

I. EVACUATION ANNEX

A. Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

B. Scope

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location (playground, football stadium, or off-site location in the community) with less danger.

Additional Functional Annexes that may be used in “Evacuation” include: Communications, Shelter-In-Place, Accounting for All Persons, and Reunification.

C. Concept of Operations

1. General

- Faculty shall remain with students until relieved of their responsibility by the building Incident Commander/Principal.
- When both the school attended and the parents' homes are located within the declared emergency area the students will be evacuated to a location where they will be sheltered until released to their parents or guardians. Predefined primary assembly area locations include:
 - [Location 1]
 - [Location 2]
 - [Location 3]
- Secretaries from District Administration Office, Cafeteria Employees, and Custodial personnel shall report to the assembly area to receive direction from the administrator/designee in charge at that sight.
- Maintenance Staff will assist in traffic control until such time as police/fire police arrive on scene.
- When the school is outside a declared community evacuate area, and the student's home is inside the community evacuation area, students will be kept at school until return to parent/guardian arrangements can be made.
- School buses available from [Name Bus Source] maybe used to evacuate students from an affected building.
- At the direction of the Incident Commander, students who walk to/from school may be permitted to walk home if their safety is assured and it is certain a parent or guardian is home.
- Local news media will be utilized in disseminating information about the crisis. See Communications Annex.

- The Superintendent, Principle, Police, Fire and County Emergency Management will communicate and collaborate throughout the evacuation process.

2. School Incident Commander/Principal

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Annually review, negotiate, and update all external supporting entities Memorandums of Understanding.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Evacuation

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school will be evacuated.
- Notify appropriate district staff that an evacuation of the school will occur.
- Determine or refine evacuation routes based on location of the incident and type of emergency.
- Communicate any changes in evacuation routes to staff and public safety personnel (911).
- Communicate the need to evacuate the building, or a specific area of the building, to the staff and other occupants by activating the fire alarm; by a public-address system; or bullhorn.

Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS TAKE YOUR STUDENTS TO [THE DESIGNATED] ASSEMBLY AREA. TEACHERS TAKE YOUR GO-KIT & CLASS ROSTER. UPON ARRIVAL AT THE ASSEMBLY AREA, TAKE A HEADCOUNT AND CALL THE INCIDENT COMMAND POST.

- Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist evacuation.
- Assign staff to walk the evacuation route in advance to ensure the path and assembly areas is safe; including free from suspicious packages, devices, or persons.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated runner staff, or bull horn.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Evacuation

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers/Staff

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Kit's
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Evacuation

- Take Go-Kit, class roster, phone lists, first-aid kit and other emergency supplies with you.
- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal.
- Upon exiting the classroom do not lock classroom doors when, close door and turn off lights.
- Do not stop to retrieve student or staff belongings.
- Help those needing special assistance.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.
- Upon arrival at the designated assembly check for injuries to person in your care. Report all injuries to the Incident Command Post.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Kit's
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Evacuation

- Take office Go-Kit, telephone lists, visitor logs, and student sign out sheets to designated evacuation assembly area.
- Gather headcount information from teachers/staff and inform the School Incident Commander/Principal of any missing or injured students or staff.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

D. Other Special Procedures

1. Buses Utilized

When an evacuation of the school is declared and buses are utilized, time may or may not permit the utilization of normal after-school dismissal procedures.

- Should time permit and the safety of the students is assured, students will be dismissed following the normal after-school procedures.
- Should time not permit the normal after-school dismissal procedures, students will board buses as they arrive with no regard to normal bus assignments. Students will board each bus, 63 students per bus. The Incident Commander/Principal will assign two faculty members to supervise each bus. The students will be evacuated to another location for family reunification.

2. Buses Not Utilized

When an evacuation of the school is declared and time does not permit the use of buses, faculty and students will follow the evacuation procedures as directed by the Incident Commander/Principal.

3. Students with Physical Disabilities and Special Needs

Teachers assigned to students with disabilities impacting the student's ability to are responsible for their evacuation in accordance with these guidelines. The Principle will ensure training provided to those faculty assigned to assist disabled or challenged students during an evacuation. **Students given permission to ride the elevator for medical reasons will be required to use stairs during an emergency evacuation.** Challenged students will exit the building following the building's fire procedures. Upon

reaching the top of the nearest stairwell, the student will be assisted in descending the stairs during the least hazardous time.

Faculty Responsibilities:

- Supervise and/or assist the evacuation of the student with physical disabilities.
- Pre-assign another teacher to evacuate non-disabled classroom students. An accurate class roll must be provided to this specified teacher. The name of the designated teacher will also be recorded on the other class attendance report.
- In the event of an evacuation, supervise and/or assist the movement of the student with physical disabilities to the nearest stairwell. Follow one of the procedures below;
- Submit information to the Superintendent to ensure compliance and to arrange for subsequent training and in-service.

Procedure 1 — Students who Use Wheelchairs:

1. Seek student and/or staff volunteers to assist stairwell evacuation.
2. Leave the student in the chair, already in a mode of transport.
3. Secure the student with the chair's waist belt. If there is no waist belt, secure the student in the chair using alternate means (i.e. other kind of belt, necktie).
4. Be sure the chair brakes are off.
5. Reassure the student by explaining what you are about to do.
6. Give them instructions to:
 - a. Be calm and remain in the chair
 - b. Keep arms folded across the chest
 - c. DO NOT grab handrail or volunteers.
7. Tilt the chair about 10 to 20 degrees back. Guide the chair down the stairs feet first.
8. DO NOT LIFT THE CHAIR - Let the large rear wheels touch the steps bearing weight.
9. The volunteers should lift use their legs, not lift with their back.
10. DO NOT RUSH - Descend the stairs slowly. Under most conditions, there is no need to hurry.

Procedure 2 – Other Students with Physical Disabilities:

- Proceed with the descent providing assistance through an arm/shoulder support or one-to one person arm carry (Example: student wearing a leg cast).

II. REVERSE EVACUATION ANNEX

A. Purpose

Reverse evacuation should occur when students are outside for physical education classes or recess and conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, or a hazardous material release outside of the school building.

B. Scope

Reverse evacuation should take place if it is determined that it is safer inside than outside the building (hazardous weather, dangerous animal, suspicious person, police chase, explosion, or hazardous material spill) and staff, students and visitors can safely return to the school building.

Additional Functional Annexes that may be used in reverse evacuation include: Communications, Shelter-In-Place, Drop Cover & Hold, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Reverse Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Reverse Evacuation

- Order students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.

Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO REVERSE EVACUATE INTO THE BUILDING. TEACHERS AND STAFF OUTSIDE THE BUILDING, TAKE YOUR STUDENTS INSIDE THE BUILDING IMMEDIATELY. UPON RETURN TO HOME CLASSROOMS, TEACHERS TAKE CLASS HEADCOUNT AND CALL RESULTS TO THE OFFICE.

- Order staff to close and lock all exterior windows and doors.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.

- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Reverse Evacuation

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers/Staff

Before Reverse Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Reverse Evacuation

- Immediately move students back to classrooms or safe areas using the closest entry.
- Ensure no students or staff remain outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Upon arrival in classroom, or assembly area, teachers will take attendance and account for all students and report any missing or injured students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Care for students and keep them quiet and calm.
- Wait additional instruction.
- Monitor the main entries until the “All Clear” is given.

After Reverse Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

-

III. LOCK-DOWN ANNEX

A. Purpose

This annex describes the courses of actions followed to protect school students, staff, and visitors from a possible imminent threat to those in and around the building. The primary objective of a “Lock-Down” is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

B. Scope

The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. Examples of “Lock-Down” inside building imminent threat issues included: armed intruder, dangerous animal, or suicidal student.

Additional Functional Annexes that may be used in Lock-Down include: Communications, Evacuation, Shelter-In-Place, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. General Lock-Down Procedures

- In the event of possible imminent threat to students, staff, and visitors in and around the building our principle to act quick and go high.
- In the face of a possible imminent threat we will defer to more stringent Lock-Down protocol knowing we can deescalate to a more relaxed protective action states like “Keep-Out” or “Stay-Put,” as developing information or conditions allow.

2. School Incident Commander/Principal

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Lock-Down

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “LOCK-DOWN.” REMAIN IN “LOCK-DOWN” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “LOCK-DOWN”.

- Designate staff to call 911 and report the following:

The name and address of the school; describe the emergency; state, “The school is in “Lock-Down;” provide intruder description and weapon(s), as relevant, provide known injured information, and identify the location of the school command post.

Direct the staff to stay on the phone with 911 to provide updates and additional information.

- Notify staff and classes outside the school to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- Establish Incident Command and staff Command Post.
- Assign staff person to meet first responders with copy of school EOP and floorplans.
- Gather information from internal and external sources to determine continuation or de-escalation of lock-down status.
- Consider the need to transition to Evacuate parts or all of the school.
- Consider the need to transition to Keep-Out or Stay-Put status.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Consult Communications Annex for community/parent notice, as appropriate.

After Lock-Down

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Lock doors and turn off lights.

- Continue to Secure Classroom:
 - Open exterior window blinds.
 - Place room number sign in exterior window.
 - Obscure or cover windows from the hallways into the classroom.
 - As practical, move large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Place students in area of room, or adjoin room, that provides the greatest protection from gunfire.
- Take attendance and prepared to notify Command Post of missing students or additional students, staff or guests sheltering in room.
- Seek calm and keep quiet.
- As possible, report status to Command Post by use text message or email.
- If confronted by in-room threat, staff and students may utilize methods to fight or distract the intruder's ability to cause harm; such as making loud noises, hitting, or throwing objects at the face of the intruder.
- If flight (RUN) is required, guide students to assembly site and report status to Command Post.
- Keep everyone inside room until the Incident Commander gives the "All Clear" signal; unless a life-threatening situation exists and a means to safe exit is available through a window or other safe passage.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Monitor phones and wait for additional procedures from district office and Incident Commander.
- Prepare to take office Go-Kit, telephone lists, visitor logs, and student sign out sheets to Command Post.

- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.
- In Command Post monitor phones and refer information to/from the Incident Commander.

After Lock-Down

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

5. Custodians

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Monitor radio and wait specific instruction from Incident Commander.
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.
- Obtain master key(s) for first responders.

After Lock-Down

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

D. Other Special Procedures

While evaluating a possible imminent threat to students, staff, and visitors in or around the building, other lessor degrees of movement restricting protective actions may be employed to meet the nature of the risk or threat. Lessor degrees of movement protective actions include "Keep-Out" and "Stay-Put." The use of "Keep-Out" or "Stay-Put" protective actions may be used after the call for "Lock-Down," or may be used at the onset of specific emergency events. Being less restricting of movement but like "Lock-Down," these protective actions have been included in this annex. Due to these likenesses, the above role-based actions can be similarly applied when the need to step-down from "Lock-Down" to "Keep-Out" or "Stay-Put," or such first use presents.

1. "Keep-Out" Call

"Keep-Out" procedures are used to protect school students, staff, and visitors from a possible threat located *outside* of the school building or school complex. Examples of outside building/complex threats resulting in "Keep-Out" actions include: in area police chase or pursuit; outside dangerous animal; or near grounds area suspicious person.

Standard steps taken in “Keep-Out” include: reverse evacuate students and staff outside the building; lock all exterior doors; close shades on all exterior windows; open shades on all interior hall and door windows; continue interior school movements; continue in-classroom instruction; and remain in “Keep-Out” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Keep-Out” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “KEEP-OUT.” REMAIN IN “KEEP-OUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “KEEP-OUT.”

2. “Stay-Put” Call

“Stay-Put” actions are followed to restrict the movement of school students, staff, and visitors away from hallways and common areas. Examples of needs resulting in calling a “Stay-Put” state include: contraband locker searches; sweeps for possible suspicious packages; or general health/safety issues in common areas or hallways.

Standard steps taken in “Stay-Put” include: reverse evacuate students and staff from outside the building; require students to report to their classroom; preventing students and staff from leaving classrooms; continue in-classroom instruction; and remain in “Stay-Put” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Stay-Put” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “STAY-PUT.” REMAIN IN “STAY-PUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “STAY-PUT.”

IV. SHELTER-IN-PLACE ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect occupants when a non-violent threat is occurring or may occur outside the building that may or may not require movement to another location.

B. Scope

The primary objective of a “Shelter-in-Place” is a precaution aimed to keep the occupants safe while remaining indoors from a *hazardous material* (or similar event that requires respiratory protection) incident.

Additional Functional Annexes that may be used in “Shelter-in-Place” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Shelter-in-Place

- Determine and direct “in-classroom” or “common-area” Shelter-in-Place location(s).
- Immediately order students and staff outside to move inside the building.
- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SHELTER-IN-PLACE.”
REMAIN IN “SHELTER-IN-PLACE” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE
ARE IN CONDITION “SHELTER-IN-PLACE.”

- Order staff to close and lock all exterior windows and doors.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.

- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Shelter-in-Place

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Shelter-in-Place

- Close all exterior doors and windows.
- Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Turn off in-room fans, heating, and air conditioning systems.
- Continue to Secure Classroom:
 - Open exterior window blinds.
 - Place room number sign in exterior window.
 - Open all blinds hallways windows to room.
 - Use duct tape and plastic sheeting to seal all vents, windows, and doors.
- Place students in area of room, or adjoin room, that provides the greatest protection from airborne contaminates.
- If available, guide students and staff to cover nose and mouth with respiratory mask, handkerchief, town, or cloth.
- Take attendance and prepare to notify Command Post of missing students or additional students, staff or guests sheltering in room.
- Seek calm and keep quiet.
- As possible, report status to Command Post by landline phone.

- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone inside room until the Incident Commander gives the “All Clear”.

After Shelter-in-Place

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Custodians

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain Shelter-in-Place needed items: duct tape, plastic sheeting, respiratory masks.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Shelter-in-Place

- Close and doors and windows.
- Turn off school-wide HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander.

After Shelter-in-Place

- Direct building decontamination actions.
- Replenish utilized materials or supplies.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

V. SAFE-COVER ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring or may occur outside the building requiring movement to a structurally safe location.

B. Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from primarily a weather related (tornado, hurricane, etc.) event.

Additional Functional Annexes that may be used in “Safe-Cover” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Safe-Cover

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Safe-Cover

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SAFE-COVER.”
REMAIN IN “SAFE-COVER” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “SAFE-COVER.”
- Direct all students, staff, and visitors to move away from all glass window and doors and gather in the in-building structurally safe location.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Safe-Cover

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Safe-Cover

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Safe-Cover

- Close and lock all exterior doors and windows.
- Take Go-Kit, class roster, phone lists, first-aid kit and other emergency supplies with you.
- Instruct students to exit the room using the designated routes to the designated in-building structurally safe location.
- Upon exiting the classroom do not lock classroom doors when, close door and turn off lights.
- Do not stop to retrieve student or staff belongings.
- Help those needing special assistance.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated in-building structurally safe location.
- Upon arrival at the designated in-building structurally safe location check for injuries to person in your care. Report all injuries to the Incident Command Post.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.
- Prepare to Safe-Cover for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or gives other movement guidance.

After Safe-Cover

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Custodians

Before Safe-Cover

- Direct engineering determination of best in-building structurally safe location(s).
- Provide determination of best in-building structurally safe location(s) information to Incident Commander.
- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Safe-Cover

- Turn off school-wide utilities (gas & power) and HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander.

After Safe-Cover

- Direct building inspection, including natural gas, water, and electrical systems for damage,
- Return service of utilities and HVAC as soon as practical.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

VI. DROP, COVER, AND HOLD ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when an exterior threat is occurring or may occur outside the building *with limited or no warning, making movement to another location is not possible.*

B. Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from an event with limited or no warning; such as: sudden weather event or earthquake.

Additional Functional Annexes that may be used in “Drop, Cover, & Hold” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Drop, Cover, & Hold

- Immediately order all students and staff outside to move inside the building.
- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “DROP, COVER, & HOLD.” REMAIN IN “DROP, COVER, & HOLD” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “DROP, COVER, & HOLD.”
- Direct all students, staff, and visitors to move away from all glass windows and doors as practical.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.

- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Drop, Cover, & Hold

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Drop, Cover, & Hold

- Instruct students and staff to immediately drop to the floor.
- Instruct students and staff to take cover under sturdy desk to table, as practical.
- Instruct students and staff to hold onto something sturdy and stay put until the event subsides.
- As event subsides, prepare for possible need to move to a safer location.
- Seek calm and keep quiet.
- Take attendance and prepared to notify Command Post of missing students or additional students, staff or guests sheltering in room.
- As possible, report status to Command Post by landline.
- Prepare to Drop, Cover, & Hold for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

After Drop, Cover, & Hold

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Custodians

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.

- Ensure annex based roles & responsibilities are trained to support staff and students.

During Drop, Cover, & Hold

- Turn off school-wide utilities (gas and power) and HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander.

After Drop, Cover, & Hold

- Direct building inspection, including natural gas, water, and electrical systems for damage,
- Return service of utilities and HVAC as soon as practical.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Other Special Procedures

i. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

ii. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

VII. HOLD-STUDENTS ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring outside the building that does not threaten the safety of occupants who remain indoors, but is unsafe outside of the building.

B. Scope

This is a precaution aimed to keep the occupants safe and remaining indoors from a weather related (severe storm, heavy snow, etc.) *incident after normal dismissal hours*.

Additional Functional Annexes that may be used in “Hold-Students” include: Communications, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Hold-Students

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “HOLD-STUDENTS.”
REMAIN IN “HOLD-STUDENTS” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE
IN CONDITION “HOLD-STUDENTS.”
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- Notify bus service providers and consider transpiration impacts.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Hold-Students

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Hold-Students

- Close and lock all exterior doors and windows.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.
- Prepare to Hold-Students for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

After Hold-Students

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Office/Custodial/Medical/Food Service Workers

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Hold-Students

- Prepare for after hour food, water, and possible overnight needs of students, staff, & visitors.
- Monitor and attend to medial needs of students, staff, and visitors (Medical).

- Monitor radio and wait specific instruction from Incident Commander.

After Hold-Students

- Replenish supplies used in the event.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

VIII. ACCOUNTING FOR ALL PERSONS ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

B. Scope

Faculty and staff assigned student supervision at the time of an emergency must account for each student assigned to them. The name of each student in a class or study hall must be listed in the teacher's grade book. This grade book should accompany the teacher when an evacuation is declared. Roll will be taken and an attendance report completed by each teacher who has an assigned supervisory activity at the time of the protective action event. This will include all students who are on the roll, but are not physically present in class. As soon as the teacher has completed his or her check of the roll, and conditions permit, the report will be forwarded to Incident Command.

1. General

When the protective actions order is given, the teacher will follow the following steps. Student accountability is the responsibility of the teacher.

- Attendance report forms will be kept in plan books by each teacher to have them ready during an emergency.
- All faculty members who do not have a supervisory assignment at the time of an incident will report available to support the incident to Incident Command.
- Should a parent or guardian arrive to withdraw a student from the building, the parent or guardian will follow reunification procedures for the release of students.
- Building secretaries shall be responsible for bringing administrative Go-Kits, including all items needed for reunification students.

2. School Incident Commander/Principal

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Accounting for All Persons

- Communicate the need to Account for All by a public-address system; or bullhorn.

Make the following announcement:

YOUR ATTENTION, PLEASE. DUE TO THE CURRENT STATE OF EMERGENCY WE NEED TO
"ACCOUNT FOR ALL PERSONS." TEACHERS AND STAFF CONDUCT "ACCOUNTING FOR

ALL PERSONS" AND REPORT RESULTS TO INCIDENT COMMAND BY [XXXX] MEANS.
REPEAT, "ACCOUNT AND REPORT FOR ALL PERSONS."

- Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist accounting for all persons.
- Monitor the situation and provide updates and additional instructions as needed.
- Direct staff to locate and report unaccounted students and staff.
- Report missing students and staff to law enforcement.
- Inform district of status of accounting.
- Consult Communications Annex for community/parent notice, as appropriate.

After Accounting for All Persons

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers/Staff

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Accounting for All Persons

- Take role of students and staff.
- Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.

After Accounting for All Persons

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's; including, forms or other tools used to report, record, and resolve student and staff attendance.

- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Accounting for All Persons

- Gather headcount information from teachers/staff and inform the School Incident Commander/Principal of any missing or injured students or staff.

After Accounting for All Persons

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

IX. COMMUNICATIONS ANNEX

A. Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation.

B. Scope

The School EOP include policies and procedures governing school incident communications with emergency responders, as well as with students, parents, staff, the school community and the media before, during, and after the incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent and located in the Business and Superintendents office.

1. Responsibilities

To implement the communications procedures all staff will be trained on the communications procedures in this annex.

2. Specialized Procedures

I. BEFORE AN INCIDENT

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, the school will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain a list of contacts for the major television and radio stations and Web sites.

II. DURING AN INCIDENT

A. Internal Communications

Faculty and staff will be notified by the Incident Commander when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Public Address System.**
- **School Messenger:** Email, Voice, Mass Call, and SMS notification system.
- **Two-Way Radio System:** School Incident Command will use the following Emergency Radio Channels for the listed functions.

Radio Channel:	Channel Frequency:	Channel Purpose:
1		School Incident Command
2		Tac 1 – Group Function Assigned by IC
3		Tac 2 – Group Function Assigned by IC
4		Tac 3 – Group Function Assigned by IC
5		Tac 4 – Group Function Assigned by IC

B. Communication Between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Public Address System
- Face to face classroom visit
- Assembly
- Email
- School Messenger

1. External Communications – Parents

School Incident Command will communicate with parents during an incident by:

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an Emergency Response Protocol (EPG), its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
 - Information will be included in the **School Newsletter and Student-Parent Handbook**.

- Translation services for non-English-speaking families and students with limited English proficiency, should be considered.
- In the event of an incident, the school will:
 - Disseminate information by notification systems to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule, and attend an open question and answer meeting for parents/guardians as soon as possible.

2. Emergency School Closing/Early Dismissals

In the case of severe weather conditions, it may become necessary to close school for the day, or duration of the storm. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using the District telephone notification system. School closings will be announced on the District website, and over the following radio, television, and social media venues:

TV Station Name	TV Station Name	TV Station Name
Radio Station Name	Radio Station Name	Radio Station Name
School Messenger	Facebook Site	Twitter Address

3. External Communications – Media

School Incident Command will communicate with the media during an incident by:

- Designating a Public Information Officer.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with all incident partners.
- Requesting the media contacts broadcast the School's external communications plans, including the information hotline for parents and guardians.

Communication is a critical component of crisis management. Staff, students, parents and community expect accurate information. During a crisis, it is quite likely that the media will be present. In fact, much of what the community knows about a crisis will come through the media. Therefore, it is vital that the school district and the media work cooperatively. Once the emergency situation or crisis is stabilized, the Superintendent, or designee, shall prepare a statement for the press based upon information provided on the *Crisis Management and Information Sheet*. This individual will represent the district to the media. Staff should refer reporters to the district spokesperson.

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.
- Pre-designated Media Staging Sites:

Location and Address	High or Low Impact Site
	LOW
	HIGH

- Provide regular updates to the media and school community.
- The School PIO will work with other PIO's from responding agencies and establish a Joint Information System to minimize mixed messages.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

The following considerations and suggestions may be helpful when working with the media.

- The primary communication goal should be to keep the public informed about the crisis while maintaining student privacy and as little interruption to the educational process as possible.
- As soon as possible, give the district superintendent a clear and concise statement of the basic facts so that he or she can prepare the district's official statement (See Crisis Assessment and Information Sheet). News people will always want to know who, what, where, why and how. "Facts" should be consistent in all contacts with news media.
- If reporters and cameras arrive at school while students are in class, guide reporters' activities so that they will not disrupt the educational process. Reporters **may be permitted** on campus, but they should not be permitted to enter classrooms during an emergency situation.

- Don't presume to tell a reporter what is or isn't newsworthy. That decision is made by the reporter and his or her editor. And never lie to a reporter. Tell the news quickly; get it over with. It may be your only chance to set the record straight.

4. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the Incident Commander or Designee will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

III. AFTER AN INCIDENT

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, School Administration will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: (a) estimate when the educational program can be fully operational; and (b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Columbia County Office of Education of recovery status.
- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.

- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

IV. COMMUNICATION TOOLS

Some common internal and external communication tools that the school may use include the following:

- **Standard telephone:** the school has designated a school telephone number [List Number] as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Public Address/Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Information below this line is in raw draft format, editing needed before use.

X. CONTINUITY OF OPERATIONS

A. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time.

B. Concept of Operations

Delegation of authority and management responsibilities should be determined by School officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on next page.

Table 1. Essential Functions Performed by COOP Personnel

Superintendent, Assistant Superintendent(s) and Principal(s)	<ul style="list-style-type: none">• Determine when to close schools, and/or send students/staff to alternate locations.• Disseminate information internally to students and staff.• Communicate with parents, media, and the larger school community.• Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal and Assistant Superintendent(s)	<ul style="list-style-type: none">• Ensure systems are in place for rapid contract execution after an incident.• Identify relocation areas for classrooms and administrative operations.• Create a system for registering students (out of district or into alternative schools).• Brief and train staff regarding their additional responsibilities.• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).• Reevaluate the curriculum.
Facilities Manager, Custodial Manager and the Custodial/Maintenance Staff	<ul style="list-style-type: none">• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.• Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
Business Manager, Assistant Business Manager, School Secretary/Office Staff	<ul style="list-style-type: none">• Maintain inventory.• Maintain essential records (and copies of records) including school's insurance policy.• Ensure redundancy of records (records are kept at a different physical location).• Secure classroom equipment, books, and materials.• Restore administrative and record-keeping functions such as payroll, accounting and personnel records.• Retrieve, collect, and maintain personnel data.

	<ul style="list-style-type: none"> • Provide account payable and cash management services.
Counselors, Home School Visitors, and School Nurses/Nurse Assistants, Psychologists	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols.
Business Manager, Food Service/Cafeteria/Bus Drivers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume.

C. Specific Procedures

1. Activation and Relocation

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

2. Alert, Notification, and Implementation Process

The Principal/School Decision-Maker will activate the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

3. Relocation Sites

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

4. Alternative Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility for District Operations will be **[facility]**. For relocation of operations and essential functions, alternative facilities are listed below:

Building	Alternate Facility	Street Address	Contact Information

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

5. Interoperable Communications/Backup Sites

As noted above, the high school or middle school will be used as temporary alternative sites for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites have been identified as noted above. The alternative sites within the District have the infrastructure

capacities and capabilities needed for continued operations. Examples of this infrastructure needs include:

- The telephones and computers are maintained, protected, and backed up offsite.
- The hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the buildings.
- The telephone lines will work even during power failures.
- The buildings also have generators for emergency power.
- The computer storage rooms housing the servers are protected by an array of optimal controls such as fire prevention, humidity controls, air conditioners, and temperature controls.

6. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored [identify offsite location and any important details, as appropriate]. Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

7. Human Capital Management

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

8. Reconstitution

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

9. Emergency Chain of Command

The Building Crisis Management Team should consist of the building principal, counselor, psychologist, nurse and other Emergency Care Responders (staff who have completed paramedic, Red Cross First Aid, CPR, or other skills appropriate for assisting during a crisis).

In the case of a district emergency, the superintendent will make decisions. When conditions permit, the superintendent will consult with the District Crisis Management Team. In the absence of the superintendent, the following employees, in order of sequence, shall be responsible for decision making:

Senior/Junior High Principal
Elementary Principal
Business Manager

In the event of a crisis or emergency, the District Crisis Management Team will meet in accordance with the following:

- Events requiring building evacuation – The team will meet at the Leechburg Police Department. Teams members will be disbursed based on the nature of the event.
- Events not requiring building evacuation – The team will meet in the Board Room of the J. D. Orr Building. The Superintendent and Building Principal will determine the appropriate course of action.

In the case of a building emergency, principal will make decisions. When conditions permit, the principal will consult with the superintendent and the Building Crisis Management Team. Teamwork is an important element of a good crisis intervention.

District Administrators will be equipped with two-way radios to enable direct and immediate communication throughout the state of emergency or crisis situation.

XI. RECOVERY

A. Purpose

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

B. Scope

The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

C. Concept of Operations

1. Academic Recovery

Learning is the primary purpose of schools, and the ability to resume academic activities is essential to a school's recovery. The resumption of academic activities begins to restore normalcy to the school environment, which can be very important in the psychological and emotional health of students.

Planning should include when the school should be closed and reopened, and who has the authority to do so. How to provide alternate educational programming in the event that students cannot physically reconvene. When school buildings have been damaged, creativity and flexibility are in order to begin restoring structure and routine for students. Identify temporary space(s) the school may use if school buildings cannot be immediately reopened, consider possible memorandum of understandings with community facilities.

2. Physical Recovery

Documenting and keeping redundant records (back-up files, hard copies, etc.) of school assets (facilities, computers, buses, etc.) at all schools and related facilities such as district offices, storage/warehouse facilities, etc.

The plan should include how the school will work with utility and insurance companies before an emergency to support a quicker recovery. Establishing relationships and emergency contact lists for utility providers, insurance company representatives, city/county engineers, and disaster recovery companies should be completed.

3. Fiscal Recovery

The plan should include what roles the district administration will have in fiscal recovery and who is responsible for making financial decisions, approving resource expenditures, tracking expenses, etc. Utilizing the Communications and Warning Annex, develop a plan for staff to receive timely and factual information regarding returning to work, benefits, paychecks, school closures, etc. This part of the plan will also include a complete listing of potential emergency relief funding sources and methods or forms to track expenses.

4. Psychological and Emotional Recovery

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.

- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

Specialized Procedures

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

- **Immediately Following a Serious Injury or Death and/or Major Incident**
 - Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
 - Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
 - Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
 - Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
 - Designate a place for staff, students, and community members to leave well-wishes, messages, and items.
- **Hospital/Funeral Arrangements**
 - Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
 - Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
 - Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
- **Post-Incident Procedures**
 - Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
 - Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
 - Donate all remaining memorial items to charity.
 - Discuss and approve memorials with the school board's consent.

XII. PUBLIC HEALTH, MEDICAL, AND MENTAL HEALTH

A. Purpose

Public Health, medical and mental health courses of action will be implemented to address emergency medical (e.g., first aid), public health, and mental health counseling issues. These efforts will be coordinated with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery Annex.

B. Scope

The District is committed to providing functional needs support services (FNSS) to help ensure children and adults, with or without disabilities, who have access and functional needs maintain their health, safety, and independence during public health and medical response.

C. Concept of Operations

Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily for medical support will be employed during emergencies. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special training or capabilities may be asked to perform tasks other than their daily assignments.

Whenever possible, the district will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

1. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to a member of the School District Emergency Management Team or a first responder agency.

The School Nurse, Psychologist, Special Programs Coordinator, or designee is responsible for activating the District Public Health and Medical Plan. The Superintendent or designee will assign an Incident Commander based the command structure.

2. Strategies

The strategies described below highlight the district's strategies for a public health or medical response.

- Strategy 1: Surveillance
- Strategy 2: Vector Control
- Strategy 3: Exposure
- Strategy 4: Pandemic Response
- Strategy 5: Mass Casualty Response
- Strategy 6: Behavioral Health

Each strategy describes an important piece of the district's response. Additional annexes and appendices to the plan provide supplemental detail on specialized functions.

D. Strategy 1: Surveillance

School-age children prone to contracting and spreading illness due to their inconsistent use of proper hand hygiene, cough etiquette, and social distancing. Local communities must deal with on-going illnesses that continue to threaten the well-being of students and staff.

In an attempt to reduce health risk in schools the district partners with the Pennsylvania Department of Health to monitor community health through absentee rates and school nurse reports of specific illnesses.

Key components of a school-based health program include the promotion of vaccines; individual and school-wide infection control measures; and how to contain, manage, and prevent further spread of infectious diseases. The school nurse is charged with disease surveillance and reporting, coordinating with public health officials in the community.

1. Reportable Illness

Surveillance is an essential component of any public health system and is used to monitor disease trends over time, detect illness outbreaks, and increase knowledge of risk factors.

It is recommended that schools report to the Department of Health when there are currently 70 notifiable conditions. Though it is not required for all illness to be reported, it is recommended that schools report cases of flu and norovirus if they have absentee rates greater than ten percent.

Reportable conditions will be submitted to the Department of Health for inclusion in the statewide report. Cases or suspected cases of illness that appear to be an emergency, outbreaks, exotic diseases, and/or an unusual grouping of disease must be reported to the local health department or the immediately.

2. Notification Procedures

Disease surveillance is a collaboration that enables all levels of public health to share health information, to monitor, control, and prevent the occurrence and spread of reportable diseases.

The State, local health departments, schools, and private sector partners report a variety of information through appropriate channels. This information is used to collect, manage, share, analyze, interpret and disseminate health-related data for reportable and notifiable diseases and conditions.

E. Strategy 2: Vector Control

The district supports campus and facility programs for pest management.

1. Prevention

The district will monitor conditions that can lead to the breeding of pests including garbage accumulation, overgrown vegetation, and stagnant water. The district will also provide support for the control of mosquito populations around campuses and facilities, through safe integrated pest management techniques.

Provide information and education to students, staff, and parents concerning pest control measures and safety. Campuses and buildings within the district will be monitored for potential pests.

2. Integrated Pest Management

Integrated pest management is a strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under this system, when it is economical and practical, multiple control tactics may be used to achieve control of pests.

Schools should have thresholds and actions plans for specific pest problems. Integrated pest management plans help schools set a standard for the management of pest.

3. Rabies

There are several animals considered high-risk for rabies transmission.

Rabies is transmitted primarily through the bite of an infected animal. Virus particles in the animal's saliva enter a victim through the bite wound. Unless post-exposure vaccinations are administered promptly, rabies may develop. Without treatment, rabies is an ultimately fatal infection of the central nervous system.

School administrators and integrated pest management will protect students, faculty, and staff from bats associated with rabies and other potential rabies exposures.

In the event a student or staff is bitten by a suspected infected animal, immediate care is needed for the individual. If possible and safe to do so the animal should be captured and evaluated by the local animal control agency or a veterinarian.

The person who was bitten should follow the steps below:

1. Immediately wash the wound, with soap and water.
2. Report the incident to the appropriate campus personnel. This individual should contact animal control and the Pennsylvania Health Department.
3. Capture the animal if safe to do so, and hold for animal control.
4. Notify the school nurse for wound care. If testing of the animal confirms rabies, those exposed should consult a physician.

4. Responsibilities

District and/or campus administrators should work with IPM staff members and animal control agencies or the Pennsylvania Department of Health. No one should capture or try to capture an animal other than designated personnel.

District and campus administrators should perform the following tasks to ensure the safety of students and staff. Only trained personnel should remove. Access to the area should be limited.

F. Strategy 3: Exposure

To eliminate or minimize students and staff exposure to human blood or other infectious body fluids. This exposure control plan applies to all district employees and students who may come into contact with human blood or potentially infectious bodily fluids.

1. Responsibilities

Employees of the district are expected to follow district policies and procedures as they pertain to blood borne pathogens and exposure.

The District Emergency Management Team must ensure the Safety Officer or designee has ensured employees have received proper training and that an annual program review and update is performed.

The District Emergency Management Team is responsible for the program. This includes but is not limited to the coordination of training, controls, and exposure response through the appropriate channels; and maintaining needed records.

2. Safety

As it may become necessary to administer first aid to another person who is ill or injured, staff must be aware of blood or other bodily fluids. Bodily fluids that do not contain blood included vaginal secretions, semen, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, or amniotic fluid and should be considered infectious. If a bodily fluid is present but it is not possible to detect blood, the fluid should be treated as if blood were present.

The guidelines outlined in this plan are for employees exposed to human blood, vaginal secretions, semen, or other bodily fluids and other potential infectious disease.

If an individual is exposed, they should alert their immediate supervisor and the school nurse as appropriate.

3. Avoid Contact

Consider all blood or other potentially infections materials (OPIM) to be infectious. Blood borne illnesses include but are not limited to human immunodeficiency virus (HIV), hepatitis B virus (HBV), hepatitis C virus (HCV), and other blood borne pathogens.

- To avoid contact with blood, allow a student or injured party to tend to their own injuries as they are able. Allow them to discard the contaminated materials appropriately.
- Do not eat, drink, apply cosmetics or lip balm, or handle contact lenses in work areas where there is a reasonable likelihood of exposure to blood or OPIM.
- Do not store food or drinks in refrigerators, freezers, shelves, cabinets, countertops, or bench tops where exposure to blood, bodily fluids, or OPIM may exist.
- Use a mouthpiece resuscitation bag, pocket mask, or other ventilation device when giving rescue breathing.

4. Personal Protection

It is important to understand what hazards blood borne pathogens present and what preventative measures you can take to limit exposure. The three main areas of protection include personal protective equipment (PPE) and housekeeping.

- Wear latex, vinyl, or plastic gloves approved for work with blood when hands are in contact with blood or OPIM. Remove gloves following proper removal procedures and discard in an approved container. Other personal protective equipment may be required. Wash hands immediately after removing gloves.
- Use self-sheathing needles or other methods to prevent needle sticks when given injections.

- Avoid mouth pipetting/suction, bending, recapping, shearing, or breaking of contaminated needles.
- Discard needles and other sharp objects in the sharps container, located in the nurse's office.
- Pick up contaminated glass and other items that could puncture protective gloves with tongs, forceps, or other items to prevent exposure.
- If there is danger of human bites, wear long sleeves or other protective clothing.
- If contact with blood or OPIM take place and/or immediately after removal of contaminated gloves, wash hands thoroughly with warm water and soap and dry hands using a single-use towel.
- If hand-washing facilities are not immediately available, wash hands with an antiseptic or hand sanitizer. Once a place to wash hands becomes available wash hands thoroughly with soap and warm water, drying with a single-use towel.

5. Cleaning

The method used for cleaning and decontamination of infected surfaces and the disposal of blood and OPIM is vital to the student and staff safety. All decontamination must include the use of an appropriate disinfecting solution.

- Minimize handling of contaminated laundry if possible-use personal protective equipment as necessary.
- Bag all contaminated materials at the area in leak-proof bags with a biohazard or color-coded label and seal the bags prior to removal. Remove contaminated clothing from the area. Place in an approved container.
- Sanitize areas contaminated by blood or OPIM immediately after contamination with an approved antibacterial solution.

G. Strategy 4: Pandemic Response

A pandemic is a widespread outbreak of an illness or disease, affecting large numbers of people. The most commonly known pandemic is the influenza or flu virus. Pandemic flu levels occur when a non-human (novel) influenza virus is spread through sustained human-to-human transmission and then spreads throughout a community.

Should a pandemic outbreak occur in the Commonwealth of Pennsylvania, a significant percentage of the population could become ill. With a large portion of the population being symptomatic, the district must consider the following:

- Attendance rates may lower for students, faculty, and staff.
- First responder resources may be limited.
- Mass gatherings may be limited in order to prevent the spread of the disease.
- School operations could be affected.

The campus safety team is responsible for the implementation and management of this plan.

1. Pandemic Phases

There are three primary periods for a pandemic: inter-pandemic period, pandemic alert, and pandemic. These periods correspond with phases that reflect the progression of the disease.

Inter-pandemic

Phase	Description
Phase 1	No new influenza has been detected in humans.
Phase 2	No new influenza subtypes have been detected in humans; however, animal cases of the illness present possible human illness.

Pandemic Alert

Phase	Description
Phase 3	Human is infected, but there is no human-to-human transmission.
Phase 4	There are small clusters of human-to-human transmission, and spread is localized.
Phase 5	Large clusters of people are ill; however, human-to-human spread is still localized.

Pandemic Period

Phase	Description
Phase 6	There is an increased and sustained transmission in the general population.

During all phases of a pandemic outbreak, the district will monitor and document the number of students and faculty who are absent and meet the definition of the illness. These numbers will help school and health officials make a decision on appropriate actions needed to maintain the health and safety of students, faculty, and staff. This documentation also determines whether the incident is increasing or decreasing in scope and whether the incident will qualify for reimbursement.

Decisions as to how and when to implement disease control measures will be made on a campus-to campus basis. The district, in coordination with the Pennsylvania Health Department, will provide technical support and guidance to campuses regarding control measures and response activities.

2. Mitigation

In an attempt to mitigate the effects of a pandemic the district will focus on education and prevention through health education programs. These programs will encourage the importance of personal hygiene and ensuring that all classrooms, restrooms, and public areas are equipped with an adequate supply of soap and/or hand sanitizer.

The district will follow current policies and procedures as they pertain to absences; however, students and staff will be educated to stay home if symptoms are present. The district will provide information resources to parents, students, and staff, regarding the pandemic and what steps the district is taking to keep them safe.

3. Surveillance

In partnership with Pennsylvania Department of Health, identify and track student absences due to illness. This allows partner agencies the opportunity for rapid detections, unusual changes and/or trends in student health, and allows for early detection and response to a pandemic.

4. Response

During this phase the district will focus on the management of confirmed cases. This includes the process of monitoring students and staff for illness. Students and staff who are symptomatic will be sent home.

Health education procedures will continue to focus on the importance of personal hygiene. Custodial services will begin emergency sanitation procedures to include a more frequent cleaning schedule.

If there is a high number of absenteeism among students and staff, the Superintendent will determine the appropriate course of action to sustain the educational process. The safety team will alert staff to prioritize functions to ensure that basic needs and deadlines are met. Teachers should plan their lessons up to four weeks in advance in case of absence.

Response policies and procedures align with the needs of the whole community. This ensures students and staff with functional and access needs receive the supplemental services needed to maintain their day-to-day lives.

5. Cancelation

When an incident poses an undue threat or has caused severe damage, injury or loss of life, or it appears capable of doing so, the district superintendent may, in collaboration with the school's Board of Trustees, declare a district emergency and implement all appropriate emergency procedures, up to and including curtailment or suspension of educational activities.

6. Documentation

As is the case with any emergency, documentation is required. The extent of documentation is based on the size and scope of the incident. It is the responsibility of each campus, facility, or district department to compile, maintain, and submit documentation and reports in a timely fashion; and, to assist with preparation of situation reports, damage assessment, student accountability, after action reports and related documentation needed to ensure compliance with records management and open record requirements.

All original notes and records are legal documents that should be preserved. During activation the district EOC will maintain an incident log and documentation. Individual departments, facilities, and campuses will maintain logs of major decisions, time lines, logistical deployment, and other actions related to their areas of responsibility and accountability.

7. Communication

The District uses Internet Web Sites, Social Media, and other technology as a notification service to inform the public of both normal and emergency operations. During a pandemic, the district will work closely with the health department to release information to the news media to provide clear and consistent information about the situation at hand and announce whether corrective or emergency actions are underway.

To the extent possible, emergency information will be related to what occurred, areas affected, impact/potential impact upon the district and its stakeholders, measures the district is taking to ensure

the safety and well-being of stakeholders, information regarding expectations of stakeholders, and where to turn for more information.

8. Continuity of Operations (COOP)

As needed, the district may need to activate the COOP plan which outlines procedures for continued function during an extended emergency. This plan outlines procedures for maintaining the following objectives.

- Essential functions, goods, and services that must be maintained under a variety of conditions.
- Essential tasks that can be performed from other locations and implementation strategies for implementing these measures.
- Essential people and materials.
- Delegation of authority.
- Personnel/human resource policies for leave, absenteeism, and payroll.

9. Recovery

The district will continue to monitor students and staff. When the number of sick individuals begins to decrease, the district should begin the recovery phase. This phase focuses on getting students and staff back to a regular schedule.

This includes communication and health education procedures to ensure that staff, students, and parents continue personal hygiene procedures to limit the effects of future pandemic events.

Custodial staff will continue sanitation procedures to prevent a second wave from occurring.

The district will follow current policies and procedures to ensure students who missed numerous days of instruction due to illness are brought back up to speed. Counseling service for educational process as well as behavioral and mental health support will be made available to students and staff as needed.

The safety team will perform an after-action review to ensure lessons learned are captured. These lessons will be translated into a revision of this plan.

The district will then return to normal operations including the continued monitoring of students and staff for illness.

H. Strategy 5: Mass Casualty Response

Mass casualty incidents may occur wherever people congregate—in elementary and secondary schools, on college campuses, or in other venues. Natural or man-made incidents have the potential to generate large numbers of casualties.

Most incidents only last a few minutes. Even when emergency personnel respond quickly, people are already at the scene faculty, staff, students, and volunteers are typically the first to respond.

As soon as an incident occurs several things need to happen. These include but are not limited to:

- Assess the situation, choose the appropriate response, and take immediate action.
- Take action to protect yourself so you can protect and help others.
- Take action to protect those in your immediate area.
- Communication the need for others to take immediate protective actions.

- Notify 9-1-1 for emergency responders.
- Initiate the chosen response action and emergency protocols.
- Triage injuries and apply emergency first aid as needed.

1. Response

Response to an incident will vary depending on the situation; getting people to safety may be accomplished in different ways. District response actions are outlined in the Emergency Operation Plan.

2. Communication

Full communication procedures are outlined in the Emergency Operations Plan. During emergencies, the district will work closely with local news media to provide clear and direct information about the situation at hand and current emergency procedures.

To the extent possible, emergency information will be related to what occurred, areas affected, impact/potential impact upon the district and its stakeholders, measures the district is taking to ensure the safety and well-being of students and staff, information regarding expectations of parents, and where to turn for more information.

3. Triage and Emergency First Aid

Faculty, staff, students, and volunteers are typically the first on scene and therefore, may be required to render aid. As such the district's safety team has been trained in emergency first aid to perform basic life-saving measures until first responders arrive.

The school nurse may provide support as she is able but has appointed a medical response team consisting of staff members to assist as needed.

Medical Go-Kits are stored in the nurse's office and contain a variety of supplies needed to sustain response until first responders arrive.

4. First Responder Support

It is important for students, staff, and volunteers to understand what to expect when first responders arrive on the scene. Response tactics vary depending on the incident.

5. Reunification

If any District building has to be evacuated for an extended period of time, students and staff members will be safely transported by bus to a designated parent-student reunification center. The District will initiate its Family Reunification Plan located in the Functional Annexes of the Emergency Operations Plan.

6. Transport

Once the scene is secured, first responders will work with school officials and victims on a variety of matters. This may include the transport of injured, students, staff, or volunteers.

Due to the complexities of Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) the district must maintain a single point of contact within the medical branch to ensure information is collected in real time.

With this in mind, the district will assign a liaison to the medical branch within the incident command system. This person will track in real time the primary and secondary facilities that students, staff, and volunteers may be transported.

In the event that a student has been injured and/or transported to the hospital, parents will be accompanied by a district/campus safety team member and/or councilor. These individuals will provide needed information to the parents privately and provide mental health support as appropriate.

Based on FERPA requirements written consent must be given before information is disclosed. However, the FERPA regulations permit school officials to disclose information when there is an actual, impending, or imminent emergency, such as an articulable and significant threat.

7. Recovery

Recovery begins during response with the primary focus being to return to the educational process. After a mass casualty incident, the focus will be on providing an environment that will help emotional recovery.

In the wake of a traumatic incident, recovery efforts will be devoted to providing counseling and support services to support emotional recovery. Counseling service will be made available through district resources. These resources may be supplemented with local and/or regional mental health resources as needed.

Faculty and staff will receive just-in-time training so that they can assess emotional needed and support students as needed. Counselors may provide students, staff, and volunteers with needed referrals for mental health support as needed.

Students, faculty, and staff will be provided with interventions such as group discussions, support groups, and other services needed to help them cope with the emotional trauma.

Crisis teams will be available to support students, families, and community partners who need assistance for themselves or their children. Since members of the crisis response team can become overwhelmed over a long period, it is important to ensure that they are also provided with the support they need.

8. Managing Donations

It is within human nature to want to help, as such people may want to express their condolences through cards, memorabilia, gifts and monetary donations. The district will follow current policies and procedures as they pertain to donations. This includes the early release of information concerning donations and monetary contributions.

I. Strategy 6: Behavioral Health

Children are one of the most vulnerable populations when it comes to behavioral health impact of public health emergencies and disasters as they may lack the experience, skills, and resources to cope. Faculty and staff affected by the disaster must also deal with the stressors on their own which can impact the behavioral health of the children under their care.

Behavioral health is an integral part of the overall learning environment. It includes psychological, emotional, cognitive, developmental, and social influences on behavior, mental health, and substance abuse, and the effect of these on the district.

Behavioral factors directly and indirectly influence individual and community risks, health, resilience, and the success of emergency response and recovery strategies. In the wake of an incident in which

students and staff may have experienced trauma these behavioral health aspects play an integral role in returning to the new normal.

The district's ability to respond to a disaster behavioral health concern will vary depending on the nature of the incident. Individuals who are affected may experience varying levels of stress and anxiety.

Appropriate behavioral health services will be made available for students, staff, volunteers, and community members seeking mental health support for themselves or their children. Services may include crisis counseling, critical incident stress management (CISM), or referral to other services and organizations.

1. Whole Community

Individuals with pre-existing behavioral health conditions who rely on the behavioral health care infrastructure to aid their well-being and independence may be greatly affected by damage to that infrastructure. Also of concern is the safety and well-being of at-risk individuals with access and functional needs.

If these issues are not appropriately addressed by care professionals in a timely fashion they may accumulate resulting in further deterioration of behavioral health following an incident.

2. Communications

Communication and education is a major component of behavioral health as it influences decision making in the affected population. The district's public information officer and behavioral health practitioners can develop messaging that addresses the needs of the whole community, encouraging people to follow specific measures, and prevent misinformation from gaining credibility.

Appropriate messaging can educate the public on the recovery process, as to what they can expect and how to cope with the situation enhance the district's resilience.

3. Response

Immediately following a critical incident, the district should begin the process of providing behavioral health support to students, faculty, and staff.

District surveillance systems provide staff with valuable information concerning risks and protective factors affecting students and staff. This research identifies trends and allows practitioners to gear recovery tactics to the specific incident.

Disaster behavioral health actions during the response phase will focus on supportive, strengths-based interventions such as psychological first aid, crisis counseling, and risk communication. These interventions may be provided by behavioral health professionals within the district, but in some cases may be provided by paraprofessionals, other health workers, volunteers, and laypeople who have received training in basic behavioral health support. With this in mind the district has signed into a mutual aid agreement with local and regional mental health service providers to ensure needed support is available.

4. Local Resources

The district may partner with Local Mental Health Authorities, community health authorities that provide services to a specific area as needed to support to students, staff, and community partners. Though these are the first resources to assist the district, State resources can be requested for major incidents.

This is done through the appropriate emergency management channels.

5. State Resources

Once processed, the Pennsylvania Department of Health and/or Department of Human Services may deploy the Disaster Behavioral Response Team who are charged with providing and managing disaster behavioral health preparedness, response, and recovery efforts for the state during and after a state or federally declared emergency.

XIII. SECURITY

A. Purpose

Plan the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

B. Scope

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

C. Concept of Operations

1. Courses of Action

Collaboration with Law Enforcement:

The Superintendent shall execute and update, on a biennial basis, a memorandum of understanding with each local police department having jurisdiction over school property of the school entity. A memorandum of understanding between a school entity and a local police department, including its development and implementation, must meet the requirements of section 1303-A(c) of the Safe Schools Act (24 P. S. § 13-1303-A(c)). In developing a memorandum of understanding to execute with a local police department, a school district shall consult and consider the model memorandum of understanding promulgated by the Board.

On a biennial basis, the school district entity shall file with the Pennsylvania Department of Education's Office for Safe Schools a memorandum of understanding with each local police department having jurisdiction over property of the school entity. As part of its filing with the Department, the school district shall identify substantive differences between the memorandum of understanding adopted by the school district and the model memorandum of understanding and provide a statement of reasons for the differences.

The School Board, on a biennial basis, will review and, as necessary, revise its model memorandum of understanding. As part of its biennial review, the Board will consider the memoranda of understanding filed by school entities with the Department's Office for Safe Schools and statements explaining school entities' reasons for adopting memoranda of understanding having substantive differences with the model memorandum of understanding.

Arrival and Dismissal Safety:

As per the Elementary School Handbook:

Students may not arrive at school until 8:35 am. During the first three days of school, parents/guardians may walk their child to their homeroom. After the three day period, parents/guardians must escort their child to the cafeteria at 8:35 a.m. Parents whose children are assigned to ride a bus but wish to pick them up on a regular basis should complete a form that designates their child as a "walker". All walkers, including those who are bus students but whose parents have designated them as walkers, will be dismissed on Center Avenue at 3:10 p.m. Parents will pick up their children at this entrance promptly so as not to create traffic congestion. Students should walk straight to school and straight home each day and always

remember the safety rules: Walk with a friend and never accept a ride from a stranger. Students who live in town and walk to school should proceed home immediately when dismissed.

As per the Junior/Senior High School Handbook:

1. All students are to use the cafeteria entrance when arriving to school until 9:00 am. Students are not to use the First Street Entrance when entering the building in the morning. After 9:00 am, students are to enter through the High School Office.
2. Students are requested to leave home and time their walk or ride so that they will arrive at approximately 7:25 a.m. Students will be dismissed from the cafeteria to go to their lockers at 7:33 a.m.
3. While in the cafeteria, students are to be seated and should not stand in the main walkway. They shall report directly to their locker/home room when dismissed from the cafeteria at 7:33 am.
4. Once students arrive on campus, they should enter the building. Students are not to leave campus without administrative approval once they arrive.
5. The Leechburg Elementary Playgrounds are "Off Limits" for all students in grades 7 through 12 when school is in session.

Prohibited Items:

As per the Student Disciplinary Code:

- Radios, tape players, and CD/MP3 players to class unless authorized by the classroom teacher for educational purposes or as included in the student's Individual Education Plan (IEP).
- Playing cards, dice, trading cards and/or electronic games.
- Laser pointers or other objects that disrupt the educational process.
- Weapons: shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku (nun-chuck stick), brass or metal knuckles, firearm, shotgun, rifle, pellet gun, BB gun, look-a-like gun, chemical agent such as mace, explosive device, and any other tool, instrument or implement capable of inflicting bodily injury. Weapon includes any object purported by the possession to be such a weapon. A weapon possessed and used in conjunction with a lawful supervised school activity or course shall be permitted. Weapon does not include any device which is authorized by the school for a legitimate educational purpose, such as tools, scissors, compasses, pencils, implements for art class, and the like or any device or object which has been given prior approval by the principal in connection with any educational program or extracurricular activity. Any student, however, using any such object in an aggressive threatening and/or intimidating manner shall be considered in possession of a weapon.

Threats:

How to respond to threats identified by the behavioral TAT. What happens if the TAT identifies a student, through their comprehensive assessment approach, that might be a threat to the school? Who is notified? What actions are taken? How is this communicated to the school community to quell potential rumors or fears?

Information Sharing:

The School District is required to notify law enforcement in specific situations listed in the Police MOU, and has discretion over whether to notify law enforcement about certain incidents as per the Police MOU. Law enforcement's decision to investigate and file charges may be made in consultation with school administrators.

When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

- Comply with the Family Educational Rights and Privacy Act (hereinafter —FERPA||), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
- Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 131303-A and 13-1313-A, and any amendments thereto.
- Complete reports as required by section 1303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools.

2. Strategies for Physical Building Safety

Natural surveillance

Arranging physical features to maximize visibility (For example – Do your school office personnel have a clear line of sight out of their windows to the parking lot to see who is approaching the main doors? If not, consider trimming tree limbs to a 7-foot height and shrub/bushes to a 3-foot height to promote better natural surveillance.).

Natural access control

Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers (For example – Put yourself in the place of a visitor who has never been on your campus. Is signage adequate around the entrance to guide the visitor to an appropriate visitor spot in the parking lot? Would the visitor then know what door to enter to register as a visitor in the office? Does shrubbery (natural landscape barriers) or other mechanisms guide visitors in a direction that you would like for them to travel to get to the main office?)

Territoriality reinforcement

Clearly delineating space, expressing pride and ownership, and creating a welcoming environment. Examples might include posting student generated artwork in the hallways (check applicable local and state fire codes for any restrictions), murals, or floor designs that lead visitors to common areas in the school versus classroom or private workspaces, etc.

Management and maintenance

Ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed (For example – Make sure that mechanical areas are clean, functional, and off limits to unauthorized personnel)