

**INFRAGARD LOUISIANA MEMBERS  
ALLIANCE (ILMA)**

**LOUISIANA SCHOOL SAFETY INITIATIVE**

**MULTI-HAZARD EMERGENCY PLANNING  
TOOLKIT**

**2013**



**Table of Contents**

<b>1. Message from Infragard Louisiana Members Alliance .....</b>	<b>3</b>
<b>2. Introduction.....</b>	<b>4</b>
2.1 Overview/ Preface.....	4
2.2 Purpose.....	4
2.3 Objectives.....	4
2.4 Scope / Applicability.....	4
2.5 Assumptions.....	5
<b>3. Concept of Operations.....</b>	<b>6</b>
3.1 Mitigation / Prevention .....	7
3.2 Preparedness.....	8
3.3 Response .....	9
3.4 Recovery .....	9
3.5 Command and Control.....	9
<b>4. Appendix A-Anti-Bullying Guidance for Louisiana Schools.....</b>	<b>10-15</b>
<b>5. Appendix B-Anti-Gang Guidance for Louisiana Schools.....</b>	<b>16</b>
<b>6. Appendix C-Warning Indicators of Potential Student Violence.....</b>	<b>17</b>
<b>7. Appendix D-Command and Control (Incident Command System-ICS).....</b>	<b>18-19</b>
<b>8. Appendix E-School Safety and Security Vulnerability Assessment Tool (AUDIT) ...</b>	<b>20-27</b>
<b>9. Appendix F- Emergency Planning Checklist for Special-Needs Students .....</b>	<b>28-30</b>
<b>10. Appendix G-Digital Mapping Template .....</b>	<b>31</b>
<b>11. Appendix H-Emergency First-Aid and Supply List .....</b>	<b>32</b>
<b>12. Appendix I- Emergency Response “Go Kit” .....</b>	<b>33</b>
<b>13. Appendix J-Crisis Communications Toolkit for Louisiana Schools .....</b>	<b>34-35</b>
<b>14. Appendix K-Emergency Contact List for Louisiana Schools .....</b>	<b>36</b>
<b>15. Appendix L- Emergency Response Team Contact List for Louisiana Schools.....</b>	<b>37-38</b>
<b>16. Appendix M-Universal and Louisiana Emergency Response Protocols.....</b>	<b>39-40</b>
<b>17. Appendix N-Manmade Hazards (Deliberate Acts) .....</b>	<b>41</b>
17.1 Bomb Threats.....	41-44
17.2 Suspicious Mail and Packages .....	45-46
17.3 Active Shooter.....	47-49
17.4 Unauthorized Intruder / Hostage.....	50
17.5 Unauthorized Student Departure (Abduction / Runaway).....	51
17.6 Rape / Sexual Abuse .....	52
17.7 Suicide.....	53
17.8 Assaults / Fights .....	54
17.9 Weapons.....	55
17.10 Serious Injury / Death .....	56
17.11 Student Unrest / Drive-By Shooting .....	57
17.12 Terrorism.....	58
<b>18. Appendix O-Manmade Hazards (Unintentional) .....</b>	<b>59</b>
18.1 Bus Accident.....	59
<b>19. Appendix P-Technological Hazards.....</b>	<b>60</b>
19.1 Fire .....	60-61
19.2 Hazardous Material Spill / Release .....	62-64
19.3 Radiological .....	65
<b>20. Appendix Q-Natural.....</b>	<b>66</b>
20.1 Flood .....	66-67
20.2 Severe Weather (Tornado / Severe Thunderstorm) .....	68
20.3 Pandemic Flu.....	69-72
<b>20.4 References .....</b>	<b>73-75</b>

## 1. A Message from InfraGard Louisiana Members Alliance (ILMA)

InfraGard Louisiana Members Alliance (ILMA) is committed to assisting in the safety and security of students, faculty, staff, and visitors who legally access a Louisiana school campus at any time. Every child in Louisiana has the fundamental right to be provided a quality primary and secondary education in a safe and secure environment. With that mission in mind and as its contribution, InfraGard Louisiana Members Alliance has developed as part of its Safe School Initiative, the *Multi-Hazard Emergency Planning Toolkit* to assist local school jurisdictions in tailoring the most effective Emergency Multi-Hazard Plan to meet their specific needs.

The information outlined in this document is the result of research gathered from subject matter experts within both the public and private sector. Since no school district is identical to another, the *Multi-Hazard Emergency Planning Toolkit* was written more as a resource guide (Toolkit/ Checklist), rather than a EOP (Emergency Operations Plan) template. InfraGard Louisiana Members Alliance (ILMA) recommends that all Louisiana school districts refer to the best practices gathered within this document, as well as refer to other nationally recognized protocols, while developing Multi-Hazard Emergency Response Plans specific to their goals.

### Acknowledgements

We would like to recognize the following individual for his dedication and assistance in the development of this document.

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## 2. Introduction

### 2.1 Overview / Preface

In recent years, school systems throughout the country have been overwhelmed by catastrophic incidents, such as Columbine, Colorado (active shooter - April 20, 1999), New Orleans, Louisiana (hurricane - August 2005), Blacksburg, Virginia (active shooter - April 2007), Joplin, Missouri (tornado - May 22, 2011), and most recently, Newtown, Connecticut (active shooter - December, 2012). Without proper planning and training, the effects of these types of incidents have the ability to cripple a school district beyond the capability of recovery. Now, more than ever, school districts must commit to developing Multi-Hazard Emergency Response Plans that are robust, scalable, and have the ability to adapt to the ever changing threat environment.

### 2.2 Purpose

The *Multi-Hazard Emergency Planning Toolkit* was created with the explicit intent of assisting Louisiana School District planners in the process of developing the very best Multi-Hazard Emergency Response Plan, specific to their jurisdictional demographics.

#### Disclaimer

While most Multi-Hazard Planning resources share certain commonalities, catastrophic incidents (natural, manmade, or otherwise) may have cascading effects that exceed the boundaries of traditional emergency planning. It is therefore the express intent of this document to merely serve as a guide and resource to familiarize planners with current best practices associated with the most common school-related hazard types. Additional resources are outlined at the back of this document.

### 2.3 Objectives

The *Multi-Hazard Emergency Planning Toolkit* adheres to the following objectives:

- The protection and preservation of human life.
- The protection and preservation of school assets.
- The continuity and/or reconstitution of school operations.
- Promoting a culture of preparedness so that faculty and students know how to mitigate, prevent, prepare, respond, and recover from an incident.
- Establishing command/control of an incident until first responders arrive.

### 2.4 Scope / Applicability

The *Multi-Hazard Emergency Planning Toolkit* is intended to assist Louisiana local school jurisdictions in developing safety and security protective measures (Multi-Hazard Emergency Response Plan) for students, faculty, staff, and visitors.

The *Multi-Hazard Emergency Planning Toolkit* references the following federal directives:

- Homeland Security Presidential Directive (HSPD-5).
  - National Incident Management System (NIMS)
  - Incident Command System (ICS)
- FEMA *Comprehensive Planning Guide (CPG 101)* Version 2.0, November 2010.
- Family Educational Rights and Privacy Act of 1974 (FERPA).
- Americans with Disabilities Act of 1990 as amended by the Americans with Disabilities Act Amendments Act of 2008.
- U.S. Dept. of Education: *Practical Information on Crisis Planning: A guide for Schools and Communities*, January 2007.
- NFPA 101 *Life Safety Codes: 2012 Edition*: Building construction, protection, and occupancy features to minimize the effects of fire and other hazards.
- National Crime Prevention Council *School Safety and Security Tool Kit: A Guide for Parents, Schools and Communities*, December 2009.
- FEMA ICS-100: *Introduction of ICS for Schools*, September 2007.
- FEMA E-361: *Multi-Hazard Emergency Planning For School Course*, August 14, 2009.
- National Infrastructure Institute: *School Multi-Hazard Assessment Resource Tool (SMART School Tool)*, 2005
- U.S. Secret Service: *Threat Assessment In Schools: A Guide To Managing Threatening Situations and Creating Safe School Climates*, May 2002

## 2.5 Assumptions

The following assumptions were integrated into the development of this Multi-Hazard Emergency Planning Toolkit:

- An incident (i.e. active shooter, tornado, chemical release, etc.) may occur at any time without warning, requiring immediate action from school personnel in order to save lives and protect property.
- Disasters have cascading and unpredictable effects, requiring robust procedures and proper training in order to properly manage the incident.
- Local emergency responders (including, but not limited to, law enforcement, fire, and emergency medical services) may become overwhelmed by a major catastrophic incident. School personnel may have to improvise on-scene management until help arrives.
- Local emergency responders will concentrate limited resources on the most critical and life threatening problems.

### 3. Concept of Operations (CONOPS)



In developing a robust school Multi-Hazard Emergency Operations Plan, proper consideration should be provided to all phases of the “Crisis Planning Cycle.” In order to assist planners with development of their Multi-Hazard Emergency Operations Plans, the following “checklist” was created. Please be advised that this checklist is not all-encompassing and should serve merely as a starting point for planning purposes.

## 3.1 Mitigation / Prevention

**Mitigation:** Any cost-effective action taken to eliminate or reduce the long-term risk to life and property from natural and technological hazards.

<p>❑ School districts should coordinate and develop clear lines of communication with local, state, and federal public law enforcement and emergency management stakeholders (LEPC, local EOC, local law enforcement, GOHSEP, FBI, DHS, etc).</p>
<p>❑ School districts should establish a Safety / Security Committee tasked with the following responsibilities: ensuring compliance with local, state, and federal mandates; development, implementation and periodic review of the School districts’ Emergency Operations Plan (EOP); safety and security-related policies; implementation of new technology; and general hazard identification.</p>
<p>❑ The School district’s Safety and Security Committee should include: Emergency Coordinator, Safety and Risk Manager, Superintendent, Policy Director, School Principals, School Resource Officers, Local Law Enforcement ( SORT Team), Fire, EMS, Transportation Coordinator, Nurse, and Maintenance Supervisor.</p>
<p>❑ School districts should establish and implement strong <b>anti-bullying policies</b> throughout their school systems (example: West New York Board of Education Bullying Policy). Reference the following: U.S. Secret Service: <i>Threat Assessment In Schools: A Guide To Managing Threatening Situations and Creating Safe School Climates</i>, May 2002.</p>
<p>❑ School districts should have policies and procedures that govern strict access to their facilities.</p>
<p>❑ School districts should implement and promote a culture of respect and open communication between faculty and students within their core system.</p>
<p>❑ School districts should audit schools individually to assess student “quality of life” issues (safety, security, positive learning, discipline, open door policies, open communication, etc.) and immediately address deficiencies.</p>
<p>❑ A complete and thorough hazard analysis of the entire school district (properties, demographics, geographics, surrounding community, etc.) <b>Note:</b> your local EOC (Emergency Operations Center) and LEPC (Local Emergency Planning) are great sources of archived data.</p>
<p>❑ Safety and security assessments/audits by trained individuals should be systematic and deficiencies immediately reported to the Safety / Security Committee.</p>
<p>❑ School districts should have policies / procedures in place to identify and appropriately address troubled students (i.e. violent and/or risky behavior).</p>
<p>❑ Individual schools should establish an Emergency Response Team to manage multi-hazard emergencies (Training: NIMS IS-700, FEMA ICS-100, ICS-200).</p>
<p>❑ School Emergency Response Teams (ERT) should include: Principal, Assistant Principal, School Resource Officer, Teacher, Counselor, Custodian, Nurse, and local Law Enforcement.</p>

## 3.2 Preparedness

**Preparedness:** Plans or preparations instituted to save lives and to help response and rescue operations.

<p>❑ School districts should demonstrate a proactive, holistic commitment to safety and security through a robust, scalable, and adaptable Multi-Hazard Emergency Operations Plan (EOP).</p>
<p>❑ School districts should adopt a comprehensive exercise program and regularly conduct school emergency exercises and drills to test and update the Emergency Operations Plan (After-Action Reports should be documented.)</p>
<p>❑ The school district’s Multi-hazard Emergency Operations Plan (EOP) should specifically address training, drills, and resources to assist <b>special-needs</b> individuals.</p>
<p>❑ The school district’s Multi-Hazard Emergency Operations Plan (EOP) should include geospatial (aerial imagery) data, floor plans, evacuation routes, utility shut-offs, hazard locations (i.e. pipelines) and any other pertinent data that would assist first responders.</p>
<p>❑ The school district’s Multi-Hazard Emergency Operations Plan (EOP) should address all possible hazard types (natural-tornado, technological-HAZMAT Release, and human-caused - active shooter). <b>Note:</b> highest consequence = lowest probability (i.e. radiological incident).</p>
<p>❑ The school district’s Multi-Hazard Emergency Operations Plan (EOP) should address interoperability with all emergency management stakeholders (i.e. banded radios).</p>
<p>❑ The school district’s Multi-Hazard Emergency Operations Plan (EOP) should address health-related issues (i.e. pandemic).</p>
<p>❑ School districts should coordinate with local emergency managers and local emergency planning Committees to conduct community outreach to all affected stakeholders regarding school safety / security programs.</p>
<p>❑ School districts should partner with other interagencies to adopt mutual-aid agreements, and memoranda of understanding (MOU).</p>
<p>❑ Emergency resources (supplies / equipment) should be documented / tracked, maintained, and replenished.</p>
<p>❑ School districts should designate a single point-of-contact to direct the Multi-Hazard Emergency Management Program Coordinator (i.e. Emergency Coordinator).</p>
<p>❑ Individual schools should designate a single point-of-contact for site-specific emergencies.</p>
<p>❑ School Resource Officers should undergo specialized training prior to school assignments (i.e. ICS-100, 200, NIMS- IS-700, Active Shooter, New Mexico Tech IRTB Course, etc.). <b>Note:</b> School Resource Officers should be able to communicate effectively with students and staff and be both physically and mentally fit.</p>

## 3.3 Response

**Response:** Actions taken to save lives and prevent further property damage during an emergency situation.

<input type="checkbox"/> School districts should properly assess each incident to determine the appropriate course of action.
<input type="checkbox"/> School districts should expect to be surprised and plan for multiple contingencies.
<input type="checkbox"/> School districts should have pre-identified Emergency Response Teams in order to initiate response procedures during an incident.
<input type="checkbox"/> School districts should integrate NIMS (National Incident Management System) and ICS (Incident Command Systems) into all emergency planning procedures.
<input type="checkbox"/> School districts should initiate established communications procedures for all internal and external notification prior to, during, and after an incident.
<input type="checkbox"/> Emergency resources (supplies / equipment) should be documented / tracked, maintained, and replenished.
<input type="checkbox"/> School districts should preserve evidence and protect the crime scene following a potential crime or other deliberate serious incident.
<input type="checkbox"/> The earliest safe release of the student population is always a desired goal.

## 3.4 Recovery

**Recovery:** Actions taken to return to normal after an emergency.

<input type="checkbox"/> School districts should activate established Continuity of Operations Plan (COOP) in order to reconstitute school functions following an incident.
<input type="checkbox"/> School districts should institute adopted procedures for resource management / tracking during and after an incident. <b>Note:</b> proper documentation is an absolute necessity.
<input type="checkbox"/> Strong consideration should be afforded to the emotional and physical health of students and faculty after an incident.
<input type="checkbox"/> Following an incident or exercise, the School District Safety and Security Committee should conduct a thorough After-Action Review / Report, address any deficiencies in an After-Action Plan, and address changes in the Multi-Hazard EOP.

## 3.5 Command and Control

**Important:** In accordance with Homeland Security Presidential Directive Five (HSPD-5), all Louisiana school jurisdictions are encouraged to integrate both the National Incident Management System (NIMS) and the Incident Command System (ICS) into their Multi-Hazard Emergency Operations Plans (Refer to Appendix for guidance.)

## APPENDIX A

### ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS



*“If you could see all the anger I’ve stored over the past four years... everyone but my family treated me like the runt of the litter. You made me what I am, you added to the rage” – Dylan Klebold, Columbine High Massacre*

**Bullying:** Intentional, repeated, and unwanted aggressive behavior among school-aged children that involves a real or perceived imbalance of power. Bullying manifests itself in three (3) distinct forms: verbal (teasing, name calling, sexual innuendos, threat of harm); social (spreading rumors, excluding someone in group activities, public ridicule / embarrassment, cyber bullying, and blackballing); and physical (hitting, pushing, kicking, punching, tripping, spitting, etc.).

#### **Anti- Bullying Mission Statement**

[School Name] shares the philosophy that every student has the fundamental right to a quality education in a safe and secure environment, where bullying in any form and /or by anyone shall not be tolerated. Here at [School Name], faculty and students strive to create a school community where diversity is celebrated, and respect, responsibility, and compliance are openly rewarded. It is, therefore, the intent of this school that both faculty and students shall work together to acknowledge, confront, and ban any and all forms of bullying / harassment.

#### **IMPORTANT**

**The Mission Statement should be posted throughout the school community and widely distributed for all to see.**

**APPENDIX A (cont.)**

**ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS**

**Developing and Implementing a School-wide Anti-Bullying Program**

The Louisiana Attorney General’s Office recommends the following best practices (lessons learned) and checklist be incorporated in the development of your school wide Anti-Bullying Program.

**Table 1. School Anti-Bullying Program Best Practices**

<b>School Anti-Bullying Program Best Practices</b>
<p><b>Anti-Bullying Best Practices</b></p> <ol style="list-style-type: none"> <li>1. The more effort schools commit to their Anti-Bullying Program, the greater the results.</li> <li>2. The Principal must take a leadership role and be fully committed to the program by: influencing faculty / student behavior, initiation of school community outreach / meetings, and providing clear guidance on program development.</li> <li>3. The Principal, teachers, and staff must create an environment that clearly discourages bullying and encourages peer group activity.</li> <li>4. Label the behavior, not the student (i.e. bully and victim).</li> <li>5. Anti-bullying efforts must be consistent and sustained in order to be effective.</li> <li>6. There are three behavior patterns that all students must acquire: <u>Respect</u>- for teachers and other students, <u>Responsibility</u>- completion of assignments through goals / motivation, and <u>Compliance</u>- respect for authority.</li> <li>7. Teachers must integrate anti-bullying efforts into their everyday core curriculum.</li> <li>8. Anti-bullying programs share greater success at the earlier primary grades (K-4), since changes are more acceptable to younger students who respect authority. Also, children usually don't develop into “bully / victim” roles prior to ages 8-9.</li> <li>9. Effective prevention involves: a diverse planning / implementation group, increased awareness / empathy for victims, policies that encourage pro-social behavior, targeting bullies, victims, and bystanders for behavior modification / outreach programs, and encouraging continued staff involvement.</li> <li>10. There is no one-time “quick fix,” but rather a committed long-term holistic approach by the entire school community.</li> </ol>

**APPENDIX A (cont.)**

**ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS**

**Table 2. School Anti-Bullying Program Checklist**

<b>School Anti-Bullying Program Checklist</b>
<p><b>Policies and Procedures (Principal)</b></p> <ul style="list-style-type: none"> <li>❑ Develop a clear definition of bullying that is shared and completely understood within the school community (faculty, students, parents, etc.).</li> <li>❑ Appoint a Safety Coordinator to oversee the planning and implementation of the school wide anti-bullying program. <b>Note:</b> The coordinator should have thorough knowledge and training in regards to anti-bullying programs.</li> <li>❑ Form a Safety Committee to develop the anti-bullying program using a holistic approach: Principal, Assistant Principal, School Resource Officer, teacher, staff, counselor, student, and parent (student: select one leader and one vulnerable student).</li> <li>❑ Conduct a complete and thorough risk assessment of the entire school (School Safety Questionnaire: students / faculty / parents, incident reports).</li> <li>❑ Develop and implement a robust school-wide anti-bullying policy by defining acceptable student behavioral parameters and establishing clear rules and consequences for any violations.</li> <li>❑ The anti-bullying policy should be regularly reviewed, revised, and widely distributed. Important: major incidents should automatically trigger a review.</li> <li>❑ Integrate these policies into a clearly-defined mission statement, code of conduct and student bill of rights. <b>Note:</b> post the mission statement for all to see on all school message boards.</li> <li>❑ Integrate the following message within the mission statement “Every student has the fundamental right to be educated in a safe and secure school environment.”</li> <li>❑ Disseminate the anti-bullying policy (acceptable behavior, reporting, consequences, etc.) throughout the school community (faculty, staff, students, parents, community) via handbooks, website, outreach meetings, letters, etc.</li> <li>❑ Integrate anti-bullying outreach material into teaching curriculum and school activities.</li> <li>❑ Conduct outreach to educate the school community in regards to the entire bullying spectrum. Include the role of bystanders and actively engage parents.</li> <li>❑ Identify “hot spots” where bullying regularly occurs, and position teachers / school resource officers in those locations.</li> <li>❑ Provide specialized training to faculty / staff on how to: prevent, identify, report, and intervene in bullying activity.</li> <li>❑ Promote playground activities that actively engage pro-social interaction among students and train teachers / supervisors to recognize trouble.</li> <li>❑ Familiarize faculty and staff in regards to specific laws / policies relevant to bullying, school violence, and sexual harassment.</li> <li>❑ Establish and implement a reporting system for bullying incidents and consequences (i.e. bullies, victims, bystanders).</li> <li>❑ Encourage open dialogue between adults and students in order to “Break the Code of Silence”.</li> </ul>

**APPENDIX A (cont.)**

**ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS**

**Table 2. School Anti-Bullying Program Checklist**

<b>School Anti-Bullying Program Checklist</b>
<p><b>Policies and Procedures (Principal) cont.</b></p> <ul style="list-style-type: none"> <li>❑ Regularly assess bullying incidents in order to identify any particular trends (individuals, incident type, locations, and impact).</li> <li>❑ Establish classroom training and provide the resources necessary to prevent and / or mitigate the incidences of bullying behavior and eliminate barriers to intervention.</li> <li>❑ Implement anonymous notification procedures to allow students to discreetly report incidents without the fear of reprisal (i.e. School Protected Communications Policy).</li> <li>❑ Implement anti-bullying intervention programs at various levels based upon severity: Level I- School Wide / Level II- High-Risk Students / Level III- Parents and Students Specialized Intervention. <b>Important:</b> Identify high-risk students prior to their transitioning into secondary schools.</li> <li>❑ Establish measurable, achievable goals, and provide school-wide acknowledgement when those goals are met.</li> <li>❑ Create a positive learning environment where students and teachers share a cooperative relationship characterized by respect, discipline, high expectations, empathy, and cultural diversity.</li> <li>❑ Establish a stringent Computer Network Usage Policy to monitor student internet activity.</li> </ul> <p><b>Classroom Curriculum (Teachers)</b></p> <ul style="list-style-type: none"> <li>❑ Ensure students completely understand what constitutes all forms of bullying, its impact, and roles of all involved parties (bully, victim, bystander).</li> <li>❑ Establish rules that promote positive social skills (respect and empathy) and try to integrate bullied students into group activities.</li> <li>❑ Encourage dialogue with students and let them know where to go for help.</li> <li>❑ Address students by their real names (avoid nicknames).</li> <li>❑ Encourage emotional intelligence as well as intellectual pursuits.</li> <li>❑ Apply democratic principles to class management in order to nurture student respect.</li> <li>❑ Address bullying and behavior modification once a week during class announcements.</li> <li>❑ Show anti-bullying outreach videos to stimulate class discussion.</li> <li>❑ Integrate learning lessons such as creative writing, role playing, and story circles in order to address solutions to bullying and victimization.</li> <li>❑ Provide library access for students to research bullying.</li> <li>❑ Define and regularly encourage student empathy throughout classroom studies as an acceptable social norm.</li> <li>❑ Regulate and monitor computer access to reduce cyber bullying.</li> </ul>

## **APPENDIX A (cont.)**

### **ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS**

#### **School Anti-Bullying Program Checklist**

##### **Counselor**

- Encourage and train students in bystander intervention (“Be a Hero”) by either befriending the victim or notifying an adult.
- Provide one-on-one counseling for the victim and the bully. Always meet with the victim first to get a generalized version of the incident, followed by the bully and witnesses. Notify and meet with the parents of the involved parties.
- Research Intervention best practices:
  1. Pikas (2002). *The Method of Shared Concern*
  2. Rigby (2011). *The Method of Shared Concern; a positive approach to school bullying.*
- Refer all bullying incident parties to specialized training. Involve parents:
  1. Victim: assertiveness training, conflict resolution, negotiation skills, etc.
  2. Bully: anger management, conflict resolution, empathy training, etc.
  3. Bystanders: empathy training
- Work with unpopular students in order to develop ways to gain group acceptance.
- Review all policy-defined disciplinary options for bullies with the ultimate goal being behavior modification.
- Enforce discipline consistently.
- Monitor intervention methods and make recommendations for improvement.

##### **School Community**

- Clearly post anti-bullying mission statement and messages throughout the school.
- Clearly post anti-bullying local and national help “hotlines.”
- Teacher / Student Resource Officer presence between breaks, lessons, lunch times, and after school activities.
- Pre-designate safe places for vulnerable groups at breaks and lunch times.

##### **Parents / Community**

- Provide a copy of the anti-bullying policy to all parents and digitally post on the school website.
- Actively encourage parental involvement in the anti-bullying program.
- Meet with parents and all parties to a bullying incident (victim, bully, bystanders).
- Establish a parent anti-bullying committee and have regular meetings.
- Provide specialized outreach material.
- Incorporate the school mass-notification system to send specialized messages.
- Engage local martial arts schools to provide self defense training.
- Engage community leaders to develop anti-bullying outreach resources (i.e. Local Emergency Planning Committee-LEPC).

##### **Anti-Bullying Rules**

- 1. We will not bully others.**
- 2. We will assist students who are bullied.**
- 3. We include everyone.**
- 4. If we see someone being bullied, we will immediately notify an adult.**

**APPENDIX A (cont.)**

**ANTI-BULLYING GUIDANCE FOR LOUISIANA SCHOOLS**

**Table 3. Warning Signs of Bullying Behavior**

Warning Signs of Bullying Behavior	
<p><b>Bully</b></p> <ul style="list-style-type: none"> <li>○ Has a positive attitude towards violence and use of violent means.</li> <li>○ Strong need to dominate and subdue.</li> <li>○ Impulsive, aggressive, and angers easily.</li> <li>○ Lack of empathy towards bullied students.</li> <li>○ Defiance and aggression towards adults (teachers and parents).</li> <li>○ Involved in anti-social behavior (vandalism, substance abuse, truancy, etc.).</li> <li>○ Typically greater physical strength than others (particularly boys).</li> <li>○ More likely to report gun ownership (i.e. respect, intimidation).</li> </ul>	<p><b>Victim</b></p> <ul style="list-style-type: none"> <li>○ Torn, damaged, or missing clothing, books, and / or other belongings.</li> <li>○ Unexplained cuts and bruises.</li> <li>○ Few friends.</li> <li>○ Aggressive behavior towards siblings.</li> <li>○ Afraid of going to school, riding the bus, and / or participating in group related activities (sports, clubs).</li> <li>○ Takes a long or unusual route when walking to or from school.</li> <li>○ Loss of interest in school work or sudden drop in grades.</li> <li>○ Appears sad, moody, teary-eyed, or depressed after coming from school.</li> <li>○ Frequent headaches, stomach aches, or other physical problems.</li> <li>○ Frequent bad dreams or trouble sleeping.</li> <li>○ Appears anxious and suffers from low self-esteem.</li> <li>○ Loss of appetite.</li> </ul>

**References**

- Louisiana House Bill No. 364 Act No. 230 (Representatives Damico and Toomy) *Authorizes school districts to adopt policies prohibiting harassment, intimidation, and bullying*, 2001.
- Ken Rigby: *The Method of Shared Concern: a positive approach to school bullying*. Camberwell: ACER, 2011
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- The Melissa Institute For Violence Prevention and Treatment [www.TeachSafeSchools.org](http://www.TeachSafeSchools.org)
- National Society for the Prevention of Cruelty to Children: *Anti-Bullying Checklist*.
- Pikas (2002). *The Method of Shared Concern*.
- Violence Prevention Works: *Warning Signs of Bullying*, 2011

## **APPENDIX B**

### **ANTI-GANG GUIDANCE FOR LOUISIANA SCHOOLS**

**Gang:** An ongoing group or organization normally consisting of three or more initiated members, and created with the primary intent of engaging in criminal activity.

**Table 1. Indicators of Gang Activity**

<b>Indicators of Gang Activity</b>
<ul style="list-style-type: none"> <li>❑ Graffiti on and /or near your school. (5)</li> <li>❑ Crossed out graffiti on and /or near your school. (10)</li> <li>❑ Students who wear gang-related colors, jewelry, clothing, tattoos, or display gang-related behavior (i.e. hand signals). (10)</li> <li>❑ Drug activity near your school. (5)</li> <li>❑ Significant increase in physical confrontations in or around your school within the last twelve months. (5)</li> <li>❑ Increased presence of weapons within proximity of your school community. (10)</li> <li>❑ Drive-by shootings near your school. (15)</li> <li>❑ Show of weapons in or around your school. (10)</li> <li>❑ Increased truancy within your school. (5)</li> <li>❑ History of gang activity in and /or around your school. (10)</li> <li>❑ Increased number of racial incidents occurring in or around your school. (5)</li> <li>❑ Increased presence of informal social groups with unusual names (i.e. Black Gangster Disciples, Bloods, Krips, etc.). (15)</li> </ul>

**0-15 Points** -Indicates no significant problem

**20-40 Points**- Emerging gang problem

**45-60 Points**-Significant gang problem requiring intervention

**65 Points**-Acute gang problem requiring urgent attention

#### **School Preventive Measures**

- Develop and implement an anti-gang policy clearly outlining prohibited activity during and after school related activities, along with consequences.
- Administer consistent standards of discipline and enforce them.
- Keep school grounds neat and tidy and immediately clean any graffiti.
- Transfer disruptive students to an alternate school.
- Be alert for signs of community related gang activity and promote extra-curricular programs.
- Clearly delineate school property with well-defined boundaries (i.e. fencing) and post signage (“No Trespassing / Weapons” and “Drug Free Zone”) on all corners.
- Separate bus and car access from main buildings with curbing, bollards, and gates to prevent / mitigate drive-by shootings.
- Keep nonstudents off property (proactive access control).
- Train teachers and Student Resource Officers to identify gang behavior.
- Network with local law enforcement to maintain situational awareness for gang-related activity.

#### **References**

- National School Safety Center, Pepperdine University: *Gang Assessment Tool, 1992*
- National Gang Center: [www.nationalgangcenter.gov](http://www.nationalgangcenter.gov).

## APPENDIX C

### WARNING INDICATORS OF POTENTIAL STUDENT VIOLENCE

- ❑ Social withdrawal: feelings of depression, persecution, rejection, and complete lack of confidence.
- ❑ Isolation: inability to form friendships.
- ❑ Has a history of past violent behavior.
- ❑ Uncontrolled tantrums and angry outbursts uncharacteristic for someone of that age and maturity.
- ❑ Exhibits a history of anti-social behavior beginning at an early age.
- ❑ Bonds with other aggressive types who have a history of problem behavior and reinforce violent tendencies.
- ❑ Engages in name calling, cursing, or abusive language.
- ❑ Drug and alcohol abuse (including synthetic drugs).
- ❑ Has brought a weapon and or has threatened to bring a weapon to school.
- ❑ Consistently engages in violent threats when angry. **Important:** All threats should be taken very seriously.
- ❑ Preoccupied with weapons, violence, police, military, survivalism, and killing humans.
- ❑ Frequently skips school and has multiple suspensions.
- ❑ Few, if any, close friends despite having lived in the same area for some time.
- ❑ Has threatened or attempted suicide or acts of self mutilation.
- ❑ Sadistic, violent, prejudicial, or intolerant attitudes.
- ❑ Gang or anti-social group affiliation.
- ❑ Expression of extreme violence in writings and drawings.
- ❑ Sudden decrease in school performance and /or interest in school activities.
- ❑ History of animal abuse.
- ❑ Limited parental supervision given their age and maturity level.
- ❑ Victim of abuse / neglect by parents / guardians.
- ❑ Has repeatedly witnessed domestic abuse or other forms of violence.
- ❑ Has experienced trauma or loss in their home or community.
- ❑ Intimidates others.
- ❑ Has been a victim of intimidation (“bullying”).
- ❑ Preoccupied with media violence (T.V., movies, video games, music, or reading material).
- ❑ Complete disregard for the feelings and /or rights of others.
- ❑ Blames others for their problems and appears vengeful.

### IMMINENT WARNING SIGNS: REQUIRE IMMEDIATE ACTION\*

- ❑ **Physical Aggression**
- ❑ **Destruction of Property**
- ❑ **Rage**
- ❑ **Detailed Threats: Time-Place-Method-to commit harm to others**
- ❑ **Possession of Firearms / Weapons**
- ❑ **Threats of Suicide an / or Self destructive behavior**

## APPENDIX D

### COMMAND AND CONTROL (INCIDENT COMMAND SYSTEM-ICS)

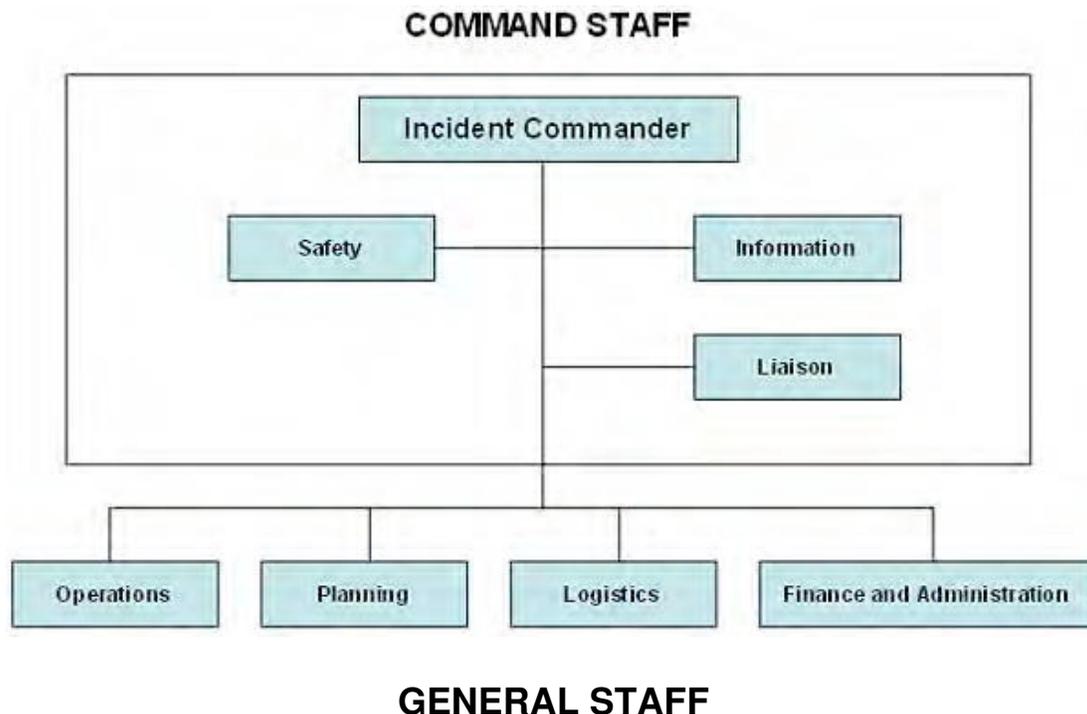
**National Incident Management System (NIMS):** A comprehensive (Multi-Hazard) national approach to incident management that is applicable to all jurisdictional levels and across functional disciplines. NIMS provides a common standard for overall incident management.

**ICS Incident Command System:** A standardized, on-scene, multi-hazards incident management approach that:

- ❑ Allows for the integration of resources within a common organizational structure (facilities, equipment, personnel, procedures, and communication).
- ❑ Enables a coordinated response among multiple jurisdictions.
- ❑ Establishes common processes for managing resources.

ICS Exhibits the following basic features:

- **Common Terminology:** Everyone communicates using standard terminology and limited use of acronyms.
- **Modular Organization:** Top-down, modular approach to incident management that is based upon the size and complexity of the incident.
- **Management by Objectives:** Establishing priorities and directing efforts to achieve those established objectives.
- **Chain of Command:** Orderly line of authority. Everyone reports to only one supervisor.
- **Span of Control:** Three to seven subordinates per supervisor, with five being the ideal range.



## APPENDIX D (cont.)

### COMMAND AND CONTROL (INCIDENT COMMAND SYSTEM-ICS)

#### Incident Command Functions

##### **(Command Staff)**

**Incident Commander (Principal):** Overall responsibility for management of the incident by establishing objectives, planning strategies, and implementing tactics. **Note:** The incident commander is responsible for all ICS functions until he / she delegates authority. **Important:** Once emergency responders (Fire, Law Enforcement, and EMS) arrive on the scene, they are given command of the incident.

**Safety Officer:** Monitors safety conditions and develops protective measures to assure safety of all response personnel.

**Liaison Officer:** Primary contact for supporting agencies assisting at the incident.

**Public Information Officer:** Serves as the primary internal and external source of information to all stakeholders (parents, media, etc.).

##### **(General Staff)**

**Operations Section:** Directs and coordinates all incident, strategy, and tactical operations.

**Planning Section:** Collects, evaluates, and disseminates information in regards to development of the incident and resource status.

**Logistics Section:** Provides resources and necessary services in order to support incident objectives.

**Finance:** Monitors and tracks costs related to the incident (accounting, procurement, time recording, and cost analysis).

##### **Training:**

**Command Staff:** FEMA IS-700 *National Incident Management System*, FEMA ICS-100 *Intro to ICS*, ICS-200 *ICS For Single Incidents and Initial Action Incidents*, ICS-300-*Intermediate ICS For Expanding Incidents*, ICS 400 *Advanced ICS Command and General Staff Complex Incidents*.

**General Staff:** FEMA IS-700 *National Incident Management System*, FEMA ICS-100 *Intro to ICS*, ICS-200 *ICS for Single Incidents and Initial Action Incidents*.

Reference: FEMA IS-100: *Introduction to Incident Command for Schools*, September 2007.

**APPENDIX E**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL  
(SCHOOL SAFETY AUDIT)**

**Major Components of the Audit Process**

1. Development and Enforcement of Policies / Procedures
2. Procedures for Data Collection
3. Development of Intervention / Prevention Plans
4. Level of Staff Development
5. Opportunities for Student Involvement
6. Level of Parent and Community Input
7. Role of Law Enforcement
8. Standards for Safety and Security Personnel / School Resource Officers
9. Safety and Security of Buildings and Grounds
10. Development of Emergency Response Plans

<b>School Exterior</b>		
1. The School perimeter (Foot Print) is clearly defined and entirely fenced in with no gaps (Standard: ASTM F 2611-06 Design and Construction of Chain Link Security Fencing), and “No Trespassing” placards on all four quadrants.	Yes	No
2. The School has only one clearly marked and designated visitors’ entrance with posted notification for visitors to report to the main office through a designated entrance (school name marks entrance).		
3. The school’s restricted areas are clearly identified.		
4. Shrubs and foliage are trimmed for clear line of sight and anything poisonous has been removed (3’ -0/8’-0 Rule). Shrubbery near buildings is trimmed up to allow for viewing under building.		
5. Clearly marked / defined bus loading and drop-off zones with restricted access to other vehicles during loading / offloading.		
6. Faculty / Staff are assigned to bus loading / offloading areas.		
7. Parent drop-off / pick-up points are clearly defined and marked.		
8. The school has scheduled maintenance for: all exterior lighting, locks / hardware, storage sheds, windows, and all other exterior buildings.		
9. The school has adequate exterior lighting, including all entrance, exit, and intrusion points (halogen light bulbs, if possible).		
10. The school grounds are neat and tidy and free of any trash, debris, and graffiti, and there are adequate trash receptacles around the campus.		
11. Play areas are completely fenced and playground equipment is in good repair and has tamper-proof fasteners.		
12. Parking lot is well-lit and all lights are functioning properly.		
13. Line of sight, CCTV, or staff monitoring of bike racks and parking lots.		
14. School grounds are accessible to security vehicles.		
15. Accessible lighting lenses are protected by an unbreakable material.		
16. Buses and all school-owned vehicles are kept in a secure location.		
17. Faculty / Staff / Students have assigned parking areas with matching vehicle tags / decals.		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>School Exterior</b>		
	Yes	No
18. Student access to parking is restricted to school hours.		
19. Visitor parking is designated.		
20. HVAC (heating, ventilation, air conditioning) system is fenced-in and secured.		
21. Building exterior hardware has been removed from all doors with the exception of entry points.		
22. All exterior windows are in good repair and can be locked / secured.		
23. School basement windows are secured with grills or other coverings.		
24. The following high-risk areas are secured by security locks and an alarm system: Main Office, Cafeteria, Computer Lab / Server, Industrial Arts Lab, Science Labs, Nurses' Office, Electrical Equipment Room, Boiler Room, Phone Room.		
25. Schools have the ability to partition (close off) unoccupied areas during and after school activities.		
26. There is two-way communication between the main office and the following: all classrooms, duty stations, staff and faculty outside of building, buses.		
27. Surveillance cameras (CCTV) have been strategically placed at key locations throughout the schools exterior. <b>Note:</b> fake cameras may also act as a deterrent.		
28. Students are prohibited from loitering in restrooms, corridors, and hallways.		
29. The school has a clearly written Access Control Policy for school grounds and buildings. Limited / restricted access for: faculty, staff, students, vendors, parents, other.		
30. The school district has conducted a thorough vulnerability assessment of the entire school facility to identify any security gaps (soft points).		
31. All exterior entrances and exits are clearly marked and numbered.		
32. All portable classrooms are numbered / lettered.		
33. Classrooms and offices have their room numbers posted on the exterior of the building.		
34. Roof access is restricted, and roofs and exterior walls are designed to restrict unauthorized access.		
35. Nonauthorized vehicle access is restricted to school grounds / athletic field.		
36. All mechanical, utility, and electrical ground equipment is surrounded by fencing or other protective enclosures.		
37. Playgrounds and courtyards have clear visual surveillance and are monitored by faculty / staff with I.D. vests and two-way radios.		
38. All outer buildings are properly secured (i.e. athletic facilities).		
39. "No Trespassing" signs are posted throughout the school grounds.		
40. There is a designated receiving area for all deliveries.		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>School Interior</b>		
	Yes	No
1. The school has an alarm system tied the local 911 dispatcher.		
2. The main office has a clear view of the following: main entrance, main hallway, and parking lot.		
3. There is a clearly marked and designated single point of entry for visitors with proper signage.		
4. Visitors are logged in /out and assigned I.D. Badges		
5. Vendors and repairmen are required to log in /out and provide proper identification.		
6. Multiple entry points to the building(s) are monitored.		
7. Faculty and staff maintain a highly visible presence throughout the campus.		
8. <u>All</u> Faculty / Staff / Bus Drivers / Students are issued credentials (I.D. Badges) to be clearly visible and worn at all times.		
9. Bathrooms, hallways, and stairwells are properly lighted and supervised by faculty / staff.		
10. Rounded mirrors are positioned near hallway and stairwell blind spots.		
11. All interior walls and bathrooms are free of graffiti.		
12. Internal courtyards / commons area are locked from the inside and constantly monitored by faculty, line of sight, or CCTV.		
13. Fire extinguishers are strategically located throughout the school.		
14. Exit signs are clearly visible and pointing in the correct direction.		
15. School is in compliance with all state fire marshal codes (fire extinguishers, emergency lighting, etc.)		
16. Electrical, mechanical, hazardous, and general storage areas are secured and restricted to unauthorized personnel.		
17. Switches and controls are properly located and secured.		
18. All classrooms, offices, labs, conference rooms are numbered sequentially with reflective material (above door, door bottom, exterior window).		
19. Hallways (walls / floors), classrooms (and doors), commons area, gym, cafeteria, etc. are clean, free of clutter, and in good repair.		
20. The security alarm panel is locked and in a secure location.		
21. The entire security alarm system is tested at least every six months or to state fire code and equipped with a UPS (Uninterrupted Power Supply) back-up.		
22. MSDS (Material Safety Data Sheets) are used for identifying multi-hazardous materials stored on site ( science labs, custodial, machine shops) and are shared with the local fire dept.		
23. Windows are in good repair and capable of being secured from the inside.		
24. Vital school files and records are maintained in locked, vandal-proof, and fire-proof vaults (digitally stored for redundancy).		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>School Interior</b>		
	Yes	No
25. All school maintenance records are stored and maintained.		
26. All classrooms have first-aid kits.		
27. Portable classrooms are equipped with fire extinguishers.		
28. Students are restricted from entering vacant classrooms.		
29. Students must have written permission to be picked up by anyone but a legal parent or guardian.		
30. Students must have written permission to leave during school hours.		
31. Faculty is required to lock and secure classrooms upon exiting.		
32. Evacuation routes are placed in all classrooms, hallways, library, offices, conference rooms, commons area, etc.		
33. There is a policy in place for handling cash received at the school.		
34. The P.A. System is working properly, can be clearly heard / understood from the outside, can be accessed from multiple locations, and has back-up power (UPS-Uninterruptible Power Supply).		
35. Emergency communication is achieved through: <input type="checkbox"/> Two-way radios <input type="checkbox"/> Cell phones <input type="checkbox"/> Pagers <input type="checkbox"/> Other		
36. Who is given access to the radios: <input type="checkbox"/> Administrators <input type="checkbox"/> Custodians <input type="checkbox"/> Emergency Response Team		
37. There is a system in place to monitor keys and duplicates.		
38. Fire and safety drills are conducted regularly.		
39. All school property is permanently marked (Bar Code / I.D. #) and inventoried.		
40. Expendable school supplies are inventoried.		
41. Secure storage is available during and after regular school hours.		
42. Daily Security Checks: bathrooms, lockers, exterior entrances (locked), night lights (working), and alarm system (working).		
43. Law Enforcement monitors school grounds after hours.		
44. Emergency single point-of-contact number provided to law enforcement for emergencies (i.e. Principal).		
45. Emergency Phone Tree placed in offices and classrooms.		
46. Classroom doors can be secured from the inside or the main office		
47. Are proximity (card) readers used for restricted access?		
48. Is there a way to warn staff and students of outside hazards (i.e. Smart LED Visual Alert Board) or inside hazards (panic buttons)?		
49. The cafeteria has an emergency shut-off for electrical / gas / water.		
50. The school has a multi-tiered mass alert notification system with back-up power. ( i.e. LED Smart Board and P.A. System)		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>Development and Enforcement of Policies / Procedures</b>		
1. The School's Multi-hazard Emergency Response Plan is reviewed, tested, and, updated annually and / or after a major occurrence.	Yes	No
2. The School's Student Conduct Manual is reviewed and updated annually and reflects the current best practices.		
3. All students, faculty, staff, and parents receive a copy of the Student Conduct Manual, and are well aware of behavioral expectations and disciplinary consequences.		
4. Disciplinary action is objective, consistent, and abiding.		
5. Parents are actively engaged in student disciplinary actions and procedures and respect the judgment of school administrators.		
6. The school has an established Access Control Policy that addresses: credentialing visitors /vendors during school hours and after-school activities, emergency access, and mustering.		
7. The school has a clear protocol for delineation (change) of command in the event the Principal / Assistant Principal is away or incapacitated.		
8. The school has a Computer Network Usage Policy with strict consequences for both student and faculty violations.		
9. The school has an I.T. (Information Technology) Contingency Plan and has completed the DHS ICS-CERT CSET 4.0 (Cyber Security Evaluation Tool).		
10. The school has a zero-tolerance Bullying / Harassment / School-Based Violence Policy that addresses, at the minimum: weapons, bullying, harassment, intimidation, cyber bullying, teen dating violence, during and after-school activities. Reference: <a href="http://www.safeschoolcoalition.org">www.safeschoolcoalition.org</a>		
11. Parents and the community are actively engaged in school safety and security policy planning.		
12. NIMS (National Incident Management System) and ICS (Incident Command System) are integrated into all emergency response planning.		
13. Proactive Safety and Security Protective Measures have been implemented throughout the entire school campus and encompass during and after-school activities (i.e. CPTED 101: Crime Prevention through Environmental Design).		
14. Standard procedures have been integrated into the Multi-Hazard Emergency Response Plan to safely shelter or evacuate special-needs students and are regularly exercised.		
15. All school buildings comply with the Americans With Disabilities Act (ADA) of 1990 and follow the NFPA 101 Life Safety Code (National Fire Protection Association)		
16. All local, state, and federal safety and security laws have been addressed.		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>Procedures For Data Collection</b>		
1. All local, state, and federal laws are respected, and violations are immediately reported to law enforcement authorities.	Yes	No
2. Policies and procedures are in place to document, analyze, and track disruptive, threatening, and /or violent actions of “high risk” students.		
3. Accident and injury reports are documented and recorded for all faculty, staff, and students as a result of <u>any</u> related activity.		
4. Incident reporting procedures shall be audited and updated annually or after a major incident.		
5. Faculty, staff, and student privacy shall be respected (FERPA 1974).		
6. There is a system in place for faculty, staff, and students to anonymously report problems or incidents.		
<b>Intervention And Prevention Plans</b>		
1. Anger management / conflict resolution programs are readily available on campus and encouraged.		
2. Students and parents are fully aware of all available resources for personal advancement.		
3. Diversity awareness is encouraged.		
4. Programs to assist academically at-risk students are readily available.		
5. Students may anonymously seek assistance from school administrators without fear of retribution. (i.e. anonymous tip box for reporting threats and suspicious activity).		
6. Students and faculty share an environment of mutual respect in a structured discipline setting.		
7. The school encourages an open-door policy where students and faculty may share information and ideas without the fear of reprisal.		
<b>Level of Staff Development</b>		
1. All faculty and staff (including School Resource Officers) are trained in conflict resolution.		
2. All faculty and staff (including School Resource Officers) have reviewed and clearly understand their responsibilities in regards to the school’s Multi-Hazard Emergency Response Plan.		
3. All faculty and staff are trained in personal safety and basic Red Cross training.		
4. School Resource Officers have regular specialized training in school safety and security.		
5. School Emergency Response Team has the following training: FEMA NIMS IS-700, ICS-100, ICS-200.		
6. All faculty members are issued a flash drive with all school related policies, procedures and reporting forms.		
7. Faculty and staff receive instruction on their legal responsibilities in regards to school safety and security.		
8. Safety and security programs are made available to all faculty and staff.		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>Opportunities For Student Involvement</b>		
1. Students receive regular instruction with regard to safety and security, including personal protective measures and hazard avoidance.	Yes	No
2. All students have the opportunity to be recognized for personal achievement.		
3. Student input with regard to school safety and security is highly encouraged and rewarded.		
4. Students are encouraged to share information with school faculty, especially possible threats.		
5. Positive student behavior is encouraged and rewarded.		
<b>Level of Parent and Community Involvement</b>		
1. Parents and the community support and encourage school programs that promote a climate of safety and security.		
2. Local industry and businesses are actively involved in the school's safety and security planning (Local Emergency Planning Committee).		
3. Parents are integrated into the school's safety and security planning and have a clear understanding of their child's behavioral expectations.		
4. The school's safety and security programs are a reflection of the surrounding community (i.e. demographics, crime, industry, rail lines, pipelines, transportation hubs, interstate, flood plain, etc.)		
<b>Role of Law Enforcement</b>		
1. Crimes occurring on school property or during school-sponsored activities are reported to law enforcement.		
2. Law enforcement is integrated into all school safety and security planning and has copy of the Multi-Hazard Emergency Response Plan.		
3. The school has an established partnership with law enforcement.		
4. Law enforcement is apprised of issues that may fall below criminal activity but hold the potential to be a safety / security threat.		
5. Law enforcement provides after-hours patrols of the school grounds.		
6. Law enforcement personnel provide a clear presence during regular school hours and during after-hour school-sponsored events.		
7. There is an established memorandum of understanding (MOU) between the school and law enforcement that clearly defines their roles and responsibilities.		
<b>Development of a Crisis Management Plan</b>		
1. The school has a Multi-Hazard Emergency Response Plan that is reviewed annually and /or after a major occurrence.		
2. The plan is developed in accordance with the most current best practices in regards to school safety and security.		
3. The school's Multi-Hazard Emergency Response Plan was developed under the guidance of both the local office of emergency preparedness and local law enforcement.		

**APPENDIX E (cont.)**

**SCHOOL SAFETY AND SECURITY VULNERABILITY ASSESSMENT TOOL**

<b>Development of a Crisis Management Team</b>		
4. The School's Multi-Hazard Emergency Response Plan includes natural, technological, and man-made hazards, and is a reflection of the surrounding community (i.e. demographics, crime, gas pipelines, railroads, highway systems, flood plains, urban decay, etc.).	Yes	No
5. The following standard operating procedures are tested regularly: <ul style="list-style-type: none"> <li><input type="checkbox"/> Lockdown</li> <li><input type="checkbox"/> Lockout</li> <li><input type="checkbox"/> Shelter-in-place</li> <li><input type="checkbox"/> Evacuation</li> </ul>		
<b>Standards For Security Personnel</b>		
1. The school employs private security personnel and / or is assigned a School Resource Officer (SRO).		
2. The School Resource Officer and all security personnel have clearly defined roles and responsibilities as outlined in the Multi-Hazard Emergency Response Plan.		
3. Employment background checks are conducted on all school security personnel.		
4. School Resource Officers meet the following minimum training standards: <ul style="list-style-type: none"> <li><input type="checkbox"/> POST (Peace Officers Standards and Training) Certification <a href="http://www.lcle.la.gov">www.lcle.la.gov</a></li> <li><input type="checkbox"/> New Mexico Tech <i>Incident Response to Terrorist Bombings Course (IRTB)</i> or like courses</li> <li><input type="checkbox"/> Local and P.O.S.T. Certified SRO Training</li> <li><input type="checkbox"/> National Association of Resource Officers (NASRO):                             <ul style="list-style-type: none"> <li>• SRO Active Shooter Response Course</li> <li>• Basic School Resource Officer (SRO) Course</li> <li>• Interview and Interrogation Techniques</li> <li>• School CPTED Practitioner (Crime Prevention Through Environmental Design)</li> </ul> </li> <li><input type="checkbox"/> Red Cross First-Aid / CPR Certification</li> </ul>		

**References**

National Clearinghouse for Educational Facilities (NCEF): *CPTED 101: Crime Prevention through Environmental Design-The Fundamentals for School*. [www.ncef.org](http://www.ncef.org)

National Clearinghouse for Educational Facilities (NCEF): *Safe School Facilities Checklist*. [www.ncef.org](http://www.ncef.org)

Virginia Department of Education: *Auditing Schools for Safety*.

U.S. Department of Education: *A Guide to School Vulnerability Assessments*, 2008

## APPENDIX F

### EMERGENCY PLANNING CHECKLIST FOR SPECIAL-NEEDS STUDENTS IN LOUISIANA SCHOOLS

#### SPECIAL-NEEDS STUDENTS - EMERGENCY PLANNING CHECKLIST

- ❑ Are schools built after January 26, 1992 in compliance with Title II of the Americans with Disabilities Act (ADA): *Americans with Disabilities Act and Architectural Barriers Act Accessibility Guidelines*, [www.access-board.gov/ada-aba/final.pdf](http://www.access-board.gov/ada-aba/final.pdf)? (Bldg. Code Standard IBC/ANSI / ICC A1171.1-2009 Standard for *Accessible and Usable Buildings and Facilities*)? Important: ADA Compliance is considered a “Best Practice for creating accessibility for Special-Needs Students” (ingress / egress).
- ❑ Are special-needs students housed in Americans with Disabilities Act (ADA) compliant locations that can be readily evacuated during an emergency (consideration should be given to obstruction of the primary evacuation route)?
- ❑ Does the school have an emergency plan for special-needs students that addresses all the phases of the emergency planning cycle (annexed within the school’s Emergency Response Plan)?
- ❑ Does the emergency plan address the following: accessibility and nondiscrimination requirements applicable to federal disability statutes, the school’s specific special-needs demographics, resources, emergency accommodations, transportation needs, medical needs, and specific tools (i.e. visual aids, evacuation equipment, etc.) allow for parental alert notification, and involve the local first response community (LE, EMS, Local Emergency Operations Center)?
- ❑ Are all special-needs students on the school site clearly identified (specifically severely handicapped students requiring special assistance)?
- ❑ Does the school maintain an updated roster of all medicated students and their medication schedule? Does the school have a medication management plan?
- ❑ Does the school inventory and maintain specific resources necessary for the evacuation of its special-needs community?
- ❑ Does the school have pre-selected primary and secondary evacuation routes that are hazard-free and special-needs accessible? Are these routes tested?
- ❑ Does the school have a primary and secondary evacuation site that is accessible to special-needs students? Have these sites been tested?
- ❑ Does the school adopt a “Buddy System” for use during emergency evacuations (i.e. pairing students with special-needs students during an emergency)? **Note:** The “Buddy” should be well trained and acceptable to the special-needs student, and include a “Back-up Buddy.”
- ❑ Has the school conducted a thorough risk assessment to identify potential hazards and /or obstructions which may hinder evacuation of the special-needs students?
- ❑ Have all key stakeholders been identified and integrated into planning (i.e. family, service providers, etc.)?
- ❑ Does the school have pre-negotiated contracts for services (transportation, food, etc.)? **Important:** Transportation is an essential part of emergency special-needs planning and needs to be addressed beforehand.
- ❑ Does the school incorporate multiple alert notifications to address a broad spectrum of special-needs students (i.e. audible and visual aids)?

**APPENDIX F (cont.)**

**LOUISIANA SCHOOLS SPECIAL-NEEDS STUDENTS EMERGENCY PLANNING CHECKLIST**

**Table 1. Special-Needs Students Categories As Defined By IDEA Laws (Individuals with Disabilities Education Act)**

<b>IDEA Disability Term</b>	<b>Characteristics / Risk Factors</b>	<b>Risk Reduction / Preventative Measures</b>
Autism	Neural Disorder characterized by extremely diminished social capacity and communication and by restricted / repetitive behavior. May express nonverbal or argumentative communication.	Structure, standard routines, balance, and familiar activities.
Deaf-Blindness	Accompanying significant vision and hearing loss (impaired movement).	Assistance from a sighted person (i.e. "Buddy System").
Developmental Delay	Developmental delay in any <u>one</u> of the following areas: physical, cognitive, communicative, social, emotional, or behavioral.	Limit disruption of standard routines, and regulate sensory input (help the student make sense of the physical world through occupational therapy.)
Emotional Disturbance	Behavioral and emotional impairment. Limited understanding of situations, events, or procedures (may resist commands / instructions) Condition: Mild, moderate, and severe.	Regulate sensory input (help student make sense of the physical world through occupational therapy).
Hearing Impairment	Complete or partial loss of hearing that adversely impacts the student's ability to learn. May not respond to verbal stimuli.	Written instructions, sign language, LED boards, and specialized communication during emergencies.
Mental Retardation	Severely impaired learning and adaptive behavior occurring in a multiple range of severity.	Regulate sensory input (help student make sense of the physical world through occupational therapy).
Multiple Disabilities	The accompanying presence of multiple impairments, the combination of which does not allow for a single special education approach (does not include deaf-blindness).	
Orthopedic Impairment	A severe physical limitation that adversely affects strength and motor function.	Canes, walkers, and wheelchairs (accessible / unobstructed evacuation route).
Other Impairment	A disease or condition so severe that it adversely affects learning (i.e. cancer, diabetes, sickle-cell anemia).	Medication management and emotional guidance.
Specific Learning Disability	Limited ability to freely process information that adversely affects reading, writing and computing skills.	
Speech or Language	The limited ability to effectively produce and / or articulate speech patterns (i.e. stuttering)	Sign language, hand signals, and specialized emergency communication procedures.
Traumatic Brain Injury	A traumatic injury to the brain, resulting in total or partial physical and / or mental impairment that may affect mental, behavioral, social, and verbal functioning.	
Visual Impairment	Low Vision, Blindness	Assistance from a sighted aide (i.e. "Buddy System").

### References

- 42 USC 12101 (as amended 2008), *Americans with Disabilities Act of 1990 (ADA)*
- Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*, July 22, 2004
- 20 USC 1400 (as amended 1997), *Individuals with Disabilities Education Act (IDEA) of 1975*
- 29 USC 701 Section 504 of the *Rehabilitation Act of 1973*
- IBC/ ANSI / ICC A117.1-2009 *Standard for Accessible and Usable Buildings and Facilities*, 20 October 2010.

## **APPENDIX G**

### **EMERGENCY RESPONSE DIGITAL MAPPING TEMPLATE FOR LOUISIANA SCHOOLS**

The following checklist / template is recommended for schools to consider while developing their digital facility mapping / schematics for first responders (i.e. “Go Kit”).

#### **SITE PLANS**

- Gated access points (location and number)
- Fenced areas ( complete school “footprint”)
- Portable buildings (labeled and numbered)
- Evacuation areas and routes
- Incident Command Center and media staging area
- Family Reunification Area (emergency student gathering point)
- Bus Evacuation Area
- First responders’ equipment pre-staging area
- Exterior hallways and wings labeled / sequentially numbered
- Inner school perimeter areas labeled and defined
- Portable buildings, sheds, greenhouses, other structures ( labeled and numbered)
- Location of all pipes, tanks, gas lines, etc.
- Athletic facilities ( labeled and defined)
- Nearby pipelines, highways, and railroads
- Site elevation
- Fire plugs

#### **FLOOR PLANS**

- All hallways and classrooms are clearly identified and numbered sequentially.
- All access doors to adjoining rooms identified.
- All special education classrooms, science labs, and machine shops are labeled and identified.
- All custodial closets, book rooms, teacher lounge areas, and workrooms are labeled and identified, and sequentially numbered.
- Interior hallway door locations are sequentially numbered, labeled, and identified.
- The location of the main physical plant is labeled and identified.
- Location of master keys to facility is identified and labeled.
- Location of all fire extinguisher boxes, fire pulls, emergency lights, and Automated External Defibrillators are identified and labeled.
- Evacuation routes are identified.
- Location of “Go Kits” are identified
- Locations of roof access points are identified.
- Location of alarm panels and specifications are identified.
- Location of Public Address System is labeled.
- Locations of all internal / external cameras and monitoring sites are identified.
- Locations of all fire sprinkler controls and fire department external water connections.
- Locations of all school phones / pay phones are identified.
- Location of cable TV access control is identified

## **APPENDIX H**

### **SAMPLE EMERGENCY FIRST-AID AND SUPPLY LIST**

**I. Emergency Supplies for All Buildings (To be stored in Maintenance Closet or Main Office.)**

<b>Item</b>	<b># of Units</b>
Sheets (one flat twin)	15
Blankets	15
Pillows (disposable)	10
Flashlights	3
Batteries (included with flashlights)*	10
Radio (hand-held)	1
Candles	5
Matches (large box)	2
Bottled water (1 liter)	10
Paper towels	3
Wet Ones (moistened hand wipes)	2
Cell phone	1

\*To be replaced annually by school.

**II. First-Aid Supplies (To be stored in nurse's station or in the office)**

<b>Item</b>	<b># of Units</b>
Gauze (large)	15
Tape (cloth)	15
Tweezers (flat)	1
Instant ice packs	10
Disposable gloves (latex)	2
CPR mask (white plastic cover)	2
Current First-Aid book	1
4 x 4's (gauze squares)	2
Splint sets	2
Hibistat wipes	2
Band-aids (assorted)	1
Sterile water (for burns)	2
Bandage scissors	2
Bandages (strips of cloth)	
Ace bandage (medium)	3
Slings (triangular bandage)	5
Stem strips (butterfly strips)	1
Eye irrigation solution (sterile)	1
Hibiclens soap	1
Vestal Medicated Soap	1
Eye shield (plastic)	3

**Emergency and First-Aid supplies are to be inventoried regularly and replaced as needed.**

**APPENDIX I**

**SAMPLE SCHOOL EMERGENCY RESPONSE TEAM “GO KIT”**

- School Emergency Response Team (ICS) Contact List
- School District Emergency Contact List
- School District Single Point of Contact (SPOC)
- Copies of all Emergency Reporting Forms (ICS, Resource Tracking, Chain of Command, Special-Needs Students, etc.)
- Student Attendance Rosters (including emergency parental contact / special medications / current photo)
- Student Disposition Forms / Emergency Data Cards
- School Faculty and Support Staff Roster (including Emergency Contact)
- Master Keys
- Special-Needs Student Roster (including emergency parental contact / special medications / current photo)
- Aerial Imagery of School ( Google Earth / MapQuest)
- Map of surrounding area ( local streets with evacuation routes and off-site alternate evacuation areas )
- Map of school building(s) with location of exits, first-aid kits, and assembly areas.
- Gas Line and Utility Line layout / locations
- School Facility Schematics (Include: room numbers, hallway names, gas / water / electrical shutoff locations, and hazardous chemical locations).
- Evacuation Routes / Sites
- Designated Incident Command Post and Staging Areas
- Fire Alarm shut-off protocol
- Sprinkler shut-off procedures
- School District Emergency Response Plan
- Markers / pens / legal pads
- Hand-held radios ( banded to local Emergency Operations Center)
- Bullhorn with extra batteries
- Portable AM /FM radio with extra batteries ( wind-up)
- Flashlight (nonbattery type if possible)
- Cell Phone / charger (charged and ready to use)
- First-Aid Kit and latex gloves ( or latex sensitive gloves)
- Local telephone directory
- Material Safety Data Sheet (MSDS)
- Blank name tags
- Incident Command Vests (Reflective)
- Dry erase boards with markers
- Best Practice: Maryland Virtual Emergency Response Systems (MVERS): Virtual Tour of school’s interior and exterior, including all essential facility data (hazards, utility disconnects, access entry locations, etc.)
- Other \_\_\_\_\_

**APPENDIX J**

**CRISIS COMMUNICATIONS TOOLKIT FOR LOUISIANA SCHOOLS**

**Table 1. School Crisis Communications Checklist**

<b>School Crisis Communications Checklist</b>
<ul style="list-style-type: none"> <li>❑ Identify a single point-of –contact for information dissemination (Public Information Officer) and thoroughly train them.</li> <li>❑ Assemble School Emergency Response Team (Incident Command Staff) to develop a School Crisis Communications Plan.</li> <li>❑ Crisis Communications Plan Objective: To protect the image, reputation and credibility of the school organization by releasing timely and accurate information prior to, during, and following an incident.</li> <li>❑ The School Crisis Communications Plan should integrate all phases of the emergency planning cycle (Mitigate / Prevent, Prepare, Respond, Recover), and answer the following:             <ol style="list-style-type: none"> <li>1. Who does what?</li> <li>2. How do we do it?</li> <li>3. Who does the speaking (Spokesperson Protocol)?</li> <li>4. What do we say?</li> </ol> </li> <li>❑ Helpful hints to developing an effective school crisis communications plan:             <ol style="list-style-type: none"> <li>1. Incorporate bullets and directives (commands).</li> <li>2. Avoid trivial details and long explanations on what to do during each emergency planning cycle phase.</li> <li>3. Create a master checklist for each emergency planning cycle phase.</li> <li>4. Don't try to predict every scenario (address the most likely hazard scenarios).</li> <li>5. Create sample release statements for common hazards.</li> <li>6. Make use of appendices (contacts, media protocol, checklist, etc.)</li> <li>7. Constantly test and update your plan.</li> <li>8. Post the crisis communications plan and the media request protocol on the school website for wide distribution.</li> </ol> </li> <li>❑ Instruct faculty and students to refer all media requests to the Public Information Officer.</li> <li>❑ Instruct local media on the school's media request protocol and provide a copy.</li> <li>❑ During a crisis, disseminate information internally (school community) first, then externally (general public).</li> <li>❑ In responding to criminal matters, refer all questions to law enforcement.</li> <li>❑ Immediately correct rumors and misinformation (keep reporters updated).</li> <li>❑ Never release the name of a deceased faculty or student without the prior knowledge and consent of the family, and insist reporters respect their privacy.</li> <li>❑ Establish a Social Media Monitoring System to track comments regarding your school in the social media universe.</li> <li>❑ Always emphasize the school district's excellent track record.</li> <li>❑ Establish a common media briefing / staging area for providing information and updates to the media. (Store a large background logo for press conferences).</li> <li>❑ Provide concise, clear, and consistent messages, and verify facts prior to releasing any information.</li> </ul>

**APPENDIX J (cont.)**

**CRISIS COMMUNICATIONS TOOLKIT FOR LOUISIANA SCHOOLS**

**Table 1. School Crisis Communications Checklist**

<b>School Crisis Communications Checklist</b>
<ul style="list-style-type: none"> <li>❑ Assign sufficient staff to monitor incoming calls and maintain a log of all information requests.</li> <li>❑ Develop and maintain a crisis communications kit to include: Hand-held radio, laptop / printer / copier, faculty and student’s bio / photo, digital camera, aerial photos of facility, large background logo, stationery, pre-written scripts, etc.</li> </ul> <p><u>Interview Tips</u></p> <ul style="list-style-type: none"> <li>• Know what you want to say and stick to your point (refer to sample release statements).</li> <li>• Remain positive, yet realistic.</li> <li>• Don’t lose your temper.</li> <li>• Show empathy and compassion.</li> <li>• Know when to end an interview (stop talking).</li> <li>• Summarize your key points at the end of the interview.</li> <li>• Never speculate or answer hypothetical questions.</li> <li>• Never lie.</li> <li>• Never say anything to a reporter that you wouldn’t want printed or seen on T.V.</li> <li>• Never use “off the record” or “no comment.”</li> <li>• Never comment about any other organization other than to thank them for their efforts.</li> <li>• Never comment on statements by other persons, as it may cause you to verify something that may not be true or accurate.</li> </ul>

**Table 2. School Mass Notification Methods**

<b>School Mass Notification Methods</b>	
Bell System Call boxes w/ panic buttons Cell phones (text messaging, specialized applications-NOAA Weather) Conventional / Digital land-line phones Electronic message boards Email Fax and network printers Hotlines and 800 numbers Intercoms Portable loudspeakers and bull horns Pagers Network pop-ups / screen crawls	Public Address System (PA) Radios (portable hand-held) Radio announcements Satellite phones Sirens Social networking sites Text messaging Strobe lights <u>Low Technology</u> Flashlights Flags Posters/ Glow Sticks / Glow Strips Security staff and runners

**References**

National Clearinghouse for Educational Facilities: *Mass Notification for Higher Education*, 2010

**Links**

[www.2MCommunicationINK.wordpress.com](http://www.2MCommunicationINK.wordpress.com)

**APPENDIX K**

**EMERGENCY CONTACT LIST FOR LOUISIANA SCHOOLS**

<b>EMERGENCY CONTACT LIST FOR LOUISIANA SCHOOLS</b>	
<b>FOR ALL EMERGENCIES</b>	<b>911</b>
Helpline for Louisiana Emergency Numbers	(225) 342-6600
Louisiana Information and Referral Service	2-1-1
Police	911 / or
Fire / EMS	911 / or
Louisiana Poison Control Hotline	(800) 222-1222
Local Emergency Preparedness	
Local Hospital	
Local Utilities	
Local Public Works	
Electric Utilities	
Gas Company	
Crisis Intervention	
Rape Crisis Hotline	(800) 656-4673
Suicide Prevention	(225) 924-3900
I Care Crisis Counseling Services	(225) 226-2273
Victim Assistance	
Child Abuse / Neglect Reporting	(225) 925-4571
Runaway Hotline (Students)	(800) 621-4000
Center for Missing / Exploited Children	(800) 843-5678
Crime Victims Bureau	(888) 342-6110
Domestic Violence Hotline	(800) 799-7233
American Red Cross	(225) 291-4533
Local Red Cross	
Governors Office Of Homeland Security and Emergency Preparedness (GOHSEP)	(800) 256-7036 (225) 925-7500 <a href="http://www.gohsep.la.gov">www.gohsep.la.gov</a>
FBI	(504) 816-3000
National Weather Service (NOAA)	(504) 522-7330 <a href="http://www.srh.noaa.gov/lix">www.srh.noaa.gov/lix</a>
Louisiana State Police (Environmental)	(877) 925-6595 Hazmat Hotline
Louisiana State Police	(225) 925-6325 / <a href="http://www.lsp.org">www.lsp.org</a>
Louisiana Dept. of Health and Hospitals	(225) 342-9500 <a href="http://www.dhh.state.la.us">www.dhh.state.la.us</a>

**Radio Stations (Emergency Notification)**

<b>Parish</b>	<b>FM</b>	<b>AM</b>
Baton Rouge	102.5 WLSS	1150 WJBO
New Orleans	101.9 WLMG	870 WWL
Lafayette	99.9 KTDY	1330 KVOL
Crowley	102.9 KAJN	
Lake Charles	99.5 KHLA	1470 KLCL
Alexandria	931.1 KQID	970 KSYL
	96.9 KZMZ	580 KZMZ
Shreveport	94.5 KWKH	1130 KWKH
Ruston	107.5 KXKZ	1490 KRUS
	101.9 KNOE	540 KNOE

**APPENDIX L**

**EMERGENCY RESPONSE TEAM CONTACT LIST FOR LOUISIANA SCHOOLS**

**School Emergency Response Team**

<u>Position</u>	<u>Name</u>	<u>Work Phone / Email</u>	<u>Cell Phone / Home</u>	<u>Room #</u>
Principal (SPOC)*	_____	_____	_____	_____
Asst. Principal	_____	_____	_____	_____
Nurse	_____	_____	_____	_____
Counselor	_____	_____	_____	_____
Student Resource Officer	_____	_____	_____	_____
Teacher(s)	_____	_____	_____	_____
Maintenance Custodian	_____	_____	_____	_____
Secretary	_____	_____	_____	_____
Food Service	_____	_____	_____	_____
Bus Driver	_____	_____	_____	_____
Special Education	_____	_____	_____	_____

\*Single Point of Contact

**CPR / First-Aid Certified**

<u>Name</u>	<u>Work Phone / Email</u>	<u>Cell Phone / Home</u>	<u>Certification</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**APPENDIX L (cont.)**

**EMERGENCY RESPONSE TEAM CONTACT LIST FOR LOUISIANA SCHOOLS**

**School District Safety / Security Committee**

<u>Position</u>	<u>Name</u>	<u>Work Phone / Email</u>	<u>Cell Phone</u>	<u>Home</u>
Superintendent (SPOC)*	_____	_____	_____	_____
Assistant Superintendent	_____	_____	_____	_____
Emergency Coordinator	_____	_____	_____	_____
Policy Director	_____	_____	_____	_____
Public Information Officer (PIO)	_____	_____	_____	_____
School Resource Officer	_____	_____	_____	_____
Local LE	_____	_____	_____	_____
Attorney	_____	_____	_____	_____
Principal (Primary)	_____	_____	_____	_____
Principal (Secondary)	_____	_____	_____	_____
Maintenance Coordinator	_____	_____	_____	_____
Transportation Coordinator	_____	_____	_____	_____
Nurse	_____	_____	_____	_____
Safety Risk Manager	_____	_____	_____	_____
Local Emergency Preparedness	_____	_____	_____	_____
Other	_____	_____	_____	_____

\* Single Point of Contact

## **APPENDIX M**

### **UNIVERSAL EMERGENCY RESPONSE PROTOCOLS**

The following standard universal emergency response protocols / procedures may be adopted for use across a vast spectrum of emergency situations. Once an incident occurs, the Principal (Incident Commander) has the option of the following six procedures to activate, dependent upon the specific situation.

<b>UNIVERSAL EMERGENCY RESPONSE PROTOCOLS</b>	
<p><b>1. EVACUATION</b>= Conditions are safer outside than inside.</p> <p><b>Upon Notification</b> (Alarm / Verbal)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exit classroom via the assigned exit route. Use the secondary route if the primary is blocked with hazards.</li> <li><input type="checkbox"/> Teachers: exit with classroom attendance roster for student accounting.</li> <li><input type="checkbox"/> Assist special-needs students. Bring along any special medications.</li> <li><input type="checkbox"/> Leave all belongings (except for special medications).</li> <li><input type="checkbox"/> Exit to pre-designated assembly points.</li> <li><input type="checkbox"/> Check for any injuries.</li> <li><input type="checkbox"/> Conduct a roll call and immediately report any missing students.</li> <li><input type="checkbox"/> Await further instructions.</li> </ul>	<p><b>4. SHELTER IN PLACE</b>= External gas or chemical release</p> <p><b>Upon Notification</b> (Alarm / Verbal)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately clear students / faculty from the hallways and report to the designated shelter areas.</li> <li><input type="checkbox"/> Assist special-needs students</li> <li><input type="checkbox"/> Close and tape all windows and doors (seal all gaps between the door and floor).</li> <li><input type="checkbox"/> Shut-Off HVAC System</li> <li><input type="checkbox"/> Conduct a roll call and immediately report any missing students.</li> <li><input type="checkbox"/> Don't allow anyone to exit the shelter.</li> <li><input type="checkbox"/> Stay away from doors and windows.</li> <li><input type="checkbox"/> Await further instructions</li> </ul>
<p><b>2. REVERSE EVACUATION</b>=Conditions are safer inside than outside.</p> <p><b>Upon Notification</b> (Alarm / Verbal)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transfer faculty and students inside as quickly as possible.</li> <li><input type="checkbox"/> Assist special-needs students.</li> <li><input type="checkbox"/> Report to classroom.</li> <li><input type="checkbox"/> Check for injuries.</li> <li><input type="checkbox"/> Conduct a roll call and immediately report any missing students.</li> <li><input type="checkbox"/> Await further instructions.</li> </ul>	<p><b>5. LOCKDOWN</b>= Common protective measure for an armed / hostile intruder incident.</p> <p><b>Upon Notification</b> (Alarm / Verbal)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately clear students / faculty from the hallways and report to pre-designated classrooms.</li> <li><input type="checkbox"/> Assist special-needs students</li> <li><input type="checkbox"/> Close and Lock windows and do not leave for any reason.</li> <li><input type="checkbox"/> Cover all room and door windows to obstruct exterior view.</li> <li><input type="checkbox"/> Avoid all doors and windows and move students to interior walls and drop out sight.</li> <li><input type="checkbox"/> Remain quiet! Wait for further instructions</li> </ul>
<p><b>3. SEVERE WEATHER SHELTERING</b>= For severe weather emergencies</p> <p><b>Upon Notification</b> (Alarm / Verbal)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report to the nearest pre-designated safe area using the closest, safest route.</li> <li><input type="checkbox"/> Portable building occupants report to safe area in main building</li> <li><input type="checkbox"/> Exit with classroom attendance roster for student accounting.</li> <li><input type="checkbox"/> Assist special-needs students.</li> <li><input type="checkbox"/> Conduct a roll call and immediately report any missing students.</li> <li><input type="checkbox"/> Close all doors and remain in safe area until "all clear" sign is given.</li> <li><input type="checkbox"/> Await further instructions.</li> </ul>	<p><b>6. Drop, Cover and Hold</b> =Imminent danger to the building or immediate surroundings (Explosion)</p> <p><b>Upon Notification</b> ("Drop Command")</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DROP-to the floor and shelter under a nearby desk or table, facing away from windows.</li> <li><input type="checkbox"/> COVER- Take cover in a fetal position with your face leaning against your arms to protect your eyes.</li> <li><input type="checkbox"/> HOLD-onto the table or desk legs and maintain your position.</li> <li><input type="checkbox"/> Assist special-needs students.</li> <li><input type="checkbox"/> Await further instructions.</li> </ul>

## **APPENDIX M (cont.)**

### **CRISIS RESPONSE PROTOCOL FOR LOUISIANA SCHOOLS**

#### **Multi-hazard Response**

- ❑ Immediately assess life / safety issues / validate information.
- ❑ Secure and isolate high risk areas.
- ❑ Dial 911 for Police / Fire / EMS and provide the following: your name, who, what, when, where, how. Notify Principal, who will then notify superintendent.
- ❑ Dispatch nurse / Red Cross certified personnel to provide emergency medical care.
- ❑ Assemble Emergency Response Team and activate ICS (Incident Command).
- ❑ Evaluate available resources to assess additional needs allocation.
- ❑ Alert faculty and students.
- ❑ Activate Crisis Communication Plan.
- ❑ Initiate appropriate protective measures (evacuation, shelter-in -place, lockdown). Conduct and maintain a student roll call and never release a student to a nonfamily member.
- ❑ Verify and control information flow to avoid confusion and misinformation, notify parents, and log all incoming calls.
- ❑ Adjust school internal bell schedule to ensure safety.
- ❑ Commence recovery efforts and conduct after-action review (AAR) to assess lessons learned.

#### **Principal's Responsibilities**

- ❑ Immediately assess life / safety issues / validate information.
- ❑ Secure and isolate high risk areas.
- ❑ Dial 911, if necessary / alert Superintendent.
- ❑ Assemble Emergency Response Team and activate ICS (Incident Command).
- ❑ Notify faculty / staff, students, and then parents.
- ❑ Initiate appropriate protective measures (evacuation, shelter-in—place, lockdown).
- ❑ Activate Crisis Communication Plan.
- ❑ Commence recovery efforts.
- ❑ Document complete timeline within the incident report.

#### **Teachers' Responsibilities**

- ❑ Immediately assess life / safety issues / validate information.
- ❑ Provide medical assistance if trained appropriately (i.e. Red Cross Certified).
- ❑ Initiate appropriate protective measures (evacuation, shelter-in—place, lockdown).
- ❑ Inform students of the present situation (situational awareness).
- ❑ Conduct a class roll call, and account for all students.
- ❑ Accompany students during an evacuation and conduct a roll call at the evacuation site.
- ❑ Refer any media request to the Public Information Officer (PIO).
- ❑ Document complete timeline within the incident report.

## APPENDIX N

### MANMADE HAZARDS (DELIBERATE ACTS)

#### BOMB THREAT

**Bomb Threat:** May be received verbally or written through one of the following methods: face-to-face, letters, emails, walls / mirrors, second-hand sources, or phone calls (most common method). A bomb threat is generally delivered for one of two reasons:

- ❑ The caller has clear knowledge of the explosive and seeks to minimize personal injury.
- ❑ The caller seeks to disrupt normal operations through fear and anxiety.

#### **Mitigative / Preventative Measures**

- ❑ A robust computer usage policy, along with student monitoring and site filters.
- ❑ A recording device attached to the main phone line.
- ❑ Teacher monitoring of shop classes and science labs.
- ❑ Predictive profiling (behavior) of high risk / troubled students.
- ❑ Caller I.D. on main phone lines.
- ❑ Highly visible School Resource Officer (SRO).
- ❑ Tight access control (main entrance and parking at the minimum).
- ❑ Pinged door hinges.
- ❑ Restrict parking to within 300 feet of buildings and install bollards.
- ❑ Limit trash receptacles and practice “good housekeeping.”
- ❑ Secure unoccupied areas.
- ❑ Strategically placed surveillance cameras.
- ❑ Vigorous enforcement / maximum consequence for bomb threats.
- ❑ Extended school days for missed days resulting from bomb threats.
- ❑ Training: Identification (IED), Notification, Evacuation, Searches, Re-occupation, and Documentation.

#### **RAIN Concept**

**Recognize:** Learn to identify suspicious packages and improvised explosive devices

**Avoid:** Never touch a possible explosive device or suspicious package.

**Isolate:** Secure the area

**Notify:** Emergency Responders

#### **Protective Measures (Evacuation)**

- **Time**  
Until detonation-the more time, the better.
- **Distance**  
Move people away from the device, not the device away from people. Choose a site as far away as possible and always assume the worst (refer to bomb stand-off chart).
- **Shielding**  
Choose a site with as much shielding as possible, using the strongest material (i.e. reinforced concrete).

#### **During a Bomb Threat Incident**

Do not activate the fire alarm, hand-held radios, cell phones, iphones, or any other electronic device, and do not switch lights on or off, as any of these actions may trigger an explosive device. Note: Leave windows and doors open to reduce blast effects.

## BOMB THREAT

### **SCHOOL BOMB THREAT PROCEDURE**

#### **Upon receiving a school bomb threat:**

- ❑ Remain calm and begin completing the “Bomb Threat Checklist” while speaking to the subject. Avoid antagonizing the caller and try to get as much information as possible.
- ❑ If possible, record the phone call.
- ❑ Signal co-worker that there is a bomb threat and to notify the Principal.
- ❑ Upon hanging up, immediately dial \*57 to begin a phone trace.
- ❑ Principal shall notify 911 - Louisiana State Police Hazmat Hotline-(877) 925-6595 - the Superintendent –and the State Fire Marshal.
- ❑ Based upon the following threat level, the Principal determines whether to evacuate or lock-down:
  1. **Low Level** (Probable motive is to cause disruption): vague threat with no specifics-caller hangs up quickly.
  2. **Medium Level:** The caller provides details (size, location, bomb type), motive, and remains on the line longer.
  3. **High Level:** The caller provides a very detailed description of the bomb (type, size, power, location, and time) and stays on the line much longer (may conduct multiple calls). The caller may also demonstrate an advanced knowledge of explosives and make special demands (i.e. money).

#### **Evacuation Procedures**

- Upon the Principal’s authorization, faculty, staff, and students shall conduct an orderly evacuation to the pre-determined evacuation areas. Note: multiple evacuation sites shall be pre-selected daily, and known only to faculty and staff in order to prevent a possible terrorist act. Evacuation Site = Time-Distance-Shielding (always assume the worst) Minimum safe distance = 1000 Ft.
- Always ensure special-needs students receive help with evacuating and don’t forget their medication.
- Direct faculty and students to carry their belongings to the evacuation site and disable all electronic devices. **Do Not** mention the term “Bomb Threat.”
- Prior to evacuating, faculty will make a quick visual sweep of their areas and evacuation route for anything suspicious.
- Faculty / staff / students are to evacuate to the predesignated evacuation site and await further instructions.
- School Resource Officer will conduct a sweep of the evacuation site for any possible ‘booby traps,’ hazards, and /or suspicious persons. Evacuation areas should be located away from highly visible area.
- Teachers are to conduct a roll call and notify Principal of any missing students.
- Reentry to the building shall be prohibited until law enforcement / fire personnel determine it is safe to do so.
- Principal notifies faculty and students that the threat has ceased and to resume normal operations.
- Emergency Response Team shall conduct an After-Action Review to integrate any “lessons learned” into emergency planning.

**BOMB THREAT**

**BOMB THREAT CHECKLIST**

**Bomb Threat Call Procedures**

\*The most common method of bomb threat is by phone call.

**Instructions:**

**By Phone**

- Remain calm and courteous. Listen and do not interrupt the caller. Don't hang up, even if the caller does. Keep caller on the line as long as possible.
- Pass along note to coworker stating "Bomb Threat."
- The Principal dials 911 and (877) 925-6595 (Louisiana State Police Hazmat Hotline).
- For phones equipped with caller I.D., record the number.
- For phones equipped with a recorder, activate the device.
- Complete the Bomb Threat Checklist as accurately as possible.
- Activate malicious call trace: hang up phone and do not answer another line. Choose same line and dial\*57 (if your phone has this capability). Listen for confirmation announcement and hang up.

**By Handwritten Note:**

- Notify Principal.
- The Principal dials 911 and (877) 925-6595 (Louisiana State Police Hazmat Hotline).
- Maintain minimal contact. Treat the note as a crime scene)

**By Email**

- Notify Principal.
- Do not delete the email.
- The Principal dials 911 and (877) 925-6595 (Louisiana State Police Hazmat Hotline).

**Suspicious Package Indicators**

No return address	Poorly handwritten
Excessive postage	Misspelled words
Stains	Incorrect Titles
Strange odor	Foreign postage
Strange sounds	Restrictive notes

**Do Not:**

- Activate the Fire Alarm.
- Use hand-held radios, cell phones, iPhones, or any other electronic device.
- Touch or move a suspicious package.
- Switch lights on / off.
- Evacuate building until instructed to do so.

**Emergency Contact Information**

**Local Police 911**  
**Louisiana State Police Hazmat Hotline (877) 925-6595**  
**Malicious Call Trace ( Hang up / Dial \*57)**  
**FBI (504) 816-3000**  
**LA-SAFE (225) 925-4191**

**Incident Information**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Incident Recorded by: \_\_\_\_\_

Method: Phone- Written-Email-Face-To-Face-Second Hand-Other \_\_\_\_\_

Call Terminated: \_\_\_\_\_ Caller's Phone# \_\_\_\_\_

**Caller's Exact Words and Threat**

**Questions for Caller**

1. When will the bomb detonate?  
\_\_\_\_\_
2. Where is the bomb?  
\_\_\_\_\_
3. How does the bomb look (Be very specific)?  
\_\_\_\_\_
4. What type of bomb is it?  
\_\_\_\_\_
5. What will cause the bomb to detonate?  
\_\_\_\_\_
6. Did you place the bomb? (Y-N) Who did?  
\_\_\_\_\_
7. What are your name, age, and address?  
\_\_\_\_\_
8. Where are you calling from?  
\_\_\_\_\_
9. Are you affiliated with any particular groups?  
\_\_\_\_\_

**Caller's Voice and Background Noises**

**(Circle)**

<b>Caller's Voice</b>	<b>Background Noises</b>	<b>Manner</b>
<b>Male</b>		Rational
<b>Female</b>	House noises	Coherent
Calm	Factory machinery	Deliberate
Angry	Machinery	Incoherent
Crying	Animal noises	Irrational
Accent (describe)	Trains	Laughing
Deep breathing	Street noises	Angry
Loud	Airplanes	Righteous
Intoxicated	Long-distance	Profane
Distinct	Music	Well-spoken
Stutter	Office	Taped
Lisp		Pleasant
Giggling		
Disguised		
Slurred		
Squeaky		
Slow		
Soft		

Other Information:

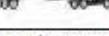
Is the voice familiar? \_\_\_\_\_

Who does it sound like? \_\_\_\_\_

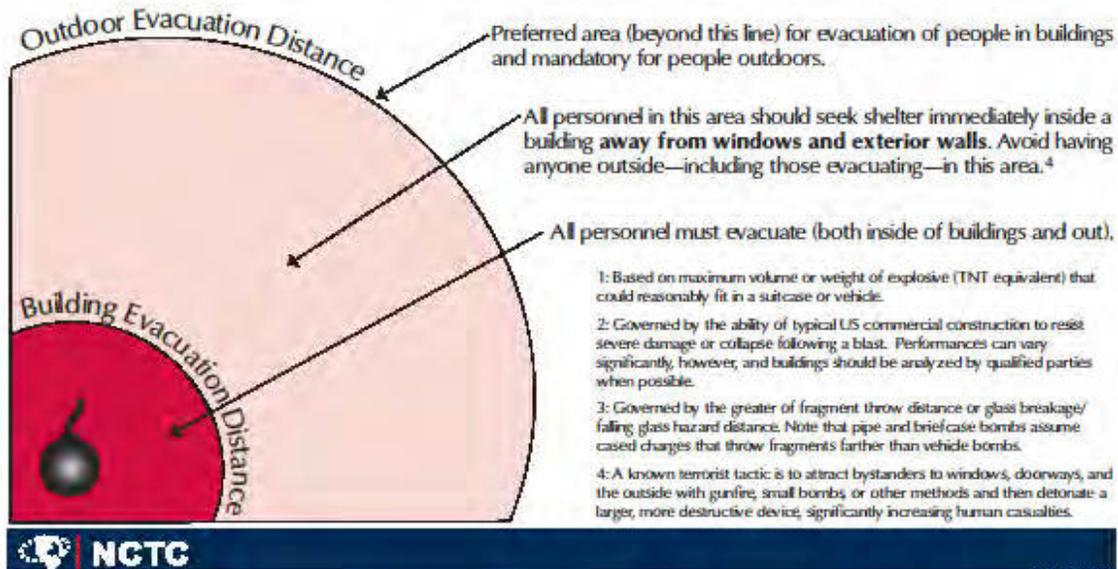
**BOMB THREAT**

**DHS Bomb Threat Standoff Chart**

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Bomb Threat Stand-Off Distances			
Threat Description	Explosives Capacity <sup>1</sup> (TNT Equivalent)	Building Evacuation Distance <sup>2</sup>	Outdoor Evacuation Distance <sup>3</sup>
 Pipe Bomb	5 LBS/ 2.3 KG	70 FT/ 21 M	850 FT/ 259 M
 Briefcase/ Suitcase Bomb	50 LBS/ 23 KG	150 FT/ 46 M	1,850 FT/ 564 M
 Compact Sedan	500 LBS/ 227 KG	320 FT/ 98 M	1,500 FT/ 457 M
 Sedan	1,000 LBS/ 454 KG	400 FT/ 122 M	1,750 FT/ 533 M
 Passenger/ Cargo Van	4,000 LBS/ 1,814 KG	600 FT/ 183 M	2,750 FT/ 838 M
 Small Moving Van/ Delivery Truck	10,000 LBS/ 4,536 KG	860 FT/ 262 M	3,750 FT/ 1,143 M
 Moving Van/ Water Truck	30,000 LBS/ 13,608 KG	1,240 FT/ 378 M	6,500 FT/ 1,981 M
 Semi-Trailer	60,000 LBS/ 27,216 KG	1,500 FT/ 457 M	7,000 FT/ 2,134 M

This table is for general emergency planning only. A given building's vulnerability to explosions depends on its construction and composition. The data in these tables may not accurately reflect these variables. Some risk will remain for any persons closer than the Outdoor Evacuation Distance.



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Reference:

- National Counterterrorism Center: *Bomb Threat Stand-off Distance Chart*, October 2005 [www.nctc.gov](http://www.nctc.gov)

**SUSPICIOUS MAIL AND PACKAGES**

The majority of suspicious mail and packages are eventually found to be harmless; however, it is always best to err in the way of caution.

**Note: Most suspicious packages will come in the following categories (B-NICE): Biological, Nuclear (Radiological), Incendiary, Chemical, or Explosive.**

**Table 1. Leading Indicators**

<ul style="list-style-type: none"> <li>• Excessive or unusual weight</li> <li>• Unexpected or unfamiliar sender</li> <li>• Misspellings of common words</li> <li>• Incorrect titles, or a title without a name</li> <li>• Oily stains, discolorations, or odors</li> <li>• Protruding wires</li> <li>• Rigid, lopsided, or uneven envelopes</li> <li>• Marked with threatening language</li> <li>• Excessive tape or string</li> <li>• Visual distractions</li> </ul> <p><b>*Remember “SLAP” : Unusual Shape, Look, Address, and Package</b></p>	<ul style="list-style-type: none"> <li>• Addressed to someone no longer employed or an outdated address</li> <li>• Handwritten or poorly typed addresses</li> <li>• Strange return addresses</li> <li>• Not addressed to a specific person</li> <li>• No return address</li> <li>• Ticking or unusual sounds</li> <li>• Powdery substance appearing on the envelope</li> <li>• Restrictive markings (i.e. “Personal” “Confidential”)</li> <li>• Postmarked from a city or state that doesn’t match return address</li> </ul>
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**Mitigative / Preventative Measures**

- Always maintain situational awareness for suspicious mail / packages.
- Never open suspicious mail.
- Open all mail with a letter opener or a method that minimizes skin contact and is unlikely to disrupt contents (i.e. open mail with a limited amount of movement).
- Do not eat or drink while handling mail, and keep hands away from mouth and nose.
- Shut-off fans and / or any other device that might affect air currents.
- Always wash hands after handling mail.
- Utilize Personal Protective Equipment (PPE): Nitrile or vinyl (nonlatex) gloves (remove after use).

**Protective Measures**

Upon coming into contact with suspicious mail and / or packages:

- Immediately place the mail / package down on a stable surface.
- Avoid all further contact with the item (Consider the contents as Hazardous Material and a potential crime scene).
- Do not touch or clean any spilled substances.
- Wash your hands thoroughly with soap and water.
- Immediately isolate, evacuate, and secure the affected area.
- Close doors and shut off HVAC (heating, ventilation, and cooling) system.
- Alert faculty / students in the immediate vicinity, but avoid panicking them.
- Notify Principal, who will then notify first responders (911) and Louisiana State Police Hazmat (877) 925-6595.
- Isolate all exposed persons to a designated staging area to await decontamination.

## SUSPICIOUS MAIL AND PACKAGES

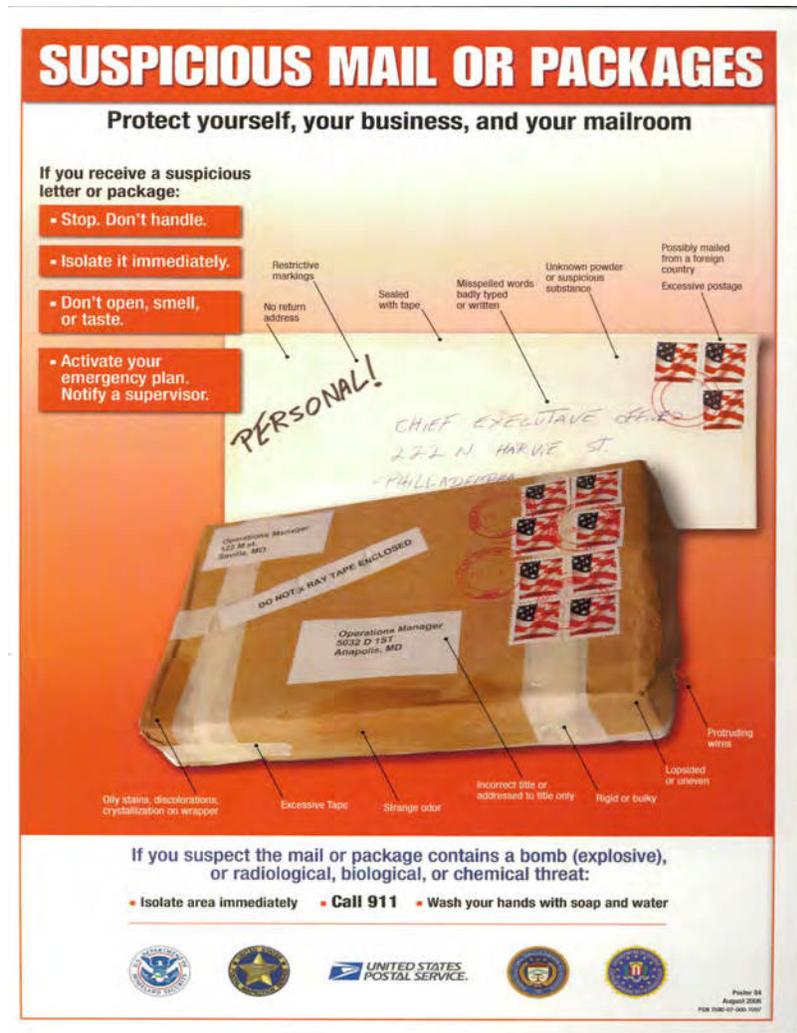
### Protective Measures (cont'd)

- Log the names of all exposed persons on the incident reporting form to ensure they receive proper medical attention.
- Await further instructions from the first responders.

### Suspected Explosive Device

- Immediately place the package down on a stable surface, and avoid further contact.
- Isolate, evacuate, and secure the immediate area.
- Immediately notify the Principal.
- The Principal will then initiate the School Bomb Threat Protocol.

### U.S. Postal Service Suspicious Mail / Packages Poster



### Reference

U.S. Postal Service: *Suspicious Mail or Packages Poster*, August 2006 [www.usps.com](http://www.usps.com)

## ARMED INTRUDER / ACTIVE SHOOTER / LOCKDOWN PROCEDURE

### Active Shooter

A suspect whose activity is immediately causing death and / or serious bodily harm within a confined / populated location. The threat is not contained, and there is an immediate risk of death and injury to potential victims. Note: in most cases the suspect is male, typically suicidal, and armed with a semiautomatic handgun (Deadly Range-25 ft).

**Important Note: The duration of most active shooter incidents is 10-15 Minutes.**

### Armed Intruder

A suspect armed with any weapon capable of inflicting severe bodily harm and / or death (gun, knife, rifle, improvised explosive, etc.).

### Mitigative / Preventative Measures

Armed intruder / active shooter incidents evolve rapidly, and are highly unpredictable. The following procedures, though well researched, are intended merely as a guide to student / faculty preparedness. The way you respond to an armed intruder / active shooter incident shall be dictated by the specific circumstance, your level of preparedness, and based solely upon your discretion. Be prepared.

#### Personal

- Maintain awareness of the people around you (Facebook postings, bullied classmates, threats to your school, students with domestic problems, etc.).
- Have a plan and maintain situational awareness at all times. Identify multiple nearby exits throughout the school, particularly ones not generally known to the public. Be aware of possible “booby traps.”

#### School wide

- Conduct a thorough threat assessment to identify any security / exploitable weaknesses (i.e. fencing, access control, high-risk students, etc.) and correct immediately.
- Provide door stops to classrooms equipped with inner opening doors to mitigate intruder door breaches.
- Establish an atmosphere of openness and respect, where students are able to share possible school threats without fear of reprisal.
- Establish an incident reporting drop box for anonymous reporting.
- Network and train regularly with local law enforcement.
- Establish and maintain an active law enforcement presence and ensure all Student Resource Officers are highly trained / physically fit.
- Initiate (district-wide) an MOU (Memorandum of Understanding) with Local Law Enforcement to establish and share procedures to be followed in the event of an active shooter incident.
- Establish an Emergency Response Team “Go Kit” (Appendix) for responders.
- Identify and monitor potential high risk students (Refer to Appendix).
- Provide parents a copy of the schools armed intruder / active shooter protocol and conduct outreach to educate them on their responsibilities in case of an incident. It is dangerous to allow any parent access to the “hot zone.”

## ARMED INTRUDER / ACTIVE SHOOTER / LOCKDOWN PROCEDURE

**Notification (911) - As soon as safety permits, provide your name and the following:**

- Location of shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons (wearing backpack?)
- Number of potential victims

### **Law Enforcement Response Protocol**

- Upon the arrival of law enforcement, the senior officer assumes the role of Incident Commander (SRT-Special Response Team Commander).
- Law enforcement has two main priorities:
  1. Eliminating the threat
  2. Life safety of the SRT (Special Response Team) and first responders

### Faculty and Student Responsibilities

- Remain calm and follow instructions from law enforcement.
- Remove all items in your hands (bags, jackets, purses, and booksacks).
- Immediately raise your hands and spread your fingers.
- Keep your hands visible at all times.
- Avoid rushing towards officers and do not cling to them for safety.
- Avoid pointing, screaming, or yelling.
- Do not stop to ask officers for help or directions while evacuating.

### **School-wide Alert Notification (Internal)**

- P/A Intercom: “Armed Intruder / Active Shooter / Lockdown-This is not a Drill”
- Avoid using codes for an Armed Intruder / Active Shooter Incident
- Messenger
- Internal email distribution list
- Phone tree
- Cell phone-school alert notification system (reverse 911)

### Alert Notification (External / Parents)

- Emergency contact- school alert notification system (reverse 911): pre-recorded message notifying parents and reminding them to not come to the school.

### **ALICE Technique**

A Five Step Personal Protective Measure to enhance your ability to survive an active shooter incident.

- **Alert:** Situational awareness of gunfire, alert codes, and exits.
- **Lockdown:** Know your procedures and practice them regularly.
- **Inform:** Provide real time information in plain language (avoid codes).
- **Counter:** Imminent Danger Situation- Attack as a group (swarm), look for improvised weapons (i.e. closet rod), create chaos, etc.
- **Evacuate:** Remove yourself from the “Kill Zone” as quickly as possible (know your surroundings and exit routes).

## ARMED INTRUDER / ACTIVE SHOOTER / LOCKDOWN PROCEDURE

### Lockdown or Evacuate?

- Absent any mitigating circumstances (i.e. fire, improvised explosive device) in the immediate vicinity, schools are advised to dial (911) and to initiate lockdown procedures. The ultimate result being less chaos for arriving officers, fewer targets for the shooter, and less chance of an accidental shooting by responding officers.

### LOCKDOWN PROCEDURE

#### Upon Principal Notification (Armed Intruder / Active Shooter / Lockdown)

- Faculty / staff / students are to immediately report to their assigned classrooms.

#### Teachers:

- Secure doors and windows.
- Shut-off lights and cover windows (close blinds).
- Silence all cell phones and noise sources (remain quiet).
- Position students low to the floor and away from doors and windows.
- Barricade door (Apply door stops to inner opening doors) and position students behind desks or other forms of protection.
- Conduct a roll call and account for missing students.
- Assess and attend to the medical needs of the injured.
- Assist any special-needs students (Buddy System).
- Do not open the door or allow anyone outside until directed upon by law enforcement (including fire alarms).
- Communicate via email.
- Door placards: Green (occupied nonhostile) / Red (Medical Attention).
- Await Instructions.

#### If Shooter Enters Classroom:

- Drop to floor- seek cover and concealment- play dead.
- Fight: As a last resort (imminent danger-death), rush the shooter with multiple persons and improvised weapons.

#### If Outside

- Evacuate. If you know the shooter's location and you're separated by distance: Have a planned escape route, leave your belongings behind, and keep your hands visible.
- Hide Out: away from the shooter's line of sight. Silence cell phone and block the door.
- Take Action: As a last resort and your life is in imminent danger- attempt to incapacitate the shooter. Look any for nearby weapons (i.e. closet rod, books, etc.).

#### Reference:

- Department of Homeland Security: *Active Shooter How to Respond*, October 2008.
- Deputy John Williams, Los Angeles Police Department: *Active Shooter Safety Considerations for Educators*.

## UNAUTHORIZED INTRUDER / HOSTAGE

In the event of an unauthorized intruder entering school grounds:

### Faculty / Staff

- Immediately notify the Principal and the School Resource Officer. Provide a description and location of the intruder.
- Isolate students / staff from the intruder.

### Principal / School Resource Officer

- Notify (911) and the Superintendent, if necessary.
- Provide a description and location of the intruder.
- The Principal will determine whether to initiate lockdown procedures. Always err on the side of caution.
- Try to maintain line of site (at a safe distance) with the subject until law enforcement arrives.
- Notify, and if possible, isolate students / staff and school building from the intruder.
- Advise (School Resource Officer, if possible) intruder that they are trespassing and need to vacate the school property.
- Express your authority: stand erect, make eye contact, speak clearly in a monotone voice, avoid touching your face, and maintain a safe distance.
- Avoid a physical confrontation and any reference to race, gender, or religion.

### Hostage

#### Faculty / Staff

- Notify the Principal.
- Hold students in their classroom, until directed otherwise.

#### Principal

- Immediately initiate lockdown procedure.
- Notify (911), School Resource Officer, and the Superintendent.
- Relinquish control of the situation to law enforcement after providing a complete situational report ( number / description of hostage takers, number / names of hostages, types of weapons and demands- provide LE the school emergency “Go Kit”).
- Notify affected parents.
- Activate the crisis communication team to handle media.

### Hostage

- Remain calm.
- Follow instructions of the hostage taker and advise students to do the same.
- Be respectful and ask permission to speak.
- Do not bargain or negotiate with the hostage taker.

**Note: Schools should be particularly aware of volatile situations among families and acknowledge and adhere to all Orders of Protection that may be in place as well as all orders from the court including orders of custody, visitation, and contact.**

### UNAUTHORIZED STUDENT DEPARTURE (ABDUCTION / RUNAWAY)

**Student Abduction:** The removal of a student (12 years or younger) from a school ground or facility by an individual lacking the authority to do so (possible felony).

#### SCHOOL STUDENT ABDUCTION / RUNAWAY PROTOCOL

##### Preventative / Mitigative Measures

- Strict Access Control (Visitor Sign-in / Badging / Single entry)
- Student Cards with the Name / Contact / Current Photo of the parent / legal guardian
- Current Court Orders maintained / updated (parental responsibility)
- Parental outreach
- Conduct student outreach on abductor behavior patterns and protective measures.
- Student release requirements:
  1. Log out through main office
  2. Photo I.D.
  3. Discourage late sign-outs (i.e last thirty minutes of the school day)
  4. Adopt security passwords for elementary school student sign-outs

##### Student Abduction

###### *Faculty*

- Immediately notify Principal and Student Resource Officer (SRO).
- Provide a detailed description of the student and abductor (names, physical appearance, clothing, make / model / color / license, and direction of travel).
- Safeties permitting, use your cell phone to photograph abductor and vehicle.
- Maintain control of remaining students.
- Assist law enforcement with questioning of classmates / witnesses.
- Classroom Abductions: try and dissuade the abductor, while not placing students and yourself in harms way.

###### *Principal*

- Initiate lockdown procedures –notify school resource officer –secure access points.
- (911) – Provide a detailed description of the student and abductor (see above).
- Notify the Superintendent.
- Secure possible crime scene to preserve evidence.
- Activate emergency response team (ICS) and crisis communications team.
- Safeguard other siblings, if necessary.
- Notify parents / legal guardians of actions being taken.
- Assist law enforcement with questioning of classmates / witnesses (provide all available information (current photo, student emergency data card, etc.).
- Return to normal operations and conduct an after-action review to identify any deficiencies.

##### Runaway

- Verify that the student has left the school premises.
- (911) / School Resource Officer- provide a detailed description of the student, the student's home address, emergency data card information, and direction of travel (include vehicle description when appropriate).
- Notify parents / guardians.

## RAPE / SEXUAL ABUSE

### School Intervention

In order for a school to intervene in a possible rape / sexual abuse incident, one or more of the following conditions must be present:

1. The rape or other sexual abuse occurs on school grounds.
2. A victim or a member of the alleged victim's family requests intervention.
3. Friends of the victim request intervention.
4. Students witness police and /or first responder actions.
5. Persistent rumors regarding the alleged incident are pervasive and harmful.

## RAPE / SEXUAL ABUSE

Upon initial notification of the rape / sexual abuse incident:

- Principal-immediately notifies (911) / School Resource Officer / rape crisis center and provides information on the victim and suspect.
- The School Resource Officer immediately secures the area and isolates the victim.
- The school nurse, counselor and other crisis members (CISM-Crisis Incident Stress Management Team) administer first-aid / emotional support to the victim. Important: leave the victim's clothing intact and treat the immediate area as a crime scene.
- The Principal notifies the parents.
- The Principal notifies the Superintendent.
- The school emergency response team (ICS) and crisis communications team are activated to protect the identity of the victim and suspect and deal with the media.
- The Principal assists law enforcement with initial / ongoing investigation.
- The crisis communications team initiates actions to dispel rumors.
- The school counselor identifies friends of the victim and assists with emotional support.
- All reports / records relating to the rape or sexual abuse incident shall be kept in a confidential file.
- The incident should be treated as a criminal act and media requests should flow through local law enforcement.
- The emergency response team conducts an after-action review to recommend possible corrective actions.

**Note:** It is important to remember that school personnel are considered Mandatory Reporters of any child abuse or neglect.

## SUICIDE

### Discussion

Any student's suggestion of suicide (writing, talking, facebook, texting, etc.) should be regarded as a call for help and taken seriously.

### Suicide

#### Suicide Threat

- Locate student and arrange for constant adult supervision.
- Immediately inform the Principal.
- The Principal assembles the school nurse and counselor to interview student and determine the risk and needed intervention: National Suicide Hotline (800) 273-TALK.
- The Principal notifies the parent / guardian to apprise them of the threat and make recommendations (document everything in a secure file).
- The Principal will notify the student's mental health provider, if necessary.
- If parents refuse to cooperate, the Principal should notify Louisiana Department of Health and Hospitals to conduct a 302 involuntary mental health assessment.
- Request help from students to aid intervention, if possible.

#### Suicide Attempt

- Dial (911) for immediate notification / notify Superintendent.
- Dispatch nurse and / or Red Cross trained personnel to provide medical assistance.
- The School Resource Officer will secure and isolate the immediate area from onlookers and assist first responders.
- The Principal will inform the parent / guardian on the situation and direct them to the school or hospital.
- The Principal will notify the student's mental health provider, if necessary.
- The Principal will request assistance from the Louisiana Department of Health and Hospitals.
- The Principal will assemble the Emergency Response Team / Crisis Communications Team to handle the incident and media requests.
- The entire incident should be documented and recorded in a secure file.

#### Suicide

- Dial (911).
- Notify Principal / School Resource Officer.
- School Resource Officer will secure and isolate the scene from onlookers.
- Principal will notify the parents.
- Emergency Response Team, Crisis Incident Stress Management (CISM) Team, and Crisis Communications Team are assembled.
- Do not disclose any details to the media.
- The entire incident should be documented and recorded in a secure file.
- The Principal will request immediate assistance from the Louisiana Department of Health and Hospitals to assist counseling students to prevent secondary suicides.
- The entire incident should be documented and recorded in a secure file.

#### Principal

- Don't cancel scheduled events unless necessary. Students find comfort in routines.
- Don't hold a large assembly to discuss suicide.
- Don't announce the death of anyone over the P.A.

## ASSAULTS / FIGHTS

**Assault:** The intentional or attempted infliction of bodily harm upon another person.

**Note:** As most violent acts are time-lined, early intervention may eliminate or reduce the escalation of a possible incident.

### **Upon Initial observance / notification:**

#### *Faculty / Staff*

- (911) Provide: number / type of injuries, name / description / location of perpetrator, vehicle make / model / color / license / direction of travel.
- If safely possible, use cell phone to capture assailant / vehicle photo.
- Immediately notify School Resource Officer/ Principal.
- Ensure the safety of students / staff.
- School Resource Officer (SRO): Address assailant in a calm voice / if behavior escalates, shout “Stop” and return to calm voice.
- (SRO) – Secure and isolate area and disperse onlookers.
- Preserve evidence – consider immediate area a crime scene.
- Dispatch nurse / Red Cross Trained personnel to provide medical assistance.
- **DO NOT LEAVE VICTIM UNATTENDED.**
- Assist law enforcement with identifying, separating, and interviewing witnesses.

#### *Principal*

- Initiate lockdown, if necessary.
- Assemble emergency response team and critical incident stress management team.
- Notify Superintendent.
- Notify parents of all involved parties.
- Document incident timeline.
- Assemble emergency response team to conduct an after-action review and take corrective actions.

## FIGHTS

### **Upon Initial observance / notification:**

#### *Faculty / Staff*

- (911), if necessary (physical altercations).
- Dispatch School Resource Officer to the scene.
- Immediately notify and dispatch the Principal to the scene.
- School Resource Officer-secure and isolate the scene from onlookers and inciters.
- Dispatch nurse and /or Red Cross certified personnel to provide medical assistance.
- Assist law enforcement (School Resource Officer) with diffusing the situation.
- Identify, isolate, and question participants.

#### *Law Enforcement Intervention*

- Physical altercations (injury or otherwise), weapons, sexual assault (intentional touching of anus, breast, buttocks, or genitalia of another person-including areas covered by clothing).

#### *Principal*

- Notify Superintendent and parents of involved parties.
- Dispatch counselor and Critical Incident Stress Management (CISM) Team to assist victim(s) / witnesses.
- Thoroughly document incident timeline.

## WEAPONS

**Weapon:** A device designed to inflict injury or death.

### **Louisiana Revised Statute-RS 14:95.6 Firearm Free Zone**

Student access to weapons creates a major threat to the school community and should be addressed immediately. Timely intervention may eliminate or greatly reduce the escalation of a possible weapons related incident.

Upon Initial observance / notification of a weapon on school premises:

#### *Faculty / Staff*

- Immediately (discreetly) notify Principal and School Resource Officer, and provide:
  1. Location, identity and description of individual
  2. Description and location of the weapon(s)
  3. Has the suspect threatened themselves and /or others?
- Remain calm and avoid focusing attention on the weapon and / or suspect.
- Limit all information to need-to-know.
- If the weapon was reported by a student, (discreetly) send them to the office.
- If the student wishes to remain anonymous, allow them to do so.

#### *Principal*

- **Dial 911** and provide:
  1. Location, identity, and description of individual
  2. Description and location of weapons
  3. Immediately notify School Resource Officer and develop an action plan.
- If a student reported the weapon, discreetly isolate them and await law enforcement.
- Notification: Use a messenger to discreetly alert faculty (use codes and avoid suspicion).
- If the suspect is carrying the weapon, (School Resource Officer), safely attempt to isolate them.
- If the weapon is in a locker or backpack, immediately secure the area and await law enforcement. For explosives, refer to Bomb Stand-Off chart.
- Principal- Determine whether to initiate lockdown, evacuation, or other actions.
- Notify Superintendent.
- Assist and follow the directions of law enforcement with demobilizing the incident (isolating and disarming suspect).
- Notify parent / guardian.
- Document incident timeline.
- Assemble emergency response team to conduct an after action review (AAR).

#### *Hostile Suspect*

- **Do Not** attempt to disarm suspect.
- Avoid any sudden moves and speak calmly.
- Instruct the subject to put down the weapon.
- Back away with your hands up and allow them an escape route.

**SERIOUS INJURY / DEATH**

**SERIOUS INJURY / DEATH**

**Serious Injury**

*During School Hours*

*Faculty / Staff*

- Immediately assess life safety issues.
- Begin performing emergency medical assistance, if properly trained (Red Cross).
- Dial (911) and provide the following:
  1. Confirm school address and exact location ( i.e. classroom door #, entry points)
  2. Nature of emergency and number of persons involved
- Immediately notify Principal.
- Maintain classroom order.

*Principal*

- Dial (911) to notify first responders / Notify Superintendent second.
- Immediately dispatch school nurse, American Red Cross trained personnel, and School Resource Officer to scene.
- Activate the Emergency Response Team and Crisis Communications Team.
- Isolate the injured person(s) and secure the immediate area from onlookers.
- Hold the bells, if necessary (i.e. high-traffic areas).
- Notify parents / legal guardians.
- Assist first responders to expedite patient transfer.
- Assign a staff member to accompany patient(s) to the hospital.
- Direct the public information officer to provide a statement to media (without disclosing the names of the injured persons).
- Thoroughly document incident timeline on the Incident Reporting Form.
- Initiate recovery and return to normal operations.
- Conduct an after-action review to address any procedural deficiencies.

**Death**

- Dial (911).
- Notify Principal / School Resource Officer / School Nurse.
- School Resource Officer should secure and isolate the scene from onlookers.
- Principal notifies the parents and Superintendent.
- Emergency Response Team, Crisis Incident Stress Management (CISM) Team, and Crisis Communications Team are assembled.
- The Public Information Officer will provide a brief prepared statement to the media (without disclosing the names of the deceased persons).
- The entire incident should be documented and recorded in a secure file.
- The Principal will request immediate assistance from the Louisiana Department of Health and Hospitals to assist counseling students.
- The entire incident should be documented and recorded in a secure file.

*Principal*

- Don't cancel scheduled events unless necessary (students find comfort in routines).
- Don't hold a large assembly to discuss the incident.
- Don't announce the death of anyone over the P.A.

**STUDENT UNREST / DRIVE-BY SHOOTING**

**STUDENT UNREST / DRIVE-BY SHOOTING**

**Student Unrest**

Upon Notification:

*Principal*

- (911) if necessary.
- Immediately assess the situation to ensure the safety of the students and staff.
- Dispatch School Resource Officer to isolate and secure the area of disturbance.
- Contain the unrest.
- Determine whether or not to initiate a lockdown.
- Separate and move disorderly students to a confined location.
- Notify Superintendent.
- Meet with student representatives to address issues.
- Thoroughly document incident timeline.
- Conduct an after-action review to assess procedural deficiencies and corrective measures.

*Faculty*

- Keep students calm and maintain classroom order.
- Lock classroom doors and do not allow students outside until receiving the “all clear” signal from the Principal.
- Conduct a roll call and document any missing students.
- Document the incident timeline.

**Shooting (Drive-by)**

*Faculty*

Upon initial observation ( sound of gunfire / visual sighting)

- Seek immediate shelter for faculty / students – maintain extreme caution.
- Drop to floor as low as possible and away from windows.
- (911) and provide the following:
  1. Vehicle description: color, year, make, model, license, direction of travel
  2. Passengers: number, description (if possible) and types of weapons.
  3. If safely possible, attempt to capture a picture of vehicle via cell phone.
- Immediately notify Principal and School Resource Officer.
- Implement classroom lockdown procedures.
- Provide immediate medical assistance to injured victims.
- Conduct roll call and document any missing students.

*Principal*

- Immediately initiate lockdown procedures.
- (911) and provide vehicle, passenger and weapon(s) description. / alert Superintendent.
- Notify and dispatch School Resource Officer, safety permitting.
- Activate Emergency Response Team / Crisis Communications Team / Critical Incident Stress Management Team.
- As soon as the threat has ceased, provide the “all clear” signal to end the lockdown.
- Dispatch nurse and American Red Cross certified personnel to provide medical assistance.
- Assist first responders with medical evacuation.
- Identify and isolate witnesses / assist law enforcement with gathering information.
- Isolate crime scene and reroute traffic.
- Designate a reunification area for student pick-up, and have a spokesperson available to answer questions from parents.

## TERRORISM

**Terrorism:** The unlawful use of force or violence against persons or property to intimidate or coerce a government, or its populace, in the pursuit of political or social objectives (Federal Bureau of Investigations) Note: Most terrorist incidents occur at the national level.

### National Terrorism Advisory System (NTAS)

The National Terrorism Advisory System (NTAS) replaces the color coded Homeland Security Advisory System (HSAS). This new system will more effectively communicate terrorist threat information by providing timely, detailed information to public / private stakeholders.

#### **Key Features**

1. Will only be issued based upon credible information.
2. Alerts will include a clear statement (imminent or elevated threat), along with a detailed summary.
3. Alerts will be based upon the nature of the threat, and in some cases, will only be sent to the affected stakeholders (i.e. law enforcement or specific private sectors).
4. Sunset Provision: Threat alerts will only be issued for specific time periods.

#### **NTAS Alerts**

##### *Imminent Threat Alert*

- Warns of a credible, specific, and impending threat against the United States.

##### *Elevated threat Alert*

- Warns of a credible terrorist threat against the United States.

## TERRORISM

### **In the Event of a National Terrorism Advisory System (NTAS) Alert:**

#### *Principal*

- Evaluate, refine, and test security plans.
- Train and encourage faculty, staff, and students to maintain heightened situational awareness for any suspicious activity, and report accordingly (i.e. persons, vehicles, packages, activity-photo taking, etc.).
- Conduct a thorough facility walkthrough to assess any perimeter security and access control issues (fencing, gates, parking areas, bollards, signage, entry / exit doors, etc.).
- Strictly monitor visitor/ vendor access control (single point-of-entry, badging, log-ins).
- Allow extra adult supervision for during and after-school activities (i.e. high-traffic areas: hallways, cafeterias, restrooms, stairwells, and commons).
- Secure and monitor bus transportation facilities.
- Secure and monitor HVAC (heating, ventilation, and air conditioning) systems, utilities, boiler rooms, etc.
- Secure and monitor food / beverage areas and inventory extra provisions for extended sheltering –in-place.
- Test communications for interoperability with local emergency managers.
- Assess nurse staffing and medical supplies (students on medication= 3 day supply).
- Communicate openly and honestly with students and maintain a sense of normalcy.

## **APPENDIX O**

### **MANMADE HAZARDS (UNINTENTIONAL ACTS) BUS ACCIDENT**

#### **Bus Drivers Go Kit**

Each bus driver's Go-Kit should include the following: Student roster with emergency contact numbers, school district emergency contact numbers, and a disposable camera.

#### **BUS ACCIDENT**

##### **In the Event of a Bus accident:**

- Dial (911) - All accidents, regardless of consequence, are to be reported.
- Notify Principal.
- School staff on scene shall administer basic first-aid until emergency medical services arrive.
- Bus Driver or school staff member will photograph the accident (vehicles only).
- All uninjured students will be moved to a safe distance from the accident site.
- The names and location of hospital notified.
- Locations of all injured students shall be provided to school administration.

##### **Principal**

- Notify Superintendent and District Support Team.
- Identify injured students and hospital locations.
- Immediately contact parents /guardians and report the student's condition and hospital location.
- Dispatch a school staff member to each medical facility that an injured student was taken to assist and provide support to parents.
- Thoroughly document accident timeline on the incident report.
- Assemble the emergency response team to conduct an after-action review to identify and correct procedural deficiencies.

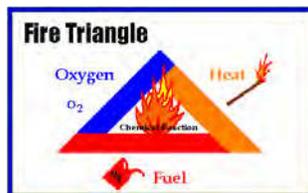
##### **Bus Evacuation Procedures ( Fire and / or Immediate Threat to Passengers)**

- Park bus as close to the shoulder of the road as possible.
  1. Activate hazard lights
  2. Activate emergency brake
  3. Shut-off engine
- Bus Driver: Stand facing the rear of the bus.
- Command students to remain seated, and prepare to evacuate the bus.
- Turn towards the front of the bus and move backwards stopping at the first occupied seat.
- (Left or Right Seat) Touch shoulder of person nearest the aisle and indicate to exit the bus.
- Assist special-needs students ("Buddy System").
- Continue moving backwards, repeating the above procedure until the bus is empty.
- Make sure the bus is completely empty. Check under the seats.
- Evacuate students to a safe distance (at least 100ft) and keep them together (conduct roll).
- If the front entrance is blocked, evacuate using the rear door.
- For immediate evacuations (imminent danger): Evacuate through both the front and rear doors. Driver directs the rear and the bus monitor directs the front.
- The windshield and rear windows may be pushed out to expedite evacuations.
- Overturned bus: Access roof hatches and up-side emergency doors (middle of bus).

## APPENDIX P

### TECHNOLOGICAL HAZARDS

#### FIRE



#### Fire Classifications (Three common and two specialty classes)

Class A: Common Combustibles-nonmetal (wood, paper, cloth, rubber, trash, and some plastics). Class A fires generally leave an ash.

Class B: Flammable Liquids / any nonmetal in a liquid state, on fire. This classification also includes flammable gasses (gasoline, grease, oil, and acetone). Class B fires generally include materials that either boil or bubble.

Class C: Energized (powered) electrical equipment (appliances, switches, power tools, panel boxes). Class C fires generally involve electric currents.

Class D: Certain Combustible Metals (Potassium, Magnesium, Aluminum, Sodium). These metals burn at high temperatures and produce sufficient oxygen to enable combustion. They may react violently with water or other chemicals (handle with care).

Class K: Combustible cooking media (Oils and Fats)

Extinguisher Type	Class A	Class B	Class C	Class D
Pressurized Water (APW)	Yes	No	No	No
Dry Chemical (Sodium Bicarbonate)	No	Yes	Yes	No
CO <sup>2</sup>	No	Yes	Yes	Yes
ABC Multi-Purpose (Dry Chemical)	Yes	Yes	Yes	No
ABC (Halotron)	Yes	Yes	Yes	No
Purple K Dry Chemical	No	Yes	Yes	No
K Extinguisher	Yes	Yes	No	No
MetalX,	No	No	No	Yes

Note: Class K-Dry and wet chemical extinguishers are used for kitchen (Class K) Fires.

Important: Never use water to extinguish Flammable liquid (B) and Electrical (C) Fires

Portable Extinguisher (Proper Usage): Remember "PASS"

- **P**.....Pull Pin
- **A** .....Aim the Fire Extinguisher nozzle towards the base of the flame.
- **S**.....Squeeze the Trigger while keeping the extinguisher upright
- **S**.....Sweep the area of the fire by rotating the fire extinguisher in a side-by-side motion.

Note: Always alert others prior to attempting to use a fire extinguisher

Most fire extinguishers will have a Pictograph label identifying the fire classification the extinguisher is designed to fight.

## FIRE

### Preventative / Mitigative Measures

#### Evacuation Planning

- Utilize the school's protective features (firewalls, fire doors, etc.).
- Avoid high hazard areas (i.e. boiler rooms, kitchens, open stairwells, etc.).
- Avoid cross traffic.
- Post evacuation floor plans in all classrooms / offices / gathering areas, while identifying the following:
  1. Primary and secondary evacuation routes
  2. Handicap-accessible evacuation routes
  3. EMS (Emergency Medical Services) gathering points for disabled persons

### FIRE EVACUATION PROCEDURES

#### Upon Initial Notification:

##### *Faculty / Staff*

- Activate the nearest fire alarm (initiate secondary warning if the alarm is inoperable).
- Immediately evacuate students and staff following pre-designated routes. Allow for secondary route if the primary route is blocked by hazards.
- Close, but do not lock doors as you exit. Do not operate light switches or any electrical devices.
- Assist special-needs students. Allow for "Buddy System."
- Evacuate directly to pre-designated gathering points\*.
- School Resource Officer: scan restrooms, lockers, storage areas and other gathering points to ensure the building has been fully evacuated.
- Conduct roll call and document / notify Principal of any missing students.
- Provide medical assistance, if necessary.
- Do not allow anyone to reenter the building until instructed to do so by Principal.
- The Principal will notify faculty / staff / students upon termination of the incident.

##### *Custodian*

- Shut-off power and gas to the building.
- Assist first responders.

##### *Principal*

- Dial (911) and provide details / notify Superintendent.
- Activate Emergency Response Team.
- Provide "Go-Kit" to first responders (fire / law enforcement).
- Be prepared to relocate faculty /staff / students to a pre-designated location based upon building damage and /or inclement weather.
- Document incident timeline.
- Conduct after-action review to identify any corrective actions.

##### *Carry Items (Faculty)*

- Daily attendance roster
- Student medications

\* Pre-designated gathering points are to be located at least 500 ft from the building(s).

## HAZARDOUS MATERIAL SPILL / RELEASE

**Hazardous Material:** Any substance or material (biological, chemical, physical) having the potential to cause harm to humans, animals, or the environment, either alone or by interacting with other agents. There are nine HAZMAT Classifications: explosives, compressed gas, flammable liquids and solids, oxidizers, toxic materials, radioactive materials, corrosives, and miscellaneous Important: Response to Hazardous Material Incidents requires specialized training and proper PPE (Personal Protective Equipment) OSHA 1910.120 HAZWOPER

In the event of a propane or natural gas leak or odor **inside** the building-**EVACUATE THE BUILDING IMMEDIATELY-Alert others as you are exiting-do not operate any electrical devices or light switches- (911) Report immediately-as soon as safety permits.**

**Upon arrival, Emergency First Responders will assume command of the incident and direct further actions (evacuation, shelter-in-place, etc.).**

### HAZARDOUS MATERIAL SPILL / RELEASE PROCEDURES

#### Incidents Occurring Inside the Building

##### *Preventative Measures*

- Develop and implement a policy for identifying, inventorying, tracking, and securing school related hazardous materials.
- Download the current NIOSH Pocket Guide to Chemical Hazards (2012) and Emergency Response Guidebook (2012) on your PC / Iphone.

##### *Staff*

- Immediately notify Principal.
- Secure and isolate the immediate area-relocate students-alert others.
- Render First-aid, if trained to do so (i.e. Red Cross).
- Do not re-enter affected area until instructed to do so (Principal / first responders).
- Await further instructions (evacuation / shelter-in-place /return to normal operations).
- Avoid operating anything capable of igniting fumes (electrical devices, lighters, matches, etc.).

##### *Principal*

- Immediately assess the situation –Refer to MSDS (Material Safety Data Sheet) / NIOSH Pocket Guide to Chemical Hazards (2012) / Emergency Response Guidebook (2012).
- (911) and provide the following: School address, type of chemical (if known), exact location.
- Missing or injured students / notify Superintendent.
- Secure and isolate immediate area (relocate students in the immediate vicinity).
- Alert school community (P.A. System) to avoid the affected area and await instructions.
- Activate Emergency Response Team and dispatch School Resource Officer to isolate / secure area.
- Assist first responders (Fire / Police): Hazard type, location, missing / injured students, “Go Kit.”

## SCHOOL SAFETY MULTI-HAZARD EMERGENCY PLANNING TOOLKIT

- Allow first responders to assume command / determine whether to evacuate or shelter-in-place.
- Follow standard assembly procedures for evacuation / sheltering. Always remain upwind of fumes.
- Be prepared to relocate faculty /staff / students to a pre-designated location based upon building damage and /or inclement weather. Notify parents, if necessary.
- Determine when it is safe to return to normal operations.
- Assemble emergency response team to conduct an after action review to identify any corrective actions.

### **Incidents Occurring Outside the Building ( Toxic Release / Spill caused by Tanker Truck, Rail Tank, Industrial Facility, Ruptured Pipeline)**

#### *Staff*

- Immediately notify Principal (provide location and type (if known) of chemical).
- Relocate students away from the immediate danger area.
- If outside, conduct a reverse evacuation.
- Observe wind direction ( i.e. flag, leaves) and always remain upwind.
- Await further instructions from the Principal and / or first responders (Fire / Police).

#### *Principal*

- Local EOC (Emergency Operations Center) shall provide immediate notification to Principal and Superintendent.
- Activate emergency response team to assist on scene first responders (fire, police).
- On scene first responders (EOC, Fire, and Police) will assume command and recommend sheltering or evacuation procedures.
- Follow standard assembly procedures for evacuation / sheltering. Always remain upwind of fumes.
- Be prepared to relocate faculty /staff / students to a pre-designated location based upon building damage and /or inclement weather. Notify parents, if necessary.
- Determine when it is safe to return to normal operations.
- Assemble emergency response team to conduct an after action review to identify any corrective actions.

### **Shelter-in Place Procedures**

- Shut and secure all windows and doors.
- School Custodian: Shut off HVAC (heating, cooling, and ventilation) systems.
- Faculty / staff / students: Immediately report to pre-designated shelter-in-place locations.
- Assist special-needs students.
- Seal windows / vents / doors with visqueen and duct tape.
- Place a wet towel under the door and seal the top and sides with duct tape.
- Faculty: conduct roll call and document / notify Principal of any missing students.
- Principal: Notify parents / legal guardians and apprise them of the situation.
- Faculty / students: Remain calm-Principal will monitor the situation and provide updates. Do not exit the shelter until instructed to do so.
- Principal: Monitor the situation (i.e. Local Emergency Operations Center (EOC), local T.V., radio, etc.).
  
- The Principal will determine when the threat has ceased and it is safe to exit.
- Once the threat has subsided, exit the building and remain there until the

## SCHOOL SAFETY MULTI-HAZARD EMERGENCY PLANNING TOOLKIT

contaminated air has been replaced with fresh air.

- Principal: Conduct an after action review to identify any corrective actions.

### Shelter-in-Place Supplies

- First-Aid Kit (American Red Cross), N-95 Masks, Goggles, Radio, Visqueen, Landline Telephone, Drinking water, Flashlights, Student Roll, Two-Way Radio, etc.

**RADIOLOGICAL INCIDENT**

**Radiological Incident:** The uncontrolled release of radioactive material that has the capability of causing harm to humans and / or damaging the environment.

**Radiological Emergencies (Nuclear Plants) / Alert Classifications**

<p>1. <b>Unusual Event:</b> A minor problem has taken place (no release of radioactive matter is expected). Federal, state, and local officials will receive notification. You do not need to take any action.</p> <p>2. <b>Alert:</b> Minor problem (small amounts of radioactive matter could be released at the plant). Federal, state, and local officials are to be notified and are on stand-by. You will likely not have to take action.</p>	<p>3. <b>Site Area Emergency:</b> This is a more serious threat (small amounts of radioactive material could be released into the area outside the plant). Federal, state, and local officials are prepared to help you take action, if the need arises. If you hear the outdoor warning sirens, tune to your local T.V. or radio stations for instructions.</p> <p>4. <b>General Emergency:</b> This is the most severe type of emergency (radioactive matter could be released outside the plant). Federal, state, and local officials will work with experts at the facility. If you hear the outdoor warning sirens, tune to your local T.V. or radio stations for instructions.</p>
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**Notification Protocol**

- Schools located within a ten-mile radius of a nuclear power plant shall be notified by their local Emergency Operation Centers (EOC), via tone alert receivers / telephone, to either shelter-in-place or evacuate to a pre-designated reception center.

**Upon Notification From Local Emergency Management (EOC) Procedures**

*Shelter-in-Place*

- Refer to Shelter-in-Place procedures (Hazardous Material Spill / Release).
- Cover up any exposed food and place in a refrigerator.
- If instructed, cover mouth and nose with a mask, handkerchief, paper towel, or tissues.
- Await further instructions from the Principal.

*Evacuation*

*Principal*

- Activates the emergency response team to initiate an orderly evacuation.
- Coordinates bus transportation to pre-designated reception centers.
- Notifies and briefs faculty / staff / students on the situation and planned protective measures.
- Notifies parents / guardians on student reunification procedures and location of reception center.
- Coordinates controlled shutdown of school: Utilities (electrical, gas, water), HVAC (heating, ventilation, and cooling) system, and securing doors / windows.
- Places evacuation sign in main window.
- Responsible for “Go Kit.”

*Faculty*

- Coordinates orderly evacuation to the reception center (responsible for roll book).
- Conducts roll after arriving at the reception center and documents missing students.

## APPENDIX Q

### NATURAL HAZARDS FLOOD

**Flood Incident:** A rising and overflowing of a body of water especially onto previously dry land. \* Merriam-Webster

#### **Preventative / Mitigative Measures**

- Contact local emergency managers to determine whether your school is in a flood zone. Refer to: National Flood Insurance Program (NFIP) *Flood Insurance Rate Maps (FIRM)*.
- Improve site drainage (i.e. enlarge culverts / drains, re-grade, levees and pumps, retention areas, site elevation).
- Elevate all mechanical and electrical equipment.
- For multi-story buildings, consider relocating critical areas (i.e. library, media center) to a higher floor.
- Provide emergency auxiliary power (back-up generators) for sump pumps.
- Monitor, add, clean, and / or repair sewer backflow valves to prevent sewage from backing up into the school.
- Sign up for NOAA National Weather Service (NWS) alerts, and consider downloading available computer / cell phone applications (NOAA, WeatherBug).

#### **Flood Damage Consequences**

- Site damage (soil erosion, debris, and sediment), structural damage, damage to utility systems (electrical wiring, fuel storage, and mechanical systems), school contents, health threats (mold) and school closure (continuity of operations).

#### **NOAA Flood Warning Categories**

- **Flood Watch / Flash Flood Watch:** Flooding or flash flooding possibility in your area.
- **Flood Warning:** A flooding event is imminent or presently occurring. If advised to evacuate, immediately do so.
- **Flash Flood Warning:** A flash flood is imminent or presently occurring. Immediately seek higher ground on foot.

## Flood Evacuation Protocol

<p><i>Principal</i></p> <ul style="list-style-type: none"><li>• Monitor NOAA / National Weather Service, and local radio stations. Maintain contact with local emergency managers.</li><li>• Coordinate with pre-designated relocation centers. Maintain an alternate location to ensure availability in case the primary and secondary locations are flooded.</li><li>• Coordinate with school transportation for bus evacuation.</li><li>• Evacuate immediately if told to do so.</li><li>• Alert student body (Bell / P.A. System).</li><li>• Activate the emergency response team.</li><li>• Coordinate with school custodian to conduct a controlled shutdown of the facility (utilities, mechanical, and electronic devices, door locks).</li><li>• Coordinate a safe and orderly evacuation.</li><li>• Notify parents / guardians in accordance with district policy.</li><li>• Evacuate with “Go Kit.”</li><li>• Document incident timeline.</li></ul> <p><i>Bus driver</i></p> <ul style="list-style-type: none"><li>• Never drive through flooded streets / roads or attempt to cross bridges, overpasses, or tunnels damaged by flooding.</li><li>• If bus stalls in rising water, evacuate immediately to higher ground.</li></ul>	<p><i>Faculty</i></p> <ul style="list-style-type: none"><li>• Immediately evacuate students and staff following pre-designated routes. Allow for secondary route if the primary route is blocked by flood water.</li><li>• Evacuate with daily attendance roster and student medications.</li><li>• Allow students to take their belongings</li><li>• Assist special-needs students. Allow for “Buddy System.”</li><li>• Avoid walking through flood waters.</li><li>• Do not allow any students to re-enter the building.</li><li>• Assist bus drivers with an orderly student boarding.</li><li>• School Resource Officer: Scan restrooms, lockers, storage areas, and other gathering points to ensure the building has been fully evacuated.</li><li>• Upon arrival at relocation center, conduct roll call and notify Principal of any missing students.</li><li>• Assist students and parents with reunification.</li><li>• Follow school district reunification policy and I.D. Parents prior to releasing students.</li></ul>
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## SEVERE WEATHER (TORNADO / SEVERE THUNDERSTORM)

### Preventative / Mitigative Measures

- Integrate a Severe Weather Emergency Plan into your school’s emergency response planning.
- Designate and train a member of the emergency response team (NOAA / National Weather Service Spotter Training).
- Set up a weather information center (NOAA Tonal Alert Weather Radio).
- Sign up for NOAA National Weather Service (NWS) alerts, and consider downloading available computer / cell phone applications (NOAA, WeatherBug).
- Establish a method for alerting faculty / staff / students / special-needs students.
- Identify high wind safety zones within the school (engineer and architect recommended) - Examples: Small interior rooms, windowless interior hallways, and bathrooms.
- Refer to FEMA website for school interior hallways structural recommendations.
- Train and exercise the school’s Severe Weather Emergency Plan regularly.

### Tornado Danger Signs

*Severe thunderstorms:* Thunder, lightning, heavy rains, and strong winds.

*Hail:* Pellets of ice from dark clouded skies.

*Roaring noise:* Like the sound of hundreds of locomotives.

*Funnel Cloud:* Dark, spinning column from the sky to ground.

**Tornado warning- A funnel cloud has been sighted or indicated on radar. Local radio and T.V. will usually broadcast the location and direction**

<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>• Immediately alert faculty / staff / student body (Bell, P.A. System-Tornado Warning).</li> <li>• Activate emergency response team.</li> <li>• Dispatch School Resource Officer to maintain watch for any tornado funnels.</li> <li>• Assist faculty with relocating students to pre-designated shelter areas.</li> <li>• Be prepared to issue “Drop- Cover- Hold” command via P.A. for an imminent danger situation where faculty / students need to shelter in class.</li> <li>• Delay bus departures.</li> <li>• Alert parents picking up students and move them into the shelter area.</li> <li>• Issue flashlights, hand-held radios, and emergency supplies, as needed.</li> <li>• Maintain possession of the “Go Kit” for immediate access to first responders.</li> </ul> <p><b>Custodian</b></p> <ul style="list-style-type: none"> <li>• Shut off main gas utilities.</li> <li>• Be prepared to shut off all other utilities if necessary.</li> </ul> <p><b>Drop-Cover-Hold</b></p> <ul style="list-style-type: none"> <li>• <b>Drop</b> to the floor and shelter under desk away from windows.</li> <li>• <b>Cover:</b> Lie face down-bring knees to chest-place hands behind your head.</li> <li>• <b>Hold</b> onto desk legs and maintain your position.</li> <li>• <b>Assist special-needs students.</b></li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Coordinate student transition to pre-designated sheltering areas.</li> <li>• Relocate to shelter with student roster and student medications.</li> <li>• Assist special-needs students (“Buddy System”).</li> <li>• Close all fire exits and gates along the evacuation route to mitigate flying debris.</li> <li>• Coordinate orderly transition to shelter areas-Ensure students know “Cover” procedure.</li> <li>• Imminent danger: Be prepared to shelter in class- assist students with “Drop-Cover-Hold” – Position students away from windows.</li> </ul> <p><b>Bus Drivers</b></p> <ul style="list-style-type: none"> <li>• Travel at a ninety degree angle from the funnel cloud and seek shelter at nearest available option.</li> <li>• If necessary, seek shelter under an overpass. Park the bus downwind in order to keep it from being blown back into your position.</li> <li>• Evacuate bus and shelter students up under the overpass.</li> <li>• If caught in the open: Evacuate the bus and position students in low lying areas (ditch, culvert, etc.) Position: face down / hands covering head.</li> <li>• Report situational awareness as soon as possible.</li> </ul> <p><b>Shelter Protective Measures (Cover)</b></p> <ul style="list-style-type: none"> <li>• <b>Cover:</b> Lie face down-bring knees to chest-place hands behind your head.</li> </ul>
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## PANDEMIC FLU

*Pandemic Influenza (flu): An Influenza (flu) pandemic occurs when a new influenza virus emerges for which humans have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causes serious illness, and can sweep across the country and around the world in a very short time. Note: A vaccine can't be produced until the virus strain is identified.*

### **BACKGROUND**

Influenza (flu) Pandemics are considered one of the greatest and most likely threats to public health. Pandemics are not to be confused with seasonal influenza (flu) epidemics, which occur every year, and result in an average of 36,000 deaths annually in the United States. Seasonal influenza epidemics are the result of a few known influenza (flu) virus strains, which are carried globally through human-to-human transmission. Since these viruses occur on a regular basis, humans develop some degree of immunity, and vaccines are readily available. Pandemic influenza (flu), on the other hand, refers to a worldwide epidemic of a new, drastically different strain of influenza virus, to which humans have no immunity. This new virus strain may be able to spread very rapidly via human-to-human transmission, and result in high levels of sickness and death around the world. The U.S. Centers for Disease Control and Prevention (CDC) estimates that an influenza pandemic could infect up to 200 million people, causing between 200,000 to 1,900,000 deaths in the United States alone. **Note:** In the last century there were three major worldwide influenza pandemics: 1918 (Spanish Flu), 1957 (Asian Flu), and 1968 (Hong Kong Flu). The most virulent of these, the 1918 Spanish Flu, caused more than 40 million deaths worldwide (500,000 in the U.S. alone).

The World Health Organization (WHO) and the U.S. Centers for Disease Control (CDC) have been monitoring a new influenza virus (H5N1 “Avian Influenza” or “Bird flu”) and expect it to be the likely cause of the next influenza pandemic. H5N1 is both adaptable and deadly (fifty-seven percent rate of morbidity). H5N1, like most influenza viruses, first established itself in avian (bird) populations (intestines of wild birds). Currently, the only thing preventing H5N1 from becoming an influenza pandemic is the ability to be efficiently passed from human to human. Once this adaptation occurs, a pandemic will likely begin, and there will be no stopping it.

**Note: Most health experts agree that another influenza pandemic is inevitable and preparations must be made to mitigate its consequences.**

## PANDEMIC FLU

**Table 1 Definitions**

<p><b>Antibiotic:</b> Medication used to treat infection caused by bacteria. Antibiotics do not protect against viruses (e.g. penicillin)</p> <p><b>Antigen:</b> A substance, foreign to the body, which stimulates the immune system to produce specific antibodies (proteins that fight antigens). Antigens include foreign proteins, bacteria, viruses, pollen, and other materials. The immune system considers the material to be foreign because it is not found naturally in the body.</p> <p><b>Antiviral:</b> A type of drug that kills or weakens a virus or interferes with the ability of a virus to replicate in the human body. Specific antivirals are used for specific viruses. People who are in high-risk groups are often given antivirals because of their increased potential to develop other health issues.</p> <p><b>Asymptomatic:</b> Having a disease, but showing no outward signs or symptoms of the disease.</p> <p><b>Avian (bird) flu (AI):</b> Caused by influenza viruses that occur naturally among wild birds. Low pathogenic AI is common in birds and causes few problems. Highly pathogenic H5N1 is deadly to domestic fowl, can be transmitted from birds to humans, and is deadly to humans. There is virtually no human immunity and human vaccine availability is very limited.</p> <p><b>Bacteria:</b> Any of a large group of single-celled organisms that live in soil, water, plants, organic matter, or the live bodies of animals or people. Bacteria may be helpful, but in certain conditions may cause illnesses in animals and humans (e.g. strep throat, most ear infections, and bacterial pneumonia). Bacteria are the most abundant of all organisms. They reproduce by simple cell division. Antibiotics kill bacteria.</p> <p><b>CDC (The Centers for Disease Control and Prevention):</b> One of 13 major operating components of the United States Department of Health and Human Services (HHS). Its mission is to prevent and control infectious and chronic diseases, injuries, workplace hazards, disabilities and environmental health threats.</p> <p><b>Contagious:</b> Infectious; easily diffused or spread, as from one person to another.</p> <p><b>Disinfectant:</b> A chemical substance used to destroy viruses and microbes (germs), such as bacteria and fungi</p> <p><b>Epidemic:</b> A widespread outbreak of an infectious disease affecting many individuals in a community or a population at the same time. Compare to “Pandemic.”</p> <p><b>Flu:</b> The common name for “influenza.”</p> <p><b>H5N1:</b> A strain of influenza type A virus that in 1997 moved from poultry to humans. While the outbreak of this virus was rapidly contained, it produced significant morbidity and mortality in persons who became infected, probably from direct contact with infected poultry. So far, the spread of H5N1 from human-to-human has been rare and has not proceeded beyond one person. However, because all influenza viruses have the ability to change, scientists are concerned that H5N1 will one day be able to easily pass from one human to the next. Because these viruses do not commonly infect humans, there is little or no immunity from them. Also, once H5N1 is able to pass efficiently from person-to-person, influenza pandemic will most likely occur.</p> <p><b>Infectious:</b> Capable of causing infection or spreading disease (communicable or transmissible). A person can be infectious (a carrier) without showing signs of the disease.</p>	<p><b>Influenza:</b> A contagious disease caused by particular strains of influenza viruses (A, B, or C). It is an acute viral infection involving the respiratory tract in humans (nose, throat, lungs). Commonly called the “flu,” it is characterized by the following symptoms: headache, muscle ache, fever, weakness, and cough.</p> <p><b>Isolation:</b> The physical separation of a person suffering from an infectious or contagious disease from the community (quarantine).</p> <p><b>Pandemic:</b> A pandemic is a global disease outbreak.</p> <p><b>Seasonal (common) flu:</b> A respiratory illness that can be transmitted person to person. Most people have some immunity, and a vaccine is available.</p> <p><b>Pathogen:</b> Anything capable of causing disease. Usually refers to an organism that causes disease in another organism, but can refer to substances (e.g. asbestos). Pathogenic microorganisms include: viruses, bacteria, and fungi.</p> <p><b>Personal Protective Equipment (PPE):</b> Specialized clothing or equipment worn to protect someone from a hazard, such as an infectious disease. It can range from a mask or a pair of gloves, to a combination of gear that might cover some or all of the body.</p> <p><b>Prophylaxis:</b> An infection control measure whereby antimicrobial, including antiviral, medications are taken by a healthy individual to prevent illness before or after being exposed to an individual with an infectious disease (e.g. influenza).</p> <p><b>Social Distancing:</b> Distancing or separating people in everyday activities as a means of reducing the spread of contagious disease (e.g. working from home, cancelling meetings, telecommuting).</p> <p><b>Telecommuting:</b> Using telecommunications technology (computer, telephone, etc.) to work from some location other than the regular business office.</p> <p><b>Tamiflu:</b> An antiviral drug, Tamiflu fights influenza viruses by reducing the severity and length of illness. Tamiflu is not a vaccine or antibiotic, and will not cure the flu. Tamiflu works by inhibiting a protein (neuraminidase) on the flu virus that lets viruses move from one cell to another. These types of drugs are called “neuraminidase inhibitors.”</p> <p><b>Vaccine:</b> A preparation of weakened microorganisms given to create or increase resistance to a certain disease. The preparation contains killed microorganisms, living weakened microorganisms, or living fully virulent microorganisms, such as bacteria or viruses. The vaccine stimulates the immune system to produce antibodies to protect against a specific disease caused by the microorganism. Vaccines may be administered through needle injections, by mouth, or by aerosol. The process is called <b>vaccination</b>.</p> <p><b>Virus:</b> A group of infectious agents characterized by their inability to reproduce outside of a living host cell. Viruses may subvert the host cells’ normal functions, causing the cell to behave in a manner determined by the virus.</p> <p><b>World Health Organization (WHO):</b> A specialized agency of the United Nations generally concerned with health and health care.</p>
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## PANDEMIC FLU

### PLANNING OBJECTIVES

- Limiting the number of illnesses and/or deaths of Students, Faculty, and Staff
- Preserving continuity of school functions
- Minimizing school economic losses
- Minimizing school social disruption

### PLANNING ASSUMPTIONS

- The warning time for a pandemic outbreak may be less than six weeks.
- Efficient and sustained human-to-human transmission signals an imminent pandemic.
- Parents may refuse to send their noninfected children to school.
- Susceptibility to the pandemic influenza will be universal.
- The health care system and funeral industry will be overwhelmed.
- Economic and social disruption will be great.
- The clinical attack rate (percentage of people who will miss work due to sickness) will be at least 30 percent of the population (allocate resources accordingly).
- Children have the greatest risk for transmission of the virus.
- For every one person infected, there will be at least two secondary infections.
- Some persons may become infected but not develop significant symptoms.
- The average incubation period (time between infection and onset of symptoms) for influenza is 2 days.
- Persons carrying the pandemic may shed the virus and transmit infection for up to one day prior to the onset of illness. Viral shedding and risk of transmission is greatest during the first two days of illness (children usually shed the greatest amount of virus).
- At least two pandemic influenza waves are likely, each lasting 6 to 8 weeks.
- Schools will need to plan to function with a 30 percent absentee rate.
- Traditionally, the highest risk groups for severe and fatal infections have been infants, the elderly, and pregnant women. However, there have been influenza pandemics (1918 Spanish Flu) that attacked the immune systems of young healthy persons.
- The seasonality of a pandemic cannot be predicted with certainty. However, based on historical data from the 20<sup>th</sup> century, most waves in the U.S. occurred in fall and winter.
- A vaccine may not be available for 6 to 8 months after the onset of influenza pandemic and supplies will be limited.
- Antiviral medications (Tamiflu) may be in limited supply, and may not treat or protect against the pandemic virus strain.
- Distribution of critical goods and services will be erratic.
- School Districts will not be able to rely on mutual aid from other government agencies (local, state, and federal).
- Quarantines and isolating of ill persons will be required.
- Social distancing (e.g. telecommuting) may be used to control the spread of the pandemic.
- Certain public health measures (e.g. school closures, quarantines) will likely increase employee absenteeism.

## PANDEMIC FLU

### Concept of Operations (Con-Ops)

Pandemic Alert System		
Condition=Blue Inter-pandemic phase Plan (mitigate)	Phase 1	No new influenza subtypes detected in humans. If present in animals, risk of human infection is low.
	Phase 2	No new influenza subtypes detected in humans. However, a circulating animal influenza virus poses a risk to humans.
Condition=Orange Pandemic alert period Prepare	Phase 3	Human infections with a new subtype, but no human-to human spread, or rare instances of spread by close contact.
	Phase 4	Small clusters with limited human-to-human transmission. Spread is highly localized. Virus has not adapted to humans.
	Phase 5	Larger clusters of infection, human-to-human spread still localized. Virus is better adapted (not yet fully transmissible)
Condition=Red Respond	Phase 6	Pandemic. Widespread sustained human-to human transmission.
Condition =Green Recovery	Phase 7	Post Pandemic

#### Inter-pandemic phase (Condition blue): Plan/Mitigate

##### Principal

- Establish a Pandemic Flu Response Team with defined roles and responsibilities and assign a coordinator.
- Develop a Continuity of Operations (COOP) plan and identify and delineate essential personnel / functions.
- Work with Louisiana Department of Health to conduct outreach to the school community on preparing for a possible influenza pandemic
- Place Louisiana Department of Health posters throughout school.
- Conduct a thorough risk assessment, addressing operations and possible loss of school resources
- Integrate school pandemic flu plan into crisis communication plan (Notification, e-learning, tracking, and communicating with students)
- Provide entire school community (including parents) access to the Pandemic Flu Plan

#### Pandemic Alert Phase (Condition orange): Prepare

##### Principal

- Begin stockpiling: N-95 or higher respirators, reusable gloves (robust rubber), disposable gloves, goggles, hand sanitizer (alcohol based 70% ethanol), disinfecting wipes, bleach, etc.
- Review and amend faculty, staff, and student absenteeism policies (encourage sick to stay home)
- Assess procedures for continuity of instruction (i.e. e-learning, telephone trees, mailed lessons, etc.)
- Coordinate with key public stakeholders (Local Emergency Managers, Department of Health and Hospitals)
- Encourage entire school community to receive flu shots
- Receive and disseminate real time accurate information
- Conduct an exercise to test the plan for possible gaps.
- Update Pandemic Flu alert stages on school web page

#### Pandemic Phase (Condition Red): Respond

##### Principal

- Activate Pandemic Flu Response Team (Emergency Response Team)
- Coordinate with key public stakeholders (Local Emergency Managers, Dept of Health and Hospitals)
- Establish a sentinel network to immediately identify sick students and send them home.
- Establish disinfecting procedures for sanitizing infected areas ( i.e. bathrooms, telephones, keyboards, etc.)
- Stock and maintain at least a four-week supply of school related inventory –develop multiple supply chains.
- Limit or restrict school-related travel and after-school activities.
- Top-off fuel levels on all school assigned vehicles
- Receive and disseminate real-time accurate information and update flu alert stages on school website.
- Distribute N-95 masks and gloves, if necessary.
- Implement leadership succession plan (delineation of duties-three tier) for key administrators (Principal, vice Principal)
- Coordinate with Louisiana Department of Hospitals to deliver prophylaxes and vaccines once available.
- Work with temp agencies to fill positions

#### Post-Pandemic Phase (Condition Green):

##### Recovery

##### Principal

- Begin hiring and training new employees
- Revert pandemic alert stage back to condition blue.
- Meet / coordinate with Superintendent and District personnel
- Review supply chains and make necessary adjustments.
- Activate emergency response team to assist with recovery efforts
- Coordinate with key public stakeholders
- Provide a press release on school status
- Conduct an after-action review (AAR) to identify any deficiencies and make changes

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