SEOP

SCHOOL EMERGENCY OPERATIONS PLAN

{SCHOOLNAME},

{SCHOOLDISTRICT}

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SCHOOL SAFETY TEAM AND EMERGENCY CONTACTS

SCHOOL SAFETY TEAM

The School Safety Team is a made up of school facility staff and supported when needed by school district, and response community representation, with a vested interest in the safety of students, faculty, and staff. This plan must be developed by a building-level School Safety Team (T.C.A. § 49-6-804 and T.C.A. § 49-6-806)

Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes

COMMUNITY RESPONSE ORGANIZATION EMERGENCY CONTACT INFORMATION

Emergency contact information for agencies/organizations involved in emergency planning, preparations, response, or recovery efforts.

INSERT Sheriff's Office	Emergency Contact Number(s)	Point of Contact Name/Notes
INSERT Police Department	Emergency Contact Number(s)	Point of Contact Name/Notes
INSERT Fire Department	Emergency Contact Number(s)	Point of Contact Name/Notes
Agency/Organization	Emergency Contact Number(s)	Point of Contact Name/Notes
Agency/Organization	Emergency Contact Number(s)	Point of Contact Name/Notes
Agency/Organization	Emergency Contact Number(s)	Point of Contact Name/Notes
Agency/Organization	Emergency Contact Number(s)	Point of Contact Name/Notes
Agency/Organization	Emergency Contact Number(s)	Point of Contact Name/Notes

SCHOOL DISTRICT CONTACT INFORMATION

Emergency contact information for key school district personnel emergency efforts.

Name	Director of Schools	Cell Phone	Notes
Name	Chief Operating Officer	Cell Phone	Notes
Name	Public Affairs	Cell Phone	Notes
Name	Transportation Director	Cell Phone	Notes
Name	Facilities Director	Cell Phone	Notes
Name	Human Resources Director	Cell Phone	Notes
Name	School Safety Director	Cell Phone	Notes
Name	Position	Cell Phone	Notes

SCHOOL PROFILE

SCHOOL INFORMATION

Address:	Insert		
Year Built:	Insert	Total Interior Square Footage:	Insert
Number of Buildings:	Insert	Number of Exterior Doors:	Insert
GPS Coordinates:	Insert	Nearest Landing Zone Coordinates:	Insert
General description of school building(s) layout and the surrounding area:			

SCHOOL OFFICIALS' EMERGENCY CONTACT INFORMATION

Name	Principal	Cell Phone	Notes
Name	Assistant Principal	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	Position	Cell Phone	Notes
Name	School Resource Officer	Cell Phone	Notes

POPULATION COUNT AND SPECIAL NEEDS

Total Number of Students:	Insert
Total Number of Teachers:	Insert
Total Number of Fulltime School Resource Officer(s):	Insert
Total Number of Janitorial/Maintenance Staff:	Insert
Total Number of Additional Staff:	Insert
Total Number of SPED Students:	Insert
Total Number of Mobility Disabilities (Staff & Student):	Insert
Total Number of People in the Building(s):	**Insert**

SCHOOL SCHEDULE

School Start Time	Insert	School End Time	Insert

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CONTENTS

INTRODUCTION

SCHOOL EMERGENCY OPERATIONS PLAN

This document is designed to be a school specific guide to help the school and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters that may threaten students, staff, parents/guardians, and other stakeholders. This plan should be used as a companion document with the District Emergency Operations Plan as is enhances the district plan by addressing the school's unique characteristics.

This plans format follows the Federal Emergency Management Agency's (FEMA) four phases of emergency management:

- **Preparedness** focuses on the process of planning for likely or worst-case scenarios.
  - o **Mitigation** addresses what can be done to reduce or eliminate risk to life and property.
- **Response** is devoted to the steps taken during an emergency.
- **Recovery** deals with restoring the learning and teaching environment after an emergency.

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

This plan is compliant with Tennessee "SAVE Act" T.C.A. § 49-6-(801-818) and intended for use in conjunction with the School District Emergency Operations Plan, the County Basic Emergency Operations Plan, and applicable School Board policy.

NOTE: Additional information regarding the purpose, goals, scope, planning assumptions, and concept of operations can be found in the School District Emergency Operations Plan.

SCHOOL OVERVIEW
School Population Information

Although school population fluctuate throughout the year, {SCHOOLNAME} has an average population of # students, # faculty, # administrators, # cafeteria staff, and # maintenance/custodial staff. The students range in age from # to # years old. A master schedule of student and staff needing additional assistance locations throughout the day is available in Appendix B: Special Needs Summary Sheet.

Access and Functional Needs Population

{SCHOOLNAME} has a diverse student and faculty population, some of whom may need additional or varied assistance during an event. This includes those with:

- Limited English proficiency
- Limited comprehension
- Visual or auditory disabilities
- Mobility or physical disabilities
- Medical conditions such as asthma or diabetes
- Behavioral/mental health concerns
- Other impairments

This does not include temporary disabilities such as fractures resulting in the use of crutches, casts, or the use of other mobility devices. Students or staff needing additional assistance are noted in Appendix B: Special Needs Summary Sheet. and a detailed list can be found with the school nurse/or list another position here.

School Building Information

{SCHOOLNAME} is located describe the specific location of the school campus. The grounds consist of one main building, a separate gym facility, a parking lot, and an outdoor sports field. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, automated external defibrillators (AED) and utility shutoffs is included in Appendix D: Maps, Floorplans, and Blueprints.

PLAN SECURITY AND CONFIDENTIALITY

The School Emergency Operations Plan is intended for official use only by school faculty & staff, the school board, and local, county and state public safety officials. A portion of this plan may be utilized to inform parents and community leaders.

The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff.

The School Emergency Operations Plan, in both electronic and printed form, is considered sensitive information and must always be safeguarded and accounted for. This plan is confidential and is not subject to any open or public records requests (T.C.A. 49-6-808).

PLAN DISTRIBUTION AND DISTRIBUTION RECORDS

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

- Principal
- Assistant Principal
- Director of Schools
- Board of Education Chair
- Local Law Enforcement
- Local Fire Department
- Local Emergency Medical Services
- Local Emergency Management Agency
- Local 911 Center
- County/City Executives

Copies of the School Emergency Operations Plan and its annexes should be distributed to those tasked in this document and securely stored in the principal's office, front office, and in the Administrators Toolbox/Go-Bag.

Records of distribution must be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

Preparedness, Mitigation, Protection, and Prevention

HAZARD IDENTIFICATION RISK ASSESSMENT (HIRA)

{SCHOOLNAME} utilizes an all-hazards approach to safety planning. Utilizing a Hazards Identification and Risk Assessment (HIRA) Tool conducted by the {SCHOOLDISTRICT}. Prevention, protection, response, and mitigation steps for each potential hazard have been identified throughout the HIRA process. The identified hazards and risk reduction steps are determined based on the likelihood, vulnerability, and potential impact.

Classroom and Building Annual "Hazard Hunt"

{SCHOOLNAME} utilizes an annual "Hazard Hunt" as a method of identifying any special circumstances which exist in our school or near our campus which present unique problems or potential a risk to persons or property. These may include materials used in classes, issues specific to locations in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), etc.

School staff are encouraged to send a description of any such potential hazards and suggested actions requested to mitigate. These hazards may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school or program, etc. Documentation should be kept of these risks or potential hazards to include any specific risks needing special consideration and plans to address them.

SCHOOL SECURITY

Physical Security Assessments

Pursuant to § T.C.A. 49-6-4302, {SCHOOLNAME} conducts an annual physical security assessment, which measures areas of potential security vulnerabilities, such as site security, exterior security, interior security, security systems, and security operations/administration.

Visitor and Vendor Management

At TIME all exterior doors of the building are locked, verified and shall remain locked at all times other than at times designated by the administration (i.e. student arrival and dismissal, passing periods). **Exterior doors are not permitted to be propped open without consent of the principal or designee**, if doors cannot be locked or are needed to remain open, they shall be adequately and constantly staffed.

All visitors are required to enter the front door, which is equipped with / is not equipped with have a bell-system. Signage is posted around the campus which is intended to direct visitors from parking areas to the visitor access door. School staff may permit access into the building after visually scanning the visitor for obvious threats and after vetting the visitor's request for entry. When the visitor enters the building, access is limited to the front office and visitors are required to report to this office, provide photo identification, undergo a sex-offender registry check, and state their business in the building. Upon approval, office personnel will have the visitor sign-in and then provide them a temporary visitor badge to wear for the duration of their visit. Visitors are escorted to their meeting room. The School Resource Officer or 911 will be called if anyone attempts to avoid reporting to the office. Upon leaving the building, visitors will sign-out at the front office and return their visitor badge.

Background Checks

All employees and individuals providing services to students must receive the appropriate background checks in compliance with state T.C.A. § 49-5-413. A policy governing background check procedures for contract workers and volunteers which can be found in the INSERT WHERE THIS INFORMATION CAN BE FOUND.

REPORTING POTENTIAL THREATS

Information about potential plans for violence can be observed or discovered before harm can occur, however information is often fragmented. {SCHOOLNAME} has provided information to students, staff, and school community to report information regarding a threat:

- Students and parents may report a threat or potential threat anonymously through the Safe TN App or INSERT ADDITIONAL REPORTING MEASURE.
- All staff and students are trained to report any known possible threat or a reported threat by a student IMMEDIATELY to the principal or assistant principal.

The Threat Assessment Team will convene if the threat needs to be investigated. The Threat Assessment process includes a Student Support Plan for any credible threat, or students of concern, as well as disciplinary action for school conduct violations. Parents are also notified and may be interviewed as part of the Threat Assessment as well as be included in the Student Support Plan when deemed appropriate.

"SEE SOMETHING, SAY SOMETHING"

Suspicious activity should be reported to:

- Local Law Enforcement
- Tennessee Office of Homeland Security (OHS); Tennessee Fusion Center at 1-877-250-2333
- Suspicious Activity Reports can be submitted online at tn.gov/safety/homeland-security.

School administrators may be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or State of Tennessee Office of Homeland Security official.
- Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

Additional information regarding Threat Assessment protocols can be found in the Threat Assessment Annex.

{SCHOOLNAME} has several violence prevention and intervention strategies such as:

Delete this information and add the programs that your school/district has or participates in to prevent violence. The information below is some ideas mentioned in T.C.A. § 49-6-805.

- Collaborative arrangements with state and local law enforcement officials, designed to ensure that school resource officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- Dissemination of informative materials regarding the early detection and identification of potentially threatening behaviors and violent acts to teachers, administrators, school personnel, parents or guardians and students;
- Nonviolent conflict resolution training programs;
- Peer mediation programs and youth courts;
- Extended day and other school safety programs; and
- Comprehensive school counseling and mental health programs;

Key Management Strategy
Controlling access to the school facility is essential to providing protection and security to students, personnel, property, and equipment, therefore all keys to the school facility remain the property of the {SCHOOLDISTRICT}.

All keys are distributed and signed for at the beginning of the school year and then collected at the end of the year. The Assign a Staff Member Here is designated as the school's Key Control Manager. The Key Control Manager is responsible for executing and enforcing the key control policy, facilitating an effective method for issuing, managing, and collecting all keys, and conducting an annual inventory of all the facility's keys.

Returning Keys
All keys must be returned to the Key Control Manager by the key holder of record. Keys must be returned if:
   – **The keys are no longer needed.**
   – **Employees are reassigned or no longer work in a building.**
   – **A supervisor requests a key be returned.**

Lost or Found Keys
All lost keys must be reported immediately to the Principal and the Key Control Manager. All found keys must be returned to the principal who then notifies the key control manager.

Annual Key Inventory
At the end of the school year, the Key Control Manager will verify that employees are still in possession of all keys issued to them, receive any keys from employees who have a change of assignment or who are separating from employment with the School or District, and collect any keys that are no longer working or in use.

Substitute Teacher Key Rentals
Substitute teachers shall sign-in each morning in the front office. Their vehicle key and/or Driver's License is obtained in exchange for a key to their assigned classroom. At the end of the day substitute teachers return the building key and retrieve their vehicle key and/or license.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) AND INCIDENT COMMAND SYSTEM (ICS)

The County and School District have adopted National Incident Management System (NIMS) and the Incident Command System (ICS) which enable school personnel to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers. Additional information regarding NIMS and ICS can be located in the School District Emergency Operations Plan.

All personnel who assume the roles described in this plan shall receive the following trainings which are conducted through a web-based course available without a charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

   • FEMA IS-100 Introduction to the Incident Command System
   • FEMA IS-700 Introduction to the National Incident Management System
   • Office of Community Oriented Policing Services, U.S. Department of Justice, Introduction to Incident Command System (ICS) for School Personnel

NOTE: The principal or his/her designee are inherently the "Incident Commander (IC)" for school emergencies until local responders assume that role. Once local responders assume the IC role, the principal or designee remain the leader of school staff and retain accountability for students. During emergencies where a single Incident Commander is not appropriate, the principal and local responders form what is called a "Unified Command," where the principal and local responder share in the decision-making process.

Incident Command System – Organization Chart

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

The below chart coincides with the roles and responsibilities as identified School Staff Emergency Response Assignments table, this organizational can be flexed and scaled to accommodate emergencies both large and small. Additional positions can be added as needed to accommodate the size and complexity of the event.

```
                        ┌──────────────────┐
                        │    Incident      │
                        │    Commander     │
                        └──────────────────┘
        ┌──────────────────┐
        │     Public       │
        │   Information    │
        │  Officer (PIO)   │
        │                  │
        │    Recorder/     │
        │  Communications  │
        │      Lead        │
        └──────────────────┘
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Operations	Planning	Logistics	Finance
Safety & Security Lead	*Student Accountability Lead*	*Staff Assignments Lead*	*As needed or may be fulfilled by District*
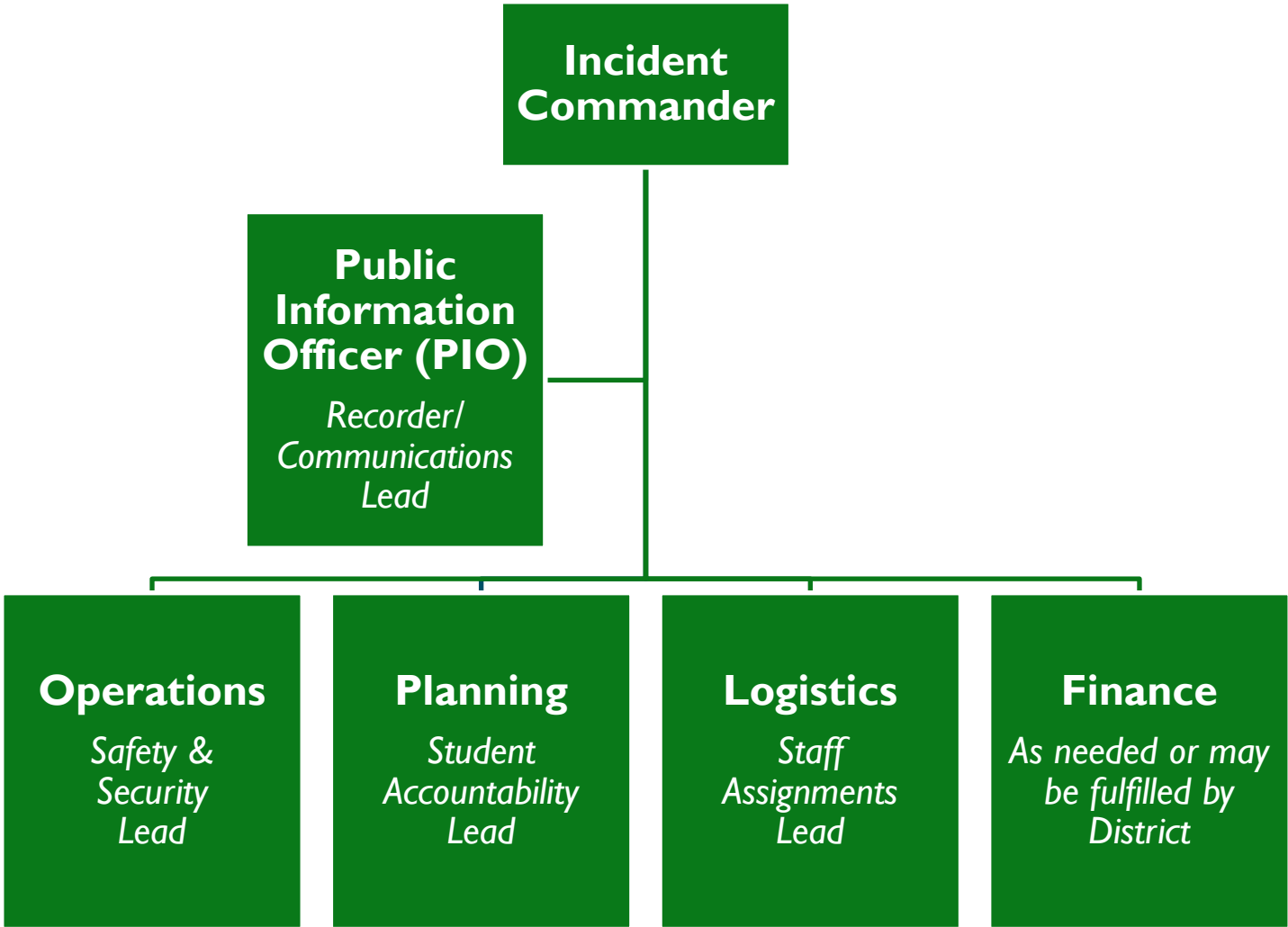
REQUIRED SCHOOL DRILLS

Drill	Requirement	Reference
Fire Drills and Fire Safety Announcements	Fire drills requiring full evacuation shall be held at least one (1) time every thirty (30) SCHOOL DAYS, with two (2) fire drills occurring during the first thirty (30) full days of the school year. Additionally, four (4) fire safety educational announcements will be conducted throughout the year. The LEA can develop the content of the educational announcements or utilize the scripts provided by TDOE. A record of all fire drills, including the time and date, shall be kept in the respective school or institutional offices, and shall be made available upon request to the state fire marshal, or the state fire marshal's deputies or assistants, for inspection and review.	T.C.A 68-102-137
Armed Intruder Drill	Each school shall conduct at least one (1) armed intruder drill annually. The drill shall be conducted in coordination with the appropriate local law enforcement agency.	T.C.A. 49-6-807
Incident Command Drill	Conducted by a school safety team must be conducted without students present; and must prepare school staff and law enforcement agencies on what to expect in the event of an emergency situation in the school; and	T.C.A. 49-6-807
Emergency Bus Safety Drill	Must be conducted without students present; and must prepare school staff and law enforcement agencies on what to expect in the event of an emergency situation on a school bus; and	T.C.A. 49-6-807
Additional Drills	Each school shall conduct three (3) additional drills, not requiring full evacuation, during each school year.	T.C.A. 68-102-137

A detailed schedule of these drills and other important school safety activities can be found in Annex H: Safety Meetings, Training and Drill/Exercise Schedule.

Note: The results of Armed Intruder, Incident Command, and Bus Safety drills conducted pursuant to subsection (a) must be maintained by the school for a minimum of five (5) years and made available to a local law enforcement agency with jurisdiction, and the Tennessee Department of Education or the Department of Safety upon request. (T.C.A. 49-6-807)

RESPOND

The following functional content provides common protocols and procedures that are implemented and referenced within the individual hazards listed in [Annex A](#) and are threat specific. Each functional content area has been customized to fit the district and/or school's needs, capabilities, and unique circumstances.

To become familiar with these functional procedures, staff and students will participate in drills and, if necessary, additional training.

INITIAL RESPONSE

Crises are unexpected, often unpredictable and take many forms. The school district and community cannot be fully prepared for every particular situation that may happen, but some simple measures are helpful in any emergency:

- Safety is the prime concern, think of everyone's safety first.
- Act quickly and calmly
- Remain factual when communicating with staff, students, community, and media.
- Think of the objectives and tasks needed to respond appropriately and identify key job functions needed for an effective response.

ADVISING EMERGENCY SERVICES – CALLING 911

All adults in the building are empowered to call 911 without anyone's permission. Call 911; stay on the line until released by a dispatcher and it is safe to do so.

- Identify yourself and provide the school address.
- Identify the nature of the incident, specific location, and provide any other relevant information.
- Indicate number of victims, if any, and specify staff, students, or both.
- If you make a call to 911, notify the front office immediately, or as safe to do so.
- The front office will designate a person to meet responding police/fire/EMS units: designate a specific door.
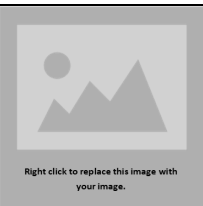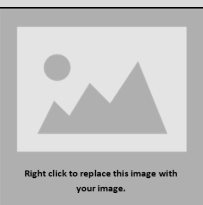
If possible use landline phone before cell phone if both are equally available. If you call 911 from your cell phone you may be connected to a neighboring jurisdiction and then they will connect you to the correct local emergency responders; this can delay response time by a few moments – remain on the line and wait until you are connected with the appropriate agency.

EMERGENCY COMMANDS

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

- Evacuate................... "Evacuate the Building"
- Lockdown................. "Lockdown, Lockdown"
- Shelter-in-Place........... "Clear the Halls and Shelter-in-Place"
- Room Clear............... "Clear this room and go to_____"
- Get Inside................. "Get Inside Now"

EMERGENCY EQUIPMENT AND SHUT-OFF LOCATIONS

Equipment	Location	Photo
Fire Alarm Control Panel	Describe the location of the fire control panel.	*Right click to replace this image with your image.*
Operating Instructions:	Insert instructions on how to operate.	
School Keys and Building Map	Describe the location of the school keys and building map.	*Right click to replace this image with your image.*
Access Instructions:	Insert instructions on how to operate.	
Main Power Cut-off Switch	Describe the location of the main power cut-off.	*Right click to replace this image with your image.*
Operating Instructions:	Insert instructions on how to operate.	
Water Shut-off Valve	Describe the location of the water shut-off valve.	*Right click to replace this image with your image.*
Operating Instructions:	Insert instructions on how to operate.	
Natural Gas Shut-off	Describe the location of the gas shut-off valve.	*Right click to replace this image with your image.*
Operating Instructions:	Insert instructions on how to operate.	

EMERGENCY VEHICLE ARRIVAL AND ROUTING

Emergency Vehicle	Location
Fire Trucks	Describe the location where these vehicles should arrive.
Ambulances	Describe the location where these vehicles should arrive.
Medical Helicopter	Describe the location where these vehicles should arrive.

FUNCTIONAL PROCEDURES

Universal Emergency Procedures are a set of standards, clear directives that can be implemented across a variety of emergency situations. When the emergency occurs, the principal, or designee, will decide upon the Universal Emergency Procedure to implement. These functional procedures include:

- Soft Lockdown
- Lockdown
- Get Inside
- Shelter-in-Place
- Drop, Cover, and Hold
- Evacuation
- Room Clear

Soft Lockdown

Use when there is potential for a threat and the school are to take protective measures without interrupting instructional time.		
When the announcement is made: - Students and Staff are to be cleared from the halls immediately and report to their classrooms. - Students and school personnel outside should be relocated within the building. - Assist those needing special assistance. - Limit movement throughout building until given the all-clear.		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)

Lockdown

Use when there is an imminent threat inside or outside of the building. Students are to immediately go to a protective place/position.		
When the announcement is made: - Students and Staff are to be cleared from the halls immediately and to report to nearest available room. - Assist those needing special assistance. - Close and lock all windows and doors and do not leave. - Remain quiet. - Turn off lights. - Use interior walls to position students away from the threat to minimize visibility from windows and doors. - Sit on floor. - Wait for further instructions.		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)

Get Inside

For use when conditions inside are safer than outside.		
When announcement is made or alarm sounded: – Move students/staff inside as quickly as possible. – Assist those needing special assistance. – Report to designated assembly area. – Check for injuries. – Account for all students, staff, and visitors. – Wait for further instructions.		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)

Shelter-in-Place

Placement of students in a pre-determined area of the building's interior due to an external gas or chemical release or severe weather.		
AIR QUALITY - When the announcement is made follow the Lockdown procedure with the addition below: – Close all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) using available materials such as coats, blankets, or rugs. – Turn off heating, ventilation, and air conditioning (HVAC). SEVERE WEATHER - Go inside or stay inside and move away from windows and exterior walls. – Find interior rooms on the lowest floor of the building, avoiding hallways that open directly outside. – Avoid areas with windows, doors, or exterior walls as they are most vulnerable to damage. – Crouch down and cover your head.		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)
Identified Shelter Areas	Primary:	(Insert area)
	Secondary:	(Insert area)

Drop, Cover, and Hold

For use in earthquake or other imminent danger to building or immediate surroundings.		

When the command **"Drop"** is made:
– DROP where you are, onto your hands and knees. Stay low and crawl to shelter if nearby.
– COVER your head and neck with one arm and hand.
   o If a sturdy table or desk is nearby, crawl underneath it for shelter
   o If no shelter is nearby, crawl next to an interior wall (away from windows)
   o Stay on your knees; bend over to protect vital organs.
– HOLD-ON until the shaking stops.
   o Under shelter: hold onto it with one hand; be ready to move with your shelter if it shifts.
   o No shelter: hold on to your head and neck with both arms and hands.
– Assist those needing special assistance.
– Wait for further instructions.		

Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)

Evacuation

An orderly and preplanned exit from the facility when conditions are safer outside than inside.

When announcement is made, or alarm sounded:
- Pause a moment to gain situational awareness and ensure it is safe to evacuate.
- Take the closest and safest way out as posted.
  - Use secondary route if primary route is blocked or hazardous.
- Do not stop for student/staff belongings.
- Take class attendance log for student accounting.
- Go to designated assembly area.
- Check for injuries.
- Assist those needing special assistance.
- Wait for further instructions.

On-site Evacuations		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)
On-Site Evacuation Assembly Areas	Primary:	(Insert site name and address)
	Secondary:	(Insert site name and address)
Off-site Evacuations		
Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)
Off-Site Relocation Sites	Primary:	(Insert site name and address)
	Secondary:	(Insert site name and address)

Room Clear

For use when staff needs to remove students from the classroom or area because the environment is not conducive to a safe learning environment. *(Example - student medical/behavioral emergency.)*

When the command **"Clear the room"** is made:
- Walk to the directed location.
- Stay quiet and orderly while moving in the hall and entering the other location.
- Follow the directions of the staff person in charge.
- Assist those needing special assistance.
- Wait for further instructions.

Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)

FIRE ALARMS OUTSIDE OF SCHEDULED DRILLS

Each school should have a specific plan, developed in consultation with appropriate fire and law enforcement officials, on how to best respond to fire alarms which occur outside of scheduled fire drills:

1. If the fire alarm activates and there are no specific threats against the school or individuals, take a moment to gain situational awareness using all senses, then evacuate while remaining vigilant for other dangers.
2. If the fire alarm activates while the school is on lockdown or lockout, **DO NOT** evacuate immediately.
   - If safe to do so, appropriate staff should attempt to identify the source and determine whether there is a fire.
   - Staff and emergency responders may use the intercom to direct evacuation, as appropriate. Staff and students may need to remain in their lockdown or lockout positions.
   - However, if smoke or other evidence of fire is present, individual staff are encouraged to evaluate the situation.
   - If it is believed that the threat from fire is more serious than the threat from the assailant, staff are encouraged to evacuate. Consider other means to evacuate – such as windows – if appropriate.
3. Upon identifying a specific threat not necessitating lockdown or lockout, administrators should determine whether to evacuate in the event of an alarm.
   - Staff should be notified as soon as possible (ideally prior to any activation of the fire alarm system) to not evacuate on the activation of the fire alarm until advised.
   - Once the threat has been mitigated, faculty and staff should be advised to return to normal evacuation protocol.

If a fire alarm sounds while the threat is active, response should be #2.

SCHOOL STAFF EMERGENCY RESPONSE ASSIGNMENTS

Roles and Responsibilities	Assigned Staff Member	Contact Information
Roles and responsibilities needed for responding to all incidents and emergencies.		
Incident Commander (IC) *Overall leader during an emergency.* – Makes decisions. – Responsible for emergency planning and preparedness. – Coordinates the functions of staff during an emergency. – Coordinates the use of the school facility as a shelter for community emergencies. – May provide information to District PIO or to stakeholders.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert

Safety & Security Lead (ICS Role – Operations)
School employee (other than Law Enforcement) tasked with ensuring safety of the building.
– Ensures the school building doors are secured and locked, when applicable (Soft Lockdown).
– Works in coordination with the School Resource Officer (SRO), ensuring key functional actions are taken if SRO is occupied.
– Serves as a liaison with the responders managing the incident.
   o Provides information to responding agencies regarding the incident and actions taken.
   o Maintains contact between school operations and those of the responding agencies.
– Develops check system to ensure school is secure and appropriate actions are taken.
	Name or Staff Position	Work: Insert
		Cell: Insert
		Email: Insert

	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Student Accountability Lead (ICS Role – Planning) *Ensures accurate accounting of students.* – Coordinates efforts in accounting for missing/extra students. – Regularly ensures classrooms have a go-bag which includes an updated student roster. – Reports student status to the principal. – Oversees student release procedures.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Recorder/Communications Lead (ICS Role – PIO) *Coordinates the flow of information and records actions taken.* – Confirms that 911/emergency services were called. – Notifies, updates, and coordinates with key District officials. – Requests and tracks needed/and utilized resources. – Keeps a detailed record of events, decisions, and actions including times and individuals involved. – Ensure critical tasks are completed. – Assists Incident Commander with internal communications.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Staff Assignments Lead (ICS Role – Logistics) *Coordinates use of available school personnel.* – Assigns untasked personnel to assist in needed roles. – Untasked staff, teachers currently without students during, and other school/district personnel arriving at the incident report directly to this person. – Coordinates with the IC and assigns staff to address needs. – Coordinate with other Staff Assignment leaders (those on this list) in requesting help and fulfilling those requests. – Maintains roster of assignments and needs, making requests to the district when needed.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Teachers / Staff Currently Supervising and/or Accountable for Students – Provide supervision of students in their care and remain with students during emergencies until directed otherwise. – Ensure safety of students; direct students according to response procedures; render first aid when needed; report missing/injured or extra students to the Student Accountability Coordinator. – Teachers & staff not assigned to students when an emergency occurs – Report to the Staff Assignments Lead for an assignment.		

Roles and responsibilities needed for specific or larger scale incidents and emergencies requiring relocation and reunification.		

Evacuation Site Coordinator (for off-site evacuations)
Plans and organizes the operation of the Evacuation Site.
– Organizes off-site location to include:
   o Coordinating the use of the Evacuation Site
   o The safe relocation of students to the site.
   o Assist with student accounting, upon arrival at site.
   o Plan for students/staff needing additional assistance.
– Coordinate with Transportation Coordinator and Reunification Coordinator.
Reports to the Safety and Security Lead (Operations)
	Name or Staff Position	Work: Insert
		Cell: Insert
		Email: Insert

	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
School Site Transportation Coordinator (for off-site evacuations) *Coordinates the movement of students/staff if buses are used.* – Coordinates arrival/departure of buses – Coordinates loading of students/staff onto the proper bus. – Coordinates with the District Transportation Coordinator. – Updates bus rosters and planned bus routes. *Reports to the Safety and Security Lead (Operations)*	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Family Assistance Center Coordinator (when FAC is needed) *Plans and organizes the operation of the Family Assistance Center (FAC).* – Ensure directions provided to parents/guardians upon arrival. – Coordinates activities at the Reunification Site. – Establishes parent/guardian waiting area. – Coordinates with Media Representatives for information that can be released to parents. – Coordinates with evacuation, student accounting, and bus staging leaders to facilitate students coming to the FAC. *Reports to the Safety and Security Lead (Operations)*	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert

Staff members with predesignated emergency response roles and responsibilities.		
School Nurse – Maintains first aid kits in common areas of the school. – Trains staff (and students, as appropriate) on CPR, AED, and first aid procedures. – Coordinates first aid and initial care of injuries. – Maintains updated health records of students and staff. o Develops and maintains a system to ensure that this information is available off site if necessary. – Triage injuries sustained during an incident until EMS arrives. – Serve as liaison with local EMS, hospitals, public health and the healthcare community, as appropriate. – Promotes infection and contamination control practices before, during, and after health emergencies.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
Facility Operations & Maintenance – Head custodian works with the School Safety Team to identify specific sections and functions of the building. – Custodial staff members work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering grounds.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert
School Counselor / Social Worker – Plans and implements proactive counseling and violence prevention programs. – Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident. – Schedules support meetings, coordinates human recovery activities and organizes other grief management resources. – Coordinates professional community services, when required.	Name or Staff Position	Work: Insert Cell: Insert Email: Insert
	Alternate Name or Staff Position	Work: Insert Cell: Insert Email: Insert

MEDIA POLICIES AND GUIDELINES

The {SCHOOLDISTRICT} Director of Schools or designee will oversee all external communications and determine the information sharing strategy for the community and the media regarding the facts relating to the emergency and the school's response.

Insert the District's Media Policy Here

Call Team

This team may consist of teachers that have no assigned students and is activated by the Incident Commander. Duties include the following:

- Preparing backpack letters.
- Placing and/or receiving large volumes of calls to or from parents, community partners, etc. regarding an incident.
- Augments the School Safety Team when relaying messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable.
- After activation, the call team normally occupies location and initially falls under the direction of the Recorder/Communications Lead.

NOTE: See [Annex C](#), for team membership and responsibilities.

STAGING AREAS
Incident Command Post

Primary Location:	Insert the Primary Incident Command Post location/address.
Secondary Location:	Insert the Secondary Incident Command Post location/address.
An alternate location may be determined by emergency responders, dependent upon the nature of the emergency.	

Media Staging Area

Primary Location:	Insert the Primary Media Staging Area location/address.
Secondary Location:	Insert the Secondary Media Staging Area location/address.
An alternate location may be determined by emergency responders, dependent upon the nature of the emergency.	

RELOCATION AND FAMILY ASSISTANCE CENTER PLAN
Emergency Bus Staging Area

Primary On-site Location:	Insert the Primary Emergency Bus Staging Area location.
Secondary On-site Location:	Insert the Secondary Emergency Bus Staging Area location.
Off-Site Location:	Insert the location/address for an Off-site Emergency Bus Staging Area.
An alternate location may be determined by emergency responders, dependent upon the nature of the emergency.	

Special Traffic or Security Concerns for this Area

Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas.

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

Relocation / Family Assistance Center Sites

Primary Location:	Insert the Relocation / Family Assistance Center Sites location/address.
Secondary Location:	Insert the secondary Relocation / Family Assistance Center Sites location/address.
An alternate location may be determined by emergency responders, dependent upon the nature of the emergency.	

Family Notification

Information regarding Family Notification and Family Assistance Center (Reunification) should be included in the student handbook provided to parents annually.

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

Insert the means and plan for family notification here.

Accounting for Students

Teachers with students are responsible for ensuring those students remain accounted for throughout the course of an emergency. Attendance will be taken at each stage of an evacuation or relocation and submitted to the Student Accountability Lead. Points at which attendance must be taken include:

- – Emergency Assembly Areas (inside or outside the school)
- – Emergency Bus Staging Areas
- – Evacuation Relocation Site
- – Parent Reunion/Student Release Points

Student Rosters
- – Who? will update student rosters a minimum of INSERT per INSERT.
- – One copy of the roster will be placed in the Classroom Go-Bag, one copy made available for substitute teachers, and one copy provided to the Recorder/Communication Lead.

- School administration will arrange to have parents fill out an Emergency Care Card (ECC) during the first week of school, and within # days after the arrival of all new students throughout the year.
- The card must include the following information:
    o Contact information on parents/guardians, and other adults who can be contacted in an emergency.
    o Authorization for students to leave campus with any of the adults listed on the card, as necessary.
    o Pertinent medical information such as allergies, medications, and doctor contact information.
    o Pertinent custody information.
- Upon return of the ECCs, Teachers place one copy in the Classroom Go-Bag and send one copy to the office.
- School Office staff will:
    o Produce an electronic copy of all ECCs.
    o Store hard copies of the ECCs in Insert where these are stored.
    o Provide an electronic copy of the ECC to the School Nurse for screening of medical information.
    o Provide an electronic copy of the ECC to the Transportation Coordinator with information on only those students with special needs or medical conditions that may require the intervention or response from a bus driver.

Parent Reunion/Controlled Student Release Procedures

1. The Family Assistance Center Coordinator will coordinate with the Staff Assignments Lead and establish the Parent Reunion/Student Release point and oversee its operation.
2. At a minimum, one table will be established for each grade represented at the Student Release Point.
    - Additional tables may be set up per grade with alphabetic subsets (e.g., A-L; M-Z).
    - Tables will be clearly marked on a sign attached to the table, should be seen at eye level while standing.
3. Emergency Care Cards and Student Release Request forms are needed on site.
4. Emergency Care Cards will be distributed by grade at designated tables.
5. The Staff Assignments Lead will assign staff to the Family Assistance Center Coordinator to manage each of the tables and serve as runners to inform teachers which students are cleared for release.
6. The desk staff completes the Release Request and files it.
7. If the Requester is not listed on the Emergency Care Card, the student will not be released under any circumstances unless personally overridden by the principal or assistant principal.

Table staff will:

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

Teachers will:

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

RECOVER

Recovery is to return to learning and restore the infrastructure of the school as quickly as possible. After the safety and status of staff and students have been assured and emergency conditions have abated, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

The district and the individual schools will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

–   Conduct a comprehensive assessment of the physical and operational recovery needs.
–   Establish an agreement with mental health organizations in advance of the crisis using an MOU that states the district will not be billed for services rendered for crisis counseling to students and their families after an incident.
–   Assess physical security, data access and all other critical services (i.e., 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.
–   Identify recordkeeping requirements and sources of financial aid for state and federal disaster 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 with procedures for accessing the services provided. A best practice is to call upon neighboring districts to utilize counselors to assist in crisis counseling
–   Establish absentee policies for teachers/students after an incident.
–   Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
–   Create a plan for conducting classes when facilities are damaged (i.e., 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.
–   Debrief with staff and prepare for the return to school when needed. Addressing the mental health needs of staff and students is a critical component to a successful recovery.

EMOTIONAL MANAGEMENT OF STUDENTS, FACULTY, AND STAFF

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

The District or Insert Position will arrange for psychological and emotional recovery professionals – such as psychologists, social workers, and counselors – to provide immediate help to faculty and staff in a location to be determined at the time that the team is requested. The team will continue support to school faculty and staff until which time acute cases of psychological trauma have been appropriately treated. All individuals providing direct services to students or school staff in response to a school crisis must receive the appropriate background checks in compliance with state T.C.A. § 49-5-413 and § 49-8-805.

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

Resources are also available through the Tennessee Department of Mental Health and Substance Abuse Services, the Department of Intellectual and Developmental Disabilities or a similar local agency to assure that the school has access to federal, state or local mental health resources in the event of a violent incident.

MANAGING MEMORIALS

The following procedures will be followed for managing memorials:

Insert the District Policy on memorials and funeral services.

The TN Schools PREPARE Manual has a section on managing memorials and other components of recovery and crisis counseling.

ANNEXES

A. [Hazard Sheets](#)
B. [Special Needs Summary Sheet](#)
C. [Communications Plan](#)
D. [Maps, Floorplans, and Blueprints](#)
E. [Continuity of Operations Plan (COOP)](#)
F. [Memorandum of Understanding – Relocation](#)
G. [Threat Assessment Policy and Procedures](#)
H. [Safety Meetings, Training and Drill/Exercise Schedule](#)
I. [Skills Survey](#)
J. [Glossary](#)

ANNEX A: HAZARD SHEETS

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

Schools will use this tool to:

1. Identify methods to prevent, protect, or mitigate the hazard, identify response procedures, and establish recovery measures to help re-establish the educational setting,
2. Assign and document preparedness and recovery tasks and the responsible party.
3. Document response actions, time they were conducted, and the person that conducted them.
4. Following a crisis, use the completed hazard sheet to help identify corrective actions.
5. Train the school community on procedures.

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

Hazard Sheet Index

ACTIVE AGGRESSOR / ACTIVE SHOOTER / INTRUDER			"Lockdown" "Evacuation" "Get Inside"

An active aggressor, active shooter, or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

This Hazard may also apply to an individual who enters a school building with criminal intent.

Date	Time	Measures to Prepare	Responsible Position
		Control Access to School: Maintain a secure environment using the methods identified in physical protection section of this plan.	Safety Director
		Visitor Management: Utilize a visitor management system, post signs and requirements for visitors to enter at front entrance.	Facilities Director
		Train: Instruct school personnel and students to refuse requests to open exterior doors for anyone.	Safety Director
		Exercise: Conduct the annual active intruder drill	Safety Director
		Conduct Threat Assessment Team training to monitor and provide interventions for at-risk students.	Safety Director

Date	Time	Measures to Respond	Responsible Position
		IDENTIFY THE THREAT: gunfire, eyewitness, alert, etc.	
		NOTIFY: inform building occupants to take protective measures. Advise School Resource Officer.	
		INIATE PROTECTIVE ACTIONS: Depending on the situation, **LOCKDOWN** or **EVACUATE**. Avoid, Deny, Defend	
		Remain calm and quiet.	
		INFORM: anyone can call 911, provide as many details as possible. Do not assume others are calling.	
		FIRE ALARM during Lockdown: • Do NOT evacuate immediately. • If safe to do so, attempt to identify the source and determine whether there is a fire. • Staff and students may need to remain in their lockdown or lockout positions. • However, if smoke or other evidence of fire is present, individual staff are encouraged to evaluate the situation. If it is believed that the threat from fire is more serious than the threat from the assailant, staff are encouraged to evacuate. Consider other means to evacuate – such as windows – if appropriate.	
		Follow directions from law enforcement.	
		Account for all students, visitors, and school personnel.	
		Activate relocation plan, as necessary.	
		Activate reunification plan, as necessary.	
		Activate communications plan, as necessary.	

Date	Time	Measures to Recover	Responsible Position
		Provide immediate crisis counseling.	
		Conduct debriefing with school personnel.	
		Provide ongoing communications with school personnel, students, and parents.	
		Identify and implement corrective actions.	

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		BOMB THREAT		"Evacuation"

Notification of or perceived/actual presence of a destructive device(s) or suspicious package(s) on school property. This may include a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

Date	Time	Measures to Prepare	Responsible Position
		Maintain control access through methods identified in physical protection section of plan.	Safety Director
		Ensure **Bomb Threat Checklists** are by all phones in main office and all staff are familiar with Bomb Threat procedures	
		Train all Staff to **R.A.I.N.** • **RECOGNIZE** – environmental awareness • **AVOID** – do not touch or alter device/info • **ISOLATE** – evacuate area, preserve scene • **NOTIFY** – call 911, notify administration	

Date	Time	Measures to Respond	Responsible Position
		PHONE THREAT: Keep caller on phone as long as possible and alert another staff member of the threat. Gather as much information as possible from caller, record everything they say, and try to make note of background noise.	
		DISCOVERED THREAT: *(i.e. note, social media, etc.)* Do not disturb scene, make note of as many details as possible and immediately alert administrator. Prevent access to scene and avoid use of cellular phones and radios in immediate vicinity.	
		THREATING DEVICE: Do not make sudden movements or place anything on/over it and move as far away as possible. **AVOID, ISOLATE, and NOTIFY.** Prevent access to scene and avoid use of cellular phones and radios in immediate vicinity	
		Call 911, advise them of the situation, and all information.	
		If there is sufficient time, ensure evacuation route and evacuation site are clear before calling for evacuation.	
		EVACUATE: Prioritize areas with suspicion items or area mentioned as targets. Establish perimeters, implement access control, manage traffic flow, and maintain order.	
		Consider secondary hazards (e.g. electric, gas, fire, toxicants, etc.). If one device is found expect there to be more	
		Designate school personnel to assist responders with search	
		Account for all students and school personnel	
		Wait for responders to give "All Clear" before returning inside.	

Date	Time	Measures to Recover	Responsible Position
		Document injuries, file claims, etc.	
		Provide mandatory debriefing with faculty, and students *(school community as needed)*	
		Release media statement if necessary	
		Provide counseling services if needed.	
		Conduct Threat Assessment on students who make Bomb Threats or Threating Devices	

BULLYING

Bullying is unwanted behavior among school aged children that involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumors and attacking someone physically or verbally.

The district's harassment and bullying policies can be found at: Insert a link to where these policies can be found.

Date	Time	Measures to Prepare	Responsible Position
		Conduct annual bullying training for school personnel. (Include reporting mechanism and timeline requirements)	Coordinated School Health Director
		Send bullying policies home to parents with student/parent contracts for signature.	Coordinated School Health Director
		Conduct character education/bullying prevention curriculum for students.	Coordinated School Health Director
		Participate in school climate surveys.	Coordinated School Health Director
Date	Time	Measures to Respond	Responsible Position
		Upon report of bullying incident, conduct investigation.	
		Notify parents of incident.	
		Take appropriate **disciplinary action**.	
		Refer as needed to school counseling students who have bullied others and/or students that have been bullied.	
Date	Time	Measures to Recover	Responsible Position
		Identify and implement corrective actions.	
		Provide counseling services if needed.	

Note: *Per T.C.A. § 49-6-812 The district-wide safety plan and building-level emergency response plan are developed in such a manner as to be consistent with the district's harassment and bullying policies developed pursuant to T.C.A. § 49-6-4503.*

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COMMUNICABLE / INFECTIOUS DISEASE / PANDEMIC

Diseases transmissible by direct contact with an affected individual or by indirect means. Schools are vulnerable to disease due to the possibility of rapid spread.

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

Date	Time	Measures to Prepare	Responsible Position
		Develop and train staff on policies and procedures for preventative measures, potential closure of facilities, symptom monitoring, and containment.	Coordinated School Health Director
		Create alternative education plans that may be applied to those who may be exposed.	
		Provide awareness through prevention campaigns and post signs to remind students about good hygiene.	Coordinated School Health Director
		Maintain robust cleaning protocols and supplies of personal protective gear. Stage disinfectant stations in strategic locations.	Coordinated School Health Director
		Send letters home to parents advising on flu shots and other immunizations.	Coordinated School Health Director
		Collaborate with local health department on preventative measures.	Coordinated School Health Director
Date	Time	Measures to Respond	Responsible Position
		Minimize exposure through social distancing guidelines if appropriate.	
		Initiate containment and quarantine procedures to isolate exposed individuals from school community.	
		Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).	
		Coordinate with local health officials on response activities and decision making for ongoing school operations.	
Date	Time	Measures to Recover	Responsible Position
		Monitor local, state and federal emergency management notices and alerts to determine feasibility of return to facilities and operations.	
		Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.	
		Inventory buildings for prevention opportunities	
		Coordinate emotional and psychological support for those returning and in need of additional services.	

CRIME IN THE VICINITY				"Soft Lockdown" "Lockdown" "Get Inside"

A crime committed near the school, especially violent crime, can pose a threat to the safety of the school and its operations. It may become necessary to restrict access to the school facility and to ensure that no students are outside.

Date	Time	Measures to Prepare	Responsible Position
		Maintain control access through methods identified in physical protection section of plan.	Safety Director
		Identify protocols from law enforcement on school notification.	Safety Director
		Conduct "Lockdown" and "Reverse Evacuation" drills.	Safety Director

Date	Time	Measures to Respond	Responsible Position
		Upon notification, initiate a **SOFT LOCKDOWN or LOCKDOWN** *as appropriate.*	
		Move all students and staff inside the building.	
		Limit the movement of unescorted students within the school.	
		Assist students and staff with special needs.	
		Activate communications plan.	

Date	Time	Measures to Recover	Responsible Position
		Inform parents of the measures taken.	
		Provide counselling services as needed.	

CYBERSECURITY

The protection of networks, devices, and data from unauthorized access or criminal use, and the practice of ensuring the confidentiality, integrity, and availability of information. Cyber threats can impact either the human (students, teachers, and staff) or the physical or virtual (e.g., information technology [IT] networks and systems) elements of schools and school districts. Types of threats can include data breach, denial of service, spoofing/phishing, malware/scareware/ransomware, unpatched or outdated software vulnerabilities, or removable media.

Date	Time	Measures to Prepare	Responsible Position
		Create Cybersecurity Awareness/Culture. Reinforce and promote cybersecurity practices.	
		Understand Threats and Risks. Conduct cybersecurity awareness training for all staff regarding how to identify threats and/or attacks, how to react and respond to active threat/attack, password management, acceptable use, and other general best practices.	
		Policy Documentation. Ensure all employees are aware of, read and understand, and signed applicable policy and procedures.	
		Patch and Update Management. Ensure all staff are trained and keep all issued device software up to date.	
Date	Time	Measures to Respond	Responsible Position
		DISCONNECT suspected device(s) from the school network (*Ransomware, malicious documents, websites, etc.*). • Disconnect all wires and things plugged into the device, except the power cord. (*Including all USB drives and accessories*) • Disconnect all wireless connections (*Wi-Fi and Bluetooth*)	
		STOP: Immediately stop using the device.	
		If the device(s) shuts down, do not try to restart, and do not shut down device(s) once removed from the network	
		DOCUMENT what is happening. Use a camera to take pictures/video of what is happening to the device(s), or what is being displayed on the screen. No "screen shots"	
		REPORT possible incidents to school administration immediately, then school administration immediately notifies the school district.	
		SECURE device(s). Ensure the impacted device(s) (includes removable media and wireless devices) are secured and not tampered with until IT personnel take possession. Do not allow anyone other than appropriate personnel to use the device.	
Date	Time	Measures to Recover	Responsible Position
		Cooperate with IT and outside agencies. If asked, assist those restoring the network/machine(s) to achieve a complete recovery and resume normal operations.	
		Conduct Post-incident Review. Perform a review to identify planning shortfalls and evaluate the execution of the incident response processes to learn from a breach, such as document mistakes, assess how mistakes could have been avoided, and ensure training programs include lessons learned.	

	EARTHQUAKE	"Drop, Cover, Hold"

An Earthquake is the result of a sudden release of energy in the Earth's crust that creates seismic waves. Earthquakes strike suddenly and without warning, occur at any time of the year, and at any time of the day and often occur without notice and can be followed by aftershocks that can be worse than the initial quake. Earthquakes can cause furniture to move and even buildings to collapse.

Date	Time	Measures to Prepare	Responsible Position
		Conduct building safety assessments to determine any structural risks.	Facility Director
		Identify and conduct mitigation measures that may be taken to reduce the loss of life and property.	
		Conduct "Drop, Cover, and Hold" drills.	Safety Director
		Conduct radio communication drill with local responders.	Safety Director

Date	Time	Measures to Respond	Responsible Position
		Upon shaking, **DROP, COVER, and HOLD**	
		DROP: to the floor, take cover under a nearby desk or table and face away from the windows. Knees on the ground with the back upwards.	
		COVER: your head from falling hazards by placing your elbows on the floor and your heads over your head.	
		HOLD: on to the table or desk legs and maintain present location/position. This is so that the table or desk does not move away from you.	
		If Outside: Quickly move away from the building and overhead wires • Lie flat, face down, and wait for shocks to stop • Do not enter building until it is safe • Do not touch fallen wires	
		Assist students and staff with special needs.	
		Shutdown appropriate utility and building systems.	
		Evacuate to predesignated area, away from power lines, underground gas lines, sewer lines and structures.	
		Administer emergency first aid, as needed.	
		Account for all students, visitors, and staff.	
		Activate off-site relocation plan, if needed.	
		Activate reunification plan, if needed.	

Date	Time	Measures to Recover	Responsible Position
		Conduct a damage assessment of the facility.	
		Report damage assessments to the Facilities Manager or appropriate person.	
		Provide counseling services if needed.	

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FIRE / EXPLOSION	"Evacuation"

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Date	Time	Measures to Prepare	Responsible Position
		Fire extinguishers are checked monthly and are easily accessible.	
		Curtains and other materials are treated with fire retardant substances.	
		Unnecessary debris is removed from hallways, classrooms, and storage areas.	
		Exterior assembly areas are kept free of hazards and debris.	
		Incompatible chemicals are stored in separate areas.	
		EXERCISE: Conduct evacuation drills as specified in T.C.A. 68-102-137	
Date	Time	Measures to Respond	Responsible Position
		Any staff discovering fire or smoke will activate the fire alarm, report the fire to school administrators.	
		EVACUATE staff, students and visitors from the building using predesignated or alternate routes to the assembly areas.	
		Notify 911 and Central Office, as appropriate.	
		Assist movement of students and staff with special needs.	
		Shutdown appropriate utility and building systems.	
		Account for all students, visitors, and staff.	
		Ensure that no one re-enter building(s) until it is declared safe by the fire department, or appropriate authority.	
		Activate off-site relocation plan, if needed.	
		Activate reunification plan, if needed.	
Date	Time	Measures to Recover	Responsible Position
		Report damage assessments.	
		Provide counseling services if needed.	

FLOOD	"Evacuation"

A flood occurs when water, due to dam failures, rain, or melting snows, exceeds the absorptive capacity of the soil and the flow capacity of rivers, streams, or coastal areas. Flooding can occur anytime, throughout the year, but is typically associated with the spring season.

Be Aware:
Flood Advisory - Conditions could potentially cause a significant inconvenience and those in flood-prone areas should exercise caution. Issued when flooding warrants notification, albeit less urgent than a warning.

Be Prepared:
Flash Flood Watch - Current or developing conditions are favorable for flash flooding.
Flood Watch - Current or developing conditions are favorable for flooding.

Take Action:
Flash Flood Warning - Flash flooding is occurring, imminent, or highly likely and those in flood-prone areas should move to higher ground immediately. Typically issued minutes to hours in advance of the onset of flooding.
Flood Warning - Flooding is occurring, imminent, or highly likely and those in flood-prone areas should move to higher ground immediately. Typically issued hours to days in advance of the onset of flooding.

Date	Time	Measures to Prepare	Responsible Position
		Ensure that the school can receive notification of local weather conditions and alerts, including flood watches and flood warnings. Maintain redundant methods of receiving notifications.	
		Evacuation drills are conducted as specified in state law.	
		Keep all students away from fast-moving or swift water, including creeks, streams, rivers, or flood channels.	
		Cancel any field trips, after-school events, or extracurricular activities.	
		Move or secure any outdoor equipment or items that could float away.	
		Participate in community weather briefings through local emergency manager.	

Date	Time	Measures to Respond	Responsible Position
		If it is no longer safe for students, educators, staff, families, and visitors to remain in the building, **EVACUATE** the building to an off-campus location.	
		If you are trapped by rising floodwater, **seek refuge in the highest part** of the building.	
		Assist in the movement of students and staff with special needs.	
		Shutdown appropriate utility and building systems.	
		Account for all students, visitors, and school personnel.	
		Activate Relocation Plan if needed.	
		Activate Reunification Plan if needed.	

Date	Time	Measures to Recover	Responsible Position
		Conduct damage assessments and report damages.	
		Provide counseling and support services to displaced and affected students and families.	

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HAZARDOUS MATERIALS RELEASE / CHEMICAL ACCIDENT	"Shelter in Place" "Reverse Evacuation" "Evacuate"

Hazardous materials are any substances that pose a risk to health, life, or property when released. A release of a hazardous material can be caused by a spill, leak, transportation accident, or by human action. A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported.

Date	Time	Measures to Prepare	Responsible Position
		Maintain a comprehensive list of chemicals stored in the building.	
		Incompatible chemicals are stored in separate areas.	
		Conduct shelter-in-place, evacuation, and reverse evacuation drills.	
Date	Time	Measures to Respond	Responsible Position
		Determine which action is most appropriate for the situation: **SHELTER-IN-PLACE:** Threat is from the outside. or **EVACUATE:** Threat is from the inside.	
		Assist in the movement of students and staff with special needs.	
		IF YOU SHELTER-IN-PLACE:	
		Shutdown appropriate utilities, heating and ventilation (HVAC), and building systems.	
		Close classroom windows and seal gaps under doorways.	
		IF YOU EVACUATE:	
		If the spill occurs within the building, immediately evacuate and isolate the immediate area.	
		Move students in the opposite direction of the wind and at least 500 ft. away from hazardous source.	
		Account for all students, visitors, and school personnel.	
		Monitor individuals for medical distress and report immediately.	
Date	Time	Measures to Recover	Responsible Position
		Provide counseling if needed.	

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HOSTAGE				"Lockdown" and/or "Evacuate"

A person who has been seized or is being held as security for the fulfillment of a condition.

A hostage situation involves one or more person's being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents, child abduction events, or any . This hazard may be applicable if an abduction or kidnapping of a child occurs.

Date	Time	Measures to Prepare	Responsible Position
		Maintain control access through methods identified in physical protection section of plan.	Safety Director
		Post signs and requirements for visitor management.	Facilities Director
		Conduct lockdown and evacuation drills.	Safety Director

Date	Time	Measures to Respond	Responsible Position
		Call 911 and report all known details, follow all instructions provided by Law Enforcement.	
		Take steps to isolate the area of the incident.	
		Notify the school district office.	
		INIATE PROTECTIVE ACTIONS Based on the advice of law enforcement: ***LOCKDOWN*** or ***EVACUATE (unaffected persons)*** *(or combination of both).*	
		Make no attempt to establish contact with the hostage taker. If, however, they make demands, listen carefully, and do not attempt to solicit additional information. • Advise the hostage taker that you will pass on their demands. • This is a stall tactic: accordingly, you must be calm and convincing.	
		Account for all students, visitors, and school personnel.	
		Await the arrival of the police. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.	
		Be prepared to give the police officers as much information on the hostage situation as you can. *(i.e., description of hostage taker; whether they displayed a weapon and if so what type; demands made [if any]; number of people being held hostage and their approximate age, etc.)*	
		Activate Communications Plan, if needed.	
		Activate Relocation Plan, if needed.	
		Activate Reunification Plan, if needed.	

Date	Time	Measures to Recover	Responsible Position
		Conduct debriefing with school personnel.	
		Provide counseling services.	

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MEDICAL EMERGENCY

An acute injury or illness that poses an immediate risk to a person's life or long-term health.

Date	Time	Measures to Prepare	Responsible Position
		Maintain register of students and school personnel with medical needs.	Coordinated School Health Director
		Provide annual CPR, AED, bloodborne pathogens, and first aid training.	Coordinated School Health Director
		Establish a medical response team of those certified in CPR/AED and First Aid.	Coordinated School Health Director
		Conduct annual CPR/AED/first aid drill.	Coordinated School Health Director

Date	Time	Measures to Respond	Responsible Position
		Assess the situation.	
		Advise School Nurse or individuals on campus with medical training.	
		Direct any non-injured students to move to a safer location, away from injured person.	
		Call or instruct a specific person to call 911.	
		Monitor, assess, and maintain the "ABC's" as necessary. A = Airway B = Breathing C= Circulation	
		Render medical assistance, if qualified to do so. Follow the first aid instructions provided by the 911 dispatcher.	
		Assign a staff member to accompany the injured party to the hospital emergency room and constantly maintain student accountability.	
		Activate the Communications Plan, as needed.	

Date	Time	Measures to Recover	Responsible Position
		Clean and disinfect the affected area, if necessary.	
		Provide counseling services if needed.	

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MISSING STUDENT / ABDUCTION

A student who has disappeared and whose well-being cannot be confirmed. A student may go missing due to accident, abduction, death, or for voluntary disappearance.

Date	Time	Measures to Prepare	Responsible Position
		Escort students to and from their before/after school transportation.	Safety Director
		Supervise students in hallways between classes.	Safety Director
		Maintain recent photographs of students	
		Maintain access control measures as identified in the physical security section of the plan.	Safety Director
		Report any changes in custodial information to front office and applicable teachers.	Safety Director

Date	Time	Measures to Respond	Responsible Position
		Upon notification, place school in a **SOFT LOCKDOWN**	
		Initiate an immediate rapid search of campus and grounds.	
		Call 911 and notify the school district.	
		Obtain an accurate description of the missing student to include the last known outfit, if possible provide a recent photograph.	
		For an abduction: obtain a description of the suspect from witnesses	
		Review cameras for last known location.	
		Work with local law enforcement in their investigation.	
		Activate Communications Plan, if needed.	

Date	Time	Measures to Recover	Responsible Position
		Conduct debriefing with school personnel.	
		Identify and implement corrective actions.	
		Provide counseling services.	

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NUCLEAR POWER PLANT ACCIDENT	"Evacuation" "Get Inside" "Shelter in Place"

An accident at a nuclear power plant could result in dangerous levels of radiation that could affect the health and safety. Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.

There are four (4) levels of an emergency at a nuclear power plant:

Notification of an Unusual Event (NOUE) – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.

Alert – Actual or potential substantial degradation of the level of safety of the plant or a security event that involves probable life-threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.

Site Area Emergency (SAE) – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.

General Emergency (GE) – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.

Date	Time	Measures to Prepare	Responsible Position
		Meet with your County Emergency Manager to identify protective actions as outlined in the county plan.	Safety Director
		Practice Evacuation, Reverse Evacuation, and Shelter-in-Place drills.	Safety Director
Date	**Time**	**Measures to Respond**	**Responsible Position**
		Upon notification, follow directions of County Emergency Manager to either: **EVACUATE or SHELTER-IN-PLACE**	
		Notify central office.	
		Account for all students, visitors, and school personnel.	
		If Evacuating:	
		Activate relocation plan.	
		Activate reunification plan.	
		Activate communications plan.	
		Assist in the movement of students and staff with special needs.	
		If Sheltering-in-Place:	
		Shutdown appropriate utility and building systems.	
		Close classroom windows and seal gaps under doorways.	
Date	**Time**	**Measures to Recover**	**Responsible Position**
		Conduct debriefing with school personnel.	
		Identify and implement corrective actions.	

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SEVERE WEATHER / TORNADO

Severe weather including tornadoes, lightning, thunderstorms, or other weather systems comprised of hazardous and damaging effects may occur anywhere, any time of year, day, or time. The National Weather Service (NWS) issues watches and warnings so that the public may take steps to protect themselves from hazardous weather; these fall into two primary categories: watches and warnings.

Watch - The conditions exist for severe weather to form. Continue to monitor conditions.

Warning - Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

Lightning - Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.

Severe Thunderstorm - A severe thunderstorm is capable of producing significant hail and/or high wind gusts.

Tornado - A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale (1-5).

Date	Time	Measures to Prepare	Responsible Position
		Weather radios are installed, maintained, and monitored. Maintain redundant means of receiving alerts and warnings.	Safety Director
		Shelter-in-place locations are identified, and signs posted.	Facilities Director
		Conduct Shelter-in-Place and Reverse Evacuation drills.	Safety Director
		Secure indoor and outdoor equipment that could be moved during a storm.	Facilities Director
		Participate in community weather briefings through local emergency management.	Safety Director
Date	**Time**	**Measures to Respond**	**Responsible Position**
		Upon notification, students and school personnel move to their identified **SHELTER IN-PLACE** location.	
		Stay away from windows and doors.	
		Avoid hallways with exterior doors which may become a wind tunnel and could be dangerous.	
		Do not seek shelter in rooms with a large roof span (gymnasium, auditorium, cafeteria).	
		Assist in the movement of students and staff with special needs.	
		FOR A TONADO: **D** - Go **DOWN** to the lowest level **U** - Get **UNDER** something **C** - **COVER** your head **K** - **KEEP** in shelter until the storm has passed	
		Make appropriate notifications (911, Central Office).	
		Account for all students, visitors, and school personnel.	
Date	**Time**	**Measures to Recover**	**Responsible Position**
		Conduct a damage assessment and report damages.	
		Provide counseling services if needed.	

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SUICIDE THREAT OR ATTEMPT

Hinting, writing, or talking about suicide is a call for help and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the need to initiate lifesaving intervention(s).

The following classifications offer three (3) levels of suicide risk with students:
1. Suicidal Threat or Ideation
2. Suicide Attempt at School
3. Suicide Completed

Date	Time	Measures to Prepare	Responsible Position
		Conduct annual training on suicide prevention.	Coordinated School Health Director
		Establish awareness and staff protocols for responding to suicide threats.	Coordinated School Health Director
		Establish a threat assessment team to monitor and provide interventions for at-risk students.	Coordinated School Health Director
		Threat assessment teams works with parents on interventions for at-risk students.	Coordinated School Health Director
		Contact Tennessee Suicide Prevention Network for additional assistance and resources.	Coordinated School Health Director

Date	Time	Measures to Respond	Responsible Position
		DO NOT LEAVE THE STUDENT ALONE!	
		Make appropriate notifications (911, Central Office, Mobile Crisis, Parents)	
		If necessary, implement protective actions: **SOFT LOCKDOWN** or **EVACUATION** As a measure either to ensure students are not exposed to trauma or to protect students from the threat of danger.	
		LISTEN to what the student is saying and take the threat seriously.	
		GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.	
		OBSERVE the student's nonverbal behavior. Facial expressions, body language, and other overt signs are often more telling than what the student says.	
		ASK the student if they are thinking about suicide. – If the indication is "yes," ask how they plan to do it and what steps have already been taken.	
		ASSURE the person that you care, and you will find help that will keep them safe.	
		STAY with them, and if possible, assist with transfer to appropriate mental health professional. They have placed trust in you, so you must help transfer that trust to another person.	

Date	Time	Measures to Recover	Responsible Position
		Conduct a debriefing with school personnel.	
		Conduct a Threat Assessment _if_ the student indicated that they wish to harm others.	
		Identify and initiate corrective actions.	
		Watch for warning signs in other students (such as "copycat" actions)	
		Provide counseling services.	

Note: _Each LEA shall adopt a policy on student suicide prevention. The policies shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention. T.C.A. § 49-6-1902._

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ANNEX B. SPECIAL NEEDS SUMMARY SHEET

All information in the Emergency Operations Plan, to include the information listed below, is confidential and protected from open records requests.

This form is **_NOT_** intended to capture specific diagnosis or other Health Insurance Portability and Accountability Act (HIPPA) protected information. Include on this form only the type of assistance that the named individual will need to safely evacuate the building.

*Please include any names of individuals that require additional assistance to include hearing, sight, language, or mobility needs, insulin, oxygen, or medication dependency, Autism, or sensory support.

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

Student Name:	Assistance Needed:	Primary Assistant:	Primary Evac Route:	Equipment/Supplies:
INSERT NAME	INSERT ASSISTANCE INFO HERE	INSERT NAME	INSERT ROUTE	INSERT EQUIP & SUPPLIES FOR EVAC HERE
Room Number:		**Secondary Assistant:**	**Secondary Evac Route:**	
INSERT #		INSERT NAME	INSERT ROUTE	

ANNEX C: COMMUNICATIONS

Internal Communications

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

School Safety Team (SST)

1. Upon receiving a report of an emergency, the principal or designee may activate the SST.
2. The principal or designee will active SST members by notifying them via insert your communication method.
3. The SST will oversee all internal communications regarding the facts relating to the emergency.

Faculty, Staff and Students

– Reports of Emergencies: All faculty, staff and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SST.
– Emergency General Assembly: In the event crucial information must be shared immediately, the SST will assemble all students and staff in the INSERT LOCATION and provide them with essential information.
– Staff Meeting. The principal may decide to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.

In the event that an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:

Notification Methods	Primary:	(Insert notification method)
	Secondary:	(Insert notification method)
	Tertiary:	(Insert notification method, tertiary methods are recommended to be non-hardwired technology)

Transportation Staff

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

Central Office Notification

The Director of Schools or designee will be notified of any incident occurring at school site.

Severe Weather Reports

A Weather Alert Radio is located in INSERT LOCATION and will be used to receive alerts for a variety of hazardous conditions. Information from alerts will generate appropriate leadership announcements and actions.

External Communications (FILL IN YOUR PROCEDURES USING BELOW AS AN EXAMPLE)

The SST will coordinate with district personnel relating to all communications with parents, responders, and the media.

Parents

A modified version of this plan will be provided to each parent in a backpack package provided by their student or through other methods such as during the school's open house at the start of the school year. This plan for parents will include how they can help with school safety as well as steps they can take during an emergency event in preparation for reuniting with their children.

Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SST member as soon as possible. Parents will be kept informed and updated with ongoing communication using redundant/multiple methods such as social media sites, INSERT ADDITIONAL METHODS: One Call, Group text sharing the facts of what has taken pace, what is currently happening and what will happen next. Communication should be given in regular time intervals regardless of whether new information is available.

Backpack Letters

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

Backpack letters will include these components, at a minimum:
- 1st paragraph: outlines the situation accurately.
- 2nd paragraph: steps the school has taken to ensure the safety of students and staff members.
- 3rd paragraph: lists ways that families can help and how families can get more information.

Letters should not promise a police or public health investigation, violate the privacy of individuals involved in the situation, create unwarranted anxiety, or speculate.

Call Team

The Call Team may be activated by the principal and used to place or receive large volumes of calls to or from parents, community leaders, etc. about selected incidents such as the death of a student, or when the automatic dialing system is not operational or needs to be augmented.

Responsibilities:

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

School Website

Updates for parents, parent organizations, community leaders, etc. will be posted on the school's website INSERT WEBSITE using the same information that is provided to the Call Team. Recovery activities such as counseling sessions, memorials, post event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the SST and provided to the Webmaster for posting.

General Media Policies and Guidelines

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

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

ANNEX D: MAPS, FLOORPLANS, AND BLUEPRINTS

in this section, insert:

- maps
- floorplans,
- blueprints,
- schematics, and
- other maps of the school interior,
- school grounds and road maps of the immediate surrounding area.

Ensure that items added to this section are labeled accordingly and annotated with:

- evacuation routes,
- shelter locations,
- fire alarm pull stations,
- fire hydrants,
- fire extinguishers,
- first aid kits,
- hazardous materials storage,
- automated external defibrillators (AED), and
- utility shutoffs

Delete the above instructions.

ANNEX E: CONTINUITY OF OPERATIONS PLAN (COOP) ANNEX

The Continuity of Operations Plan is to ensure that {SCHOOLNAME} has procedures in place to maintain and rapidly resume essential operations after an incident. COOP is critical to safety planning and is a good business practice. The plan anticipates a wide range of potential incidents that could cause a temporary interruption or full shut-down of the school. A goal is to provide full operational capacity for essential functions within 12 hours of activation and maintain these functions for 30 days.

Responsibilities

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. COOP procedures address responsibilities before, during and after an incident. Safety of students, staff and others is the always the first priority. Strong communication and partnerships with appropriate organizations, contractors and service providers should be developed. Legal counsel should review delegations of authority to identify and address possible issues.

Principal

- Determine when to close schools and/or send students and 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 in the school.

Principal/Assistant Principal

- 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 additional responsibilities.
- Provide necessary personnel, equipment, supplies, facilities, resources and services for continued operations.
- Identify strategies to continue teaching.
- Reevaluate the curriculum.

Custodians/Maintenance Personnel

- Work with local government officials to determine when it is safe for students and staff to return to school buildings and grounds.
- Manage the restoration of school buildings and grounds.

School Secretary/Office Staff

- Maintain inventory.
- Maintain essential records, including school insurance policy.
- Ensure redundancy of records.
- Secure classroom equipment, books and materials.
- Restore administrative and record-keeping functions.
- Retrieve, collect and maintain personnel data.
- Provide account payable and cash management services.

Counselors, Social Workers, and School Nurses

- Establish academic and support services for students and staff.
- Implement additional response and recovery activities in accordance with established policies.

Food Service/Cafeteria/Bus Drivers

- Determine how transportation and food services will resume.

Specific Procedures

Activation and Relocation

The principal or district will determine when to activate and implement COOP procedures and/or relocate operations to an alternate site. COOP procedures will be activated whenever it is determined the school is not safe to occupy or is not functionally operational. The district office will be notified and provided information and details regarding a relocation of operations.

Alert, Notification and Implementation Process

The principal will activate the communication plan 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.

Relocation Sites

The principal will identify relocation sites to maintain and restore operations and essential functions disrupted by an incident. Ideally each school should have more than one potential relocation site. One site should be accessible by walking, if appropriate, and other sites by transportation services. Sites must have reliable logistical support, services and infrastructure systems to sustain operations for 30 days. Consideration should be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

Alternate Facilities

For each alternate facility, the essential resources, equipment and software that will be necessary for necessary resumption of operations should be identified and plans developed to secure those resources.

Alternate Facility	Replacement Function	Street Address	Contact Information

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored (identify offsite location and 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.

Reconstitution

In most instances of COOP implementation, reconstitution will be the 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 (AAR) of COOP operations and effectiveness of plans and procedures.

ANNEX F: MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding

Between _____ and _____

Name and location of relocation site: <mark>Insert the name and location of the relocation site here</mark>

Relocation Site Primary Contact Information		Relocation Site Secondary Contact Information	
Phone:		Phone:	
Cell:		Cell:	
Email:		Email:	

Location within the site where students will be sheltered: <mark>Insert the location where students will be sheltered.</mark>

Location of Administrator's Toolbox if stored at relocation site: <mark>Insert the location of the Administrators Toolbox</mark>

Other agreements: <mark>Add other key points of consideration when drafting agreements with relocation sites/schools.</mark>

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

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

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

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

Principal or Designee Signature: _____ **Date**_____

Host Site Designee Signature: _____ **Date**_____

ANNEX G: THREAT ASSESSMENT POLICY AND PROCEDURES

T.C.A. § 49-6-2701

Each LEA shall adopt a policy to establish a threat assessment team within the district. The purpose of the Threat Assessment Team is to develop comprehensive intervention-based approaches to

- Prevent violence.
- Manage reports of potential threats.
- Create a system that fosters a safe, supportive, and effective school environment.

The Threat Assessment Team must include LEA personnel and law enforcement personnel. The Threat Assessment Team may include juvenile services personnel, a representative of the local district attorney's office, a representative of the Department of Children's Services, and mental health service providers.

A threat assessment team shall:

- Obtain training from local law enforcement or mental health service providers on how to assess individuals exhibiting threatening or disruptive behavior and develop interventions for individuals exhibiting such behavior;
- Conduct threat assessments based on dangerous or threatening behavior of individuals in the school, home, or community setting;
- Provide guidance to students, faculty, staff, and others in the LEA on how to recognize, address, and report threatening or dangerous behavior;
- Establish procedures that outline the circumstances in which LEA personnel are required to report threatening or dangerous behavior;
- Establish procedures for students, faculty, and community members to anonymously report threatening or dangerous behavior and specify to whom the behavior should be reported;
- Provide guidance and best practices for the intervention and prevention of violence;
- Establish procedures for the:
  o Assessment of individuals exhibiting behavior that may present a threat to the health or safety of the individual or others;
  o Development of appropriate means of intervention, diversion, and de-escalation of threats; and
  o Development of appropriate courses of actions that should be taken in the event threatening or dangerous behavior is reported, including, but not limited to, referrals to community services or healthcare providers, notification of parents or guardians, if appropriate, or notification of law enforcement and emergency medical services;
- Refer individuals to support services;
- Provide post-incident assessments and evaluate the effectiveness and response of the LEA to incidents; and
- Coordinate with state agencies providing support services and technical assistance to local threat assessment teams.

The threat assessment team shall document all behaviors and incidents deemed to pose a risk to school safety or that result in intervention and shall provide the information to the LEA. All information shall be documented in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), § 10-7-504, and all other relevant state and federal privacy laws. The LEA must consider the information when reviewing and developing a building-level school safety plan.

The threat assessment team shall report threat assessment team activities to the local board of education, the director of schools, the department of safety, the Tennessee school safety center, and the members of the state-level safety team established pursuant to § 49-6-802(a) on a regular basis. The report must include quantitative data on threat assessment team activities, including post-incident assessments, and must provide information on the effectiveness of the team's response to incidents deemed to pose a risk to school safety. The report must comply with the FERPA, § 10-7-504, and all other relevant state and federal privacy laws.

Documents produced or obtained pursuant to this section are not open for public inspection. Threat assessment team meetings do not constitute an open meeting as defined by § 8-44-102.

ANNEX H: SAFETY MEETINGS, TRAINING AND DRILL/EXERCISE SCHEDULE

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

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

Month	Meetings/Tasks	Training	Drill/Exercise
JUL		-New Employee, Safety Procedures -Substitute Safety Training	-ICS for Executive Staff
AUG	-Monthly Principal Mtg, Safety Updates - School Safety Team Kick-off Meeting	-Threat Assessment Team(s)	-Fire/Evacuation Drill (x2) -Bus Safety Drill
SEPT	-Monthly Principal Mtg, Safety Updates		-Fire/Evacuation Drill
OCT	-Monthly Principal Mtg, Safety Updates	-Great Shakeout - Earthquake	-Fire/Evacuation Drill -Great Shakeout – Earthquake Drill
NOV	-Monthly Principal Mtg, Safety Updates	-Intruder Procedures	-Fire/Evacuation Drill -Intruder Drill
DEC	-Monthly Principal Mtg, Safety Updates -School Safety Team Meeting	-Stop-the-Bleed Training	-Fire/Evacuation Drill -CPR/AED/First Aid Drill
JAN	-Monthly Principal Mtg, Safety Updates		-Fire/Evacuation Drill
FEB	-Monthly Principal Mtg, Safety Updates	-Severe Weather Procedures	-Fire/Evacuation Drill - School Safety Team ICS Exercise
MAR	-Monthly Principal Mtg, Safety Updates	-Suicide/Bullying Awareness	-Fire/Evacuation Drill -Severe Weather Drill
APR	-Monthly Principal Mtg, Safety Updates - School Safety Team Meeting	- TN PREPARE (School Counselors)	-Fire/Evacuation Drill
MAY	-Monthly Principal Mtg, Safety Updates	-Heat Injury Prevention	-Fire/Evacuation Drill
JUN	-Monthly Principal Mtg, Safety Updates -Annual School EOP Revision/Update		

ANNEX I: STAFF SKILLS SURVEY TEMPLATE

Name:_____ Role:_____ Date:_____

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

	First aid (Current certification? Yes / No)		Sign language
	CPR (Current Certification? Yes / No)		Ham radio operator (Licensed? Yes / No)
	EMT (Current Certification? Yes / No)		CB radio
	Triage		Bus/truck driver (Licensed? Yes / No)
	Fire Safety / Firefighting / HAZMAT		Mechanical ability
	Search & Rescue		Construction (electrical, plumbing, carpentry, etc)
	Critical incident stress debriefing		Structural engineering license yes/no
	Law enforcement (specify below)		Survival training & techniques
	Emergency planning/management		Food preparation
	Shelter management		Military experience
	Bi/multi-lingual (specify)		Other (specify below)

Notes:

_____
_____
_____
_____

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

_____
_____
_____
_____

ANNEX J: GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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