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**Emergency Operations Plan**

Version: 16.1

Revised: 10/23/15

***JFK High School***

Emergency Phone NumbersDated: 7/6/2017

JFK High School

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| JFK High School: approximately \_\_\_ students and \_\_\_ staff. | | | |
| **Fire** | **911** or \_\_\_\_\_\_\_\_\_\_\_\_\_ | Principal’s Office |  |
| **Police** | **911** or \_\_\_\_\_\_\_\_\_\_\_\_\_ | School Hotline/Voicemail |  |
| **Ambulance** | **911** or \_\_\_\_\_\_\_\_\_\_\_\_\_ | Central Office |  |
| **Emergency Management** |  | Facilities Office |  |
| **Poison Center** | **1-800-222-1222** | Transportation Office |  |
| Hospital |  | Commercial Bus Co |  |
| Hospital |  | Wrecker Service |  |
| Center for Disease Control |  | Maintenance Services |  |
| Community Mental Health |  | Power Company |  |
| SUICIDE Prevention Network |  | Phone Company |  |
| Child Protective Services | 1-800- | Natural Gas |  |
| Weather Station |  | Gas Company |  |
| Cable Company |  | Water/Sewer |  |
|  |  |  |  |
| *Relocation Site # 1*  Name:  Address: | Contact:  Phone #  Cell #  Contact:  Phone #  Cell # | Radio Stations: | Contact:  Phone # |
|  | Cell# |
|  |  |
| TV Stations: | Contact: |
|  | Phone # |
|  | Cell# |
| *Relocation Site # 2*  Name:  Address: | Contact:  Phone #  Cell #  Contact:  Phone #  Cell # | *Relocation Site # 3*  Name:  Address: | Contact:  Phone #  Cell #  Contact:  Phone #  Cell # |
| **Note: For additional telephone listings, see Annex B, page \_\_\_.** | | | |

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| **TEAM DEFINITIONS AND MEMBERS** *(SAVE Act Indicator 1.1)***JFK High School Planning Team**  The JFK High School Planning Team is a multi-discipline, whole-community representation of professionals, with a vested interest in the safety of students, faculty, and staff of JFK High School.  Name JFK High School Principal  Name JFK High School School Resource Officer  Name JFK High School Nurse  Name JFK High School Parent  Name Fulton County Fire Department Assistant Chief  Name Fulton County Sheriff’s Dept. Chief Deputy  Name Fulton County EMA Director  Name Fulton County 911 Center Assistant Director **JFK High School Emergency Response Team** *(SAVE Act Indicator 1.2)* The JFK High School Emergency Response Team is made up of school site staff.  Name JFK High School Principal  Name JFK High School School Resource Officer  Name JFK High School Nurse  Name JFK High Schools Teacher **JFK High School Postvention Recovery Team** *(SAVE Act Indicator 1.2)* The JFK High School Postvention Recovery Team is made up of school district and site staff and whole-community representation of professionals, with a vested interest in the recovery of students, faculty, and staff of Lamont School District.  Name JFK High School Nurse  Name JFK High School School Resource Officer  Name Horizons Outreach Psychologist  Name Horizons Outreach Psychologist  Name Suicide Network Coordinator |
|  |

## **Revisions**

## \*All revisions must be approved by the JFK High School Safety Planning Committee \*

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| Date: | Revision(s): | Page(s): |
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### **Plan Revisions 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. Signature below acknowledges receipt of the document (in digital or print form).***

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

### **Record of Distribution**

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

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

This plan operates within the policies of the Lamont 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.

**Confidentiality**

The JFK High School Emergency Operations Plan is intended for official use only by faculty & staff, the school board, and local, county and state public safety officials. A version of this plan is also intended to inform parents and community leaders. The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff.

**Plan Security**

Versions Orange and Gold of the Emergency Operations Plan are considered sensitive information and must be safeguarded and accounted for at all times. All copies of versions Orange and Gold will be collected by the school office staff at academic year-end and stored until a new plan is approved by the School Board, at which time the obsolete plans will be destroyed.

* **Version Orange** of the plan is intended for key leadership and those directly involved in the planning and implementation of this plan.
* **Version Gold** is intended for faculty and staff, or those that provide important supportive roles in the implementation of the plan.
* **Version Green** is intended to inform parents and guardians of students and selected other recipients as deemed appropriate by the principal.

The principal is the sole approving official for the reproduction and distribution of this plan. Duplication, sharing, and/or distribution of this plan beyond those mentioned herein is not authorized.

**Plan Distribution**

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

|  |  |
| --- | --- |
| Copies | Plan Recipient |
| **Version Orange** (Comprehensive Plan-controlled) | |
| 1 (original) | Principal’s Office |
| 1 | Administrator’s Tool Box |
| 1/member | School Emergency Team |
| 1 | Director of School’s Office |
| 1 | Local Fire Department/EMS |
| 2 | Local Police Department (or Sheriff’s Office), 911 Dispatch |
| 1 | Local Emergency Manager |
| 1 | Mental Health Services Coordinator |
| **Version Gold** (Abbreviated Plan) | |
| 1 (original) | Principal’s Office |
|  | School Faculty and Staff |
| 1 | Relocation Site #1 Administrator |
| 1 | Relocation Site #2 Administrator |
| 1 | Relocation Site #3 Administrator |
|  | **Version Green** (Plan Overview) |
| 1 (original) | Principal’s Office |
|  | Parents/Guardians of Students (distributed via student backpacks & available during school open houses and at school office.) |
| 1 | President, Parent Association |

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I. Introduction

Purpose

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

Goal

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

Scope

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

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

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

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

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

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

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

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

**Planning Assumptions**

1. The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
2. A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
3. Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
4. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
5. Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school’s readiness to respond to incidents.

Concept of Operations

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

Planning for Specific Populations *(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.

II. Mitigation & Prevention

### **Definition**

Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. Mitigation encourages long-term reduction of hazard vulnerability (FEMA, 2002) or “Actions taken to reduce the likelihood of an emergency or actions taken to lessen the impact of an emergency situation”.

### **Hazard Identification Risk Assessment (HIRA)** *(SAVE Act Indicator 1.4)*

The JFK High School utilizes an all-hazards approach to safety planning. This requires the JFK High 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, provided by the Lamont School District, JFK High can plan for a variety of natural and manmade hazards.

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

**Likelihood** - The reasonable possibility of the event occurring within the District, impacting standard District operations.

**Vulnerability** - Taking into account current protective/preventative actions, the vulnerability is rated taking into account the effectiveness of current countermeasures.

**Impact** - Relative damages, injuries, and loss of life that may result if the event occurs during a school day or event, at a school campus/District facility.

### **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. Lamont School District Save Act Coordinator consults with Fulton County Emergency Management Director regarding assessment findings and potential mitigation/prevention projects.

\*See Annex F for THAW Tool

III. Preparedness

### **Emergency Planning**

### **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 services have signed a Memorandum of Understanding/Agreement to provide services, if possible, in the event of an incident that disrupts routine contract services. MOUs/MOAs with the companies below are renewed annually. *\*Copies of MOU’s can be found in Annex I.*

|  |  |  |
| --- | --- | --- |
| Contract Date | Service Provider/Synopsis | Contact Person/Phone |
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## **National Incident Management System (NIMS)**

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

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

**Plan Orientation and Training Schedule (Use as example)** *(SAVE Act Indicator 1.21)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **Training Event** | **Lead Trainer** | **Comments** |
| **July** | Revision of EOP | Safety Team |  |
| **August** | Training of Staff |  |  |
| **September** | EOP Submitted to District |  |  |
| **October** |  |  |  |
| **November** |  |  |  |
| **December** | Review Plan |  |  |
| **January** |  |  |  |
| **February** |  |  |  |
| **March** | Review Plan |  |  |
| **April** |  |  |  |
| **May** | Review Plan |  |  |
| **June** |  |  |  |

**TRAINING 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 Drills: TCA 49-5-201*** *(SAVE Act Indicator 1.23)*

***Schools are required to conduct (1) fire drill requiring full evacuation every month during the school year, with an additional fire drill to be conducted within the first thirty (30) days of operations, and three (3) additional safety drills during the school year, which may include inclement weather, earthquake, intruder or other emergency drills not requiring full evacuation.***

## **Incident Command System (ICS)** *(SAVE Act Indicator 1.7)*

JFK High School has adopted the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role.

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

*\*See Annex I for Suggested Trainings*

**EMERGENCY SUPPLIES & EQUIPMENT**

**Requesting Supplies and Equipment**

All requisitions for emergency supplies and equipment will be processed through the JFK High School Office manager. The exception is for medical supplies and kits which will be requisitioned through the school nurse. Supply and equipment requisition forms can be obtained in the \_\_\_\_\_\_\_\_\_.

**Maintaining and Accounting for Supplies and Equipment**

The \_\_\_\_\_\_\_\_\_\_\_\_\_ issues all emergency supplies, kits, and equipment to school staff in accordance with this plan. The care, maintenance, and accountability of emergency supplies and equipment are the responsibility of the individual to whom they are issued.

*\*See Annex K for Suggested Lists of Emergency Supplies and Equipment*

IV. Response

## **Initial Response**

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

* Think of everyone’s safety first
* Use common sense
* Act quickly and calmly
* Remain factual when communicating with staff, students, community, and media
* Think of the objectives and tasks needed to respond appropriately, and identify key job functions needed for an effective response

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

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

* Evacuate: ***“Evacuate the Building”***
* Lockdown:  ***“Clear the Halls and Lockdown the School”***
* Shelter-in-Place: ***“Clear the Halls and Shelter-in-Place”***

## **EOP Activation**

Incident Occurs **Call 911 Contact Central Office**

**Activation of School EOP**

**Notify Relocation Site**

**(**If Relocating is applicable)

**Activate SERT Team**

# **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.

|  |
| --- |
| **Evacuation** |
| An orderly and preplanned exit from the district facility when conditions are safer outside than inside  **When announcement is made or alarm sounded:**   * Take the closest and safest way out as posted   (use secondary route if primary route is blocked or hazardous)   * Do not stop for student/staff belongings * Take class attendance log for student accounting * Go to designated assembly area * Check for injuries * Assist those needing special assistance * Wait for further instructions   **ON SITE RELOCATION:**  a) Notification – (insert redundant methods here)  b) Identified On-Site Relocation area – (insert here)  c) Schedule of Drill – (insert here)  **OFF SITE RELOCATION:** *(SAVE Act Indicator 1.13)*  a) Notification – (insert redundant methods here)  b) Identified Off-Site Primary Relocation area – (insert here)  c) Identified Off-Site Secondary Relocation area – (insert here)  c) Schedule of Drill – (insert here) |
| **Reverse Evacuation** |
| For use when conditions inside are safer than outside.  **When announcement is made or alarm sounded:**   * Move students/staff inside as quickly as possible * Assist those needing special assistance * Report to designated assembly area * Check for injuries * Account for all students, staff and visitors * Wait for further instructions   a) Notification – (insert redundant methods here)  b) Identified Assembly Area – (insert here)  c) 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.*** |
| **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:**   * + Students and Staff are to be cleared from the halls immediately and to report to nearest available room   + Assist those needing special assistance   + Close and lock all windows and doors and do not leave   + BE QUIET!   + Turn off lights   + Use interior walls to position students away from the threat to minimize visibility from windows and doors   + Sit on floor   + Wait for further instructions   a) Notification – (insert redundant methods here)  b) Schedule of Drill – (insert here) |
| **Shelter-in-Place** |
| Placement of 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  a) Notification – (insert redundant methods here)  b) Identified Shelter Area – (insert here)  c) Schedule of Drill – (insert here) |
| |  | | --- | | **Drop, Cover and Hold** | | For use in earthquake or other imminent danger to building or immediate surroundings.  **When the command “Drop” is made:**   * DROP – to the floor, take cover under a nearby desk or table and face away from the windows * COVER - your eyes by leaning your face against your arms * HOLD - on to the table or desk legs, and maintain present location/position * Assist those needing special assistance * Wait for further instructions   a) Notification – (insert redundant methods here)  b) Identified Shelter Area – (insert here)  c) Schedule of Drill – (insert here) | |

*\*\* See Appendix C for Floor Plans, Blueprints, Evacuation Routes and Mapping of Evacuation Assembly Areas (SAVE Act Indicator 1.10)*

**School Emergency Response Team (SERT)**

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

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

## **Call Team**

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

**Media Policies and Guidelines** *(SAVE Act Indicator 1.16)*

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

(Insert Media Policy Here)

**Family Notification** *(SAVE Act Indicator 1.20)*

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

(Insert Notification Means Here)

**Student Accounting and Reunification**

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

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

**Student rosters**

* Teachers will update student rosters a minimum of \_\_\_\_\_ per \_\_\_\_. Student photos should also be updated \_\_\_\_\_ or anytime a student’s appearance is significantly changed.
* One copy of the roster will be placed in the Classroom Go-Bag, one copy made available for substitute teachers, and one copy provided to the Communication and Recorder.
* The \_\_\_\_\_\_\_\_\_\_\_\_\_ will produce and maintain an electronic copy of all student rosters.

**Emergency Care Cards (ECC)**

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

**Student Release Forms**

* The \_\_\_\_\_\_\_\_\_\_\_\_\_ SchoolStudent Release Request Form can be found at Annex E of this plan.
* Teacher copies of this form will be stored in the Classroom Go-Bag.
* The school office will store copies in the \_\_\_\_\_\_\_\_\_\_\_\_\_.

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

**Locations**

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

**Procedures**

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

**Grade 9**

**(A-L)**

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

**Table staff will:**

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

**Teachers will:**

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

**Staging Areas**

***\*\*See maps at Annex C for visual locations of all staging areas.***

### **Media Staging Area**

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

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

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

### **Emergency Bus Staging Area**

*Location(s):*

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

Off-site: Emergency Bus Staging Areas at Relocation Sites:

* \_\_\_\_\_\_\_\_\_\_\_\_\_.

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

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

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

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

*Location(s).*

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

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

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

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

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

**Emergency Responders Assembly Area**

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

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

*Contact Person:* Fire and Police Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_

**Evacuation Assembly Areas (EAA)**

*Location(s):*

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

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

*Contact Person:* Off-site Evacuation Leader \_\_\_\_\_\_\_\_\_\_\_\_\_

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

## 

The Parent Reunion Area and Family Information Center will normally be co-located. In the event of an evacuation to an off-site location (relocation site), a second information point will be made available to parents who arrive at the school looking for their children. Parents can access the school building at \_\_\_\_\_\_\_\_\_\_\_\_\_ for information about where students were evacuated, whom to contact and how. If conditions don’t allow for access into or near the building, a staff member will be on the main access road to the school handing out information flyers to parents. Information will also be available on the school’s website.

*Location(s):*

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

Off-site. \_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

V**.** Recovery

## **Goal**

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

* Utilize credentialed community service providers for assessments and resources on the emotional needs of school district staff, school staff and faculty, students, and families.
* 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. Recovery is not linear and individuals recover at different rates.
* 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** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Emotional Management of Faculty and Staff**

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury.

The school counselor will arrange for the psychological and emotional recovery team – made up of psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to \_\_\_\_\_\_\_\_\_ School faculty and staff until which time acute cases of psychological trauma have been appropriately treated.

The psychological and emotional recovery team will make referrals and facilitate appointments for those needing longer term help for more chronic conditions. Unlike team activities, longer term visits will be conducted in professional offices off-site. All visits and schedules are confidential.

**Emotional Management of Students**

The three step process teachers can use when dealing with or explaining a crisis situation to children:

* + - First – Clear the air
    - Second – Process emotions
    - Third – Evaluate Resources

Details of this process are explained in: *After a Crisis: Suggestions for Teachers, which can be found at* <http://fcpsnet.fcps.edu/ocr/emergency/students.htm>

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

The following procedures will be followed for managing memorials:

**Physical Facility Recovery**

The following essential services and needs are identified for recovery of the physical facility:

**Fiscal Recovery**

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

* Systems are in place for rapid contract execution after an incident.
* \_\_\_\_\_\_\_\_\_ notification method will be used to inform staff on the specifics of returning to work.
* Redundant records are kept at a different physical location.

**After Action Review (AAR)**

A high quality school emergency planning process includes development of an AAR process to facilitate this review and evaluation, as applied to all 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 earned
* 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 L 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 M for Corrective Action Plan Template*

VIII. Annexes

1. Emergency Contact Listings
2. Communications Annex
3. Maps, Photos, Diagrams, and Sketches
4. Staff Skills Survey
5. Hazard Identification Risk Assessment Tool
6. Threat Hazard Assessment Walkthrough Tool
7. Hazard Specific Annex
8. Memorandum of Understanding
9. Media Press Conference Questionnaire
10. Incident Command Training Requirements
11. List of Emergency Supplies and Equipment
12. After Action Review Template
13. Corrective Action Plan Template
14. Glossary

Annex A. Emergency Contact Listings

***Insert***

***Names and cell phone numbers of school personnel***

***Insert***

***Names and Phone numbers for:***

*Bus Transportation*

***Insert***

***Names and Phone numbers for:***

***SERT Team Members***

Annex B. Communications Annex

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

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

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

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

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

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

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

***Faculty, Staff and Students***

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

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

1. Intercom system:

2. Telephone:

3. Email:

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

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

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

***Transportation Staff***

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

**Central Office Notification**

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

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

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

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

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

***Parents***

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

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

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

**Backpack Letters**

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

Backpack letters will include these components, at a minimum:

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

Letters should not:

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

Letter Preparation:

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

***Call Team***

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

Members:

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

Responsibilities:

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

**School Website**

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

**General Media Policies and Guidelines**

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

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

Annex C. School & Vicinity (maps, photos, diagrams & sketches)

***Insert***

***Aerial Photo (Diagram or Sketch) of School Neighborhood***

***Show locations of:***

* ***School grounds***
* ***Adjacent streets and businesses***
* ***Natural features (rivers, woods, gullies, etc.)***
* ***Other potential neighborhood hazards***

***Insert***

***Aerial Photo (Diagram or Sketch) of School Campus***

***Include locations of:***

***Fire hydrants***

***Out buildings***

***Athletic fields***

***Woods***

***Fences***

***Driveways***

***And potential hazards such as:***

***Propane tanks***

***Brooks***

***Haz Mat storage***

***etc.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Insert***

***School Floor Plans***

***Include locations of:***

* ***Exits***
* ***Evacuation routes***
* ***Fire alarms***
* ***Fire extinguishers***
* ***First aid kits***
* ***Emergency telephone jacks***

***Insert***

***Photo, diagram or sketch of school campus***

***as it might appear during a serious incident or emergency***

***Include primary and alternate locations of:***

* ***Incident Command Post***
* ***Emergency Assembly Area (EAA)***
* ***Emergency bus staging area***
* ***Emergency services staging area***
* ***Parent reunion area***
* ***Media staging area***

***Insert***

***Diagram of Utility Systems***

***Include locations of:***

* ***Gas line and utility lines***
* ***Utility shutoff-off valves for gas, electric, water, etc.***
* ***Fire alarm turn-off***
* ***Sprinkler system turn-off***
* ***Cable television satellite feed shut-off***

***Insert***

***Map of Evacuation Routes***

***from School to Relocation Sites***

***Include primary and alternate routes.***

***Insert***

***Diagram of Re-location Sites***

***Include Outdoor locations of:***

* ***Incident Command Post (CP)***
* ***Bus staging area***
* ***Parent reunion area (if outdoors)***
* ***Media staging area***

***Include Indoor locations of:***

* ***Student assembly area***
* ***Restrooms***
* ***Water fountains***
* ***Food service area***
* ***Parent reunion area (if indoors)***

Annex D. Staff Skills Survey

Name: Room #: Date:

During an emergency or 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 office administrator.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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? \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Annex E. Hazard Identification Risk Assessment Tool

Annex F. Threat Hazard Assessment Walkthrough

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| **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): | |  |

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| **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): | |  |

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| **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): | |  |

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| **Identifying School-Based Hazards/Threats—School Grounds Checklist (Continued)** | | |
| **Area:** | **Date Surveyed:** | |
| **Hazard/Threat** | | **Comments** |
| 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 Specific Annex

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| DROUGHT | | | |  | |
| Drought is an abnormally dry period lasting months or years when an area has a deficiency of water and precipitation in its surface and/or underground water supply. This hazard could affect a school district if it obtains its water supply through a water well or if there is a mandatory conservation measure implemented. | | | | | |
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| EARTHQUAKE | | | | “Drop, Cover and Hold”  “Shelter in Place”  “Evacuation” | |
| 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. | | | | | |
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| EXTREME TEMPERATURES | | | |  | |
| An extreme temperature event occurs when the temperature is exceptionally hotter or colder than the geographic norm and persists long enough to affect the life of the community. This hazard can affect school districts by the loss of cooling/heating capabilities. | | | | | |
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| FLOOD | | | | “Evacuation”  “Shelter in Place” | |
| A flood occurs when water, due to dam failures, rain, or melting snows, exceed 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. | | | | | |
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| GEOLOGIC | | | | “Reverse Evacuation” | |
| Geologic hazards relate to the danger involved in topography, rock formations, and soil. Included in this category are expansive soils, land subsidence/sinkholes, and landslides. | | | | | |
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| SEVERE STORMS | | | | “Shelter in Place”  “Reverse Evacuation”  “Drop, Cover and Hold” | |
| Severe storms comprise the hazardous and damaging weather effects often found in violent storm fronts. As defined by NOAA, this includes the following: hail, high-strong wind, lightning, thunderstorm winds, and winter storm. | | | | | |
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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. | | | | | |
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| WILDLAND FIRE | | | | “Evacuation” | |
| A wildfire is any free burning uncontainable wildland fire. Significant danger to life and property occurs when human development meets and becomes intertwined with the wildland’s vegetation. The threat increases in areas prone to intermittent drought. | | | | | |
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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. | | | | | |
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| DAM AND LEVEE FAILURE | | | | “Evacuation” | |
| A dam or levee failure is an overtopping, breach, or collapse of the dam or levee. This type of incident could have a devastating impact on the community and school district. | | | | | |
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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. | | | | | |
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| INFRASTRUCTURE INCIDENT | | | | “Evacuation” | |
| An infrastructure incident is the failure of a critical public or private utility infrastructure which results in the loss of service; to include electrical, water, sewer, natural gas, telephone, or internet. | | | | | |
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| TRANSPORTATION ACCIDENT | | | |  | |
| Transportation accidents involving mechanized modes of transport to include air, rail transport, and motor vehicles on roads. | | | | | |
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| ACTIVE AGGRESSOR/  ACTIVE SHOOTER | | | | “Lockdown”  “Reverse Evacuation” | |
| An individual actively engaged in aggressive behavior, or engaged in killing or attempting to kill, people in a confined and populated area. | | | | | |
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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. | | | | | |
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| CRIME IN COMMUNITY | | | | “Lockdown”  “Reverse Evacuation” | |
| Factors such as crime rates in the area, frequency of child abuse and domestic violence, prevalence of access to weapons, known gang activity, and drug use may contribute to acts of violence. | | | | | |
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| CYBER BULLYING | | | |  | |
| Bullying that takes place using electronic technology. Examples of cyberbullying include insulting text messages or emails, rumors sent by email or posted on social networking sites. | | | | | |
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| INTRUDER | | | | “Lockdown” | |
| A person who enters a school building with criminal intent. | | | | | |
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| NUCLEAR POWER PLANT ACCIDENT | | | | “Shelter in Place”  “Reverse Evacuation” | |
| An event at a nuclear power plant that results in the release of a significant amount of radioactivity. | | | | | |
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| SUICIDE | | | |  | |
| The act or an instance of taking one's own life voluntarily and intentionally. | | | | | |
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| TERRORISM | | | |  | |
| The use of violence or the threat of violence, especially against civilians, in the pursuit of political goals. | | | | | |
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| BOMB THREAT | | | | “Evacuation”  “Lockdown” | |
| 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. | | | | | |
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| FOOD BORNE OUTBREAK | | | |  | |
| When two or more people get the same illness from the same contaminated food or drink. | | | | | |
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| EXPLOSION/FIRE | | | | “Evacuation” | |
| A violent blowing apart or bursting caused by energy released from a chemical reaction, nuclear reaction, or escape of gases under pressure. | | | | | |
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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. | | | | | |
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| MISSING STUDENT | | | | “Lockdown” | |
| A student who has disappeared and whose well-being cannot be confirmed. A student may go missing due to accident, crime, death, or for voluntary disappearance. | | | | | |
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| HOSTAGE | | | | “Lockdown” | |
| A person who has been seized or is being held as security for the fulfillment of a condition. | | | | | |
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| CIVIL DISTURBANCE | | | | “Lockdown”  “Reverse Evacuation” | |
| Acts of violence and disorder prejudicial to the public law and order. This includes acts such as riots, acts of violence, unlawful obstructions or assemblages. | | | | | |
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Annex H. Memorandum of Understanding

**Memorandum of Understanding**

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

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

**Name and location of relocation site:**

**Contact of relocation site:**

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

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

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

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

**Secondary contact of relocation site:**

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

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

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

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

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

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

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

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

**The Evacuating School will:**

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

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

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

**Collaborative Actions:**

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

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

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

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

Annex I. Media Press Conference Questionnaire

Media Press Conference

*Complete Prior to School Emergency Press Conference.*

1. **In one brief paragraph state the key point or objective of the press conference:**
2. **Identify who the main audience or population segments whom you would like this message to reach:**

Primary Audience:

Secondary Audience:

1. **List the three facts or statistics you would like the public to remember after hearing the story:**

a)

b)

c)

1. **What is the one message the audience needs to take away from this report/ interview?**
2. **Who in your school district will serve as the sole point of contact for the media?**

Name: Phone #

Dates & Time Available:

**Media Press Release**

At (time) on (date) the following accident (incident) occurred:

(If students have been relocated due to school facility emergency)

All students and staff have been evacuated from the school and relocated to the following sites:

Site Grade Level Phone

Site Grade Level Phone

Site Grade Level Phone

At this time we have:

(A) No confirmation of injuries or damage:

-or-

(B) Confirmed the following injuries or damage. (Do not identify student/staff by name; merely state the number of students involved and/or any property damage that has occurred).

The prognosis for those involved is (Good) (Fair) (Critical).

The school district is responding in the following manner:

At the current time the incident is being investigated by local authorities and is considered to be a criminal investigation. The school district does not wish to take any action that may interfere with a pending criminal investigation. Therefore information will not be released without the prior approval of local authorities.

We will keep you updated as we learn additional information.

We ask the general public to avoid traveling in this area unless it is absolutely necessary.

We ask that only parents of children in the school contact us with questions at:

Telephone

For ongoing information updates check the school Web page at: (insert webpage).

Thank you for your cooperation.

School Media Contact:

Annex J. Incident Command Training Requirements

**Training Requirements** (These are suggested trainings. Fill in your own using the below as an example)

**EOP Orientation**

School Emergency Response Team (SERT) members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ will provide a seminar on member duties within \_\_\_\_\_\_\_\_\_\_\_\_\_\_ days of assignment to the team.

Faculty and Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ will provide all new faculty and staff with a 30 minute orientation on the plan and will also provide a copy of this plan.

Students: Teachers will orient students on the following components of the plan within the first \_\_\_\_\_\_\_\_ days of the new academic year:

* Evacuation
* Lockdown
* Shelter-in-Place
* Severe Weather
* Individual preparedness and response responsibilities

**Mitigation & Prevention Training**

School Emergency Response Team

*Individual members*. Complete the following requirements within \_\_\_\_\_\_\_\_\_ days of being assigned to the SERT. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

*Subject Instructor*

Violence, Bullying, and Suicide prevention & intervention techniques School Counselor or \_\_\_\_\_\_\_\_\_\_\_\_\_

Hazard identification Assistant principal or

\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty, Staff, Bus Drivers & Monitors

*Subject Instructor*

Violence, Bullying, and Suicide prevention & intervention techniques School Counselor or

\_\_\_\_\_\_\_\_\_\_\_\_\_

Students

*Subject Instructor*

Violence, Bullying, and Suicide prevention & intervention techniques School Counselor or

\_\_\_\_\_\_\_\_\_\_\_\_\_

**Response Training**

School Emergency Response Team

*\*NOTE: All members of the School Emergency Team are expected to complete IS-100.SC, an introduction to the Incident Command System; IS-700, National Incident Management System (NIMS). In addition, it is recommended that the principal also complete IS-200, ICS for Single Resources and Initial Action Incidents.* *For more information on ICS and these short courses, call your County Emergency Management Agency or access:* [*http://www.training.fema.gov/IS/crslist.asp*](http://www.training.fema.gov/IS/crslist.asp)*.*

*Individual members.* Complete the following within \_\_\_ days of being assigned to the SERT. Members will coordinate with listed trainers and schedule training at a mutually agreeable date and time.

*Subject Instructor*

IS-100.SC, ICS for Schools \*County EMA or on-line

[*http://www.training.fema.gov/IS/crslist.asp*](http://www.training.fema.gov/IS/crslist.asp)

IS-700, NIMS \*County EMA or on-line at

[*http://www.training.fema.gov/IS/crslist.asp*](http://www.training.fema.gov/IS/crslist.asp)

IS-362, Multi-Hazard Emergency Planning for Schools OR \*on-line [*http://www.training.fema.gov/IS/crslist.asp*](http://www.training.fema.gov/IS/crslist.asp)

G-364, Multi-Hazard Emergency Planning for Schools \*County EMA

Communications Systems (Intercom, radios, etc) School Secretary or \_\_\_\_\_\_\_\_\_\_\_\_\_

Review of Security system Police and Fire Liaison

Basic First Aid & CPR School Nurse or \_\_\_\_\_\_\_\_\_\_\_\_\_

Basic Fire and HAZMAT Awareness Fire Department or \_\_\_\_\_\_\_\_\_\_\_\_\_

Students, Faculty and Staff

Per TCA

Fire Drill within first 15 days of school operation, one a month to follow.

Intruder drill within first 30 days of school operation.

(3) Additional Safety drills during the school year.

**Recovery Training**

School Emergency Team.

*Subject Trainer*

Recovery Training (assessing emotional needs) School Counselor or \_\_\_\_\_\_\_\_\_\_\_\_\_

Psychological First Aid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty and Staff

*Subject Trainer*

Recovery Training (assessing emotional needs) School Counselor or \_\_\_\_\_\_\_\_\_\_\_\_\_

Psychological First Aid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students

*Subject Trainer*

Recovery Training (assessing emotional needs) School Counselor or \_\_\_\_\_\_\_\_\_\_\_\_\_

Psychological First Aid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Annex K. List of Emergency Supplies and Equipment

**Classrooms** (fill in using the below as a suggestion)

Each classroom will have: a Flip Chart which includes evacuation routes, emergency phone numbers, and emergency action steps; a Classroom Go-Bag to be taken by the teacher during an evacuation with his/her class; a shelter-in-place kit; and cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

***Classroom GO-Bag (Fill in using the below as a suggestion)***

* Fluorescent vest (worn by teachers) with list of emergency duties in front pocket
* Student class roster (with special assistance students identified)
* Student attendance forms, blank
* Student emergency care cards
* Student release forms
* Status placards, colored
* Emergency phone numbers and procedures
* Teacher partner classroom list
* Basic first aid kit (maintain per shelf life)
* Pressure dressings, 3
* Latex-free gloves, 6 pair (maintain per shelf life)
* Flashlight w/ extra batteries (maintain per shelf life)
* Pens, paper
* Large garbage bags, 1 per student (to keep warm and dry)
* Whistle
* Small garbage bags with ties for sanitation (1 roll)
* Facial or toilet tissue (1 small box or roll)
* Scissors
* Small snacks—peanut free

***Classroom Shelter-in-place kit*** (items needed in addition to the Go-Bag above) (fill in your own)

* 5-gallon bucket (to store supplies and to serve as toilet when needed)
* Toilet Supplies (100 small plastic bags, toilet paper, and hand washing supplies)
* Duct Tape, 2 rolls (for sealing doors and windows)
* Drinking Water and cups – stored separately
* Space blanket, 3
* Tarp or ground cover
* Portable radio, batteries
* Student Activities
* Gum, mints, or hard candy (to help relax students during lockdown or shelter-in-place)

**School office**

***Communications equipment*** (secure area)

* Bullhorn with extra battery, 2 each.
* Two-way radio w/ holster, charger, extra batteries - 4 sets. (other two-way radios distributed to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Dedicated emergency telephone line

***Life Saving Items*** (common area)

* Fire extinguisher
* First aid kit
* Portable stretcher and drag blankets

***Utility Equipment*** (secure area: 1 set-school office; 1 set-custodian’s office):

* Barrier tape 3" x 1000’, 3 rolls (emergency type)
* 4’ Stakes, 40 each
* Sledge hammer
* Bolt cutters
* Pry bar
* Pickax
* Shovel
* Pliers
* Hammer
* Screwdrivers
* Utility knife
* Broom
* Utility shut off wrench, 1 per utility
* Cables to connect car battery for emergency power for lights, etc. (training needed to operate)

***Administrator’s Go-Bag – Mobile*** (secure area: taken by office administrator during evacuation)

* JFK High School Emergency Operations Plan
* Keys. Clearly tagged master key; extra keys for rooms for which a master key can’t be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
* Procedures for:
  + Fire Alarm Turn-off
  + Sprinkler System Turn-off
  + Utility Shut-off Valves
  + Cable Television Satellite Feed Shut-off
* Student & Staff Photos
* Student Forms & Emergency Care Cards
* Student Attendance Roster
* Inventory of Staff Resources
* Emergency Resource List (local resources)
* Master roster of all classes
* Master bus schedules
* Bell Schedule
* Note pad/pens
* Incident recorder log
* First aid kit with latex-free surgical gloves
* Flashlight (batteries refreshed every 6 months)
* Camera
* Other: When exiting, place extra two-way radios and the visitor log in the bag.

***Call Team Go-Bag***

* Cell phones, 8 (with chargers/power cords)
* Two-way radios with holsters, chargers, and extra batteries 2 sets
* Laptop computer w/ power supply - capable of internet connection, 1
* Paper and pens for 10 people
* Sample letters to parents, community, etc.

**Other Kits or Items**

***SERT Member Go -Bag* –** (one per team member stored in individual work station)

* Two-way radio with holster, charger, and extra batteries
* Cell phone
* Backpack, with:
  + Fluorescent vest, position title (front & back), and list of emergency duties – front pocket.
  + Flashlight (with extra batteries)
  + Whistle
  + First aid kit
  + Latex-free surgical gloves, 4 pair
  + Zip-lock freezer bags with labels, 5 each (for temporary storage of personal effects or evidence).
  + Duct tape, 1 roll
  + Disposable camera
  + Note pad/pens
  + Emergency phone numbers (or wallet-size card)
  + Copy of Emergency Operations Plan
  + Incident Report form with clipboard, 5 copies

***First Aid Kits*** (Common Areas): Inventory of kit contents is maintained by the School Nurse. See locations of kits on map at Annex C.

***Fire Extinguishers*** (Common Areas): Inventory by type is maintained by the \_\_\_\_\_\_\_\_\_\_. See locations of fire extinguishers on map at Annex C.

*Note: Bus Emergency Kits, should include a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per rider); cell phone; refuel credit card; break-down kit (road flares, triangles, etc.); and small sledge hammer.*

***Staging Area Supplies*** (located in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

* 3' x 6' folding tables, 3-4
* Chairs, 12-16
* Florescent vests for staff without students
* Clipboards with Emergency Job Descriptions (for staff w/out students)
* Office supplies: pens, paper, etc.
* Signs for Student Request and Release
* Alphabetical Dividers
* Copies of all necessary forms

***Food*** (located in food service area): Supply of peanut free granola bars, power bars, or similar food which is easy to distribute, will be stored. Items must be easy to serve, non-perishable and not need refrigeration or heating after opening. Care must be taken to store limited quantities of items suitable for students/staff with diabetes and certain other specific medical conditions. Consult with the School Nurse for quantity and type needed.

Annex L. After Action Review Template

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

**Discussion:**

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| 1. **What was supposed to happen?** |
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| **2. What actually happened?** |
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| 1. **Why were there differences?** |
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| 1. **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 M. Corrective Action Plan 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.

Add emergency planning actions you have identified for your campus 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.

| **#** | **Issue/ Concern** | | **Recommended**  **Action** | **Responsible Person** | **Completion Date** |
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Annex N. Glossary

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

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

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

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

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

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

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

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

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

**Emergency Supplies**:

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

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

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

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

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

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

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

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

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

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

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

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

**National Incident Management System**: A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

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

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

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

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

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

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

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

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

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

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

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