law enforcement agency.
9. Cooperate with emergency responders.
10. Protect the scene and evidence if you can do so without leaving students unsupervised.
11. Attempt to identify the other vehicle, including license plate or any observations about the driver if he/she tries to leave the scene.
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| **Weather Related Procedures** |
| Severe Weather: If sever weather such as dangerous winds, torrential rain fall or hail occurs and it is not safe to continue your route, follow Shelter-In-Place Procedures.Water on Road/Flooding: In some situations, it may be safe to drive slowly through a small amount of standing water from normal rainfall accumulations on the road; however, DO NOT drive through water on the road if:* The water is moving or has a current; or
* There is debris on the water; or
* You cannot see how deep it is or if there is a dip on the roadway; or
* A portion of the road or shoulder has washed away; or
* Any other condition in which you deem unsafe.

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

Tornado: If you see a tornado while en route and the bus is in the path of the tornado:1. Unload all students and proceed away from the school bus.
2. Keep students in a group and find the lowest area to take cover (ditch if available).
3. Instruct students to get down on ground, lie face down and cover their head with their hands.
4. Contact Bus Dispatch when safe to do so.
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| **Downed Power Lines Emergency Procedures** |
| Following severe weather, downed power lines are a possibility. If you discover a downed power line on the road, a low-hanging line near road, or if the bus comes in contact with a power line, assume it is energized and dangerous. Do not touch it or attempt to move the power line.1. Identify a safe place to stop, as far away from the downed power line, at least 50 feet away. Stay Clear!
2. Turn on flashers.
3. Call Bus Dispatch and 911.
4. Keep everyone on the bus. The rubber tires make the bus the safest location.
5. Do not drive over a fallen power line or under a low-hanging line.
6. Await instructions from Bus Dispatch.
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| **Earthquake Emergency Procedures** |
| Experiencing an earthquake while in a moving vehicle sometimes feels like you’re having mechanical troubles or driving on four flat tires. Use your senses. Look around. You will feel the earth jolting and shaking and begin to see things falling, cracks opening, mudslides, or rockslides. 1. Decrease speed and pull to the side of the road as quickly as possible.
2. Secure the bus.
3. Keep everyone on the bus and take cover. Instruct students to duck, cover, and hold-on as best as they can, crouching down in their seats and turning away from windows until the shaking stops.
4. Attempt to contact Bus Dispatch and 911.
5. Prepare students for aftershocks. Duck, Cover, and Hold-on during an aftershock, even if you are outside. Stay away from poles, trees, power lines.
6. In this type of situation, the possibility exists that your responsibility with the students could go on for an extended time. Keep students calm and remain in control.
7. Due to the uniqueness of this emergency, you must be prepared to make decisions concerning release of students. It is critical that you maintain a good record of what students are released, with whom they are released to, and when the release took place.
 |
| **Missing Student Emergency Procedures** |
| In certain situations, you may be notified of a student missing from school or from his/her bus stop or who never made it home. In these cases, time is critical. You will need to determine if the student is or was on your bus that day. 1. Stop the bus in a safe location. Secure the bus.
2. Determine if the missing student is on the bus.
3. Utilize a bus monitor to walk the bus calling for the student in question. If a bus monitor is not available, a driver may walk the bus once the bus route is complete or in a safe and secure location. Younger or special needs students may need this extra prompting to respond. This will also give you a visual in case a student is hiding.
4. If necessary, ask other students if they know of the missing student’s whereabouts or who they were last seen with. Write down a detailed description of the student’s clothing, backpack, shoes, etc.
5. Communicate with Bus Dispatch.
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| **Disruptive/Unruly Student Emergency Procedures** |
| *When a student becomes unruly to the point of disruption of the safe transport of students, follow these procedures:*1. Determine the disruptive student and quickly assess the degree of their behavior.
2. Calmly but clearly call students by their names if possible and give them clear instructions to discontinue the behavior. Tell them exactly what you need them to do to try to calm the situation.
3. If the student continues the disruptive behavior and it is appropriate, call Bus Dispatch and request law enforcement assistance if needed.
4. If there is a clear danger to other students, park the bus in a safe location and instruct the other students to evacuate and assemble in an area that you clearly identify to them. Follow Evacuation Procedures.
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| **Reporting Procedures for Child Abuse** |
| All school bus drivers are required by law to report all suspected child abuse to the **TN Department of Children’s Services Child Abuse Hotline at 877-237-0004** or by calling 911 immediately. You are required to report when you are on duty as well as when you are off-duty.Child Abuse Includes:* Any unexplained or suspicious physical injury to a child, including any injury inconsistent with an explanation of how the injury occurred.
* Neglect which causes harm to a child’s health, welfare, and/or safety.
* Sexual activity with someone older than the child, abuse, sexual assault, or sexual exploitation.
* Mental injury which harms a child’s ability to think, reason, or have feelings.
* Threat of harm.
* Any reason to believe the child has been exposed to any drug use.
1. If a child tells you they have been abused, you must immediately make a report.
2. If you have reasonable concern that a child you have observed or have had contact with may have suffered any of these kinds of abuse, or if you suspect an adult has abused a child, make a report immediately after your route.
3. When in doubt, report.
4. Immediately inform District Transportation Director; however, reporting to your supervisor does not release you from your legal obligation to report immediately to DCS or police.
5. If a child is in imminent danger due to their physical injuries, if there is an indication the abuser may come to the school to further harm them, or if you see any type of abuse in progress, call 911 immediately. If possible, provide for the immediate safety of the child. If you do not feel safe intervening, maintain visual observation if safe.
 |
| **Bullying Emergency Procedures** |
| *All suspected and confirmed cases of bullying must be taken seriously and reported immediately. Bullying behavior can include:** ***Physical Aggression*** *such as hitting, shoving, pushing, kicking, threatening with weapon, stealing or destroying property.*
* ***Verbal Aggression*** *such as teasing, name calling, verbal threats of aggression or threats of bodily harm.*
* ***Social Alienation*** *such as gossiping, spreading rumors, public humiliation or leaving someone out.*
* ***Intimidation*** *such as threatening to reveal personal information, playing a mean trick, taking personal possessions, extortion, threats against family/friend or coercion.*
1. Stop the bus in a safe location. Secure the bus.
2. Call Bus Dispatch if assistance is needed.
3. Take steps to protect the victim.
4. Give a verbal command: Tell the bully to “Stop it. That behavior is not allowed on my bus.”
5. Separate the students, even if you’re not sure if it’s bullying.
6. Depending on the severity of the situation, the driver may consider moving the student to the front where visible in the driver’s mirror.
7. Continue to monitor the behavior of the bully and the safety of others.
8. If necessary, return to the school and arrange for the School Principal to meet the bus.
9. Immediately report the bullying case to the District Transportation Director and the School Principal at the end of the route.
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| **Student Fight Emergency Procedures** |
| If two or more students are fighting or an individual is out of control, use the lowest level of response that will safely neutralize the crisis. You are not required to put yourself at risk, but expected to try to reduce danger.1. Stop the bus in a safe location. Secure the bus.
2. Take Charge
3. Use a calm, firm authoritative voice. Do not yell.
4. Use specific verbal commands.
5. Use distractions such as a whistle, loud noise, etc.
6. Separate students to different locations on the bus.
7. Tend to first aid needs, follow Medical Procedures.
8. Disperse Bystanders
9. Move to a neutral location on the bus.
10. Call Bus Dispatch and report fight.
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| **Threat of Violence Emergency Procedures** |
| *A threat is an expression of intent to do harm or act out violently against something or someone. A threat can be spoken, written, or communicated through social networking media. All threat of violent injury must be taken seriously and investigated to determine whether they are credible.*1. Stay Calm.
2. Assess the Situation. Is the threat credible? Is the threat coming from inside the bus or outside the bus? Is the threat against the driver, a student, the entire bus, or the school?
3. Discretely gather as much information as possible.
4. Discretely call Bus Dispatch or 911 if the threat seems credible.
5. Make a plan. Decide to continue route, modify route or stop bus. If decision is to stop the bus, you may decide it is prudent to mimic mechanical trouble rather than draw attention to the threat.
6. Report any findings to District Transportation Director.
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| **Intruder Emergency Procedures** |
| *An intruder is an unauthorized person attempting to or successfully boarding the bus.*Unauthorized Person Attempting to Board the Bus1. Try not to allow them to board the bus. Close the door and do not open it.
2. Tell them the school policy that only students assigned to this bus are allowed to board.
3. Stay calm. Be polite and professional.
4. Listen. Talk with them and try to solve the issue if possible.
5. If unable to solve the issue, direct them to call Bus Dispatch.
6. Notify Bus Dispatch of the situation, including a description of the person and your location.
7. Call 911 if law enforcement assistance is needed.

Intruder on the Bus1. Call 911 and Bus Dispatch if it is safe to do so.
2. Stand up to establish authority and carefully approach the individual.
3. Tell them the school policy that only students assigned to this bus are allowed to board.
4. Ask them to step off the bus.
5. If they comply, immediately close the door.
6. If they do not comply, tell them again to get off the bus or you will call the police.
7. Call 911 and Bus Dispatch giving a description of the person and your location.
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| **Kidnapping Emergency Procedures** |
| *In some cases, a non-custodial parent or other unauthorized person may attempt to abduct a student from the school bus stop or by boarding the school bus.*1. Try to not allow the person to board the bus. Close the door and do not open it.
2. If the individual abducts a student from the bus stop or the individual gets on the bus and attempts to physically take a student, call 911 immediately.
3. Be prepared to provide a description of the individual to include race, height, weight, hair color, facial hair, tattoos, clothing, the direction they went after leaving the bus, and did they get in a vehicle and if so, color make, model, and license number if possible.
4. Be prepared to provide a description of the student to include race, height, weight, hair color, clothing, and backpack.
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| **Hostage Emergency Procedures** |
| 1. Stay calm. Do nothing to create a more dangerous situation.
2. Get help. Discretely call 911 if possible.
3. Cooperate. Follow the instructions of the hostage taker unless you feel that following their instructions would increase danger to yourself or to others. If you are spoken to by the hostage taker, cooperate and be concise. If possible, keep a safe, non-intimidating distance and avoid abrupt movement.
4. If hostage taker appears receptive, attend to first aid of students as needed. Help them remain calm.
5. Be observant. Try to remember things you see or hear as the location, number of hostages, description of hostage taker, weapons, etc.
6. Watch for the unexpected. Try to think of possible courses of action for various contingencies.
7. As rescue takes place, crouch down in a protective position. Follow Lockdown Procedures.
8. Once released, follow law enforcement instructions.
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| **Weapons Emergency Procedures** |
| *When weapons are involved, always address your own safety first so that you can better protect the students.*Gunshots Near the Bus If you hear gunshots or if there is a shooting near the bus, use extreme caution. 1. Instruct students to take cover and implement Lockdown Procedures.
2. Quickly decide whether you can drive away from the area or if you should pull over and take cover.
3. Call Bus Dispatch or 911 as soon as safely possible.
4. Stay calm. Reassure students as you are able.

Weapon on Bus If you learn that a person is in possession of a weapon on your bus and they have not yet displayed or used the weapon to threaten or attack others:1. Stay calm.
2. Discretely call Bus Dispatch or 911, if possible.
3. Make a plan. Decide to continue route, modify route, or stop bus.
4. If decision is to stop the bus, you may decide to mimic mechanical trouble. Stop in a safe location.
5. Do not directly approach the individual alone.

Shooting or Stabbing on the Bus If there is a shooting on the bus, take defensive measures based on the situation to increase the safety of yourself and the students.1. Stay calm.
2. Stop the bus. Secure the bus.
3. Call Bus Dispatch or 911 as soon as safely possible.
4. Do not confront the individual unless they are attacking, and it is clear to you that it would be safer for you to try to disable the attacker than not to.
5. Tend to medial needs if you are able to.
6. Follow instructions of law enforcement.
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Transportation Recovery

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

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

# Annex N: Safety and Security Overview

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

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

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

# Annex O: 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**: Process to return students to their parent/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.