



# Safety and Emergency Procedures Manual



Emergency Procedures	
	<b>Fire</b> Signal: _____ <b>Do This:</b> Immediately evacuate the building, and follow the route below. _____ _____
	<b>Tornado/Severe Weather Warning</b> Signal: _____ <b>Do This:</b> At the direction of the building principal, follow the route below to the designated safe area and assume the sheltering position. _____ _____
<b>Lockdown</b> Signal: _____ <b>Do This:</b> Close and lock the door. Refer to the Lockdown Procedures folder on the back of the door. Room: _____ Date Posted: _____  Post a school map highlighting the evacuation route and the designated safe areas.	
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## Mitigation and Prevention, Preparedness, Response, and Recovery

Contributing JCPS Departments:  
Safety and Environmental Services • Security and Investigations  
Alternative Schools, Pupil Personnel, and Safety

Revised Spring 2016





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# Superintendent's Message

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Throughout the Jefferson County Public School (JCPS) District, the safety of students and employees is a top priority. We are fortunate to have within the district several units and departments that focus on safety procedures. However, they cannot do the entire job themselves; we all have a role to play.

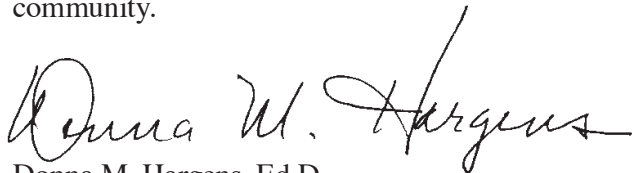
Several departments—Safety and Environmental Services; Security and Investigations; and Alternative Schools, Pupil Personnel, and Safety—have updated the JCPS *Safety and Emergency Procedures Manual*. This manual will assist you in:

- Planning for and addressing a wide range of safety and emergency issues/events.
- Developing and organizing emergency plans tailored to your location's unique circumstances in terms of the building, grounds, occupants, and surroundings.

A benefit of this manual is the consolidation of your emergency procedures in one location.

As a JCPS employee, you are a key to maintaining and promoting safety. Preparedness is essential. In the event of an emergency that affects the safety of students and/or staff, dial **9-911** immediately and then dial **485-3121**.

Thank you for doing your part to ensure the safety of our facilities, students, employees, and community.



Donna M. Hargens, Ed.D.  
Superintendent



# Overview

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The JCPS *Safety and Emergency Procedures Manual* is divided into three sections.

## **Introduction**

The introduction covers the purpose of the manual, how to use it, and the structure of emergency procedures planning (e.g., Mitigation and Prevention, Preparedness, Response, and Recovery). The National Incident Management System (NIMS), the Terrorism Advisory System, and the District Level Incident Management Team (DLIMT) are also covered. (See Introduction, Purpose of This Manual, Use of This Manual, National Incident Management System, and District Level Incident Management Team.)

## **Site and District Safety and Emergency Procedures**

The Site and District Safety and Emergency Procedures component is arranged in alphabetical order. This section provides relevant information and adopted procedures as they relate to each type of emergency (e.g., what steps school staff should follow if a student or staff member is abducted or if there is a bomb threat, an external/natural gas chemical leak, a fire, or a hostage situation).

## **School Safety and Emergency Procedures Plan**

The School Safety and Emergency Procedures Plan is designed to assist schools in developing an individual plan. Although every school will follow this instrument's structure, each school's plan will be unique to that facility and its grounds, student population, and personnel. School-site information, the school's Command Structure, Communication Systems, Emergency Alerts, Evacuation, Shelter-in-Place, and Lockdown Procedures will be individually developed by each school using this instrument. For any questions concerning the contents of this booklet, please call **485-3298** or **485-3111**.

# Introduction

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The Jefferson County Public School (JCPS) District is fully committed to providing safe and secured school and work environments for its students and employees. JCPS has established several departments and units specifically charged with the responsibility of assisting its administrative personnel in establishing and maintaining safe school and work settings.

**Safety and Environmental Services** assists schools and other JCPS facilities to ensure that buildings and grounds are safe and meet the requirements of building codes and federal, state, and local laws and ordinances.

The **Security and Investigations Unit**, at times coordinating efforts with federal, state, and local law-enforcement agencies, works with school personnel and other JCPS personnel to ensure that students and employees are safe and protected from criminal activities committed by individuals within the school district and/or by individuals outside the school district.

**Alternative Schools, Pupil Personnel, and Safety** is primarily responsible for student-related behavior-management and disciplinary procedures. Members of this department also work diligently to involve JCPS staff in behavior-improvement processes. Alternative Schools, Pupil Personnel, and Safety is responsible for the due-process enforcement of the *Code of Acceptable Behavior and Discipline* as it relates to out-of-school suspensions and student placements in alternative programs.

**Safe and Drug-Free Schools** works with school and facility personnel to provide awareness and resistance training in areas involving chemical use, abuse and dependency, gang activity, and gang affiliation as well as training in violence prevention and antibullying strategies. Safe and Drug-Free Schools, through the Assessment Center, assists school officials and parents in assessing risk behaviors and the contributing factors giving rise to misbehavior and/or other social-emotional issues identified in school, home, and community settings.

**Guidance Services/Pupil Personnel** is primarily responsible for assisting students, staff, and families recovering from emergency incidents, such as death, that have caused emotional trauma.

Understanding the magnitude of and the relationship between various safety and emergency contingencies, the above-mentioned departments and units have joined together and are responsible for the development and maintenance of the *Safety and Emergency Procedures Manual*.

This manual has been designed to address **mitigation and prevention, preparedness, response, and recovery** and to reflect the same incident mitigation-to-recovery structure employed by local, state, and federal agencies when they respond to man-made and/or natural disasters. This incident mitigation-to-recovery structure is embedded in the *Safety and Emergency Procedures Manual* and supported by the District Level Incident Management Team (DLIMT). This team helps coordinate the collective efforts of district and agency responders to assist a school involved in an emergency event. The key elements of the incident mitigation-to-recovery structure are described below and are the primary reason for revising and completing this manual.

## Mitigation and Prevention

“The goal of mitigation is to decrease the need for a response as opposed to simply increasing response capability” (*A Guide for Schools and Communities*, Office of Safe and Drug-Free Schools, U.S. Department of Education). What steps can be taken by those who are responsible for safety and emergency planning to avoid an incident?

Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazardous event. Mitigation encourages a long-term reduction of hazard vulnerability (Federal Emergency Management Agency [FEMA], 2002).

What additional steps should school and facility personnel take to reduce the likelihood that a safety- and/or emergency-related event will occur and to reduce the impact of such an event? The proper use and implementation of this manual will help JCPS staff mitigate and/or prevent the occurrence of a safety and/or emergency event.

Examples:

- Establishing access-control procedures and providing IDs for students and staff might prevent a dangerous intruder from coming onto school grounds.
- Conducting severe-weather drills can reduce injury to students and staff because they know what to do to avoid harm. Also, schools in severe weather-prone areas can address structural weaknesses in their buildings.
- Planning responses and training for incidents involving hazardous materials is important for schools near highways, railroads, and industrial areas.

## Preparedness

It is certain that no matter how involved mitigation and prevention plans are, safety and emergency events (e.g., man-made crises and/or natural disasters) will occur. When man-made and natural disasters occur, effective planning and ongoing practice can and often will reduce the extent of injury and/or loss of life.

These plans should be tailored to each school's and facility's unique circumstances as they relate to occupants, building structure, grounds, and surroundings. It is critical that all plans address the following common components:

- **Identify and involve stakeholders**, students, parents, employees, and district and community responders/emergency planners (e.g., from law enforcement, the fire department, and public health).
- **Consider existing efforts**. Integrate the planning of responses with the plans of community responders. Fit the plan within a comprehensive district plan, revise existing plans, etc.
- **Determine what the crisis plan will address** (i.e., the safety and emergency contingencies that will most likely affect your location).
- **Define roles and responsibilities** (e.g., a site incident commander, his or her deputy, a spokesperson or public information officer).
- **Develop methods for communicating** with staff, students, family, and the media (e.g., Emergency Alert Radio [EAR], fire alarms, announcements, uniform use of terminology and news releases).

- **Obtain necessary equipment and supplies**, such as master keys, phones, two-way radios, food and water, first-aid equipment, and a crisis-management reference guide.
- **Prepare an immediate response plan**. Take steps to evacuate the facility, or shelter-in-place immediately. Implement lockdown procedures, and review possible contingencies for each.
- **Create maps and facilities information**. Create site maps that include classrooms, restrooms, office space, utility cut-off locations, potential hazards, rescue locations, and evacuation routes.
- **Develop accountability and student release procedures**. Planners must include a method for accounting for all occupants of a facility, including students, staff, and visitors, during emergency events.
- **Practice**. Preparedness includes routine planned and executed emergency drills, exercises, and practices.
- **Address liability issues**. Carefully assessing and planning for potential hazards that may be faced during an emergency event can protect against lawsuits and liability.

## Response

Each school will develop a Building Level Incident Management Team (BLIMT) to coordinate the facilities' response to an emergency. The BLIMT will be made up of key building personnel to assist the Site Incident Commander (Building Principal/Site Manager) in the implementation of the facilities' safety and emergency procedures. During an actual emergency or crisis, be prepared to implement your plan for that particular event and:

- **Expect to be surprised**. Emergency and crisis events are usually accompanied by confusion.
- **Assess the situation, and choose the appropriate response**. Ask yourself if an emergency exists, the type of emergency, the location, the occupants that may be involved, the magnitude, etc.
- **Respond in seconds**. Immediately take protective steps, and respond appropriately as planned and practiced.
- **Notify the BLIMT**. Notify the appropriate local emergency responders (police department,

fire department, Emergency Medical Services [EMS]), and the DLIMIT at **485-3121**. Whenever an incident may involve an outside responder (district crisis team, police department, or fire department), do not delay; call that responder immediately.

- **Evacuate or shelter-in-place** for severe weather or an external chemical leak, or institute lockdown as appropriate. Identifying the appropriate response is the first and most important decision to make during the initial phase of a crisis.
- **Triage injuries, and provide emergency first aid** to those who need it. Defer medical judgments to the school nurse if applicable for your school. Assign staff with relevant qualifications to determine who needs first aid, and designate a location for EMS to treat the seriously injured individual on the scene.
- **Keep supplies nearby and organized** at all times. Monitor and manage the use of supplies, and replace them as needed.
- **Trust the leadership.** Through training, practice, and communication, trust can be established that the leadership team members are responding effectively and managing the crisis event by fulfilling the duties of their designated roles.
- **Communicate accurate and appropriate information.** One public information officer should be designated as the spokesperson for the event. He or she should collect and provide accurate information pertaining to student safety. He or she should also provide accurate and timely details regarding the unfolding emergency as provided by those who are managing the crisis.
- **Activate the student release system.** At the earliest possible appropriate time, use established procedures and release students to parents/guardians once students have been accounted for.
- **Allow for flexibility** in implementing the crisis plan. Adapt crisis and emergency plans to the particular event.
- **Document.** Record actions taken during the response, and record the extent of damages as completely as possible. Track financial expenditures as well.

## Recovery

- **Plan for recovery in the preparedness phase.** Identify staff roles and responsibilities, and train staff to assess the emotional needs of students and colleagues.
- **Assemble the Crisis Intervention Team.** Identify the best qualified individuals at the school, district, and community levels.
- **Return to the business of learning.** Reestablish school and classroom instructional routines as soon as possible.
- **Keep staff members, students, families, and the media informed** regarding the counseling services available to them.
- **Focus on the building, as well as people, during recovery.** Repair and restore as quickly as possible the building and grounds.
- **Provide an assessment of the emotional needs of staff, students, families, and responders.** Assess the level of mental-health services needed. Determine whether it should be a school counselor, a social worker, a school psychologist, or another mental-health professional. Decide if school or community-based service providers would be best to address this need.
- **Provide stress management during class time.** Create an environment in which a student or staff member can discuss feelings concerning the crisis.
- **Conduct daily debriefings for staff, responders, and others assisting in recovery.** Brief staff on recovery issues and on any progress that has been made.
- **Take time for recovery.** Recovery may take months or even years.
- **Remember anniversaries of the crisis.** The anniversary will stimulate memories of the event and may present a need to offer additional counseling and mental-health services to students, family, and staff.
- **Evaluate the recovery efforts for effectiveness.**

Paraphrased from *Practical Information on Crisis Planning—A Guide for Schools and Communities*, Office of Safe and Drug-Free Schools, U.S. Department of Education





# Purpose of This Manual

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Each building is unique in terms of its structure, occupants, surroundings, and other critical factors, so it is required that all JCPS schools and facilities establish a BLIMT in order to be prepared to respond to emergency contingencies that are unique to their building and occupants.

The BLIMT is the group of key individuals at each school or facility who are directly responsible for the implementation of an emergency response to an incident that places the safety of individuals at that location at risk. **The members of the BLIMT should be cross-trained and prepared to take command of and safely guide the occupants of the school or facility through an emergency incident.**

JCPS adopted this *Safety and Emergency Procedures Manual* to assist the BLIMT with developing effective emergency plans for preventing and responding to emergencies at their building site.

By working together, the BLIMT will be able to identify the key factors that need to be addressed when planning for and responding to emergency situations. The completed safety and emergency procedures should be entered into the *Safety and Emergency Procedures Manual*. Specific component plans, such as Site Command and Communications, Evacuation, Shelter-in-Place, and Lockdown Procedures, must be entered within the corresponding designated sections. The blank lines are to be reviewed and completed by the BLIMT.

The *Safety and Emergency Procedures Manual* should be used in the development of three broad emergency responses, which help the BLIMT deal more effectively with the following:

- Evacuation—When internal emergency circumstances require that the occupants leave the building and/or site
- Sheltering-in-Place—When severe weather and/or other external emergency circumstances require that the occupants take shelter within the building
- Security Levels and/or Lockdown Procedures—When an intruder and/or other life-threatening circumstances require that the occupants take protective measures within the building

This instrument is to be further developed by BLIMT members, who are responsible for carrying out specific duties during emergency incidents. The remaining staff should be assigned more general duties that are related to their various roles within the building. For example, during an evacuation for a fire in the building, a teacher would have specific roles and responsibilities that are related to supervising students. If assistance is needed, contact the Safety and Environmental Services Department at **485-3298** or **485-3698** or the Security Unit at **485-3111**.

The *Safety and Emergency Procedures Manual* is intended to provide an organizational tool for schools. It incorporates existing pieces of a school's current emergency plans and allows for inclusion of additional topics concerning JCPS school and facility safety. It serves as the foundation upon which to build a comprehensive plan to address a myriad of situations involving emergency, crisis, and disaster responses.

This manual is designed to help JCPS schools and facilities comply with Occupational Safety and Health Administration (OSHA), FEMA, and Bureau of Alcohol, Tobacco and Firearms (ATF) recommendations; fire codes; Safe and Drug-Free School guidelines and regulations; Safe and Drug-Free Workplace guidelines and regulations; Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR); and Jefferson County Board of Education (JCBE) policies.

The *Safety and Emergency Procedures Manual* was developed collaboratively by Safety and Environmental Services; Security and Investigations; Alternative Schools, Pupil Personnel, and Safety; and the District Level Incident Management Team. Each section was written to be further adapted, revised, and developed to meet each school's and facility's particular needs. Each school and facility will use this manual in conjunction with training given by each of the collaborating departments and/or offices and in consultation with them.



# Use of This Manual

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The *Safety and Emergency Procedures Manual* was developed to provide the BLIMT with a user-friendly instrument that will help schools consolidate and organize contingency plans for addressing a wide range of emergency, crisis, and disaster situations.

The BLIMT is required by JCBE Policy to review their emergency contingency plans annually and to make revisions to these plans as needed. Revisions are to be entered using this instrument. Addendums and other relevant documents should be inserted in the appropriate tabbed section of the *Safety and Emergency Procedures Manual* binder.

Ensure that each member of the BLIMT has a copy and that additional copies are maintained at strategic locations (e.g., main office, plant operator's office) and are readily available in case of an emergency.

Each school and facility should establish a BLIMT to carry out emergency plans, review existing plans, and consolidate existing plans into the *Safety and Emergency Procedures Manual*.

The BLIMT will assist in the ongoing development and revision of the school's or facility's safety and emergency plans and will be responsible for the implementation of the emergency procedures in the event of an incident.

School and facility staff members who are key members of the BLIMT include the building principal and/or site manager, assistant principals, school counselor, School Administration Manager (SAM), plant operator, secretary, first-aid/CPR-certified JCPS personnel, Family Resource and Youth Services Center (FRYSC) coordinator, Nutrition Services staff member, police officer, school security, school nurse where applicable, and other key staff members within the school/facility as deemed necessary to carry out the site's emergency plans.

The school emergency plan, along with a current diagram of the building shall be provided to appropriate first responders. First responders mean; local fire, police and emergency medical personnel.

The school emergency plan shall be reviewed following the end of each school year by the school council, principal, and first responders and shall be revised as needed. First responders are defined as local fire department, police and EMS personnel.

The principal shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion. See School Safety and Emergency Procedures Plan on page 65.

The school emergency plan must be uploaded to SharePoint no later than October 1 of each school year.





# National Incident Management System

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In February 2003, in response to the September 11 attacks, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5), calling for a National Incident Management System (NIMS) to improve the coordination of federal, state, local, and private sector responses to emergency incidents. NIMS provides:

- A consistent, nationwide approach for all levels of government to work together effectively and efficiently to prepare for and respond to domestic incidents.
- A core set of concepts, principles, and terminology for incident command and multiagency coordination.

The BLIMT will develop its school's or facility's safety and emergency plans in compliance with the command structure of the NIMS. This command structure:

- Improves accountability.
- Establishes clear chains of command and supervision.
- Improves communication.
- Establishes an orderly and systematic planning process.
- Establishes a common and flexible management structure.
- Enables commanders to delegate responsibilities and to manage workloads efficiently.
- Better integrates interagency responses into the management structure and planning process.

**The building Incident Command System (ICS) will consist of the following roles and responsibilities:**

- **Site Incident Commander (Building Principal/Site Manager):** The on-site person who assumes the overall command of the emergency incident
- **Public Information Officer:** Provides information to the media, the public, and parents
- **Safety Officer:** Ensures that everyone is safe and accounted for
- **Liaison Officer:** Acts as the point contact (liaison) between other responding agencies

Other staff may be used to provide information to and/or support for the activities of the Site Incident Commander (Building Principal/Site Manager) or

be further organized and integrated into the Incident Command System (ICS) to provide information to and/or support for the activities of the Public Information Officer, Safety Officer, or Liaison Officer.

Depending on the nature and magnitude of the emergency incident, this command system can be combined into being the sole responsibility of the Site Incident Commander (Building Principal/Site Manager) for a minor incident or assigned to additional personnel for a major incident.

When an emergency incident requires a response from the JCPS DLIMIT or an outside emergency response agency, which is assuming the overall command of the incident, the Site Incident Commander (Building Principal/Site Manager) will assume the role of a Deputy Commander. The Deputy Commander will interface his or her site's incident command structure into the expanding command structure being assumed by the DLIMIT or the outside emergency response agency.

Command roles may vary given the level of response required and the staff on hand to assist. In some emergencies, the DLIMIT or the outside emergency response agency may not assume command of the incident. In these situations, they may act as a support to the BLIMT command structure at that particular site for that particular emergency incident.

## Incident Command System

The overall structure of the ICS should fit into the following structure designed to help personnel more effectively organize themselves and respond to emergency incidents:

- **Operations Section**—The function of the BLIMT is to support the Site Incident Commander (Building Principal/Site Manager) in responding to an emergency incident.
- **Planning Section**—In support of the Incident Commander and as applicable to the function of the *Safety and Emergency Procedures Manual*, this instrument is to be used to develop and implement site plans. The BLIMT encompasses all facets of planning for and carrying out a response to an emergency incident (e.g., information as to the number of occupants, evacuations, shelter-in

place and lockdown procedures, unique hazards at that location, evacuation routes, assembly locations, maintaining documentation).

- **Logistics Section**—In support of the Incident Commander, the Logistics Section ensures adequate resources to support contingency responses to emergency incidents.
- **Finance and Administration Section**—In support of the Incident Commander, the Finance and Administration Section provides an analysis of the site's costs associated with the emergency incident.

JCPS has established the DLIMT to assist school and other JCPS facility personnel in the response to emergency incidents and to help coordinate and integrate the response efforts from other community agencies.

## **National Incident Command System: A Tool for Responding to Emergencies**

When leading a response, remember that your top priorities are to save and to protect life and property. Effective leadership, command, and communication are critical to the success of your team's response to an emergency.

## **Emergency/Disaster Response at a Glance**

The **Incident Command** leads the response and appoints and empowers team leaders. It sets the tone and standards for the response and encourages effective teamwork and communication.

The **Safety and Security Officer** focuses on the safety of all people responding to the incident.

The **Public Information Officer** works with the media and distributes messages to the public and local community.

The **Liaison Officer** links to and supports external partners and organizations.

The **Operations Team** handles key actions, including first aid, search and rescue, fire suppression, and securing the site.

The **Planning Team** gathers information, thinks ahead, and keeps all team members informed and communicating.

The **Logistics Team** finds, distributes, and stores all necessary resources (supplies and people) to respond appropriately.

The **Finance/Administration Team** tracks all expenses, claims, and activities and is the record keeper for the incident.

### **Safety Advisory**

Structuring your BLIMT in line with the above will greatly enhance your ability to effectively respond to an emergency and collaborate with community responders.

# National Terrorism Advisory System

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The National Terrorism Advisory System (NTAS) replaces the color-coded Homeland Security Advisory System. These alerts include a clear statement that there is an imminent threat or elevated threat. Using available information, the alerts will provide a concise summary of the potential threat, information about the actions being taken to ensure public safety, and recommended steps that individuals, communities, businesses and government can take to prevent, mitigate, or respond to the threat.

## **Imminent Threat**

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

## **Elevated Threat Alert**

Warns of a credible terrorist threat against the United States.



# District Level Incident Management Team

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JCPS has established the DLIMIT to assist school and facility personnel in their response to emergency incidents and to help coordinate/integrate the response efforts from other community agencies.

The DLIMIT shall be activated to respond to natural or man-made disasters, such as a tornado, an earthquake, a chemical spill, or a train derailment. This shall also include notification by the Louisville Metro Emergency Management Agency of the need for JCPS representatives at either the emergency operation center at City Hall or at a site-specific incident command center. It is anticipated that any first call of an impending disaster situation will be received by the District Operations Center at C. B. Young Jr. Service Center. The District Emergency Operations Center will be activated at C. B. Young Jr. Service Center.

The District Operations Center will contact the Director of Security and/or the Director of Safety, who will then determine the need to activate the DLIMIT or a portion of such a team. The District Operations Center will send out the Dean Alert for notification and information. The following conditions will be considered justification for the activation of this team:

any condition that requires immediate and unusual action or support beyond the capability or authority of the responsible persons at the location of the emergency, any condition that may result in major damage or injury, and any request for assistance that requires coordination of support from administrative offices.

The purpose of the DLIMIT shall be to coordinate and to support the Incident Mobilization-to-Recovery Structure and to ensure that first-response procedures are communicated to affected personnel. This will alleviate any danger for students and employees until the appropriate district departments and/or external agencies can mobilize.

The DLIMIT will be notified by the District Operations Center personnel and will be expected to go immediately to a designated area. The selected response area will be dictated by the size of the incident and need. The communication center will then operate from this command post. If the decision is made to deploy the Mobile Command Center (MCC), then Transportation and Security will coordinate the transport of the MCC.





# Site and District Safety and Emergency Procedures

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The following section, in alphabetical order, outlines the established Jefferson County Public Schools (JCPS) safety and emergency procedures. It serves as a guide for school or facility Building Level Incident Management Teams (BLIMTs) to follow as they develop their site's unique safety and emergency plans.

Using the following procedures as a guide, develop more detailed safety and emergency plans specific to your school or facility.

The safety and emergency procedures for the following are included in this manual:

- Abduction
- After-Hours Emergency Preparedness
- ALICE: Active Aggressor/Shooter
- Anthrax
- Bomb Threat
- Building Collapse
- Chemical Release
- Child Abuse/Neglect/Dependency
- Civil Disturbance
- Death of Student/Staff Member
- Earthquake
- Explosion
- Fallen Aircraft
- Fire
- Flood
- Hostage
- Intruder in Building
- Medical Emergencies
- Natural Gas Emergency
- Physical/Sexual Assault
- Power Failure
- Public Assembly Emergency Preparedness
- Severe Weather
- Substance Abuse
- Suicide Ideation
- Terroristic Threatening
- Water Failure
- Weapons Possession/Armed Offender

## General Staff Procedures

General staff procedures are provided. The general staff procedures are intended to give the BLIMT a quick reference on what is expected from the staff members who are not assigned specific duties during an emergency/crisis situation.



# JCPS Safety and Emergency Procedures Quick Guide

Does the safety or emergency incident affect the safety and well-being of all the occupants of the facility?

**NO**

**YES**

- **Abduction:** Call **9-911/485-3121**, Police, and JCPS Security, and follow JCPS procedures.
- **Bloodborne Pathogens:** **Do not come into physical contact with body fluids.** Follow protective cleanup procedures and all other steps outlined in the JCPS *Facility Compliance Manual*.
- **Child Abuse, Neglect, and/or Dependency:** Call **595-4550**, Child Protective Services, and/or **574-2465**, the Crimes Against Children Unit (CACU), and follow JCPS procedures.
- **Death of a Student/Staff:** Call **485-6781**, Guidance Services.
- **Medical Emergencies:** Call **9-911** and **485-3121**, EMS, and follow JCPS procedures
- **Physical Assault/Sexual Assault, Sabotage/Extortion, Unwanted Attention/Stalking, Threat of Violence, Weapons:** Call **9-911/485-3121**, Police, and JCPS Security, and follow JCPS procedures.
- **Power Failure/Water Failure:** Call **485-3121**, LG&E or Louisville Water Company, and follow JCPS procedures.
- **Substance Abuse:** Call **485-3260**, Safe and Drug Free Schools, and follow JCPS procedures.
- **Suicide Ideation:** Call **485-6781**, Guidance Services, and follow JCPS procedures.

## “CALL”

- **9-911** for the Police, Fire Department, and/or EMS
- **485-3121** for 24-Hour JCPS Security Room, Support/Responders

## “EVACUATION”

### INTERNAL THREAT

Fire, chemical/natural gas leak, explosion, or extensive damage to building/building collapse due to an earthquake or other causes; falling aircraft, flood, biological threat (Anthrax), confirmed bomb threat, extended power failure, etc.

Use predetermined exit routes to the facility's assembly area or alternate site(s).

## “SHELTER-IN-PLACE”

### SAFE AREA EXTERNAL THREAT

Severe weather/tornado, chemical/gas leak, explosion, falling aircraft, or other external threat

Secure the facility, and use predetermined routes to primary or secondary shelter-in-place assembly area.

## “LOCK-DOWN”

### EXTERNAL/INTERNAL THREAT

Intruder, armed offender, hostage situation, weapon(s) on the grounds and/or in facility, gang/civil disturbance, other external and/or internal threats that warrant the implementation of lock-down procedures

Move students and staff into secured rooms, lock doors, shut off lights, move to protected area within the room, and remain quiet.





# Abduction/Missing Student

When a person unlawfully and without consent restricts another person's movements and there is a substantial interference of the liberty of the person, it is called abduction.

This does not have to be the removal of a person from the site; it can be the detaining of a person on a school site by an unauthorized person.

For mitigation and prevention of an abduction, building security modifications and procedures are essential. Limiting access to the building to one entrance and requiring the identification of and the signing in of all visitors are critical to preventing the abduction of students. Under these circumstances, if a student is abducted, then the above-mentioned sign-in procedures become critical factors in helping to locate the student.

## Access Control Procedures

1. Unless a door is designated as a primary entrance, it should be locked. Unlocked entrances need to be monitored, and entry through these entrances needs to be supervised.
2. The A-Phone system can be used to control entrance into the building.
  - When using the A-Phone system, staff members must view the monitor and identify the individual requesting entry into the building before unlocking the door.
  - **Before unlocking the door, the staff member should direct the visitor to come to the office and sign in.**
  - If the individual fails to come to the office to sign in, he or she should be considered an intruder.
3. Schools may elect to use other methods to monitor and to supervise all entries into the building to ensure that all visitors are identified, that the purpose of their visit is determined, that they have signed in, and that they have been granted permission to proceed. (These methods may include a staff member stationed at the entrance, the use of a video camera/intercom system, or the use of a buzzer or bell requiring a staff member to physically open the main door.)

4. Visitors entering the building are required to provide valid identification and state purpose of visit to sign in.
5. Signage should be posted at all entrances directing visitors to go to the main office and sign in.
6. Establish and enforce policies that prohibit students and staff from opening locked secondary doors for visitors. Visitors should be directed by all staff and students to enter the building through the main entrance into the building.

## Controlling Access to Individual Classrooms

If a classroom is equipped with hardware that allows the door to be locked from the outside but opened from the inside, the door should remain locked during instructional time.

## Sign-In Procedures

1. Visitors are required to sign in at the main office when entering the building. All visitors entering the building will be supervised and accounted for as they come into the main office to sign in.
2. The visitor's name and signature should be verified using some form of government-issued photo identification (ID) card. If a photo ID is not available, two other forms of identification will be required, e.g., a Social Security card, and/or medical insurance card, and/or credit card. (This requirement may be waived if office staff members know the visitor personally and can vouch for the visitor's identity and business with the school.)
3. Sign-in forms will require the following information:
  - Visitor's printed name and signature
  - Date and time of arrival and departure
  - Purpose of the visit or name of person being visited
  - Initials of the staff member verifying the visitor's identification
4. Visitors should be provided with and required to wear a visitor's badge on their outer garment that contains the person's name and the date and time he or she is in the building. (Stick-on name badges with colors that change daily are preferred.)

5. JCPS employees visiting the building should be directed to wear their photo ID card or a visitor's badge if they don't have their photo ID card.

## **Preparedness**

1. Implement and train staff on the building security procedures.
2. Develop procedures for releasing students to authorized people.
3. Train the staff on the proper student release and abduction procedures.
4. Make the necessary security modifications to the building.

## **Procedure**

1. Call **9-911**. Identify yourself, the school, and the nature of the emergency. Give all the information you have available, e.g., a description of the student and the abductor, names (if you know them), a description of the vehicle (when appropriate), as well as the place and time the student was last seen. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify the Security/District Operations Center and Security and Investigations Unit at **485-3121**.

3. Notify the parent of the situation and of the steps being taken.
4. Keep any witnesses, both adults and students, in the office and separated, preferably, to prevent them from sharing stories.
5. Have school security secure the area of conflict and the vehicle involved, making it possible to maintain any evidence for police investigation.
6. Assist the police. (Have the student's file and photographs available.)
7. Have a counselor assist with any emotional response on the part of the staff or students during and after the situation.
8. Locate and protect clothing, books, book bags, etc., that can be used as scent articles for a K-9 search. **(Do not touch these items with bare hands.)**

## **Recovery**

Debrief those involved as soon as possible to fully account for the sequence of events directly related to the incident. They should recount the event from start to finish using time references to chronologically account for key events.

Conduct an After-Action Review within seven days to capture lessons learned for further staff development.

## **General Staff Procedures**

### **Abduction**

1. Immediately notify the front office, and identify yourself.
2. Provide all pertinent information (e.g., person who was abducted, abductor, witnesses, place, time, description of vehicle).
3. Stay on the line.
4. Assist with any emotional response to the incident.

# After-Hours Emergency Preparedness

## Definition

This plan should address all functions (Parent Teacher Association [PTA] meeting, outside agencies using the building, school activities, etc.) performed after normal office hours.

## General Procedures

Regular Emergency Planning uses the JCPS Emergency Alert Radio System (EARS), which is located in the office and monitored by the office staff.

All facilities that hold functions or have personnel working after regular school hours need to devise an Emergency Plan that addresses their particular situation, especially notification of building occupants.

## Actions to Be Taken Before Emergency Occurs

Principals or designees will develop a plan to disseminate emergency information to employees and/or groups after hours. The type of communications that could be used include announcements over the public-address system, two-way radios, radios and television broadcasts and bulletins, and designated off-site personnel.

The principal or designee will see that employees or other personnel using the building after hours are

instructed and drilled in the actions and duties that they are to perform in an emergency.

The Fire Alarm System will be activated for any fire.

Call **9-911** and the JCPS Security/District Operations Center (**485-3121**).

## Procedures

If an emergency occurs after school hours and endangers the occupants of the building, do the following:

1. The Site Incident Commander or designee (Building Principal/Site Manager) will initiate the appropriate emergency procedures plan, i.e., Evacuation Plan, Shelter-in-Place, or Lockdown Procedures (as the emergency requires).
2. Call **9-911**.
3. Notify the Security/District Operations Center (**485-3121**) immediately; they will notify the proper JCPS departments.
4. Render first aid, if necessary.
5. The principal or designee will direct all other actions as required by the on-scene commander.
6. Implement a system to alert others who may be unaware of emergency procedures.
7. Guide emergency vehicles to the proper entrance.
8. Keep people informed to prevent panic.

## General Staff Procedures

### After-Hours Emergency Preparedness

After-hours, the designated Site Incident Commander (Building Principal/Site Manager) will be responsible for monitoring emergency alerts and implementing emergency procedures.

1. After normal working hours, staff/occupants are to notify the Site Incident Commander (Building Principal/Site Manager) or designee as to their presence in the building and should follow emergency procedures as directed.
2. In the event of an emergency, immediately notify the Site Incident Commander (Building Principal/Site Manager) and identify yourself.
3. Give the location, the nature of the emergency, and any other pertinent information.

# **ALICE (Alert, Lockdown, Inform, Counter, Evacuate): Active Aggressor/Shooter**

## **General**

An active aggressor/shooter or armed intruder 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. An Active aggressor/shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The Site Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

## **Responsibilities**

### **Site Incident Commander/Principal**

- Upon Notification of an active aggressor/shooter or armed intruder on campus, immediately direct staff to call (if it is unknown whether or not 911 notification has already taken place) **9-911** and **485-3121**. A 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. School Resource Officer or contract officers). Caller will remain on the line to provide updates.
- Initiate **ALERT** protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response

option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.

- Secure the administration office as a **COMMAND POST (CP)** and retrieve the critical information and data about the building/school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate **CP**.
- Direct **COMMAND POST** staff to maintain contact with teachers reporting pertinent emergency information via room phones, mobile phones, email, and/or texting. All information received via eye-witnesses or through the in-house surveillance camera system will be used to **INFORM** the building occupants of the event in as real-time as possible.
- Notify the District Operations Center, **485-3121**, to alert the DLIMIT and activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will **EVACUATE** to an off-site relocation center/Rally Point.
- Direct building or support staff, if outside, to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

## **Teachers and Staff**

- The first person to note indication of an active aggressor/shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify those in the immediate area, and the Site Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. **EVACUATE** if at all possible. If not, gather assistance and engage in conducting an **Enhanced LOCKDOWN** of the area. If the active aggressor/shooter or armed intruder has made contact, immediately begin **COUNTER** strategies, and then **EVACUATE** or take control of the intruder.

- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely **EVACUATE** the building.
- If there is no safe manner to **EVACUATE** the building, have others assist in conducting an **Enhanced LOCKDOWN** of the room.
- Rooms in **Enhanced LOCKDOWN** shall pay attention to all announcements providing event details. If the circumstances change and **EVACUATE** becomes a viable option, a decision can be made to leave the location and **EVACUATE** to the RALLY POINT.
- Unless evacuating, rooms in **Enhanced LOCKDOWN**, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active aggressor/shooter or armed intruder enters the classroom individuals are to use whatever **COUNTER** strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active aggressor/shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in **COUNTER** strategies should get out anyway possible and move to another location.
- The Site Incident Commander will notify officials at the relocation site of the **EVACUATION** and to activate FAMILY REUNIFICATION protocols.
- The Site Incident Commander will coordinate with the DISTRICT LEVEL INCIDENT MANAGEMENT TEAM (DLIMT) for bus transportation to the relocation site for police interviews and FAMILY REUNIFICATION.
- The Site Incident Commander will coordinate with the DLIMT to activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an **Enhanced LOCKDOWN**, will **EVACUATE** the building when directed to do so using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The Site Incident Commander will coordinate with DLIMT to activate the **Counseling Response Team** and activate MENTAL HEALTH AND HEALING protocols and/or to provide counseling and mental health services at the relocation site.
- The Site Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with the DLIMT and law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

### Other ALICE Procedures

- After the active aggressor/shooter or armed intruder(s) has been subdued, the Site Incident Commander/Principal in consultation with the law enforcement Incident Commander will announce an "ALL CLEAR" and **EVACUATION** and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, secure them in a room and identify their location with **lockdown placards** for police and emergency medical personnel.

## General Staff Procedures

### **ALICE: Active Aggressor/Shooter**

(“ALICE is a set of proactive strategies that increase chances of survival during an active aggressor/shooter event.” ALICE is not designed to be sequential.)

1. **ALERT:** Initial alert could be gunshot, PA announcement, etc. Alert those around you first and then call 911, and the office when safe to do so.
2. **LOCKDOWN:** If evacuation is not safe option, barricade entry points. Prepare to evacuate or counter if needed.
3. **INFORM:** Communicate real time information on shooter location and description to the office or designated command post. Use clear and direct language using any communication means possible: room phone, mobile phone.
4. **COUNTER:** As a last resort, distract shooters ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm shooter.
5. **EVACUATE:** Run from danger when safe to do so using non-traditional exits if necessary. Go to predetermined rallying points or report to arriving police to give them information about the shooter and situation.



# Anthrax

## Definition

Anthrax is a serious disease caused by *Bacillus anthracis*, a bacterium that forms spores. A bacterium is a very small organism made up of one cell. Many bacteria can cause disease. A spore is a cell that is dormant (asleep) but may come to life with the right conditions.

There are three types of anthrax:

- Skin (cutaneous)
- Lungs (inhalation)
- Digestive (gastrointestinal)

## How Do You Get Anthrax?

Anthrax is not known to spread from one person to another.

## Anthrax From Animals

Humans can become infected with anthrax by handling products from infected animals or breathing in Anthrax spores from infected animal products, such as wool. People can also become infected with gastrointestinal anthrax by eating uncooked meat from animals.

## Anthrax as a Weapon

Anthrax can also be used as a weapon. In the United States in 2001, anthrax was deliberately spread through the postal system by sending letters with powder containing anthrax. This caused 22 cases of anthrax infection.

## How Dangerous Is Anthrax?

The Centers for Disease Control and Prevention (CDC) classifies agents with recognized bioterrorism potential into three priority areas (A, B, and C). Anthrax is a Category A agent. Category A agents are those that:

- Pose the greatest possible threat for a bad effect on public health.
- May spread across a large area and cause a need for public awareness.
- Need a great deal of planning to protect the public's health.

In most cases, early treatment with antibiotics can cure cutaneous anthrax. Even if untreated, 80 percent

of people who become infected with cutaneous anthrax do not die. Gastrointestinal anthrax is more serious because between one-fourth and half of the cases lead to death. Inhalation anthrax is much more severe. In 2001, about half of the cases of inhalation anthrax ended in death.

## What Are the Symptoms?

The symptoms (warning signs) of anthrax are different depending on the type of disease:

**Cutaneous anthrax:** The first symptom is a small sore that develops into a blister. The blister then develops into a skin ulcer with a black area in the center. The sore, blister, and ulcer do not hurt.

**Gastrointestinal anthrax:** The first symptoms are nausea, loss of appetite, bloody diarrhea, and fever, followed by bad stomach pain.

**Inhalation anthrax:** The first symptoms are cold or flu symptoms and can include a sore throat, mild fever, and muscle aches. Later symptoms include cough, chest discomfort, shortness of breath, tiredness, and muscle aches. (Caution: Do not assume that just because a person has cold or flu symptoms that they have inhalation anthrax.)

## How Soon Do Infected People Get Sick?

Symptoms can appear within seven days of coming into contact with the bacterium for all three types of anthrax. For inhalation anthrax, symptoms can appear within a week or can take up to 42 days to appear.

## How Is Anthrax Treated?

Antibiotics are used to treat all three types of anthrax. Early identification and treatment are important.

## Prevention After Exposure

Treatment is different for a person who is exposed to anthrax but is not yet sick. Health-care providers use antibiotics (such as ciprofloxacin, levofloxacin, doxycycline, or penicillin) combined with the anthrax vaccine to prevent anthrax infection.

## Treatment After Infection

Treatment is usually a 60-day course of antibiotics. Success depends on the type of anthrax and how soon treatment begins.

### **Can Anthrax Be Prevented?**

There is a vaccine to prevent anthrax, but it is not yet available for the general public. Anyone who may be exposed to anthrax, including certain members of the U.S. armed forces, laboratory workers, and workers who may enter or reenter contaminated areas, may get the vaccine. Also, in the event of an attack using anthrax as a weapon, people exposed would get the vaccine.

### **What Should I Do if I Think I Have Anthrax?**

If you are showing symptoms of anthrax infection, call your healthcare provider right away.

### **What Should I Do If I Think I Have Been Exposed to Anthrax?**

Contact local law enforcement immediately if you think you have been exposed to anthrax. This includes being exposed to a suspicious package or envelope that contains powder.

### **What Is CDC Doing to Prepare for a Possible Anthrax Attack?**

CDC is working with state and local health authorities to prepare for an anthrax attack. Activities include:

- Developing plans and procedures to respond to an anthrax attack.
- Training and equipping emergency response teams to help state and local governments control infection, gather samples, and perform tests.
- Educating health-care providers, media, and the general public about what to do in the event of an attack.
- Working closely with health departments, veterinarians, and laboratories to watch for suspected cases of anthrax.
- Developing a national electronic database to track potential cases of anthrax.
- Ensuring that there are enough safe laboratories for quick testing of suspected anthrax cases.
- Working with hospitals, laboratories, emergency response teams, and health-care providers to make sure they have the supplies they need in case of an anthrax attack.

### **How to Recognize and Handle a Suspicious Package or Envelope**

Between September and October of 2001, several letters containing *Bacillus anthracis* were sent through the mail in several areas of the United States. As a result, CDC developed the following guidelines for recognizing and handling suspicious packages. Although there have been no recent mail-related anthrax exposures, all persons should take appropriate steps to protect themselves and others from exposure to *Bacillus anthracis* by following these guidelines for recognizing and handling suspicious packages.

#### **Identifying Suspicious Packages and Envelopes**

Characteristics of suspicious packages and envelopes include the following:

#### **Inappropriate or Unusual Labeling**

- Excessive postage
- Handwritten or poorly typed addresses
- Misspellings of common words
- Strange return address or no return address
- Incorrect titles or title without a name
- Not addressed to a specific person
- Marked with restrictions, such as “Personal,” “Confidential,” or “Do Not X-Ray”
- Marked with threatening language
- Postmarked from a city or state that does not match the return address

#### **Appearance**

- Powdery substance felt through or appearing on the package or envelope
- Oily stains, discoloration, or odor
- Lopsided or uneven envelope
- Excessive wrapping material, such as masking tape or string

#### **Other Suspicious Signs**

- Excessive weight
- Ticking sound
- Protruding wires or aluminum foil



**If a package or envelope appears suspicious, do not open it!**

#### **Handling Suspicious Packages or Envelopes**

- Do not shake or empty the contents of any suspicious package or envelope.
- Do not carry the package or envelope, show it to others, or allow others to examine it.
- Put the package or envelope down on a stable surface. Do not sniff, touch, taste, or look closely at the package or envelope or at any contents that may have spilled.
- Alert others in the area about the suspicious package or envelope. Secure the room, close any doors, and take actions to prevent others from entering the area. If possible, shut off the ventilation system.
- Wash hands with soap and water to prevent spreading potentially infectious material to face or skin. Avoid coming into contact with others. Seek additional instructions for exposed or potentially exposed persons.
- If at work, notify a supervisor, a security officer, or a law enforcement official. If at home, contact the local enforcement agency.
- If possible, create a list of persons who were in the room or area when the suspicious letter or package was recognized and a list of the persons who also may have handled the package or letter. Give this list to both the local public health authorities and law enforcement officials.

**The Department of Health and Human Services  
Center for Disease Control and Prevention  
Safer Healthier People**

[www.bt.cdc.gov/agent/anthrax](http://www.bt.cdc.gov/agent/anthrax)

#### **School/Facility Safety Procedures**

When a package or envelope appears suspicious, school personnel and students **will not handle or move** such a package or envelope. If such a package or envelope is discovered, call **485-3121**. Then **dial 9, then 911**.

If a staff member or student has come into contact with such a package or envelope, that individual will be isolated from the general population until he or she is examined and released by the appropriate responding agent(s) (e.g., local public health agency).

Restrict movement of staff and students until an all-clear signal has been approved by responding agents. As advised, implement the school's or facility's shelter-in-place plan.

Responding agents will determine whether an evacuation of the facility is necessary. As advised, implement the school's or facility's evacuation plan.

The anthrax advisories included in this section are adopted from the Department of Health and Human Services, CDC, and Safer Healthier People. These advisories will be strictly followed.

# Bomb Threat

## Mitigation and Prevention

Bomb threats may be received via several mediums: telephone, text message, e-mail, mail, or message left in a public place. Most bomb-threat calls are very brief; the message is stated in a few words. If made by phone, the caller usually hangs up quickly. Every effort should be made to obtain detailed information from the caller, such as:

- When the bomb is going to explode.
- What type of bomb it is.
- What the bomb looks like.
- Why the person placed the bomb.

(See sample form used to document a bomb threat.)

## Bombs or Improvised Explosive Devices

Bombs or Improvised Explosive Devices (IEDs) may be as small as a letter or packed in a large truck. Good building security procedures and regular awareness of suspicious activity, letters, packages, and vehicles can help school staff take action early enough to safeguard the occupants of the building and prevent and minimize injury and death.

Staff should be wary of suspicious packages and letters. They can contain explosives, chemical, or biological agents. The indicators below should trigger suspicion about packages and letters:

- Unexpected or from someone unfamiliar
- Marked with restrictive endorsements, such as “Personal,” “Confidential,” or “Do Not X-Ray”
- Have protruding wires or aluminum foil, strange odors, or stains
- Show a city or state in the postmark that doesn’t match the return address
- Are of unusual weight, given their size, or are lopsided or oddly shaped
- Are marked with any threatening language
- Have inappropriate or unusual labeling
- Have excessive postage or packaging material, such as masking tape or string
- Have misspellings of common words
- Are addressed to someone no longer with your organization or are otherwise outdated
- Have incorrect titles or title without a name
- Are not addressed to a specific person
- Have handwritten or poorly typed addresses

## Response

Do not use hand-held radios or cellular telephones during a bomb threat. Radio waves can be used to trigger explosions.

**When a bomb threat is received, implement the following plan:**

1. Call the local police/fire department (**9-911**) and JCPS Security District Operations Center at **485-3121**. (Office staff should have immediate access to telephone numbers.)
2. The JCPS Security/District Operations Center will dispatch a bomb search dog team to the building under threat.
3. In the event of a bomb threat, it is the decision of the building principal or site manager to order a building evacuation unless police or fire officials order the evacuation.

Every effort should be made to resolve any questions quickly to avoid any unnecessary evacuation. This decision will be based on the administrator’s impression of a basic threat analysis. In this analysis, the principal will consider the following:

**Viability of the Threat**—Was the caller articulate or difficult to understand? Was he or she an adult or a child? Did the caller give a time for detonation or a description or an exact location of the device? How will the device be triggered? Has any major neighborhood event taken place recently to cause alarm or give the school administration reason to suspect retaliation against the school or against a segment of the student body? Did the caller give a reason or motive?

**Trend Analysis**—Is the call one in a string of calls made to either this facility or neighboring schools? Of the calls received, have any schools actually discovered any device?

**Building Status**—How secure is your facility? If the threat is received during the morning hours, contact Security. They will be able to tell you if any alarms were received during the night indicating an unauthorized presence prior to staff arrival. Are there any signs of forced entry into areas not covered by the alarm system? Has any member of the staff reported any unusual activities in their respective area (e.g., a

bookcase moved out from the wall, boxes rearranged, pictures or wall art askew or slightly out of place)? Are there any strange vehicles in your parking lot?

If the principal or site manager decides not to evacuate the building, then all occupants should be placed in Security Level 4 status (closing all doors and restricting movement to minimum). (See “JCPS School Security Levels.”)

All employees will be instructed to check their assigned work areas to make a prompt visual search of their respective areas and report to the principal any items or containers that are unusual or foreign to that area. **Do not handle the item under suspicion.**

The building will be under the principal’s jurisdiction, but it will be under the police or fire department’s authority if a bomb is discovered.

The principal will make the decision for the students and other personnel to return to normal operations or to reenter the building. If possible, the principal should seek the advice of the K-9 bomb search team or police/fire department when declaring the building safe to reenter.

If the students or staff cannot reenter the building on a timely basis, they may have to be transported

to another facility. No student shall be moved from the waiting area until the order is received from the superintendent or designee. The Transportation Unit will implement the movement of students and staff to an alternate building location.

Call the Director of Security and Investigations (485-3121) for additional guidance.

### **Recovery**

Following a bomb threat incident, immediately obtain a Bomb Threat Documentation Form and complete it while the information is current in your memory. Give the form to the police or Security and Investigations as soon as possible. (See next page.)

1. A debriefing with all involved staff should follow immediately after the bomb threat incident or as soon as possible.
2. Conduct an After Action Review within seven days to capture lessons learned for staff development. Use a copy of the Bomb Threat Documentation Form and the *Safety and Emergency Procedures Manual* as a guide during the After Action Review.

## **General Staff Procedures**

### **Bomb Threat**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Evacuate the building immediately if directed by announcement. (See “Evacuation Procedures.”)
4. Stay clear of the building.
5. A representative from each department will account for employees and students and will report to area managers. Area managers will account for employees and students to the Site Incident Commander (Building Principal/Site Manager).
6. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**



## Bomb Threat Documentation Form

### Bomb Threat

Date of Call: \_\_\_\_\_

Time Call Received/Ended: \_\_\_\_\_

Operator's Name: \_\_\_\_\_

Person Who Received the Call: \_\_\_\_\_

### Instructions

1. Attempt to keep the caller talking.
2. Calmly ask the caller the questions below.
3. Complete the form in as much detail as possible. Give initial impressions, and check off what applies as time and circumstance permit.

### Exact Words of the Caller

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### Questions to Ask

When is the bomb going to explode? \_\_\_\_\_

Where is the bomb right now? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What does it look like? \_\_\_\_\_

Why did you place it? \_\_\_\_\_

### Description of Caller's Voice

Initial Impression: \_\_\_\_\_

Male\_\_\_ Female\_\_\_ Young\_\_\_ Old\_\_\_ Loud Voice\_\_\_ Soft Voice\_\_\_ High Pitch\_\_\_ Low Pitch\_\_\_

Slow Talking\_\_\_ Fast Talking\_\_\_ Accent\_\_\_ Intoxicated\_\_\_ Concealed Voice\_\_\_

### Manner

Calm\_\_\_ Rational\_\_\_ Irrational\_\_\_ Coherent\_\_\_ Incoherent\_\_\_

Deliberate\_\_\_ Religious/Self-Righteous\_\_\_ Angry\_\_\_ Emotional\_\_\_ Laughing\_\_\_

**Language**

Excellent, Fluent, Good Vocabulary\_\_\_\_ Average or Normal Vocabulary\_\_\_\_

Poor Grammar, Poor Vocabulary\_\_\_\_ Foul/Vulgar/Use of Profanity\_\_\_\_

Does the voice sound familiar? Yes\_\_\_\_ No\_\_\_\_

If yes, who does it sound like?\_\_\_\_\_

Has this person called before? Yes\_\_\_\_ No\_\_\_\_

**Background Noise**

Initial Impression: \_\_\_\_\_

Totally Quiet\_\_\_\_ Quiet, Faint Noise\_\_\_\_ Voices (conversation) \_\_\_\_ Noisy\_\_\_\_ Party Atmosphere\_\_\_\_

Music\_\_\_\_ Office Machines\_\_\_\_ Factory Machines\_\_\_\_ Street Traffic\_\_\_\_ Mixed\_\_\_\_

Highway Traffic\_\_\_\_ Trains\_\_\_\_ Planes\_\_\_\_ Animal Noises\_\_\_\_

**Comments**

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# Building Collapse

## Definition

A building collapse occurs when the structural integrity of the building is lost or compromised due to overstressed conditions.

## Procedure

If a building collapse occurs and endangers the school population, do the following:

1. Initiate the Evacuation Plan. (See “Evacuation Procedures.”)
2. Alert staff to evacuate the building.
3. Dial **9, then 911** (9 must be pushed to access outside line).
4. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
5. Render first aid, if necessary.
6. Students and staff should not reenter the school until the fire department officials declare the area safe.
7. The principal or designee will announce any other action as directed by the on-scene commander.



# Chemical Release

## Definition

A chemical release occurs when hazardous materials escape from their contained environment.

## Procedure

### External Chemical Release

If an **external chemical release** occurs outside the school building, do the following:

1. Initiate the Shelter-in-Place Plan. (See “Shelter-in-Place Procedures.”)
2. Alert all staff that they are to implement external chemical leak procedures immediately.
3. Dial **9, then 911** (9 must be pushed to access outside line).
4. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
5. All windows and doors shall be closed and shall remain shut. Stay in the building, and disable the heating, ventilating, and air conditioning (HVAC). Kitchen and restroom exhaust system units are to be turned off.
6. Do not proceed outside unless directed. If required, take action to evacuate the building and, if necessary, the school site. Transfer school-site operation only by the direction of the JCPS superintendent or his or her designee or local authority having jurisdiction (e.g., fire department, police department).
7. Render first aid, if necessary.
8. The principal or designee will announce any other action as directed by the on-scene commander.

**The school will be advised of necessary action verbally, by telephone, or by the EARS communication. Turn on the radio and tune to 1610 AM or turn on the television for additional information.**

### General Staff Procedures

#### External Chemical Leak

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Follow the building announcement: “All staff are to implement external chemical leak procedures immediately.”
4. Proceed to shelter-in-place location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.
8. Take attendance, and report the information to the Site Incident Commander (Building Principal/ Site Manager).
9. Do not allow anyone to leave the shelter area.
10. Stay away from all doors and windows.
11. Wait for further instructions.

## Internal Chemical Release

If an **internal chemical release** occurs within the building, do the following:

1. Initiate the Evacuation Plan, if required.
2. Alert staff to evacuate the building.
3. Dial **9, then 911**.
4. Take emergency supplies.
5. Notify the Security/District Operations Center personnel at **485-3121**; they will notify the proper JCPS departments.
6. Render first aid, if necessary.
7. All appropriate state and local agencies will be notified as to the nature of the emergency.
8. Refer to the Material Safety Data Sheets (MSDS) for specific information.
9. With the staff, maintain control of the students at a safe distance from the incident and take roll call. Students and staff shall not return to their respective areas until the school is determined to be safe by emergency responders.

## General Staff Procedures

### Internal Chemical Leak

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. The verbal command will be given, as required.
4. Immediately exit the building using the exit route designated for your area of the building.
5. Assist those with special needs.
6. Close the door as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

# Child Abuse/Neglect/Dependency

## Definition

**Child abuse** is an act of **commission**. **Child neglect** is an act of **omission**. A dependent is any child, other than the abused or neglected child, who is under improper care, custody, control, or guardianship.

*An abused or neglected child* is defined by state law as a child whose health or welfare is harmed or threatened with harm when his or her parent, guardian, or other person exercising custodial control or supervision of the child, inflicts or allows to be inflicted upon the child, physical or emotional injury. Child abuse includes **injury to the child by other than accidental means**, such as a person who commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution upon the child; abandons or exploits such child; or does not provide the child with adequate care, supervision, food, clothing, shelter, education, or medical care necessary for the child's well-being.

The **Child Protective Service (CPS) Program** is mandated by statute, which means there are state laws that declare a child's right to be free from abuse and neglect. These laws are called the **Kentucky Unified Juvenile Code** and are contained in KRS Chapters 600 to 645. The code requires the reporting of neglect; physical, sexual, or emotional abuse; and dependency of children, whether it occurs in the home, the school, or community settings. The code requires that these reports be assessed and investigated and requires that social services be provided to children found to be experiencing maltreatment.

## Two Basic Principles of Code

- A child's fundamental right to be safe and to be nurtured
- A child's basic right to be raised by his or her own parents, whenever possible; also included in the body of the code are provisions for interviewing children who are alleged victims.

## General Staff Procedures

1. It is the district's policy (JCPS Policy: JHFE) that school district personnel who know or have reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause a report to be made to the proper authorities in accordance with state law. Under Kentucky law, there are several authorities to whom abuse or neglect can and should be reported, including the Department of Social Services, CPS, Child Abuse Hotline (**Dial 9, then 595-4550**) and local law enforcement agencies, including the Crimes Against Children Unit (CACU) of the Louisville Metro Police Department (**Dial 9, then 574-2465**). Schools located in the cities of Jeffersontown, St. Matthews, and Shively should contact their local police departments.
2. Both civil and criminal immunity from prosecution are given to any person making a report or assisting legal authorities or the CPS Program in making an assessment as long as that person is acting in good faith.
3. CPS workers and CACU officers have the authority to investigate child abuse, neglect, and dependency reports at school without parent consent. When interviewing a child at school, the worker or officer should inform appropriate school personnel of the need to interview a child regarding a referral and should show proper identification.
4. If a CPS worker or CACU officer wishes to interview a child alone, school personnel are to comply after receiving proper identification from the CPS worker or CACU officer. Please document the CPS worker's or CACU officer's name, and allow the child to be interviewed.
5. Details of the investigation and the allegation should be limited to appropriate school personnel who have a legitimate interest in the case.
6. A child may request to have a teacher or counselor present. In this event, the CPS worker or CACU officer should make a decision that is in the best interest of the child.
7. The district wants to give full cooperation to CPS workers and CACU officers to fulfill the legal obligation and to protect children. To contact the Child Abuse Hotline, **dial 9, then 595-4550**. If you are uncertain as to whether you should call the Child Abuse Hotline, that is an indication that you should call. If you have any question, please contact your principal.

## General Staff Procedures

### Child Abuse/Neglect/Dependency

An *abused or neglected child* is defined by state law as a child whose health or welfare is harmed or threatened when the person exercising custodial control/supervision of the child inflicts or allows to be inflicted upon the child physical or emotional injury (other than accidental means), sexual abuse/exploitation, and/or abandonment and/or fails to provide adequate care for the child's well-being.

1. If abuse is suspected, immediately notify the front office and identify yourself.
2. Gather pertinent information concerning the nature of the abuse/neglect and general information about the child suspected of being abused and/or neglected.
3. In consultation with the Site Incident Commander (Building Principal/Site Manager), contact the Child Abuse CPS Hotline at **9-595-4550**, or if unavailable dial **9, then 574-2465** for the CACU.

# Civil Disturbance

## Definition

A civil disturbance is a riot or out-of-control demonstration that could threaten the welfare and safety of staff and students.

## Procedures

**Initiate lockdown procedures.** (See “Lockdown Procedures.”)

1. **Alert staff:** “All staff are to implement lockdown procedures immediately.”
2. Notify **9-911** (9 must be pushed to access an outside line). Make sure the 911 operator understands that there is a civil disturbance, the location of the disturbance, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
3. Keep all students inside their classroom until further notice. All classroom doors should be locked at the sound of the emergency signal.
4. Notify the Security/District Operations Center at **485-3121**.
5. Notify all students outside their classrooms (including those outside the school building) to report to the safest classroom. All staff members should make certain that any stray student is brought into a locked area.
6. All doors should remain locked; students and staff should move away from doors and windows, turn out the lights, and remain quiet until the **all-clear signal** is given by the police or the Building Level Incident Management Team (BLIMT).
7. Assist police as directed.

## General Staff Procedures

### Hostage, Intruder, Armed Offender, or Civil Disturbance

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Follow the building announcement: “All staff are to implement your lockdown procedures immediately.”
4. Check the hallway immediately outside your room, and bring uninvolved, nonthreatening students into your classroom or office. (See “School Security Levels” sections.)
5. Close and lock all doors.
6. Keep all students sitting on the floor away from doors and windows.
7. Turn off the lights in classrooms and offices.
8. Use caution and discretion in allowing individuals and students into the classroom.
9. Take attendance, and prepare a list of missing students and extra students in the room.
10. Obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
11. All doors should remain locked; staff and students shall remain sheltered until a BLIMT member comes to your room with directions or a police officer arrives with directions.

# Death of a Student/Staff Member

In the event of the death of a student or staff member, a call should be directed immediately to Security/District Operations Center at **485-3121**.

Principals may request the assistance from the Counseling Response Team, 24 hours a day, through the Security/District Operations Center at **485-3121**. The DLIMT will make appropriate notifications.

## The Counseling Response Team may help in:

- Providing an Operations Leader and Team to assist with the school-based response
- Providing counseling support to students, staff, and families

- Gathering information about community resources for distribution
- Creating a follow-up plan for the school

If a student, staff member, or visitor dies on school property, immediately call **9-911** and the Security/District Operations Center at **485-3121**. Security and Investigations will initiate a critical incident investigation and contact other agencies as needed.

## General Staff Procedures

### Death of a Student/Staff Member

1. Call **9-911** and **485-3121**.
2. Immediately notify the front office, and identify yourself, and ask them to notify the school nurse if applicable and to send a first aid provider to your location.
3. Give the location, the nature of the situation, and any other pertinent information.
4. Remove all students from the area.
5. Wait for further instructions.

# Earthquake/ Drop Procedure

## Definition

An earthquake is shaking or trembling of the earth.

## General

To establish emergency procedures to be used in the event an earthquake or disaster occurs. During an earthquake drill, have students demonstrate their ability to react appropriately to your command.

- An earthquake is rolling or shaking movement of the building and the ground.
- All school personnel must be aware of emergency procedures established for the building and be ready to react when necessary.

## Procedure

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides.

1. Staff should direct students to **“Duck, Cover, and Hold On.”**
2. Students should use desks or tables for cover.
3. The Site Incident Commander (Building Principal/Site Manager) shall advise staff to evacuate the building if required after the shaking stops.

4. After shaking ceases and initial evaluation of the building structure is complete, the custodian and/or maintenance personnel shall assist with shutting down the facility’s mechanical, electrical, water, and gas systems if required.

5. Dial **9-911**, if necessary.

6. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments, if necessary.

7. At no time, either from the building or from designated evacuation sites, should students or staff be dismissed until the JCPS Emergency Dismissal Procedures have been implemented. This precaution is crucial for accounting for students and staff and because the possible condition of the surrounding community may not be known.

8. Students shall not reenter the school building until the fire department official declares this area safe.

9. Render first aid, if necessary.

10. The principal or designee will direct any other action as directed by the on-scene commander.

## General Staff Procedures

### Earthquake

1. Duck, Cover, and Hold On, by dropping to knees.
2. Use desks and tables for cover, protect head by covering with arms and back should be towards window.
3. Remain in covered position for at least 60 seconds after shaking ceases.
4. Listen for instructions, and be prepared to evacuate if instructed to do so.



# Explosion

## Definition

An explosion is a sudden, violent release of energy from its contained environment.

## Procedure

In the event an explosion occurs at the school site, do the following.

**The Site Incident Commander (Building Principal/Site Manager) will determine if the explosion is internal and if it affects the structure of the building.**

## Internal Explosion

1. Initiate the Evacuation Plan. (See “Evacuation Procedures.”)
2. Use the fire alarm to evacuate the building.
3. Take emergency supplies.
4. Dial **9, then 911** (9 must be pushed to access an outside line).
5. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.

6. Transfer school-site operation only by direction of the JCPS superintendent or his or her designee or local authority having jurisdiction (fire department, police department, etc.).

7. Students and/or staff shall not reenter a vacated building if there is any doubt concerning the safety of the structure. In the event that the structure of the building’s safety is in question, an inspection must be requested and performed by the JCPS Maintenance Department, the fire department, or a professional engineer before the occupants may reenter the building.

8. Render first aid, if necessary.

9. The principal or designee will direct any other action as directed by the on-scene commander.

## External (Outdoor) Explosion

### If explosion occurs outside:

1. Shelter-in-Place Procedures should be implemented.
2. Dial **9, then 911** (9 must be pushed to access an outside line).
2. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
3. Shelter-in-Place shall be maintained until the all-clear is given by Emergency Responders.

## General Staff Procedures

### Explosion

1. Immediately notify the front office, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. The fire alarm or verbal command is sounded/given, as required.
4. Immediately exit the building if the explosion is internal using the exit route designated for that area of the building you are located in at the time the alarm is sounded. (See “Evacuation Procedures.”)
5. Assist those needing special assistance.
6. Close door as leaving room.
7. Bring roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear from the Site Incident Commander before reentering the building.**

# Fallen Aircraft

## Definition

A fallen-aircraft emergency occurs when an aircraft falls near a school or on a portion of the school building.

## Procedure

If a fallen aircraft endangers the school population, do the following:

**If smoke or fumes threaten the building, initiate the school's external chemical leak procedures. (See "Evacuation Procedures.")**

1. Alert staff with the following announcement: "All staff are to implement external chemical leak procedures immediately."
2. Dial **9, then 911** (9 must be pushed to access an outside line).
3. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
4. Render first aid, if necessary.
5. The principal or designee will determine and direct any other action as required.

## General Staff Procedures

### Fallen Aircraft

If an aircraft **falls near the school**, the following will be implemented:

1. Immediately notify the front office, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. Follow the building announcement: "All staff are to implement external chemical leak procedures immediately."
4. Proceed to the designated shelter-in-place location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.
8. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).
9. Do not allow anyone to leave the shelter area.
10. Stay away from all doors and windows.
11. Wait for further instructions.

**If an aircraft falls on a portion of the school, do the following.**

**Initiate the school's Evacuation Plan. (See "Evacuation Procedures.")**

1. Alert staff to evacuate the building.
2. Dial **9, then 911** (9 must be pushed to access an outside line).
3. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
4. Staff will evacuate students from the buildings to a safe area as directed.
5. All students and staff will be kept at a safe distance, upwind, allowing for possible explosions. (Note: In case of jet aircraft, the minimum safe distance is 500 yards.)
6. Students and staff shall not reenter the school until the fire department official declares the area safe.
7. Render first aid, if necessary.
8. The principal or designee will announce any other action as directed by the on-scene commander.

## **General Staff Procedures**

### **Fallen Aircraft**

If an aircraft **falls on a portion of the school**, the following will be implemented:

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the exit route designated for your area of the building if unaffected by the event. (See "Evacuation Procedures.")
5. Assist those with special needs.
6. Close the door as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

# Fire

## Definition

A fire occurs when combustible materials ignite in the presence of oxygen and heat.

## General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary. There shall be at least two fire drills held within the first 30 days of school and one a month for the remainder of the school year.

## Procedure

In the event a fire is detected within a school building, the following actions should be taken:

**Notification of the fire department is mandatory for all fires.**

1. Sound the fire alarm. This will implement the Fire Drill Evacuation Procedures.
2. Dial **9, then 911** (9 must be pushed to access an outside line).
3. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
4. Students and staff shall evacuate the building and should not return to the school until fire department officials declare the area is safe.
5. Render first aid, if necessary.
6. The principal or designee will direct any other action as directed by the on-scene commander.

Note: All fire-alarm activations must be called in to **9-911** or the appropriate fire administration and to the JCPS Security/District Operations Center at **485-3121**. **All fires must be reported immediately by dialing 9, then 911.**

## Occupied Facility

**If the fire alarm is activated while the building is occupied, initiate the Evacuation Plan and dial 9, then 911 to report the sounding of the fire alarm.**

1. Give the name of the school, address, and the zone indication shown on the fire-alarm panel.

2. Call the JCPS Security/District Operations Center at **485-3121**. If a staff member has observed or has reason to believe that a person pulled a fire alarm for malicious reasons, notify the school office. The office may then silence the fire alarm and activate the all-clear signal, ceasing the evacuation process upon confirmation.

3. If a manual fire-alarm box has been pulled by an unknown individual, up to five minutes may be taken to locate the pulled, manual fire-alarm station.

4. **If the fire-alarm box cannot be located within five minutes, do the following:**

—Dial **9, then 911**.

—Call the JCPS Security/District Operations Center at **485-3121**.

—If staff locate the pulled, manual fire-alarm station and it was maliciously operated, the fire alarm may be silenced (but not reset) and the recall signal given to allow students and staff to return to the school. A staff member shall then notify the fire administration at:

**Louisville Metro .....9-574-3220**

**Jefferson County .....9-574-7599**

Advise that a malicious false alarm has occurred and that staff and students have returned to the building.

5. Staff members must bear in mind that there is automatic fire-detection equipment in schools, which may also activate the fire-alarm system. Staff members should not assume a fire alarm is false until the device activating the system has been found and a reason for the activation determined.

6. **Should the alarm be activated by smoke, heat detectors, or by the sprinkler system, do the following:**

—Dial **9, then 911**.

—Call **485-3121** immediately.

—**Do not reset** the fire-alarm system until advised to do so by the fire department.

7. Under no circumstance should the fire-alarm system be shut off or taken out of service.
8. If, for reasons beyond the control of JCPS, the fire-alarm system is not operational, a fire watch shall be implemented. This fire watch can only be established after the acknowledgment from the Safety and Environmental Services Department and prior notification of the local fire department.
9. The JCPS Security/District Operations Center may call the school to determine the status of the fire alarm after five minutes have lapsed. If the school cannot confirm that the alarm was a malicious false alarm, security may direct the school to dial **9, then 911**. Security may also make a secondary call to confirm this was done by the school. If the JCPS Security/District Operations Center cannot contact the school to determine the cause of the fire alarm, the fire department shall be notified immediately.

### **Unoccupied Facility**

If the fire alarm is activated while the building is unoccupied, the following procedures should be followed:

1. The Security/District Operations Center should call the fire department by dialing **9, then 911** upon receiving the alarm and then call the JCPS General Maintenance Department. **Under no circumstances should the alarm system be reset.**
2. Security should perform a visual inspection from the outside of the building, open the building for the fire department, and act as a liaison with local fire department personnel upon their arrival.

### **Fire-Drill Procedures**

The JCPS Security/District Operations Center must be advised of any fire drills well in advance of and, if possible, immediately prior to the drill. Call **485-3121**. If this does not occur, the JCPS Security Office may believe there is a fire at the school.

## **General Staff Procedures**

### **Fire**

1. Pull the alarm.
2. Immediately notify the front office, and identify yourself.
3. Give the location, the nature of the situation, and any other pertinent information.
4. The fire alarm is sounded or verbal command is given, as required.
5. Immediately exit the building using the exit route designated for your area of the building. (See "Evacuation Procedures.")
6. Assist those with special needs.
7. Close the door as you are leaving the room.
8. Bring the roll book or class roster to account for all students.
9. Once safely evacuated, proceed to the Assembly Area to be accounted for.
10. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

# Flood

## Definition

A flood exists when a given location, site, or area is either covered by water or is at eminent risk of being covered by water to the degree that normal activities must be suspended or transportation to that location is prohibited.

## General Procedures

- Cancellations for schools under flood watch or that are already flooded will be determined and announced by the Central Office through local radio and television station broadcasts.
- When flood conditions in specific school locations exist, parents/guardians and school employees are advised to listen to their local radio and television statements for information related to early school dismissals and/or cancellations.
- Early dismissals due to pending flood conditions will be determined by the central office. Schools will be notified through the EARS.
- Parents/Guardians and employees will be notified of early dismissals by school personnel and the Central Office.
- Custodial and administrative staff members are to take precautionary measures to minimize flood damage to the facility.
- Do not enter flooded areas.

### General Staff Procedures

#### Flood

1. Immediately notify the front office, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. Do not enter flooded areas.
4. Wait for further instructions.

# Hostage

## Definition

**Hostage-taking** is a violent offense involving the holding of an individual or individuals hostage or exercising or attempting to exercise control over the individual or individuals by the use of force or threat of force or by other violent behavioral/verbal action, which, if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands. This does not have to be the removal of a person from the site but can be the detaining of a person on a school site by an unauthorized person.

These situations are probably the least predictable and the most dangerous of the emergency situations that may confront the Building Principal/Site Manager.

## Procedure

**Initiate lockdown procedures.** (See “ALICE Procedures.”)

1. **Make the following building announcement:**  
“All staff are to implement ALICE procedures immediately.”

2. Dial **9, then 911** (9 must be pushed to access an outside number). Make sure the 911 operator understands that this is a hostage situation, and give the hostage's last known location. Stay on the line until you are instructed to disconnect by the emergency operator.
3. Notify the JCPS Security/District Operations Center at **485-3121**.
4. Tell all students outside of their classrooms, including those outside the school building, to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked. Students and staff should move away from the doors and windows, turn out the lights, and remain quiet until the all-clear signal is given by the police or BLIMT.
6. Assist police as directed. Expect the police to enter the building rapidly without warning.
7. When confronted by police, raise your hands above your head and identify yourself.
8. Blueprints shall be available for emergency personnel.

## General Staff Procedures

### Hostage

1. Immediately notify the front office, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. Follow the building announcement: “All staff are to implement your ALICE procedures immediately.”
4. Check the hallway immediately outside of your room, and bring uninvolved, nonthreatening students into your classroom or office. (See “School Security Levels” section.)
5. Close and lock all doors, or evacuate if safe to do so.
6. Keep all students sitting on the floor away from doors and windows. (See ALICE procedures.)
7. Turn off lights in classrooms and offices.
8. Use caution and discretion in allowing individuals or students into the classroom.
9. Take attendance, and prepare a list of missing students and extra students in the room, or at the rally point.
10. Upon notification, obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
11. All doors should remain locked; staff and students shall remain sheltered until a BLIMT member comes to your room with directions or a police officer arrives with directions.



# Intruder in Building

## Definition

An intruder is an individual in the building who has not followed established visitor procedures and who appears suspicious.

## Safety Advisory

**Any school personnel who observes an individual in the building without a JCPS ID or a Visitor's Pass or who appears suspicious should notify the office immediately and report the individual's location and description.**

**The building principal will determine if it is an emergency situation.**

## Procedure

**Initiate lockdown procedures (See "Building Security Levels.")**

1. Alert staff to implement Security Level 4 (or 5) immediately.

2. Dial **9, then 911**. Make sure the 911 operator understands that there is an intruder inside the school and whether the person is armed. Give the intruder's last known location. Stay on the line until you are instructed to disconnect by the emergency operator.
3. Notify the JCPS Security/District Operations Center at **485-3121**.
4. Notify all students outside their classrooms, including those outside the school building, to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked; students and staff should move away from the doors and windows, turn out the lights, and remain quiet until the all-clear signal is given by the police or BLIMT.
6. Assist police as directed. Expect the police to enter the building rapidly without warning.
7. When confronted by police, raise your hands above your head and identify yourself.
8. Blueprints shall be available for emergency personnel.

## General Staff Procedures

### Intruder

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Follow the building announcement: "All staff are to implement Security Level 4 (or 5)."
4. Check the hallway immediately outside of your room, and bring uninvolved, nonthreatening students into your classroom or office. (See "School Security Levels" section.)
5. Close and lock all doors.
6. Keep all students sitting on the floor away from doors and windows.
7. Use caution and discretion in allowing individuals or students into the classroom.
8. Take attendance, and prepare a list of missing students and extra students in the room.
9. Upon notification, obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
10. All doors should remain locked; staff and students shall remain sheltered until a BLIMT member comes to your room with directions or a police officer arrives with directions.



# Medical Emergencies

## Definition

A medical emergency exists anytime a school incident involving physical injury, illness, medical condition, etc., exceeds the need for basic first aid.

In case of a medical emergency, check the scene for safety. Remove yourself and others from harm's way.

## Procedure

1. Notify Emergency Medical Services (EMS) by dialing **9, then 911**, and **485-3121** as well as the school nurse if applicable. Be prepared to state the nature of the emergency and location (e.g., address, building entrance). Provide the EMS personnel with any known information about the health concerns of the individual: medications, allergies, healthcare provider, etc.
2. Initiate or prompt first aid:
  - Call first-aid responders to the scene. The first-aid responders will provide CPR/first aid as necessary until back-up services arrive at the scene. First aid is the immediate and temporary care given to a victim of an accident or sudden illness until the services of a physician can be obtained. The *First Aid Manual* provided during training is the definitive source for references.
  - Check for poisoning or ingestion of chemicals.
  - Refer to the student's Emergency Information Card and Primary Care Provider (PCP)
3. Notify the parent as soon as possible. Inform parents of any first aid or illness that occurs while the student is at school. Stay with the student until dismissed to the parent or until returned to the classroom. In the event of ambulance transport to a healthcare facility, the principal shall designate a school staff person to stay with the student until the parent is present. No seriously ill or injured student should be allowed to go home without being accompanied by a responsible adult. Likewise, a student should not be left at home unattended unless there is a responsible person present to take care of him or her.
4. All student injuries and the provisions of first aid should be documented accordingly on the online Student Accident Report Form.

Authorization Form to determine if he or she has a special health concern that requires specific care (e.g., epilepsy/seizures, diabetes/insulin shock, allergy/asthma).

- Do not give medication by mouth unless specifically ordered to do so by the PCP Authorization Form on file. The person must be conscious in order to administer medication by mouth.
- People in the building with known life-threatening allergies should be identified. They should have in place an emergency protocol developed by a medical provider and included on the PCP form. By law, each school must have staff trained each school year on emergency medications. Call Health Services at **485-3387** regarding such people.

## General Staff Procedures

### Medical Emergencies

1. Immediately notify the front office, and identify yourself. Immediately notify the school nurse and/or first aid provider.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Advise of the patient's condition and any first aid given.
4. Assist the student or staff member until the help/first-aid provider arrives.

# Natural Gas Emergency

## Definition

A natural gas emergency occurs when natural gas escapes from its controlled environment.

## General

Remember, the possibility of a gas leak and the possible concentration of gas or buildup within a building should not be taken lightly. Establish emergency procedures to be used in the event of a natural gas emergency.

## Procedures

If a gas leak is suspected or detected, implement the following:

### Initiate the School's Evacuation Plan. (See "Evacuation Procedures.")

1. Alert staff to **evacuate the building**.
2. Take emergency supplies.
3. Evacuate students and staff a safe distance from the building or the suspected leak site.
4. Dial **9, then 911** (9 must be pushed to access an outside line), and tell the dispatcher you smell gas.
5. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments and LG&E.
6. Render first aid if necessary.
7. The building or suspected leak site shall not be reentered until authorization is given by the fire department.

## Safety Advisory

If there is ever any doubt, follow the evacuation procedures immediately.

If a strong concentration of gas is noted in the early morning hours when the custodian opens the school, the Building Principal/Site Manager shall be notified immediately and no one will be allowed to enter the building until the all-clear signal is given.

## **General Staff Procedures**

### **Internal Natural Gas Emergency**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the exit route designated for your area of the building. (See “Evacuation” section.)
5. Assist those with special needs.
6. Close the door as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

## **General Staff Procedures**

### **External Natural Gas Emergency**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Follow the building announcement: “All staff are to implement external chemical leak procedures immediately.”
4. Proceed to the designated shelter-in-place location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.
8. Take attendance, and report the information to the Site Incident Commander (Building Principal/ Site Manager).
9. Do not allow anyone to leave the shelter area.
10. Stay away from all doors and windows.
11. Wait for further instructions.

# Physical/Sexual Assault

## Definition

Physical assault is considered to be any intentional act of hitting, pushing, sexual assault/attack, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another student, staff, or visitor to the facility, which results or is intended to result in death, physical injury, or mental/emotional damage.

The violations included in this section are found in the *JCPS Code of Acceptable Behavior and Discipline* and are as follows:

- Fighting: the use of physical force between two or more students, serious enough to warrant a Central Office suspension
- Intimidating: through violence
- Exhibitionism: the exposure of the unclothed or apparently unclothed human male or female genitals, pubic areas, buttocks, or female breasts (ref. KRS.531.300{4d})
- Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature
- Assault: of school personnel/student
- Sexual Assault: any sexual act or attempted sexual act without the individual's consent
- Arson: with staff and students present
- Extortion: obtaining something from an individual by the use of illegal pressure

Since physical/sexual assaults are criminal acts, the jurisdiction of such attacks also exists with local law enforcement agencies. At any time, a local law enforcement agency may be involved in an assault case. School administrators, the students, and/or the students' parents may seek law enforcement involvement in response to an assault. For immediate assistance, call **9-911**.

## Procedure

### Student

An informal hearing is required and will be conducted by the principal/designee before a student is suspended for an assault. The process will include the following steps:

1. Call the Security and Investigations Unit at **485-3121**.
2. Contact the CACU by dialing **9**, then **574-2465**.
3. For sexual assault, do not question the victim or perpetrator until authorized by the police or Security and Investigations. To do so may compromise a criminal investigation.

### Staff

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associated with due process and just cause. Each case has to be handled on an individual basis.

For assistance, call the director of Employee Relations at **485-3151** and refer to the *JCPS Personnel Policies and Procedures Manual*.

1. In all cases of suspected physical/sexual assault by staff or students, call **485-3121**.
2. Actions must be taken to protect students from staff and/or the other student(s) involved during the investigation.

### Other Adults

Any other adults on school property who engage in assaultive behavior should be treated as intruders. Assess the situation and, if necessary, call the police to have them assist in handling the situation and call the Security and Investigations Unit at **485-3121**.

## **General Staff Procedures**

### **Physical/Sexual Assault**

Fighting, Intimidation, Exhibitionism, Sexual Harassment, Assault, and Sexual Assault

Physical assault is considered to be any intentional act of hitting, pushing, sexual assault/attack, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another student, staff, or visitor to the facility, which results or is intended to result in death, physical injury, or mental/emotional damage.

Adult visitors on board property who engage in assaultive behaviors should be treated as intruders. Since physical assault/sexual assault is a criminal act, jurisdiction also exists with outside law enforcement, which may be involved at any time by administrators, visitors, staff, and the victim or his or her guardian.

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Ensure the safety of students and staff.
4. Isolate the situation, if possible.
5. Assist the victim, if possible.

# Power Failure

## Definition

A power failure occurs when normal activities are disturbed due to loss of electrical power.

## General

A power failure can affect the normal, everyday routine of a school. Issues to consider in developing your plan are creating food menus, maintaining food storage temperature, communicating with staff, conducting exterior communications, providing auxiliary emergency lighting, gauging length of outage, and establishing an alternate site.

Evacuation procedures will need to take the following into consideration: the extent of lighting; establishing an alternate site; moving students and staff to and from that alternate site; establishing student dismissal procedures; relocating nonambulatory, physically disabled students; designating staff responsibilities; maintaining security; maintaining student accountability, etc.

## Procedure

Should a power failure occur, do the following:

1. Make sure students and staff are safe.
2. Keep the staff informed. Use of staff radios is very important.

3. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.

4. Raise shades/open curtains, etc., to let in as much natural light as possible. Emergency and natural lighting may allow students to remain in the classrooms or move to a better location within the building until the power outage is corrected.

5. Evacuate the building if advised by the principal or designee.

6. Evacuation sites will be used, if necessary.

7. If required, students will be sent home by bus, or parents may pick them up at the alternate location. Information concerning student pickup will be supplied by the JCPS District administration and will be relayed to the radio and television stations.

8. Render first aid, if necessary.

9. The principal will announce if further action is required.

## Safety Advisory

No students shall be sent home or released until the order is received from the superintendent or designee.

## General Staff Procedures

### Power Failure

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Limit movement.
4. Wait for further instructions by the Site Incident Commander (Building Principal/Site Manager).
5. Be prepared to evacuate if advised to do so.

# Public Assembly Emergency Preparedness

## Definition

A public assembly is a meeting with an occupancy of 300 or more persons who are gathered in one area or place in a building.

## General

All facilities that contain an area where 300 or more people may be assembled in one room are required to maintain Emergency Preparedness Plans for the orderly evacuation or shelter-in-place of the people assembled at that location in case of an emergency.

## Procedure

### Initiate the Evacuation Plan. (See “Evacuation Procedures.”)

1. Alert occupants to **evacuate the building**.
2. Take emergency supplies.
3. Dial **9, then 911**, and report the situation.
4. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.
5. Verify that the building is clear and that all the occupants have evacuated.
6. Render first aid, if necessary.
7. The principal or designee will meet the first responders and relay all pertinent information.

### Initiate Shelter-in-Place Plan/lockdown procedures. (See “Shelter-in-Place Procedures.”)

1. Alert occupants to **implement shelter-in-place/lockdown procedures**.
2. Direct the occupants to the appropriate shelter-in-place/lockdown location(s) within the building.
3. Dial **9, then 911**, and report the situation.

4. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments.

5. The principal or designee will meet the first responders and relay all pertinent information.

## Suggested Actions to Be Taken Before an Assembly Occurs

1. Principal or designee will see that employees or other personnel serving at a public event are instructed and drilled in the duties they are to perform during an emergency evacuation. Records of training shall be kept in the principal's office and made available to any fire code official upon request.
2. Principal or designee shall be responsible for ensuring that the posted occupant load is not exceeded.
3. Principal or designee shall check all exits before the public arrives to ensure that all **exits are clear and unlocked from the inside**.
4. Flashlights shall be made available to employees to assist occupants in the evacuation in case the normal lighting or the emergency lighting fails.
5. Prior to the beginning of an event, the public address announcer will point out emergency exits and the need for aisles and exits to be kept open.
6. Any fire will be reported by activating the Fire Alarm System. An announcement on the public address sound system will be used to explain the problem. Security and attendants will assist in providing an orderly exit. Dial **9, then 911**. Then notify the Security/District Operations Center at **485-3121**.

7. All assembly activities are supervised by the principal or designee. Designated school personnel in attendance will:
  - a. Assist with crowd control.
  - b. Determine when the occupant load is reached.
  - c. Be available for emergency situations.
  - d. See that the emergency evacuation procedures are announced to the audience.
  - e. Inspect the Fire Alarm System and emergency lighting before the beginning of the scheduled performance.
8. The principal or designee shall provide traffic control before and after an event.
3. Alert others who may have remained in the building that the building is to be evacuated.
4. Dial **9, then 911**, and the Security/District Operations Center at **485-3121**.
5. Guide emergency vehicles to the proper entrance.
6. Keep people calm while they are moving toward lighted exits.
7. Keep people informed to prevent panic.
8. Following an emergency evacuation, internal security will be implemented by school personnel.

### **Suggested Action When an Emergency Occurs**

1. The principal or designee shall implement building evacuation procedures.
2. Personnel who have been designated shall assist with flashlights during evacuation.

### **Crowd Manager**

In assemblies where 1,000 people or more gather, there shall be trained crowd managers at a ratio of 1 per 250 occupants. These managers shall be trained on crowd-management techniques.

## **General Staff Procedures**

### **Public Assembly Emergency Preparedness**

A public assembly is a meeting of 300 or more persons who are gathered in one area in a building.

1. Be aware of the evacuation, shelter-in-place, and lockdown plans, and follow the appropriate procedures for that particular assembly area.
2. Carry out assigned duties related to evacuating, shelter-in-place, or lockdown procedures for the assembly area.
3. Ensure that all corridors and exit doors are cleared and unlocked.
4. Report to assigned assembly area, and account for all participants.



# Severe Weather (Tornado, Thunderstorm, Severe Winds)

## Definition

A severe weather alert occurs when the National Oceanic and Atmospheric Administration (NOAA) issues a severe thunderstorm warning, tornado watch, or tornado warning.

## General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary.

A safe area means a designated space including an enclosed area with no windows, a basement or the lowest floor using the interior hallway or rooms, or taking shelter under study furniture.

## Procedure

**At the sound of an emergency siren, an alert from the JCPS EARS, or any information indicating that severe weather is present, immediately implement your emergency procedures.**

**Initiate the school's Safe Area/Shelter-in-Place Plan. (See "Shelter-in-Place Procedures.")**

1. Alert staff with the following announcement: **"All staff are to implement your severe weather procedures immediately."**
2. Maintain sheltered positions, and remain in safe area until the all-clear notice is received.
3. Dial **9**, then **911** (9 must be pushed to access an outside line) and the District Operations Center at **485-3121**, if emergency responders are needed.
4. Notify the Security/District Operations Center at **485-3121** if damage occurs; Security/Radio Room personnel will notify the proper JCPS departments.
5. Render first aid if necessary.
6. The principal or designee will direct any other action as required.
7. School personnel shall monitor the JCPS EARS and local radio, television broadcasts, and/or NOAA weather radios for additional information.

## Severe Weather Emergency Procedures

1. At the sound of an **EMERGENCY WARNING SIREN** during severe weather conditions, immediately implement your emergency procedures and maintain sheltered positions in designated safe area until the all-clear notice is given.
2. For a **TORNADO WATCH**, review emergency procedures and be prepared to implement them, vacate outside portable buildings, check radio and TV for additional information, and monitor the JCPS EARS and NOAA weather radio. Designated school personnel should observe outside weather conditions.
3. When a **TORNADO WARNING** is issued, all school staff and students should implement emergency procedures, including sheltering positions in designated safe area.

When a **SEVERE STORM** or **SEVERE THUNDERSTORM WARNING** is issued, all school staff and students should implement emergency procedures, including sheltering positions in designated safe area.

When a **SEVERE THUNDERSTORM/TORNADO WARNING** is issued during **ARRIVAL** time, implement your emergency procedures and maintain sheltered positions in safe area until the all-clear is given. Entrances usually utilized for entry should be monitored to allow bus riders, car riders, and walkers to enter the building, if feasible.

When a **SEVERE STORM/THUNDERSTORM** or **TORNADO WARNING** is issued at **DISMISSAL** time, all dismissal procedures shall be held until warnings have expired. Implement your emergency procedures and maintain shelter positions in safe area.

Know your plan.

4. When weather conditions in your area are severe, follow procedures for a tornado warning. Implement evacuation from outside portable buildings to sheltered positions inside the school. All staff and students must proceed to designated areas, assume an appropriate position, and remain until the all-clear signal is received.

5. The District Operations Center's radio operator will issue information as it becomes available from the NOAA, the Emergency Program Information Circuit (EPIC) broadcast systems, and local TV and radio broadcasts. School personnel shall monitor the JCPS EARS and local broadcasts.

If there are questions concerning any drills, procedures, plans, etc., please call Safety and Environmental Services at **485-3298** or **485-3698** for assistance.

## Drills

### Purpose

The purpose of severe weather drills is to ensure the efficient and safe use of the occupied building. Practice drills ensure order and controlled movement to prevent panic, which has been responsible for injuries and loss of life.

### Frequency

A minimum of two severe weather drills must be held during the school year. The first drill should be held within the first 30 instructional days, with the second drill held in January. Additional drills may be completed.

### Preinstructions to Faculty, Adult Personnel, and Students

The faculty and all other adult school personnel shall be assigned and informed of every detail of the plan, such as the warning signal, safe areas, and all procedures.

Each teacher is assigned a safe area for his or her class. Appoint an aide to assist disabled students and staff. Safe areas in the building are designated for each classroom in the school.

The proper positions that students may take in shelter areas are listed and explained below. One of these positions should be used:

- Rest on knees, lean forward, and cover back of head and neck.
- Sit on floor, cross legs, and cover back of head and neck.
- If space does not permit use of the first or second suggested position, stand and cover back of head and neck with crossed arms. Wraps or coats should be used as coverings in case of a tornado.
- Open books can be used during an event for cover.

- Students and teachers should remain in the assigned safety areas until the all-clear signal is given.

The Site Incident Commander (Building Principal/Site Manager) of each building will be responsible for preparing and posting all emergency procedures for each classroom.

Teachers using corridors as shelter areas will be responsible for the closing of any corridor door within the area. Doors will be closed only after all students are in a designated area.

Staff should be assigned to gather students from the playground or from other outdoor areas during a tornado warning or severe storm/severe thunderstorm warning.

### Selection of Protection or Safety Areas

Students who are housed in one-story buildings and in portables shall be brought into the windowless interior room or halls of the main building.

Students who are housed in two-story buildings should be evacuated from the top floor to interior rooms and halls on the lower floor.

### Potentially Hazardous Elements

- Windows at the end of corridors, particularly those facing south and west, are very dangerous. They probably will be blown down the corridor.
- Acrylic or polycarbonate plastics are more resistant to impact than glass, but the large panes may pop out.
- Long-span rooms almost always have high ceilings. **Gymnasiums, cafeterias, and auditoriums should not be used for shelter-in-place assembly areas unless prior approval has been obtained.**
- High walls often collapse into the long-span areas, causing roofs, which depend on the walls for support, to fall in.
- Lightweight roofs, such as steel deck, wood plank, and plywood, will usually be lifted up and partially carried away, with debris falling into the room below.
- Heavier roofs, especially precast concrete planks, may lift up, move slightly, and then fall. If the support has collapsed, the heavy roof may fall onto the floor below.

- Wind tunnels occur in unprotected corridors facing the oncoming winds, which usually come from the south or west. Openings facing these directions allow the winds to penetrate into interior spaces.
- Windward side walls, which usually are in the south and west, receive the full strength of the winds.
- Load-bearing walls are the sole support for floors or roofs above.
- Masonry exterior walls higher than ten feet are potentially hazardous.

### **Protective Elements**

- The safest spaces are those with two or more of these protective elements and with no potentially hazardous elements.
- The lowest floor is usually the safest.
- Below-ground space is almost always the safest location for shelter.
- Interior spaces often form a protective core. A completely interior room protects against debris and the wind-tunnel effect.
- Avoid interior partitions that contain windows.
- Short spans on the roof or floor structure usually remain intact.

- Framed construction usually remains intact. Any structural system that is rigidly framed together is superior to load-bearing walls.
- Poured-in-place, reinforced concrete usually remains after a storm.
- Generally, the heavier the floor or roof system, the more resistant it is to being lifted and removed.
- Spaces that have no walls on the exterior of the building (avoid interior spaces with large spans) are to be checked also.
- Short spans: Seek out a number of smaller spaces.
- Portions of buildings supported by rigid structural frames, such as steel, concrete, or wood, are better than those portions that have load-bearing walls.

### **Warnings**

- Avoid spaces opposite doorways or opening into rooms that have windows in the exterior walls, particularly those facing south or west.
- Avoid interior locations that contain windows, such as display cases, transoms above doors, and door sidelights.

## **General Staff Procedures**

### **Severe Weather**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. When you hear the severe weather announcement/siren, proceed at once to your safe area of the building. (See “Shelter-in-Place” Section.)
4. Take the roll book or class roster to account for all students.
5. Assist those with special needs.
6. Assume appropriate shelter positions.
7. Doors in the safe area should be closed.
8. Swing area of doors should not be used for sheltering.
9. Secure glass doors open to prevent glass from shattering.
10. Take attendance, and report the information to the Site Incident Commander (Building Principal/ Site Manager).
11. Maintain sheltered position until the all-clear signal is given.

# Substance Abuse

## Emergency Overdose

A student who has taken an unidentified substance or amount of substances is handled as any other emergency medical procedure. Call EMS (if you are using JCPS telephones, you should give school name and location) at **9-911** and **485-3121**.

The parent/guardian is to be notified about what has been done and where the student is to be transported.

## Definition

The JCPS Zero-Tolerance Policy on substance abuse states that any student is in violation if he or she is under the influence of alcohol or other drugs, is in possession of alcohol or other drugs, or is involved in providing or selling alcohol or any other drug.

## Procedure

### Student

1. Call the Security and Investigations Unit at **485-3121**.

## Evidence

### Definition

Evidence is any contraband/material (e.g., drugs, alcohol, look-a-likes, or paraphernalia) confiscated from a student or found on site.

## Procedure

1. Call the Security and Investigations Unit at **485-3121** to request that district security personnel respond to collect the evidence.
2. When the officer picks up the evidence, he or she must sign a receipt or log to maintain the chain-of-custody.

## Staff Under the Influence/in Possession/Trafficking

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associated with due process and just cause. Each case has to be handled on an individual basis.

For assistance, call the director of Employee Relations at **485-3151** and refer to the JCPS *Policies and Procedures Manual*.

## Other Adults Under the Influence/in Possession/Trafficking

Any other adults on school property who may be under the influence, in possession of, or trafficking such a substance should be treated as intruders. Assess the situation, and if necessary, call the police to have them assist in handling the situation.

## **General Staff Procedures**

### **Substance Abuse**

Adult visitors on school property engaging in these activities should be treated as intruders.

#### **Emergency Overdose**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Assist the student or staff member until help arrives.
4. Provide a written statement to the Site Incident Commander (Building Principal/Site Manager).

#### **Under the Influence, in Possession, and Trafficking**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Share information of suspected abuse, possession of drugs, and/or alcohol on board property.
4. If possible, confine the individual to the immediate location or escort the student to the office.
5. Provide a written statement to the Site Incident Commander (Building Principal/Site Manager).

# Suicide Ideation

## Definition

Suicide ideation refers to a student or staff member who admits to being suicidal (wanting to take his or her own life or do harm to himself or herself) while on the school site.

## Procedure

### Student/Staff

1. Maintain the student in the company of a certified district staff member until the parent/guardian arrives at the school to accept custody. **At no time should this student be allowed out of this staff member's sight. (Caution:** Do not use a parent volunteer or classified staff to serve in this role.)
2. Contact the parent/guardian to come to the school immediately to take custody.
3. Once the parent/guardian arrives at the school, impress upon him or her the need to seek medical/mental health assistance immediately to stabilize the situation. (You may want to assist the family in accessing services with acute psychiatric or other emergency services.)
4. Document steps taken and to whom the student is released.
5. If necessary, dial **9, then 911** (police or EMS), and **485-3121**. Refer to the emergency contact information card; gather all significant documentation, descriptions, and actions; and submit this information to the police or EMS upon their arrival.

## General Staff Procedures

### Suicide Ideation

The following procedure should be followed when a student or staff member indicates or admits to being suicidal during the school day or during other school activities. This occurs when he or she, verbally or in writing, makes statements as to a desire to hurt himself or herself or take his or her life.

1. Certified staff should supervise the student or staff member at all times.
2. Immediately notify the front office, identify yourself, and ask them to contact the school nurse if applicable. If necessary, dial **9, then 911** (police or EMS) and **485-3121**.
3. Give the location, the nature of the emergency, and any other pertinent information.
4. Escort the student or staff member to the office for parent or family notification and further administrative interventions.
5. Provide a written statement to the Site Incident Commander (Building Principal/Site Manager).

# Terroristic Threatening

## Procedures

1. Start identifying the individuals involved and gathering contact information.
2. Call the JCPS Security and Investigations Unit at **485-3121** for guidance on how to handle the incident.
3. The Security and Investigations Unit will initiate an investigation or contact the appropriate law enforcement agency.

### General Staff Procedures

#### Terroristic Threatening

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Gather information if staff members are experiencing any form of property loss or safety issues related to any district activities.

# Water Failure

## Definition

A water failure occurs when normal, everyday activities are disrupted due to nonpotable water or loss of water pressure.

## General

In the event of a water failure, many factors need to be taken into consideration. These would include, but not be limited to, sanitation, food preparation, and potable water needs.

## Procedure

Should a water failure impact the school population, do the following:

1. Initiate the BLIMT.
2. Keep staff informed.

3. Notify the Security/District Operations Center at **485-3121** immediately; they will notify the proper JCPS departments. (In most incidents involving water failure, the Central Office has prearranged plans in place with the Louisville Water Company to allow school and other facilities to continue normal operations. Each incident will be evaluated by the Central Office to determine the appropriate steps to be taken.)
4. Check with the JCPS Safety and Environmental Services Office before using water after a public water failure has occurred.
5. The principal or designee will direct any other action as needed.

## General Staff Procedures

### Water Failure

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Do not use or drink water until advised to do so by the Site Incident Commander (Building Principal/Site Manager).



# Weapons Possession/ Armed Offender

## Definition

An armed offender is a person possessing a weapon capable of deadly force and whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may be a student, staff member, or community member.

The JCPS *Code of Acceptable Behavior and Discipline* forbids possession of, carrying, storing, or using deadly weapons on school property.

The Kentucky law governing this offense states that unlawful possession of a weapon on school property in Kentucky is a felony punishable by a maximum of five (5) years in prison and a ten thousand dollar (\$10,000) fine. KRS 527.070

## Procedure

1. Alert staff with the following announcement:  
**“All staff are to initiate lockdown procedures immediately.”**
2. Dial **9, then 911**. Make sure the 911 operator understands that there is an armed offender in the building, his or her location, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
3. Keep all students inside the classrooms until further notice. All classroom doors should be locked at the sound of the emergency signal.
4. Notify the Security/District Operations Center at **485-3121**.
5. Notify all students outside their classrooms to report to the safest classroom. All staff members should make certain that any stray student is brought into a locked area.

6. Staff and students outside the building should report to arriving police or to the school’s alternative site.
7. All doors should remain locked; students and staff should move away from doors and windows, turn out the lights, and remain quiet until the all-clear signal is given by the police or the BLIMIT.
8. Assist police as directed.

These procedures apply if the armed offender **has not** threatened anyone with the weapon. If a threat is made; then ALICE procedures apply.

## **General Staff Procedures**

### **Weapons Possession (By a Student)**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. If possible, isolate the student from other students and staff.
4. Document the incident, and when appropriate, provide a written disciplinary referral.

## **General Staff Procedures**

### **Weapons Possession**

#### **(By a Hostage, Intruder, Armed Offender, or Civil Disturbance/Gangs)**

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Check the hallway immediately outside your room, and bring uninvolved, nonthreatening students into your classroom or office. (See “School Security Levels” Sections.)
4. Close and lock all doors in Security Level 5.
5. Keep all students sitting on the floor away from doors and windows.
6. Turn off the lights in the classrooms and offices.
7. Use caution and discretion in allowing individuals/students entry into the classroom.
8. Take attendance, and prepare a list of missing students and extra students in the room.
9. Upon notification, obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
10. All doors should remain locked; staff and students shall remain sheltered until a BLIMT member or a police officer arrives with directions.

# School Safety and Emergency Procedures Plan

---

Effective Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Revised: \_\_\_\_/\_\_\_\_/\_\_\_\_

Discussed with school staff: Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_\_

(Revise/Update annually.)

<b>Name of School/Site:</b>
<b>Main Building/Site Contact Person:</b>
<b>Main Contact Number:</b>
<b>Address:</b>
<b>General Directions:</b>



# Building Level Incident Management Team Command Structure

## Incident Command System

Site Incident Commander's (Building Principal/Site Manager's) Name:
Position:
Direct Phone Number:
Cell Phone Number:
Who stands in for the Site Incident Commander (Building Principal/Site Manager) when he or she is not in the building?
Site Deputy Commander's Name:
Position:
Direct Phone Number:
Cell Phone Number:

## Responsibilities of Personnel During and After an Emergency

All staff should inform their family members that they may be required to remain at school to assist in an emergency situation.

## Building Level Incident Management Team

List the names of the Building Level Incident Management Team (BLIMT) members, their positions, and their duties in terms of responding to an emergency and assisting the Site Incident Commander (Building Principal/Site Manager) during an emergency situation. Add other names, positions, and duties as appropriate and in compliance with the National Incident Management System (NIMS). Team members should be cross-trained in the event that a member is absent from the building during an emergency or crisis event.

## Principal/Site Manager

The Principal/Site Manager shall serve as the **Site Incident Commander** (Building Principal/Site Manager) and shall be responsible for the overall direction of emergency procedures at the school or building site. Responsibilities include the following:

- Take necessary steps to ensure the safety of students, staff, and other individuals in the implementation of the school's safety and emergency procedures.
- Determine the appropriate emergency procedure to initiate (i.e., Evacuation, Shelter-in-Place, and/or Lockdown).
- Activate the BLIMT as needed.
- Arrange for the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Work with emergency service personnel. Depending on the incident, a community agency (such as the police or fire department) may have jurisdiction over investigations, rescue procedures, etc.
- Consult with the school nurse for medical decisions where applicable.

The Site Incident Commander (Building Principal/Site Manager) is defined as the on-site person who assumes the overall command of the emergency incident. Given the magnitude of the incident or emergency, he or she may assign the following roles and duties to other members of the BLIMT:

- The Public Information Officer (PIO) works with the media and distributes messages to the public and local community.
- The Safety and Security Officer focuses on the safety of all people who respond to the incident.
- The Liaison Officer serves as a link to external partners and organizations and supports them.
- The Operations Officers handle key actions, including first aid, search and rescue, fire suppression, and securing the site.
- The Planning Officers gather information, think ahead, and keep all team members informed and communicating.
- The Logistics Officers find, distribute, and store all necessary resources, such as supplies and people, to respond appropriately.
- The Finance/Administration Officers track all expenses, claims, and activities and are the record keepers for the incident.

The Site Incident Commander (Building Principal/Site Manager) assigns specific staff members to the following roles and duties.

## Specific Staff Duties/Roles

The <b>Public Information Officer</b> works with the media and distributes messages to the public and local community. (Possible choices: assistant principal, counselor, Family Resource and Youth Services Center [FRYSC] coordinator, etc.)	
Name:	Position:
The <b>Safety and Security Officer</b> focuses on the safety of all people responding to the incident. (Possible choices: assistant principal, security monitor, etc.)	
Name:	Position:
The <b>Liaison Officer</b> links to and supports external partners and organizations. (Possible choices: counselor, FRYSC coordinator, etc.)	
Name:	Position:
The <b>Operations Team</b> handles key actions, including first-aid, search and rescue, fire suppression, and securing the site. (Possible choices: assistant principal, plant operator, health teacher, school nurse, etc.)	
Name:	Position:
Name:	Position:
The <b>Planning Team</b> gathers information, thinks ahead, and keeps all team members informed and communicating. (Possible choices: school secretary, FRYSC coordinator, assistant principal, counselor, etc.)	
Name:	Position:
Name:	Position:
The <b>Logistics Team</b> finds, distributes, and stores all necessary resources, such as supplies and people, to respond appropriately. (Possible choices: plant operator, counselor, FRYSC coordinator, food service personnel, etc.)	
Name:	Position:
Name:	Position:
The <b>Finance/Administration Team</b> tracks all expenses, claims, and activities and is the record keeper for the incident. (Possible choices: school secretary, school bookkeeper, etc.)	
Name:	Position:
Name:	Position:

## Public Information Officer

- The PIO provides factual updates during an emergency situation. The PIO keeps students and staff informed as appropriate. A decision as to whether an interim or full story is released is made by the Site Incident Commander (Building Principal/Site Manager) in conjunction with the PIO and with the advice of EMS, the fire department, and/or police personnel when appropriate.
- It is imperative that only accurate, verified information of a public nature be shared. For this reason, it is best to limit the spokesperson for the situation to one individual.
- All student and employee information, including names, is confidential and cannot be shared with the media. All media inquiries regarding students and employees must be referred to the district's Public Information Office at **485-3357**.
- Although schools are public institutions, you have the right to limit access in the building and on school grounds for the safety of students and staff and to avoid disruption of the instructional environment. Reporters should be aware that they cannot interrupt classes, school programs, and school business and cannot interfere with school and police investigations. If reporters forget, remind them politely.

<b>Public Information Officer:</b>
Phone Number:
Radio Channel:
Cell Phone Number:
The primary duties of the PIO during an emergency are to contact the appropriate outside agency/agencies and to perform other duties as directed by the Site Incident Commander (Building Principal/Site Manager).
Who stands in for the PIO when he or she is not in the building?
PIO Designee/Alternate:
Phone Number:
Radio Channel:
Cell Phone Number:

## Building Administrative Secretary and/or Bookkeeper

- The Building Administrative Secretary and/or Bookkeeper is responsible for reporting an emergency situation as directed by the Site Incident Commander (Building Principal/Site Manager) and/or Deputy Commander.
- He or she is responsible for enrollment cards, medications (if applicable), and sign-out sheets for off-site student release.
- He or she answers phones, assists in receiving inbound calls, provides consistent information to callers, and monitors the Emergency Alert Radio System (EARS) broadcasts.
- He or she assists in the emergency as directed by the Site Incident Commander (Building Principal/Site Manager).

<b>Building Administrative Secretary and/or Bookkeeper:</b>
Phone Number:
Radio Channel:
Cell Phone Number:
The primary duties of the Building Administrative Secretary and/or Bookkeeper during an emergency are to contact the appropriate outside agency/agencies and to perform other duties as directed by the Site Incident Commander (Building Principal/Site Manager).
Who stands in for the secretary and/or bookkeeper when he or she is not in the building?
Secretary and/or Bookkeeper Designee/Alternate:
Phone Number:
Radio Channel:
Cell Phone Number:



## School Nurse and/or CPR and First Aid Responders

Where assigned, the School Nurse and/or CPR and First Aid Responders will provide the following medical support services during an emergency situation:

- Maintaining relevant medical supplies and equipment
- Establishing, supervising, and coordinating the site's first-aid station during an emergency
- Providing first aid and CPR

- Dispensing medication
- Assisting the responding EMS
- Documenting the medical services provided
- Providing other functions as directed by the Site Incident Commander (Building Principal/Site Manager)
- Providing guidance/direction on when EMS should be called and determining medical services needed

**The school nurse must be a member of the BLIMIT.**

School Nurse and/or CPR and First Aid Responders:
Phone Number:
Radio Channel:
Cell Phone Number:
The primary duties of the School Nurse and/or CPR and First Aid Responders during an emergency are to contact the appropriate outside agency/agencies and to perform other duties as directed by the Site Incident Commander (Building Principal/Site Manager).
Who stands in for the School Nurse and/or CPR and First Aid Responders when he or she is not in the building?
School Nurse and/or CPR and First Aid Responders Designee/Alternate:
Phone Number:
Radio Channel:
Cell Phone Number:

## Plant Operator/Custodian

The Plant Operator/Custodian shall be responsible for the use of emergency equipment, the handling of the building's supplies, and the safe use of available utilities. His or her duties also include:

- Surveying and reporting building and grounds damages to the Site Incident Commander (Building Principal/Site Manager).
- Assisting with rescue operations as directed.
- Controlling the main shut-off valves for gas and water as well as the main switches for ventilation and electricity.
- Helping minimize hazards that result from broken gas and water lines or broken or downed power lines.

- Assisting in the disbursement of supplies and equipment and conserving usable water and other supplies.
- Assisting as directed by the Site Incident Commander (Building Principal/Site Manager).
- Using his or her working knowledge of building systems to assist the responding agencies, providing keys and access to other areas of the facility, and providing other pertinent information concerning the overall operation of the building facilities.

**The Plant Operator must be a member of the BLIMT.**

<b>Plant Operator/Custodian:</b>
Phone Number:
Radio Channel:
Cell Phone Number:
The primary duties of the Plant Operator/Custodian during an emergency are to contact the appropriate outside agency/agencies and to perform other duties as directed by the Site Incident Commander (Building Principal/Site Manager).
Who stands in for the Plant Operator/Custodian when he or she is not in the building?
Plant Operator/Custodian Designee/Alternate:
Phone Number:
Radio Channel:
Cell Phone Number:

## Food Services/Cafeteria Workers

Food Services/Cafeteria Workers' duties include:

- Using, preparing, and serving—on a rationed basis—cafeteria food and water during an emergency or disaster.
- Providing other assistance as directed by the Site Incident Commander (Building Principal/Site Manager) during an emergency or disaster.

<b>Food Services/Cafeteria Workers:</b>
Phone Number:
Radio Channel:
Cell Phone Number:
The primary duties of the Food Services/Cafeteria Workers during an emergency are to contact the appropriate outside agency/agencies and to perform other duties as directed by the Site Incident Commander (Building Principal/Site Manager).
Who stands in for the Food Services/Cafeteria Workers when they are not in the building?
Food Services/Cafeteria Workers Designee/Alternate:
Phone Number:
Radio Channel:
Cell Phone Number:

## Administrative and Other Personnel Assignments

<b>Assistant Principal:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>Assistant Principal:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>Counselor:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>Counselor:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>School Admin. Mgr. (SAM):</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>School Nurse:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>FRYSC Coordinator:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			
<b>Plant Operator/ Custodian:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
Duties/Role Assigned During an Emergency:			

## Administrative and Other Personnel Assignments Continued

<b>Security Staff:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
<p>Duties/Role Assigned During an Emergency:</p> <p>The school security staff will provide a heightened level of surveillance and security during an emergency. The security staff will assist the Site Incident Commander (Building Principal/Site Manager) in the analysis of the emergency.</p>			
<b>Food Service Representative:</b>	<b>Phone Number:</b>	<b>Radio Channel:</b>	<b>Cell Phone Number:</b>
<p>Duties/Role Assigned During an Emergency:</p>			

## Teaching Staff

Teachers' duties include:

- Supervising students and all student-related procedures when responding to an emergency or disaster.
- Providing the direct supervision of their students in their designated assembly areas in accordance with written notification or plans adopted by the school or as directed in the *Safety and Emergency Procedures Manual*.
- Bringing their grade book and calling roll at the assembly location and again after the evacuation and/or shelter-in-place procedure has concluded. The purpose of this is to account for all students.
- Reporting missing students and staff to the Site Incident Commander (Building Principal/Site Manager).
- Assisting as directed by the Site Incident Commander (Building Principal/Site Manager).
- Arranging for student restroom access during the emergency as directed by the BLIMT.
- All teaching staff not assigned other specific duties during an emergency or disaster will primarily be responsible for the supervision of and accounting for students.

## Bus Drivers

Bus Drivers' duties include:

- Supervising students if an emergency/disaster occurs while students are on the bus.
- Transferring students to a new location as directed.
- Using the bus radios as an emergency communication system during an emergency or disaster as directed.
- Following procedures as required by their department's transportation policies for emergency situations.

## Auxiliary Emergency Staff

There are often individuals at schools who have experience or special training in areas that could help during emergency situations. These special experiences, skills, and background training (e.g., training in CPR and first aid, volunteer firefighting, or law enforcement) could be used during an emergency. They could also assist with emergency incident training at your school. Survey your staff to determine who has the skills to assist your school, and incorporate those individuals into the appropriate component of your school's safety and emergency planning.

List any other staff member who may be involved in carrying out the building's emergency procedures and the duties they are expected to perform.

Name:	
Radio Channel:	Cell Phone Number:
Duties:	
Name:	
Radio Channel:	Cell Phone Number:
Duties:	
Name:	
Radio Channel:	Cell Phone Number:
Duties:	
Name:	
Radio Channel:	Cell Phone Number:
Duties:	

## Out Building, Wing, or Floor Managers

List the types, phone numbers, uses, and locations of all buildings on the school campus. Identify the individuals in each building and on each wing or floor who are responsible for assisting with emergency procedures. This assistance may include confirming that the building or area is clear during evacuations, communicating with people in the command structure and/or the building occupants, and reporting/accounting for occupants. List their names and locations below.

Name:
Out Building, Wing, or Floor:
Name:
Out Building, Wing, or Floor:
Name:
Out Building, Wing, or Floor:
Name:
Out Building, Wing, or Floor:

### Safety Advisory

These responsibilities are vital to safety and should be assigned to meet the needs of your specific school or facility.

## **Administrative Emergency Response**

When an emergency situation requires the evacuation and/or the sheltering-in-place of the entire school, the following organizational aids should be considered.

- Signage and personnel should be used appropriately to help direct occupants, parents, news media, and outside emergency responders to the appropriate locations (e.g., the assembly area, student release area, public relations area, rescue areas, alternate site).
- Name and role tags should be used to identify the names and roles of staff members during an emergency (e.g., first-aid provider, student release personnel).

## **Scheduled BLIMT Meetings**

After the initial development of the school's emergency procedures plan, monthly meetings to review it are recommended.



## Utility/Ventilation Cut-Offs

<b>Locations of the main gas cut-off:</b>
<b>Locations of the main electrical cut-off:</b>
<b>Locations of the main water cut-off:</b>
<b>Locations of the main ventilation system cut-off:</b>
<b>Locations of the sprinkler system cut-off (if equipped):</b>
The Plant Operator must conduct an annual personal tour of the facility with all members of the BLIMT to familiarize them with the locations and operation of the cut-off valves and electrical switches. The Plant Operator will ensure that these valves and switches are clearly marked and included on the diagram of the facility, which is attached to this manual.



## **Utility Cut-Off Map Attachment**

Include a map of the utility/ventilation cut-offs, sprinkler cut-offs, fire alarm panel, fire extinguishers, etc.



# Communication Systems

## External Communications/ Outbound Calls

- Dial **9** and then **911**—Police, Fire, or EMS
- Dial **485-3121**—JCPS 24-Hour Radio/Security Room

Use the above phone numbers for all emergencies. The JCPS Security/District Operations Center will notify the appropriate JCPS District departments in response to the building's emergency needs.

### Safety Advisory

**In an emergency, call:**

**9-911:** Police, Fire Department, and /or EMS

**485-3121:** JCPS 24-Hour Radio/Security Room

## ERGON

Identify the location and operational procedures of the ERGON security radio, if so equipped. The ERGON security radio is monitored by the JCPS Radio/Security Room and can be used as an alternate emergency communication system.

## NOAA

National Oceanic and Atmospheric Administration (NOAA) weather radios have been distributed by the Homeland Security Agency and can be monitored along with television and radio station broadcasts. NOAA should be used as a backup to the Emergency Alert Radio System (EARS).

## Inbound Calls

Consider how the building will be contacted by outside sources (e.g., the police, fire department, EMS).

**Main Building/School Telephone Number:** \_\_\_\_\_

**Cafeteria Telephone Number:** \_\_\_\_\_

## Alternate Phone Numbers/Lines

Staff	Building	Position	Phone No.

## Cell Phones

If the school has a cell phone, list that number first. Then check with various administrators and teachers for cell phone numbers that could be used during an emergency situation, and list these numbers.

Staff	Position	Phone No.

## JCPS Emergency Alert Radio System (EARS)

JCPS has a plan for the rapid dissemination of information pertaining to emergencies. All schools are contacted through the EARS. For your information, EARS will be activated monthly. This test activation will be performed randomly during the school day, and telephone confirmation is required. Each school has a designated Central Office number and contact person to call after receipt of the test warning.

EARS is the initial method of communication in case of an emergency. All emergency alert radios shall be restored to normal operation as promptly as possible after each test and shall be kept in normal condition for operation at all times. Your safety and emergency procedure guidelines should name who will reset the emergency alert radio after a test. **Should your EARS fail, you must request a work order online or by calling 485-3565 immediately.**

Identify the location and person responsible for monitoring the EARS.

Location: \_\_\_\_\_

Responsible Personnel:

1. \_\_\_\_\_

2. \_\_\_\_\_

## Code Red Alert

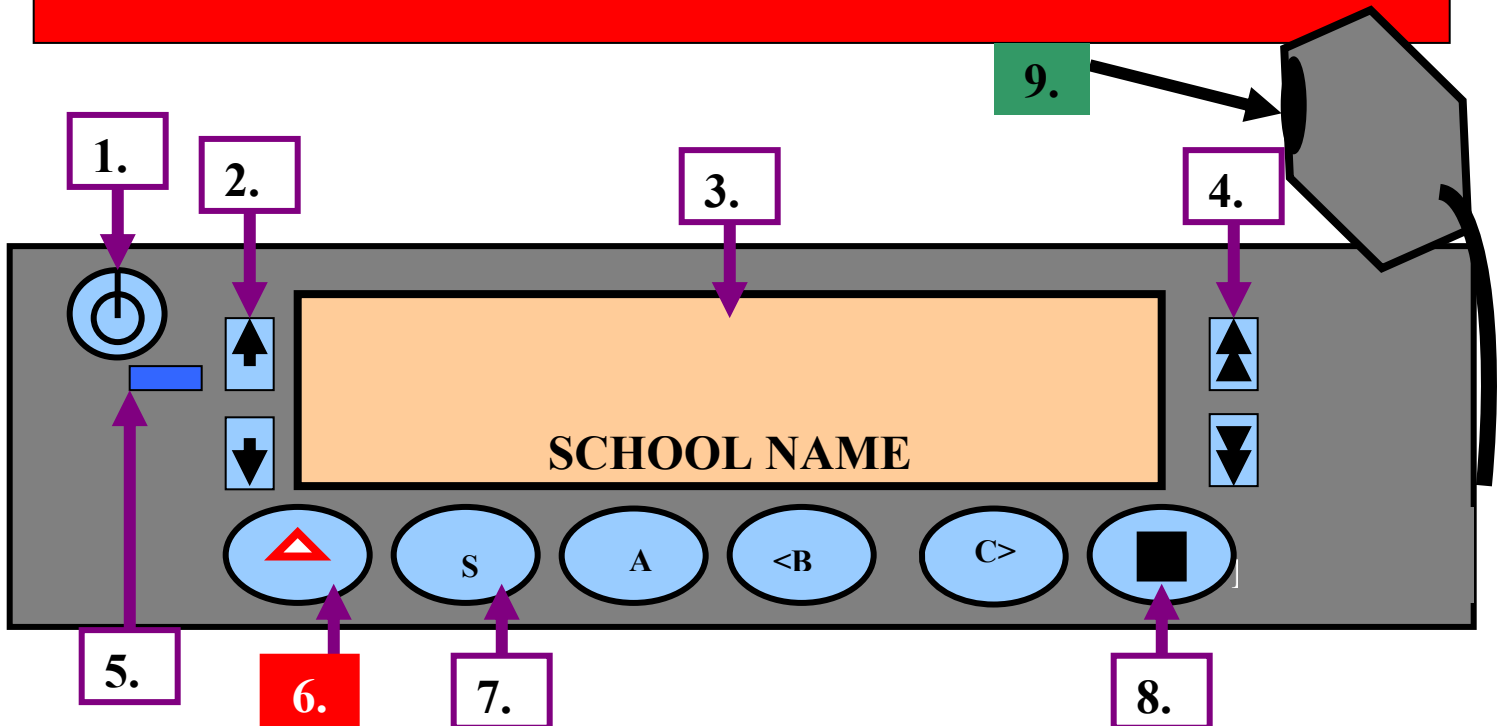
All JCPS facilities have been registered utilizing the main building phone number to receive emergency and severe weather notifications from MetroSafe or the National Weather Service utilizing the Code Red Alert Emergency Alert System. This is a first alert emergency notification system based on geographic areas and received in the form of a pre-recorded phone message (at minimum). All school principals and building managers should discuss with any staff that may answer the phone line to listen, document hazard and requested action, and to immediately relay information to the appropriate school administrator for response.

It should be noted that all existing communications will remain; this is an additional geographic first alert emergency notification.

**— USER’S GUIDE —**

**JCPS Emergency Alert Radio System  
(EARS)**

# - USERS GUIDE - ALERT/EMERGENCY RADIO



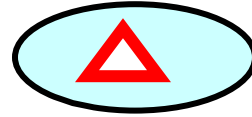
1. (Power) Switch	DISABLED
2. Volume UP/DOWN	Increase/Decrease Speaker Volume.
3. LCD Display	Displays Alert Messages.
4. Channel UP/DOWN	DISABLED
5. LED Indicator	Lights <b>RED</b> when Radio is Transmitting. Lights <b>GREEN</b> when Channel is busy.
<b>6. <u>Emergency Alert</u></b>  <div style="border: 1px solid red; background-color: yellow; padding: 5px; margin: 5px;"> <p>Situations requiring 911 are to still use the 911 services when phone service is available.</p> <p>The Emergency Alert Button is <b>NOT</b> to be used in lieu of 911</p> </div>	<p>Press and Hold for <u>4 seconds</u> to transmit a “<u>silent</u>” Emergency Alert to JCPS Security, then release. (The radio LCD display will go “blank” for a moment to indicate a successful alert)</p> <p>(refer to page 2, “<i>RADIO PROCEDURES</i>”)</p>
7. Radio Monitor	Press to <b>ENABLE/DISABLE</b> .
8. <u>Silence Alert Tone</u>	Press to <b>Silence the Alert/Message Tone</b> .
9. <u>PTT (push-to-talk)</u>	<p>Remove Microphone from holder. Press the button then speak into the microphone, release to listen. Return microphone to holder when finished.</p> <p>(refer to page 2, “<i>RADIO PROCEDURES</i>”)</p> <p>(Do not press the PTT button on the microphone when the led indicator is <b>GREEN</b>. The green led indicates the radio channel is busy.)</p> <p><b><u>WAIT FOR THE RADIO CHANNEL TO CLEAR!</u></b></p>



# RADIO PROCEDURES

6

## Emergency Alert Button



This button should be pressed when there is an immediate threat to the safety and security of persons in the building. When this button is activated it will be presumed that there is a need for immediate response from law enforcement, and other first responders.

### Response:

- All available POLICE will be dispatched to the location (expect Lights & Sirens).
- All available Security and Investigation personnel will be dispatched to location.
- This response cannot be cancelled until arriving units can assess the situation.

Situations requiring 911 services are to still use 911 services.

**The Emergency Alert Button is NOT to be used in lieu of 911 services.**

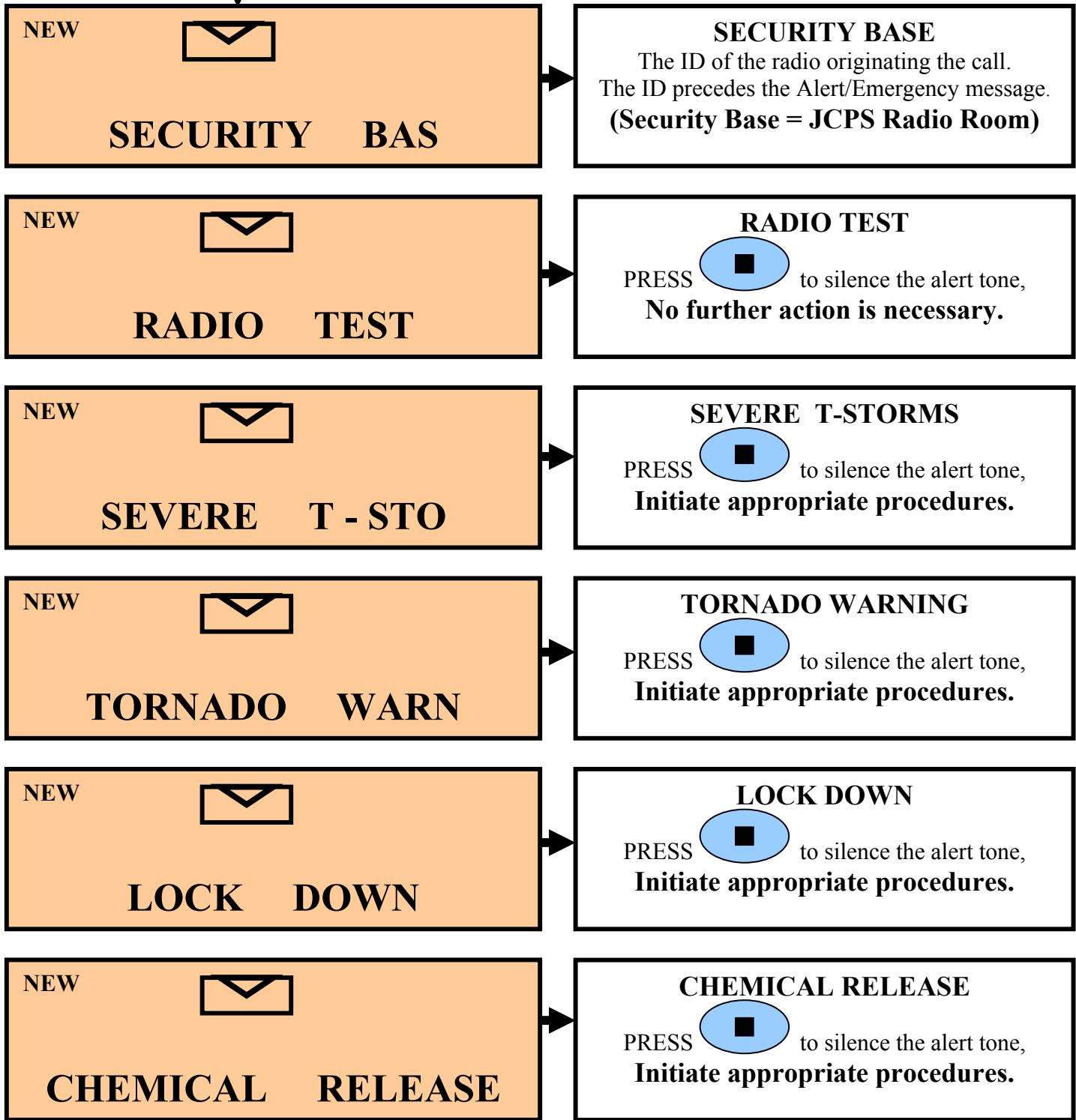
9

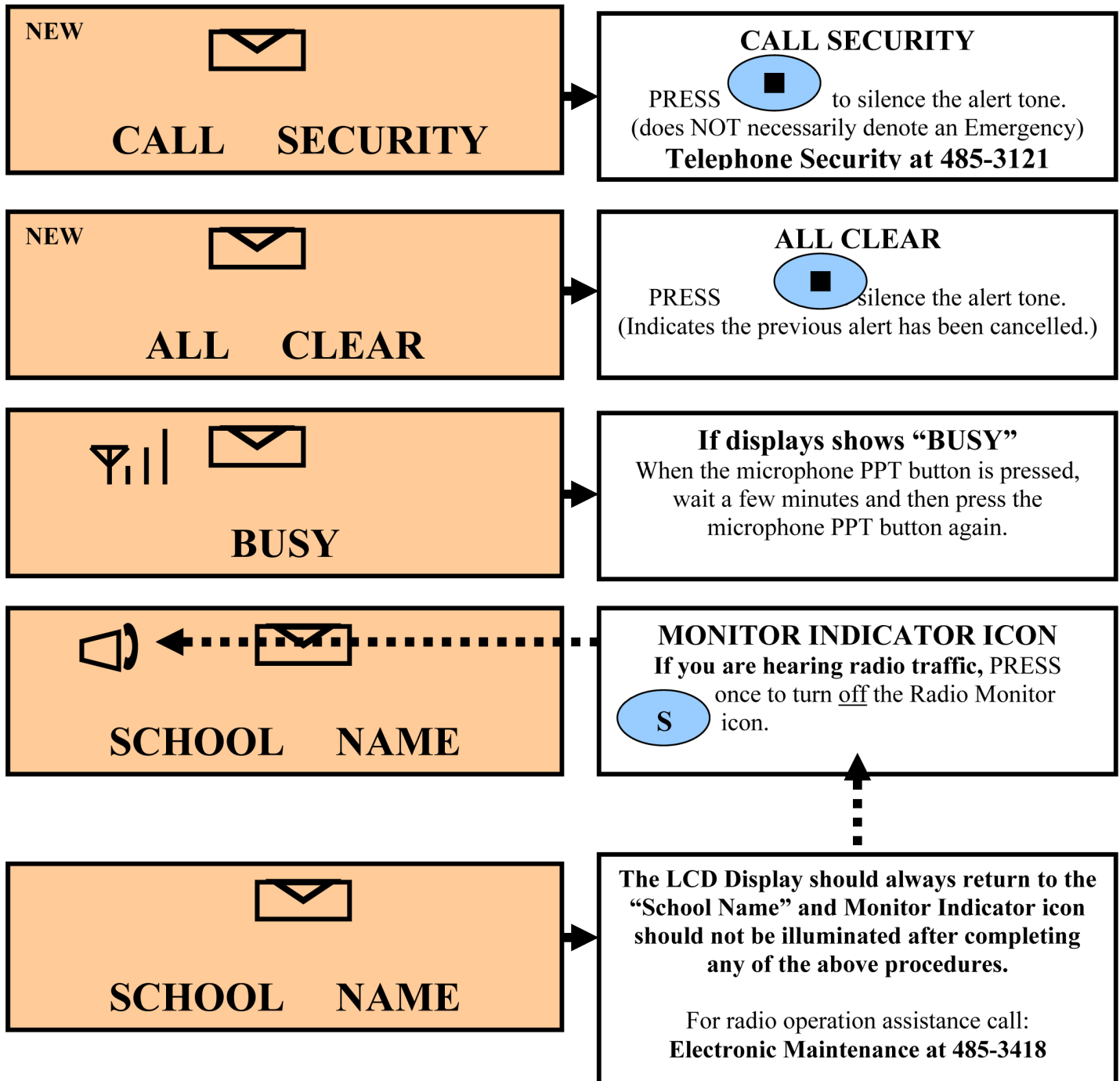
Push To Talk (PTT) microphone Use the microphone to contact the Radio Room directly when you need to talk with security about emergencies or non emergencies.

### Examples:

- Phone service is interrupted.

**Envelope ICON** – Flashes on the LCD display when you receive an Alert/Message, stays illuminated when messages are stored in memory.







## Internal Communications

Identify the staff members who should be called when an emergency occurs and their phone numbers.

### Internal Contact Numbers

List the internal contact numbers to call in case of an emergency. (The first number is the main number to call.)

Name:
Phone No.:
Name:
Phone No.:
Name:
Phone No.:

### Auxiliary Communication System/Two-Way Radio

If radios are available at your location, list the location of all radios and the individuals who will carry them during an emergency.

Location:
Name:
Location:
Name:
Location:
Name:
Location:
Name:
Location:
Name:
Location:
Name:

**The designated JCPS emergency channel for all two-way radios is 1.** The school's two-way radio frequency will allow district personnel and community responders to communicate directly with the school and monitor communications within the school.

Frequency: \_\_\_\_\_

### Designated Uses of the School's Two-Way Radio Channels

Channel 1	JCPS Emergency Channel
Channel 2	
Channel 3	
Channel 4	



# Emergency Alerts

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Form a plan for disseminating information to the staff. Two-way radios, megaphones, runners, tones, and intercom systems are important tools for the building principal to use to communicate effectively with building occupants.

Each school and/or JCPS facility will use three basic alarms/announcements to communicate that an emergency exists that requires one of three responses to an incident. **The three responses are Evacuation, Shelter-in-Place, and Lockdown.**

## **A. Evacuation—Fire, Internal Chemical Release, Etc.**

In general, a **fire alarm** will be used to evacuate the building. Additional announcements and communications will be made, depending on the specific emergency (e.g., internal gas or chemical release, bomb threat, building collapse). The announcement should always direct occupants away from hazardous areas.

What fire alarm brand and model is used at your facility?

---

Where is the fire alarm main control panel located?

---

## **B. Shelter-in-Place/Safe Area—Severe Weather, External Chemical Release, Etc.**

The standard command/announcement should be, “All staff are to implement severe weather procedures immediately,” or “All staff are to implement external chemical release procedures immediately.”

## **C. Lockdown Procedures—Intruder, Hostage, Armed Offender, Etc.**

The standard command/announcement should be, “All staff are to implement the school’s lockdown procedures immediately.”





# Evacuation Procedures

In general, an evacuation of a building is necessary when there is a fire; explosion; gas leak; and/or other internal, life-threatening emergency that requires that the occupants immediately leave the building.

To ensure proper evacuation, the following must be identified:

- Exit routes
- Potential hazards along those routes
- Where the occupants of the building will assemble
- Roll book or class rosters must be utilized for accountability of all students
- An accounting procedure for staff must be included in planning.
- That each occupant of the building is accounted for
- The location of the command post
- How and where to release students to parents

Each school must identify both a primary and secondary evacuation route. These evacuation routes shall be posted in each room in the school. This can be accomplished by posting “Emergency Procedures” on page 119 with marked building floor plan.

## Building Evacuation Routes/Exits

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 1, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 2, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 3, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 4, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 5, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 6, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit 7, and proceed to your assembly area.**

If additional exit routes are needed, include them using the above format. Staff members from all areas need to know their secondary evacuation route.

## Building Evacuation Routes/Exits

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Use Exit \_\_\_\_\_, and proceed to your assembly area.**

If additional exit routes are needed, include them using the above format. Staff members from all areas need to know their secondary evacuation route.

## Building Evacuation Routes/Exits

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Use Exit \_\_\_\_\_, and proceed to your assembly area.

If additional exit routes are needed, include them using the above format. Staff members from all areas need to know their secondary evacuation route.

## Numbered Exits

The numbering of exits and placards was completed by the general maintenance department. Use those numbers when determining appropriate exits. If the numbering of exits has not been completed at your building, Exit 1 starts at the main entrance looking at the front door from the exterior and the numbers for the exits increase clockwise with every outside exit door being numbered. This will be consistent with other JCPS facilities.

## Designated Evacuation Routes to the Assembly Area

Describe the building's evacuation routes, and include a map of these designated routes with attachments.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If descriptions of additional exit routes are needed, include them using the above format.

## Safety Advisory

### Evacuation Routes

Attach a map of your school's evacuation routes with your school's safety and emergency procedures plan.

**Exterior Hazards**

Specify the details and locations of potential hazards and the mitigation plan.

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**Internal Hazards**

Specify the details and locations of potential hazards and the mitigation plan.

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## **General Staff Procedures**

### **Evacuation**

1. Notify the front office of the release, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the route designated for your location.
5. Assist those with special needs.
6. Close the door as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once everyone has safely evacuated, proceed to the Assembly Area to be accounted for.
9. Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.

## **Safety Advisory**

The Emergency Procedures Form and a building floor plan with primary, secondary evacuation routes, and safe area properly identified must be posted in all rooms. (See sample on page 105.)

The Staff Safety Procedures Supplement may be posted also or may be completed and placed in the teacher's handbook.

## **Assembly Area Components**

An outdoor assembly area should be designated for evacuations. In the event of an evacuation, all students and employees shall go to the designated assembly area. This assembly area should be free of overhead obstruction (e.g., power lines, transformers, large trees) and away from power sources.

The classes should be placed in the assembly area in such a way that dismissal of students and staff will be orderly and efficient. The class locations should be designated on a map of the site plan. Include the assembly area location in the “Attachments” section.

Within close proximity of the assembly area, a student release station, first-aid station, and command communications station should be set up and shown on the site plan. All staff shall be aware of the location of the assembly area as well as all stations. Include the student release, first aid, command, and other stations in the “Attachments” section.

### **Safety Advisory**

No student shall be dismissed until the appropriate procedures are implemented.

Transportation will be provided to another location or to home as required by the specific incident. The assembly area is to be considered a waiting area until proper departments and agencies can respond.

### **Safety Advisory**

No student shall be moved from the waiting area until the order is received from the superintendent or designee.

### **Assembly Area Components (continued)**

List the location of the outside assembly area and the location of each of the following stations. Include a map of the assembly area with your attachments.

In the space provided below, indicate each classroom's specific location in the outside assembly area.

Specific Classroom Locations:

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Command Post:

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First-Aid Area:

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Student Release Area:

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Potential Hazards Locations:

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Media Area:

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Be careful to coordinate news releases with the Site Incident Commander (Building Principal/Site Manager) since he or she should approve them. All information should be accurate and related to the emergency incident.



### **Attachments**

Include the locations of exit routes, hazards along routes and assembly area stations, classroom locations, command post location, the first-aid station, the student-release station, media station, etc. Include this information in attachments for the school site plan.



# Emergency Procedures



## Fire

Signal: \_\_\_\_\_

**Do This:** Immediately evacuate the building, and follow the route below.

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## Tornado/Severe Weather Warning

Signal: \_\_\_\_\_

**Do This:** At the direction of the building principal, follow the route below to the designated safe area and assume the sheltering position.



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## Lockdown

Signal: \_\_\_\_\_

**Do This:** Close and lock the door. Refer to the Lockdown Procedures folder on the back of the door.

Room: \_\_\_\_\_

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

Post a school map highlighting the evacuation route and the designated safe areas.

[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)

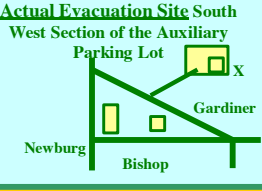
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# STAFF SAFETY PROCEDURES

This page to be completed by Principal  
(LOCATION NAME) (DATE)

<p><b><u>Command/Communications</u></b>  <b><u>Building Managers:</u></b>          #1 (NAME) (NUMBER), #2 (NAME) (NUMBER),          #3 (NAME) (NUMBER), #4 (NAME) (NUMBER),  <i>Those responsible for questions and implementing the emergency procedures and working directly with the police/fire departments/media:</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>In An Emergency Situation Call:</b>          (LIST NAMES)          Responsible for calling 9-911 and 3121 (security).</p> </div> <p><b><u>Communication Personnel &amp; Floor managers (FM):</u></b> First floor: (NAME) (FM) (NUMBER), (NAME) (FM) (NUMBER)---          Second floor: (NAME) (FM) (NUMBER), (NAME) (NUMBER)---          Basement: (NAME) (FM) (NUMBER)  <i>These individuals are responsible for sharing information and checking their respective floor to ensure everyone is accounted for during an emergency.</i>  <b><u>Two-way Radios:</u></b> (LIST NAMES)  <b><u>Plant Operator:</u></b> (NAME) (NUMBER) Backup: (NAME) (NUMBER) <i>Responsible to cut off gas, water and electrical service, if required:</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Building Safety Committee/Technical Staff</u></b>          (LIST NAMES)</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Visitors' Access</u></b>          Main entrance          All visitors are to sign-in in the front lobby.</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Safety/First Aid Kit Locations</u></b> <i>Principal's office, Sick room, Room 215, P.E. office</i> Contents: First Aid Kit, floor plan, flashlights/batteries, Safety Procedures Manual</p> </div>	<p><b><u>Shelter-In-Place</u></b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Severe Weather</u></b>  <b><u>Emergency Procedures:</u></b>          1. When you hear the severe weather signal/siren proceed at once to <u>your</u> designated area of the building (basement).          2. Have students assume appropriate shelter positions.          3. Doors in shelter area should be closed.          4. Swing area of doors should not be used for sheltering.          5. Secure glass doors open to prevent glass from becoming missiles.          6. Maintain sheltered position until the ALL-CLEAR is given.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Shelter</u></b>  <b><u>Primary Shelter:</u></b> Basement (KET area)  <b><u>Secondary Shelter:</u></b> Use interior corridors and small interior rooms if unable to proceed to the basement (KET area).  <b>Take additional protective action, such as getting under a desk or heavy furniture.</b></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>External Chemical Leak</u></b>          1. Initiate Shelter In Place plan.          2. Shut all windows and doors.          3. Disable heating, ventilation, and air conditioning units.          4. Turn on the radio and television for additional information.          5. Do not proceed outside unless directed.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Earthquake</u></b>          1. Duck, Cover and Hold On.          2. Utilize desks and tables for shelter.          3. Remain in sheltered position for at least 60 seconds after shaking ceases.          4. Listen for instructions, be prepared to evacuate if instructed.</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Medical Emergencies</u></b>          Call Front Office at (NUMBER)          CPR/FIRST AID STAFF (LIST NAMES)</p> </div>	
<p><b><u>Evacuation</u></b>  <i>Fire, Bomb Threat, Building Collapse, Internal Gas or Chemical Leak, Explosions, Falling Aircraft, etc.</i>  <b><u>Evacuation-Fire:</u></b>          1. The fire alarm or verbal command is sounded/given, as required.          2. Close door as leaving room.          3. Immediately exit the building using the exit route designated for that area of the building you are located in at the time the alarm is sounded.          4. Once safely evacuated proceed to the following location:  <b>REPORT TO THE AUXILIARY PARKING LOT TO BE ACCOUNTED FOR!</b>  <b>Bomb or Internal Gas/Chemical Release</b>          Evacuate the building immediately upon the fire alarm/announcement  <b>STAY CLEAR OF THE BUILDING AND THE IMMEDIATE PARKING LOTS SURROUNDING THE BUILDING</b>  <b>EMERGENCY EQUIPMENT, FIRE TRUCKS AND/OR THE POLICE WILL NEED TO ACCESS THE BUILDING</b></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>WAIT FOR AN ALL CLEAR FROM THE BUILDING MANAGER BEFORE REENTERING THE BUILDING</p> </div>	<p><b><u>Evacuation Route</u></b>  <b><u>VanHoose Exit:</u></b>          Rooms: 103, 104, &amp; 106, 217, 217A, 218 &amp; 219  <b><u>KET/Gardiner Lane Exit:</u></b>          Rooms: 208, 207, 206, 205, 204 203, 202, 201, and the JCPS Communication Publications/KET areas  <b><u>Front Door Exit:</u></b>          Rooms: 101, 102, 215, 214, 213, 209, 210, 211 and 222          Once safely evacuated from the building report to your department locations or meeting points to be accounted for.  <b>DO NOT LEAVE YOUR DESIGNATED AREA UNTIL DIRECTED</b></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Actual Evacuation Site South</u></b>          West Section of the Auxiliary Parking Lot  </p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b><u>Alternate Site/Locations</u></b>          Clear Channel Communications</p> </div>	<p><b><u>Meeting Points</u></b>  <b><u>Drills Only</u></b>  <b><u>Basement Personnel:</u></b> Gardiner Lane side  <b><u>First Floor Personnel:</u></b> Bishop Lane sidewalk  <b><u>Second Floor:</u></b> 100 feet out from Lam Building in the VanHoose Parking Lot.  <b><u>Reporting:</u></b> A representative from each department will account for employees and report to Jean Morgan</p> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Power Failure</u></b>          1. Ensure safety of students.          2. Limit movement.          3. Wait for further instructions by building manager.          4. Be prepared to evacuate if advised.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Water Failure</u></b>          1. Report water failure/problems to the building manager          2. Do not use/drink water till advised so by the building manager.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Rescue Areas</u></b>          The Stairwell Landings          If injured move to the VanHoose or KET/Gardiner Lane stairwell landings.</p> </div>

Supplement to the JCPS Safety Procedures Manual

## ATTACHMENT B-1

# Staff Safety Procedures

This page to be completed by Principal

## Criminal Activities/Others

### Hostage, Intruder, Armed Offender, or Civil Disturbance/Gangs

*Immediately notify the office. Give the location, nature of the situation, and any other pertinent information.*

#### Building Announcement:

“Please Initiate Your Lock-Down Procedures”

1. Attempt to have all persons report to the nearest safe room.
2. Keep all students inside their classroom.
3. Close and lock doors.
4. Staff and students should move away from doors and windows.
5. All doors should remain locked; students and staff remain sheltered till the ALL-CLEAR is given or further instructions.
6. If the situation is contained in one section of the building, evacuate the building if directed to a designated safe area.
7. Comply with police directives.

### Abduction

1. Immediately notify the office. The office will notify 9-911 and security at 3121.
2. Identify yourself.
3. Provide all pertinent information; person abducted, abductor, witnesses, place, time, description of vehicle, etc.
4. Stay on the line.
5. Assist with any emotional response to the incident.

### Physical/Sexual Assault

Fighting, Intimidation, Exhibitionism, Sexual Harassment, Assault, Sexual Assault, Arson and/or Extortion

*Physical assault* is considered to be any intentional act of hitting, pushing, sexual assault/attack, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another student, staff, or visitor to the facility, which results or is intended to result in death, physical injury, or mental/emotional damage.

1. Ensure safety of students/staff.
2. Isolate the situation, if possible.
3. Assist the victim, if possible.
4. Notify the principal/building manager.
5. Gather pertinent information.
6. Adult visitors on school property who engage in assaultive behaviors should be treated as intruders.

Since physical assault/sexual assault is a criminal act, jurisdiction also exists with outside law enforcement, which may be involved at any time by administrators, the student, or their parents.

### Sabotage/Extortion

Notify the office and gather information if student or staff members are experiencing any form of monetary/safety losses relative to any school-related activities.

### Threat of Violence

A *threat of violence* is any expression, verbal, or behavioral, of the intent to inflict harm, injury, or damage to persons or property. The threat of violence carries with it the implied notions of a risk of violence and a high probability of harm or injury.

1. If possible, intervene during the threatening event.
2. Assists the student/staff being threatened, or separate antagonists.
3. Call for staff assistance.
4. Notify the principal/building manager.
5. Adult visitors on school property who engage in assaultive behaviors should be treated as intruders.

### Weapons Possession

1. If possible, safely take possession of the weapon/dangerous instrument.
2. If possible confine the student to the immediate location or escort the student to the office.
3. Immediately report the incident to the office.
4. Document the incident and when appropriate provide a written disciplinary referral.

### Unwanted Attention/Stalking

*Unwanted attention* is conduct that includes persistent/repetitive and unwelcome contacts with an employee, which contacts are intended to have the effect of alarming, annoying, or harassing. *Stalking* is similar to unwanted attention but includes the additional element of a physical following or effort to be physically present with or around the victim.

1. Avoid stalker or person giving unwanted attention.
2. Assist student/staff being stalked or given unwanted attention.
3. Notify the principal/building manager.
4. Adult visitors on school property who engage in such behaviors should be treated as intruders.

### Substance Abuse

#### A. Emergency Overdose

1. Call the office immediately, if the office cannot be reached call 9-911.
2. Assist student/staff until help/first aid provider arrives.

#### B. Under the Influence, in Possession/Trafficking

1. Notify the office of suspected abuse, possession of drugs and/or alcohol on school property.
2. If possible confine student/escort student to the office.
3. Provide written referral to the office
4. Adult visitors on school property engaging in these activities should be treated as intruders.

### Child Abuse, Neglect, Dependency

An *abused* or *neglected child* is defined by state law; as a child whose health or welfare is harmed or threatened when the person exercising custodial control/supervision of the child inflicts or allows to be inflicted upon the child physical or emotional injury (other than accidental means), sexual abuse/exploitation, abandonment and/or fails to provide adequate care for the child's well-being. (Abbreviated)

1. Contact the Child Abuse CPS Hotline at 9-595-4550, or if unavailable call 9-574-2465 Crimes Against Children Unit.
2. Gather pertinent information concerning the nature of the abuse/neglect and general information about the child suspected of being abused/neglected.
3. Immediately notify the office.

### Suicide Ideation

A student or staff member who indicates/admits to being suicidal during school day and/or activities.

1. Certified staff should supervise the student at all times.
2. Notify the office immediately.
3. Escort the student to the office for parent notification and further administrative interventions.
4. Document the incident.

### Public Assembly Emergency Preparedness

A *public assembly* is a meeting of 300 or more persons who are gathered in one area in a building.

1. Be aware of the evacuation/shelter-in-place plan and follow the appropriate procedures for that particular assembly area.
2. Carry out assigned duties related to evacuating/shelter-in-place for the assembly area.
3. Ensure that all corridors and exit doors are cleared and unlocked.
4. Report to assigned evacuation assembly area/account for all participants.

### After-Hours Emergency Preparedness

*After hours* the designated building manager will be responsible to monitor emergency alerts and implement emergency procedures.

1. Staff/occupants after hours are responsible to notify the designee as to their presence in the building and follow emergency procedures as directed by the designee.

## **Assembly Area Attachment**

Include a map of primary and secondary evacuation routes to the assembly area. Identify the hazard locations and types along these routes.





### **Off-Campus Evacuation/Alternate Site**

In some emergency situations, the occupants of a building may need to assemble and/or take temporary shelter at an alternate site. For these emergency situations (when remaining at the school location is no longer viable), it is important that each school develop a plan for evacuating the occupants of the building to an off-campus/alternate site.

In case of inclement weather, plans should be made where practical to evacuate to an adjacent or alternate building(s) that could temporarily house students and staff until transportation

is provided. Such alternate sites include churches, community centers, and recreation centers.

Facilities located in close proximity to the school should be considered. If at all possible, the facility chosen should be within a short walking distance of the school and efforts should be made for someone at the school to secure keys to the facility to avoid delays in moving students to the site.

Information on providing transportation to and from the alternate site should be included in the school's plan.

### **Alternate Site Location**

If the building assembly area is not available, evacuate all students and staff to the following location.

Alternate Site Name: \_\_\_\_\_

Alternate Site Address: \_\_\_\_\_

Alternate Site Contact Person: \_\_\_\_\_

Alternate Site Phone Number: \_\_\_\_\_

Alternate Site Confirmation Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### **Drinking Water and Restrooms**

The alternate facility should have access to water and restrooms.

### **Student Release**

A student release station for parents/guardians should be located at a different site. When it's deemed appropriate, students should be taken to the student release and parent location. The parent should sign out each student as he or she is released into the custody of the parent.

### **Transportation/Assembly Plan**

School transportation personnel should be aware of the evacuation site as well as alternative routes to relocate students. School staff also should carry a student roster so that every student is accounted for.

List the location of the loading area for an off-campus evacuation.

\_\_\_\_\_

### **Safety Advisory**

#### **Off-Campus Alternative Evacuation/Assembly**

The central office must be notified if an alternative evacuation/assembly is necessary. The Site Incident Commander (Building Principal/Site Manager) or his or her designee must accompany the occupants to the off-campus location.

# Shelter-in-Place Procedures

In general, a shelter-in-place response to an emergency is necessary when a tornado; severe weather; an external chemical leak; and/or other external, life-threatening emergency threatens the occupants of a building requiring that they take shelter within the building to better ensure their safety.

Each school must identify severe weather safe zones and these areas must be reviewed by the local fire marshal. These safe zones shall be posted in each room of the school. This can be accomplished by posting “Emergency Procedures” on page 119 with marked building floor plan.

## Severe Weather

List the shelter location for specific classrooms/rooms during severe weather. All staff and students located in outside portables shall proceed to the main building for shelter in severe weather conditions.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Additions: Using the above format, add buildings, rooms, and shelter locations as applicable.

## Safety Advisory

During severe weather, take shelter away from external walls, windows, and doors. Move toward the center of the building—the lowest floor is the best—preferably where walls are closer together. Avoid wide expanses, such as gyms and cafeterias. Basement locations are best. Follow additional protective procedures.

## Severe Weather

List the shelter location for specific classrooms/rooms during severe weather. All staff and students located in outside portables shall proceed to the main building for shelter in severe weather conditions.

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Rooms: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Proceed to the following shelter location: \_\_\_\_\_

Additions: Using the above format, add buildings, rooms, and shelter locations as applicable.

## **Shelter-in-Place/Safe Area Plan**

List your specific site's **shelter-in-place** plans.

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### **General Staff Procedures**

#### **Shelter-in-Place/Safe Area**

1. Give the location, the nature of the situation, and any other pertinent information.
2. Follow the building announcement: "All staff are to implement shelter-in-place procedures immediately."  
(Severe weather, external chemical leak, etc.)
3. Proceed to the designated shelter-in-place location.
4. Bring the roll book or class roster to account for all students.
5. Assist those with special needs.
6. Shut all windows and doors, if possible.
7. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).
8. Do not allow anyone to leave the shelter area.
9. Stay away from all doors and windows.
10. Wait for further instructions.

## **Safety Advisory**

The Emergency Procedures Form and a building floor plan with primary, secondary evacuation routes and safe area properly identified must be posted in all rooms. (See sample on next page.)

The Staff Safety Procedures Supplement may be posted also or may be completed and placed in the teacher's handbook.

## **Shelter-in-Place Attachment**

Include a map highlighting the building's primary shelter-in-place locations for severe weather.



# Building Security Levels: Threat-Oriented Protective Posture

Threat-Oriented Protective Posture (TOPP) is established to protect the building and all occupants against intruders, crime, and violence, based on both known and unknown threats and risks. Building Security Levels are how we accomplish that in JCPS facilities. Each of the five security levels has required and recommended procedures for maintaining the safety of all personnel in a building. The following procedures are the minimum District standards except underlined items which are required by law. (Refer to ALICE procedures for active aggressor/shooter.)

## Definitions

- For the purposes of this document, the term *Building Manager* refers to the person with administrative responsibility for a building. Normally, the Building Manager is the Site Incident Commander. However, the Site Incident Commander may be another individual, based on his or her training and experience. In the case of a school, the Site Incident Commander is the Principal. If the normal Building Manager is unable to carry out that role, the next in line will assume the duties of Incident Commander. The Incident Commander will determine the security level for his or her building.
- The term *personnel* refers to any occupant of a building performing duties related to that building. This includes, but is not necessarily limited to, JCPS employees assigned to that location at that time, volunteers doing work for the school, and students at a school.
- *Normal operations* refers to the regular tasks and duties of building personnel.
- The term *Building Security Level* or *Security Level* refers to any one of five designated levels of security. It is recommended that all parts of a building be at the same security level at any given time, as well as all buildings at a multibuilding property, especially if those buildings are interdependent. If buildings on a property have different Incident Commanders, those building managers or Site Incident Commander should opt to place all buildings at the highest security level in effect on that property.

- *Lockdown* refers to the highest security level (Security Level 5). When this security level is in effect, all normal operations cease and all personnel will go to a safe place, lock all doors, and turn out the lights.

## General Procedures

- An emergency signal or code word should not be used to identify when a building will change security levels. It is highly recommended that Incident Commanders use “plain text” notifications. Signals and code words may confuse people who are not familiar with building policies, such as substitutes and visitors. The term *lockdown* refers to Security Level 5 only and can be used interchangeably. When reporting going to Security Level 5, “lockdown” can be used. It is recommended that the term *lockdown* is used to order the building to a lockdown status, instead of its Security Level 5 designation, in order to expedite implementation of those procedures. For other security levels, use the security level designation (e.g., “Security Level 3”) for notification to change to that security level.
- A buildingwide announcement is not required for changing between Security Levels 1, 2 or 3.
- Notify Security/the District Operations Center at **485-3121** when the security level is raised above Level 2.
- At each security level, additional special procedures may be implemented by the Site Incident Commander as needed. Incident Commanders are free to modify these procedures to raise the standards and enhance security (e.g., having visitors sign in when at Security Level 1, or requiring employees to wear ID cards in Security Level 2).
- Only the building manager or Site Incident Commander at the site has enough information to make the best possible decision about what levels of security are needed. The Director of Security or District Operations Center may make a recommendation, but only the Site Incident Commander has the best opportunity to know and consider all factors that will affect establishing a given security level.

## Planning and Preparation

- During planning and preparation, a lockdown folder should be constructed and kept readily available in each classroom or office. This folder should consist of the following:
  - Two green 8 x 11 placards
  - Two red 8 x 11 placards
  - One black flip-chart marker
- The room number should be clearly printed in large letters with a black marker in order to facilitate easy reading of the room number at a distance.
- The purpose of the lockdown folder is to provide each room with the placards and marker needed during a lockdown. These placards serve the function of helping emergency responders (security, police, and EMS) prioritize which rooms need to be searched first, which rooms need to be evacuated first because of injured occupants, and how large a rescue team is needed to evacuate a room based on the number of occupants. Without these placards, the SWAT team will start at their entry point (the door they decided to enter) to search and evacuate one room at a time until they find the injured. Any room without a placard will be treated as high risk with a suspect possibly holding hostages until it is verified otherwise. It may be stormed or bypassed.
- Lockdown placards will be placed in the hallway when directed to do so by the Site Incident Commander, security, or police.
- Local law enforcement agencies shall be invited to observe lockdown drills and assist in the training.

## Lockdown Drills

### Procedures

- State law requires schools to conduct two lockdown drills during the school year. The first must be within the first 30 instructional days after school opens. The second is in the month of January. However, principals are encouraged to conduct additional lockdown drills as needed and during periods of increased threats.
- To avoid confusion about real lockdowns and drills, it is important that the JCPS District Operations Center is called prior to and after the drill. It is critical that the District Operations Center is called before a lockdown drill so that if any

outsiders (parents, neighbors, JCPS employees) call the District Operations Center, they will be advised that it's only a drill. The public address (PA) system announcement is designed to prevent confusion and unnecessary fear that the school is being placed on lockdown. Listed below are standardized points that will reduce the chance of a drill being mistaken for an actual lockdown or lockdown for a drill:

- Standardize phrase, "This is a drill; this is only a drill. Lockdown, lockdown, lockdown. This is only a drill."
- The term *drill* is used before and after the term *lockdown*. "Drill" should be repeated a minimum of three times. This is important to avoid confusing someone who walks into the building in the middle of the announcement and only hears part of the announcement.
- When executing an actual lockdown, never use "drill" in the announcement statement, (For example, don't say, "This is not a drill.")
- Announce when the drill is completed so that if an event occurs later that requires an actual lockdown, there won't be confusion about whether it's a drill or the "real thing."

### Principal/Designee will:

1. Notify the JCPS District Operations Center by phone at **485-3121** or by the Emergency Notification Radio System that the building is conducting a lockdown drill. The caller will give the radio operator his or her name and school name.
2. Announce over the PA system, "This is a drill; this is only a drill. Lockdown, lockdown, lockdown. This is only a drill."
3. At the conclusion of the drill, the administrator will announce over the PA, "This concludes the drill; all classes and operations are to return to normal."
4. Call the District Operations Center and notify the operator that "... the drill at (name of school) is completed."



## Prevention and Mitigation

- TOPP/Building Security Levels are intended to provide Building Managers with flexible and proactive best practices guidelines for increasing the security of their building based on all available information about possible threats. The flexibility is obtained from five levels of recommended procedures and the use of guidelines instead of black and white rules.
- Furthermore, the intent is to have standardized procedures across the district so that all employees have an understanding of what is expected regardless of what building they are in.

## Security Levels

### Security Level 1—Mass Traffic/Special Events

#### Circumstances

- Students, parents, and visitors entering or leaving the building in large numbers
- Special events in the building: PTA, programs, ceremonies, open house, etc.
- Security is focused on restricting access to unused parts of the building.
- This is the lowest level of security. Used for short periods when there are a large number of visitors. This is when utility becomes balanced with security. If the Site Incident Commander has the staff to keep the building at Security Level 2, then the Site Incident Commander may elect to do that.

#### Guidelines

- Unlocked entrances are limited based on available staff that will remain at entrances to greet and monitor visitors and students entering and exiting the building.
- Sign-in at the office or receptionist desk is not required but desired if practical.
- Internal doors of all rooms and hallways that are not monitored by staff will be secured and locked. This includes storage rooms, vacant offices, and classrooms, etc.
- Security or designated staff will patrol building to ensure no students and visitors are in unauthorized areas.
- At the conclusion of the event or close of business, Security or designated staff will search the building to ensure all external entrances are

secured and no unauthorized persons remain in the building.

### Security Level 2—Normal Operations

#### Circumstances

- No known threats
- Normal building operations
- Security is flexible based on available resources.
- The purpose is to balance utility with security for daily operations. Building managers may elect to increase security measures for a more restrictive environment, but the state law requires that the below underlined guidelines are considered as minimum legal standards for schools.

#### Guidelines

- All external entrances are locked and secure. Video cameras and remote control locks may be used to control access. The front (primary) entrance must be controlled electronically (Aiphone) or with a greeter (recommended for administrative buildings but not required by law).
- All visitors to include all JCPS employees are directed by signs or staff to go directly to the office to sign in. Visitors must sign in and show a valid photo ID (driver license, agency employee ID cards, government ID cards, etc.). If a photo ID is not available, two other forms of identification will be required (Social Security card, medical insurance card, and/or credit card, etc.). They must also state their reason for entering the school (recommended for administrative buildings but not required by law).\*
- Doors to classrooms are kept locked. Doors to all other rooms should be locked. Leaving locked but open is optional. Doors to vacant offices and storage rooms should be closed and locked.
- Visitors are required to wear badges or employee ID cards on their outer clothing visible from the front (recommended for administrative building but not required by law).
- It is recommended that all buildings consider establishing a policy for their own employees to wear ID cards visible. But, State law requires visitors to wear badges or their agency's ID cards or badge.

\*All JCPS personnel entering buildings during non-business hours, will follow the **building entry procedures**. Employee calls the District Operations Center (DOC) at **485-3121** and gives his or her name, school/department, and section of building he or she is entering (e.g., wing, floor, gym, room number). Employee calls DOC when leaving to notify them of his or her exit.

## Response to Incidents

- Incidents include both external and internal threats made against the building in general or particular individuals in the building (social media threats, bomb threats, terminated employees, etc.).
- Police activity in the neighborhood
- Domestic/Intimate partner violence involving staff or students in the building
- Threatening visitors in the building
- Armed intruders
- Active shooters

## Security Level 3: Secured Building

### Circumstances

- Known, identifiable threat to building, personnel, or immediate area
- Secured building operations

### Guidelines

- All external entrances are locked and under staff control for ingress. Video cameras and remote control locks may be used to control access, but staff will greet visitors at the door and escort them to the office.
- Once escorted to the office, visitors must sign in and show a valid photo ID (driver license, agency employee ID cards, government ID cards, etc.). If a photo ID is not available, two other forms of identification will be required (Social Security card, medical insurance card, and/or credit card, etc.). They must also state their reason for entering the school.
- Visitors must wear visitor badges or agency ID cards continuously while in the building.
- All students will be brought inside the building, including organized class activities. Staff and students who are outside have little protection other than safety in numbers.
- All students and visitors will be supervised by staff members continuously, including in

hallways, to ensure they do not open doors for potential perpetrators. If students are allowed to move in the hallways unsupervised, then there is a risk that a student will open a door for an adult who knocks on it.

- Doors to classrooms are kept locked. Doors to all other rooms should be locked. Leaving locked but open is optional. Doors to vacant offices and storage rooms should be closed and locked.

## Security Level 4: High Security

### Circumstances

- Imminent danger to the building or any of its occupants
- Operations are limited to those that can be conducted safely within these guidelines.
- Security takes precedence over normal operations.

### Guidelines

- All external entrances are locked, and a building administrator must approve entrance of visitors. It is important that the administrator carefully consider anyone who has valid reason and need to enter the building before opening the entrance to allow them to enter. Scan the area to make sure no one is waiting to rush in when the door is opened.
- Visitors must identify themselves with acceptable identification before entering: Visitors must sign in and show a valid photo ID (driver license, agency employee ID cards, government ID cards, etc.). If a photo ID is not available, two other forms of identification will be required, e.g. (Social Security card, medical insurance card, and/or credit card, etc.). They must also state their reason for entering the school. Ask to see their ID and verify their identity before opening the door.
- Only visitors with a valid urgent need and approved by an administrator will be allowed entry during Security Level 4. Visitors will be escorted at all times by security or a designated staff member.
- All students will be brought inside the building, including organized class activities.
- Students will be kept out of halls unless escorted by staff. If students are allowed to move in the hallways unsupervised, then there is a risk that one will open a door if someone calls to them.

Also, staff will need to be close to students and ready to quickly move them to a safe location if the school goes to a full lockdown.

- All doors (both interior and exterior) are locked and closed. This will allow for a quick transition to lockdown.
- All doors will be locked and only opened to allow ingress or egress of authorized persons.
- Staff members who are not supervising students will monitor hallways.

## Security Level 5: Lockdown

### Circumstances

- Life-threatening situation inside or outside building
- All normal operations cease immediately.
- All personnel remain in their secure location until the all-clear is given.
- Lock-down is initiated by the Principal/Building Manager or the designated representative.
- Security is now the only priority.
- All personnel find cover from gunfire when possible and conceal themselves.

### Guidelines

- Immediately notify all personnel to go to lockdown status. **“Lockdown, lockdown, lockdown!”**
- Go to the nearest lockable room, and don’t try to return to classrooms and offices that are distant.
- Large rooms, like gyms and cafeterias, should be evacuated to smaller rooms that can be secured.
- Teachers/Staff should check the hallway immediately outside their room and bring uninvolved, nonthreatening students into their classroom or office.
- Close and lock all external and internal doors.
- Once external doors are locked, all staff and students outside the building should go directly to the school’s designated alternate site/location.
- No visitors will be allowed entry. Nonthreatening visitors should be brought into secure locations.
- Turn off lights in classrooms and offices. In turning off lights, keep in mind the goal is to make the room dark enough to prevent the intruder from looking into the room to see occupants.

Therefore, it may be necessary to also lower the shades to darken the room further.

- Move personnel away from and out of view of windows and doors.
- All personnel (staff, visitors, students) not directly involved in crisis response will maintain a “sterile” environment—no sound and no movement visible to the windows and doors.
- Everyone is in their hiding and lockdown locations. No one moves in the hallways once all students are secured until police are in control.
- After gunshots are heard or the announcement is made: “ALICE, ALICE, ALICE! Implement ALICE procedures!” initiate ALICE procedures. (Refer to ALICE procedures.)
- **When notified by police, administrator, or security:** The person in charge of each room will obtain the lockdown folder and place the following placards in the exterior window and slide under the door face up into the hall. (Be careful not to push too hard.) Placards should be put out when an announcement is made over the PA system or when police come through the hallway asking for them. Lockdown folders are to assist in communicating with police so that they can prioritize which rooms to rescue first.
  - a. If there are no injuries and the room is secured, the green placards will be used. With the black marker, indicate the number of room occupants in parentheses next to the room number, such as 105 (20) to indicate 20 people in room 105.
  - b. If there are injuries and immediate medical help is needed, then the red placards will be used. With the black marker, indicate the number of room occupants and the number of people needing medical attention in parentheses next to the room number, such as 105 (20–2) to indicate 20 people in room 105, with 2 needing medical attention.
- The main office should assign someone to monitor the emergency radio and primary phone line. The assigned employee can do this from under a desk.
- Lockdown is ended only when the police or Site Incident Commander announces all clear.

### **Recovery From Incident**

- Meet with those involved as soon as possible to recount the sequence of events directly related to the incident using chronological time references.
- For significant emergency incidents, using the JCPS School Emergency Incident Debriefing Report (page 149) is recommended.
- Conduct an After-Action Review within seven days to determine lessons learned for further staff training and to improve the school's safety plan.
- Replenish the lockdown folders and return them to their original location.

## **General Staff Procedures**

### **Lockdown Procedures**

1. Immediately notify the front office of the emergency, and identify yourself.
2. Give the location, nature of the situation, and any other pertinent information.
3. The building announcement will be, "All staff are to implement your lockdown procedures immediately."
4. Check the hallway immediately outside your room, and bring uninvolved students into your classroom or office. (See "JCPS School Security Levels" section.)
5. Close and lock all doors.
6. Keep all students sitting on the floor away from doors and windows.
7. Turn off lights in classrooms and offices.
8. Use caution when allowing individuals into the classroom.
9. Upon notification, obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
10. All doors should remain locked. Staff and students should remain sheltered until a BLIMT member or police officer comes to the room with directions.
11. Take attendance, and prepare a list of missing students and extra students in the room.

## **Safety Advisory**

The Emergency Procedures Form and a building floor plan with primary, secondary evacuation routes and safe areas properly identified must be posted in all rooms. (See sample on next page.)

The Staff Safety Procedures Supplement may be posted also or may be completed and placed in the teacher's handbook.

# Emergency Procedures



## Fire

Signal: \_\_\_\_\_

**Do This:** Immediately evacuate the building, and follow the route below.

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## Tornado/Severe Weather Warning

Signal: \_\_\_\_\_

**Do This:** At the direction of the building principal, follow the route below to the designated safe area and assume the sheltering position.



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## Lockdown

Signal: \_\_\_\_\_

**Do This:** Close and lock the door. Refer to the Lockdown Procedures folder on the back of the door.

Room: \_\_\_\_\_

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

Post a school map highlighting the evacuation route and the designated safe areas.





## Building Security Levels Quick Reference Sheet

	Security Level 1 Mass Traffic	Security Level 2 Normal Operations	Security Level 3 Secured Building	Security Level 4 High Security	Security Level 5 Lockdown
<b>Circumstances</b>	Large numbers of people entering or exiting building	"Business as Usual" No known threats	Possible threat identified to building, personnel, or area	Imminent danger to building or personnel	Life-threatening situation in progress
<b>Changes to Normal Operations</b>	Increased number of visitors	None	No outside activities	Minimized to those activities which may be safely conducted	Normal operations cease
<b>Security Focus</b>	Crowd control and containment	General safety	Exterior access control	Access and movement control	Crisis response; Cover & Concealment
<b>Exterior Doors</b>	Doors not related to activity are locked. Unlocked doors monitored by staff if possible	Locked unless guarded by staff "greeter" or receptionist; can be electronically controlled	Locked and under staff control to prevent doors being held opened for unauthorized persons	Locked, Administrator or designee must approve entrance	All locked
<b>Interior Doors</b>	Unmonitored areas locked	Vacant room doors locked and closed; all doors locked, and open (optional)	Vacant room doors locked and closed; all doors locked, open (optional)	Locked and closed	Locked and closed
<b>Students</b>	As appropriate for event	Normal operations, supervised as needed	Directly monitored at all times, Movement minimized	All in supervised rooms	Brought immediately into secure locations,
<b>Staff Members</b>	Control access to unused parts of school, Crowd control	Normal operations	Supervise students Watch for unattended visitors	Supervise students, Actively monitor hallways	Bring unattended students into secure locations,
<b>Visitors</b>	As appropriate for event	Directed to sign in with office, must present valid identification, and wear visitor badges	Escorted to office to sign in and present photo ID; Must wear visitor badges.	Must present photo ID to enter building, Escorted at all times; Must wear visitor badges	No entry or exit, Non-involved visitors brought to secure locations,
<b>Movement</b>	As appropriate for event	Normal operations	Hallway traffic minimized and monitored	In hallway only if necessary	Movement unrelated to response ceases, All personnel Locked-down

Developed by JCP's Security and Investigations Unit for JCP's Safety & Emergency Procedures Manual: Rev 7-M-15





# Procedures for Visitors in the School

JCPS values parent and community involvement and support. Visitors are always welcome; however, safety is a primary concern. Enforce the requirement that all visitors sign in at the office so that there is a record of everyone who is physically present in the building. All visitors should have an appropriate ID badge and wear it at all times. Provide escorts for all visitors. Although schools are public institutions, you have the right to limit access within the building for the safety of students and staff and so as not to disrupt the instructional environment. Visitors should be aware that they may not interrupt classes, school programs, or school business.

Visitor appointments shall not interrupt instructional time. The School-Based Decision Making (SBDM) Council should develop and approve visitation policies.

## Safety Advisory

### Visitors

All visitors to the building must sign in at the main office, state their business, and receive a dated ID badge.

## Access Control Procedures

1. Unless a door is designated as a primary entrance, it should be locked. Unlocked entrances need to be monitored, and entry through these entrances needs to be supervised.
2. The A-Phone system can be used to control entrance into the building.
  - When using the A-Phone system, staff members must view the monitor and identify the individual requesting entry into the building before unlocking the door.
  - **Before unlocking the door, the staff member should direct the visitor to come to the office and sign in.**
  - If the individual fails to come to the office to sign in, he or she should be considered an intruder.
3. Schools may elect to use other methods to monitor and to supervise all entries into the building to ensure that all visitors are identified, that the purpose of their visit is determined, that they have signed in, and that they have been granted permission to proceed. (These methods may include a staff member stationed at the entrance, the use of a video camera/intercom system, or the use of a buzzer or bell requiring a staff member to physically open the main door.)

4. Visitors entering the building are required to provide valid identification, state purpose of visit and sign in.
5. Signage should be posted at all entrances directing visitors to go to the main office and sign in.
6. Establish and enforce policies that prohibit students and staff from opening locked secondary doors for visitors. Visitors should be directed by all staff and students to enter the building through the main entrance into the building.

## Controlling Access to Individual Classrooms

If a classroom is equipped with hardware that allows the door to be locked from the outside but opened from the inside, the door should remain locked during instructional time.

## Sign-In Procedures

1. Visitors are required to sign in at the main office when entering the building. All visitors entering the building will be supervised and accounted for as they come into the main office to sign in.
2. The visitor's name and signature should be verified using some form of government-issued photo identification (ID) card. If a photo ID is not available, two other forms of identification will

be required, e.g., a Social Security card, and/or medical insurance card, and/or credit card. (This requirement may be waived if office staff members know the visitor personally and can vouch for the visitor's identity and business with the school.)

3. Sign-in forms will require the following information:

- Visitor's printed name and signature
- Date and time of arrival and departure
- Purpose of the visit or name of person being visited
- Initials of the staff member verifying the visitor's identification

4. Visitors should be provided with and required to wear a visitor's badge on their outer garment that contains the person's name and the date and time he or she is in the building. (Stick-on name badges with colors that change daily are preferred.)

5. JCPS employees visiting the building should be directed to wear their photo ID card or a visitor's badge if they don't have their photo ID card.

# Emergency Student Release—Dismissal Procedures

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Once the dismissal order is received from the superintendent or the designated school authority, the Site Incident Commander (Building Principal/Site Manager) will do the following:

1. Relay dismissal instructions to every classroom by the most rapid and efficient means.
2. Review the dismissal procedure already provided to parents to ensure that it will be followed. Inform parents that they need to make special arrangements for childcare in the event that school is dismissed and the parents are not at home.
3. Ensure that designated school personnel will inspect the entire structure once dismissal is completed to ensure that the building is empty and that any precautions dictated by the fire plan or other specific disaster plans are taken.
4. If necessary, request assistance from the administration and law-enforcement agencies to ensure that students disperse from the school building to minimize hazards and congestion.
5. Ensure that all dealings with the news media and the public are handled by the district's public information officer at **485-3357**.



# Accountability/Student Release

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During an emergency, procedures will be used to account for all building occupants.

## **Accounting for Students**

List how classroom and floor managers will account for the building's occupants (e.g., student grade books, staff lists).

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List the plan for accounting for each occupant to the Site Incident Commander (Building Principal/Site Manager).

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## **Student Release/Authorized Release List**

List the BLIMT's emergency plan for releasing students to parents/guardians or to other designated adults who have been identified by current Student Emergency Cards.

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SCHOOL \_\_\_\_\_  
DATE \_\_\_\_\_  
PERSONNEL in charge of this form \_\_\_\_\_

Safety and Emergency Procedures Manual (Revised 2016)





# On-Site Medication/First-Aid Providers

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## Medication

List the plan for transporting and distributing medication during an emergency, and follow Health Services guidelines and procedures related to medication administration. Please note that, by law, anyone distributing medication must complete training each school year before distributing any medication. Please contact Health Services at **485-3387** for more information.

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List the person responsible for transporting and distributing medication during an emergency.

Name: \_\_\_\_\_

Alternate Person: \_\_\_\_\_

## First-Aid/CPR Staff

Identify the staff members at your school who have training in first aid and/or CPR.

First-Aid/CPR Staff	Certification Date



# Rescue Areas

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## Emergency Evacuation or Drill

### Rescue Area

Each Site Incident Commander (Building Principal/Site Manager) should designate a Rescue Area on every floor with the exception of the first floor. Rescue Areas are specifically designated for non-ambulatory students and staff who cannot safely evacuate at the time of the event.

The Rescue Area might be the stairwell or an adjacent classroom, depending on the design of the building and the traffic flow during an evacuation.

The Rescue Area should also be designated on the building floor plans and included in the written procedures for evacuating the building that are posted in each classroom. **(Include Rescue Areas on a floor plan in the “Attachments” section.)**

During an evacuation of a building, evacuate all students and personnel safely from the building.

### Identifying Physically Disabled Students/Staff in Need of Assistance

The Site Incident Commander (Building Principal/Site Manager) should determine the number of physically disabled students and staff by period, day, room, and floor who will need assistance during an evacuation.

Personnel on that floor should be assigned to assist specific students and staff with evacuating either with their class or to a Rescue Area.

Personnel not assigned other duties during an emergency should be assigned to assist with evacuating those students and staff who have been moved to the Rescue Area.

All personnel should be told that, if they find themselves available, they should proceed to work their way from the top-floor Rescue Areas to lower-floor Rescue Areas to assist in any necessary evacuations.

The principal should consult with the responding fire department to help develop the school's evacuation plan. This includes designating Rescue Areas and plans for firefighters to assist in evacuation. These plans should be reviewed annually at the beginning of each school year with local fire officials.

Firefighters should be notified immediately upon arrival of the number of non-ambulatory, physically disabled, or other health-impaired individuals who will need assistance during the evacuation. The evacuation of non-ambulatory individuals requires preplanning, which must be included in your school's or facility's *Safety and Emergency Procedures Manual* plan.

If personnel are assigned to evacuate physically disabled students, they should receive ongoing professional development (PD) in safe and appropriate lifting and carrying procedures. Have appropriate staff members participate in this training, and plan the steps to be taken in an actual emergency.

### **Do not carry non-ambulatory individuals down stairwells during a drill.**

Routine evacuation drills should be scheduled to provide an opportunity for personnel and students to practice evacuating from different classrooms at different periods of the day and on different days of the week. Personnel and students should be made aware that the actual emergency may determine exit procedures, since certain stairwells or parts of the building may be blocked or inaccessible.

All students and staff, especially those who are non-ambulatory, should be informed of the emergency evacuation procedures and should know who will assist them.

All students and staff should be taught appropriate safety procedures for exiting the building in the event of a fire or an emergency (e.g., the need to remain calm, what to do if there is heavy smoke, how to react if clothing catches on fire).

Designate areas within the building where the emergency responders (e.g., police, fire, or EMS) can assist and remove non-ambulatory occupants. Rescue Areas are the first place that emergency responders know to search for non-ambulatory/injured occupants. Contact the local fire department to help you identify the building's or site's best Rescue Areas.



**Rescue Areas**

1.

2.

3.

4.

5.

6.



# Drill Procedures and Training of Staff and Students

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The principal will review the *Safety and Emergency Procedures Manual* with the school staff before the first instructional day of the school year and as needed as staff changes.

Recognizing and responding to emergencies takes practice. Training and practice drills take place throughout the school year. The more a plan is practiced and reviewed, the better that plan will be implemented. This will enhance the comfort level of the faculty and reinforce that the school is prepared for an emergency. It is important to involve in this training the various community agencies (e.g., police, fire, EMS) who might be called to respond in the event of an emergency, whenever possible. This

process allows the school planners and community agencies to identify and anticipate problem areas and work together to develop more effective plans. These groups can assist in crisis and emergency planning. When they are directly involved, they can better understand and assist in an emergency event. Both site plans and building floor plans should be available to these representatives prior to the actual meetings.





## Emergency Drill Information

Each facility shall have emergency drills as required by law at a minimum.

### Required Drills:

- ✓ **Two Fire Exit Drills**—the first 30 instructional days of a school term
  
- ✓ **One Fire Exit Drill**—per month for the remainder of the school term. In climates where the weather is severe, the monthly fire exit drills shall be permitted to be deferred providing that the required number of fire exit drills is achieved and at least four are conducted before the drills are deferred.
  
- ✓ **Two Earthquake Drills**—during the first 30 instructional days and during the month of January.
  
- ✓ **Two Tornado/Severe Weather Drills**—during the first 30 instructional days and during the month of January.
  
- ✓ **Two Lockdown Drills**—during the first 30 instructional days and during the month of January.
  
- ✓ The Emergency Warning All Call Radio will be tested randomly during the school day, and telephone confirmation is required.
  
- ✓ **Two Automatic External Defibrillator (AED) Drills**—if a school has a AED(s) two drills must be conducted every six months. Drills are recommended in September and March and should include announcement, response, review, check current certifications, and check dates on AED pads for expiration.

**These are the minimum requirements; additional are encouraged.**

### Recommended Drills:

It is recommended that various other Disaster Drills be held during the school year. Examples include, but are not limited to, Bomb Threat, Chemical Release, and Intruder in Building.

The following page is a sample drill log. Drill logs shall be documented and kept in the Safety Procedures Manual on page 149.



**Jefferson County Public Schools**  
**School Drill Log**  
**School Year: \_\_\_\_\_**

**Fire Drills:** Each school is required to conduct two (2) Fire Drills within the first thirty (30) instructional days of school and one (1) per month for the remainder of the school year.

	DATE	TIME OF DRILL	WEATHER CONDITIONS	# OF OCCUPANTS	TOTAL EVACUATION TIME
<b>First 30 Days</b>	1.				
	2.				
	3.				
<b>Monthly Throughout the school year it's recommended for local fire Department to observe 1 drill.</b>	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
	11.				
	12.				
	13.				

**Disaster Drills:** Each school is required to conduct at a minimum: (Additional drills are recommended)

First 30 Instructional days	Date	Month of January	Date
1. Severe Weather Drill		1. Severe Weather Drill	
2. Earthquake Drill		2. Earthquake Drill	
3. Lockdown Drill		3. Lockdown Drill	

It is recommended that other disaster drills be conducted throughout the school year, such as Chemical Release, Bomb Threat, etc. and/additional severe weather, earthquake, and lockdown, etc.

Record the type of drill and date below:

Type of Drill	Date	Type of Drill	Date

**AED Automatic External Defibrillator Drills:** Each school with AED (s) present must conduct an AED drill every six months. Drills are recommended in September and March.

AED-Drill	Date	Employee currently trained Y/N	Pads checked for expiration Y/N
September			
March			

**NOTE: ALL SCHOOLS SHALL COMPLETE AND MAINTAIN THIS SCHOOL DRILL LOG. KENTUCKY FIRE PREVENTION CODE REQUIRES THIS LOG BE READILY ACCESSIBLE FOR INSPECTION.**

Revised 05/13



# Emergency Supplies and Locations

List the items that are included in your school's Emergency Supply Kit and their location.

Item	Location (e.g., wheeled cooler kept in the main office sick room or the counselor's office) Note: It is recommended that emergency supplies be stored in one location.

List the person responsible for transferring the kit during an emergency.

**The BLIMT must ensure that the Emergency Supply Kit is portable and available to be transported to the appropriate locations in the event of an emergency.**

The following items are recommended. These items will also assist the police and fire departments in dealing with an emergency at your school. For easier maneuverability and transportation, a cooler/chest on wheels is recommended for your school's Emergency Supply Kit.

- |  |  |
|--|--|
| <input type="checkbox"/> Student emergency cards   | <input type="checkbox"/> JCPS Student Release Forms                            |
| <input type="checkbox"/> Master bus schedule   | <input type="checkbox"/> Master roster of all classes                          |
| <input type="checkbox"/> Class period schedule   | <input type="checkbox"/> Facility information sheets                           |
| <input type="checkbox"/> Current copy of the <i>Safety and Emergency Procedures Manual</i>   | <input type="checkbox"/> Student medication and medication authorization forms |
| <input type="checkbox"/> Notepads/Pens/Pencils   | <input type="checkbox"/> Flashlights   |
| <input type="checkbox"/> Locations of and instructions for mechanical systems (e.g., water, electric, gas shutoffs, cable TV line) | <input type="checkbox"/> First-aid kit with manual                             |
| <input type="checkbox"/> JCPS <i>Administrative Directory</i>  | <input type="checkbox"/> Nonlatex gloves                                       |
| <input type="checkbox"/> Extra school radios   | <input type="checkbox"/> List of students and staff who require assistance     |
| <input type="checkbox"/> Cellular phones   | <input type="checkbox"/> Blank nametags and markers                            |
|  | <input type="checkbox"/> Local telephone directory                             |
|  | <input type="checkbox"/> JCPS <i>Principal's Planner</i>                       |
|  | <input type="checkbox"/> Visitors' Log   |

Others:

Others:

## Responsible Staff Member

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Alternate's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Supply Location: \_\_\_\_\_

The maintenance of the items contained in the Emergency Supply Kit should be assigned to one staff member and an alternate. He or she should be given a fixed schedule for the maintenance of the kit as it relates to batteries, document revisions, etc.



# Closing an Emergency Incident

## JCPS School Emergency Incident Debriefing Report

(Not Required)

School/Site: \_\_\_\_\_ Date: \_\_\_\_\_

Person Reporting: \_\_\_\_\_

Briefly describe the incident.

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[illegible]

Consider using the following checklist.

- ☐ All of the occupants have been accounted for.
- ☐ Collaboration with district and community responders has come to a close.
- ☐ The building grounds and the facility have been secured.
- ☐ The student and staff activities have returned to normal.
- ☐ The operation of the plant has been restored, and the utility/ventilation cut-offs have been turned back on, if applicable.
- ☐ The BLIMT has come together to ensure that the following officers have carried out their duties:
  - ☐ Public Information Officer
  - ☐ Safety Officer
  - ☐ Operations Officer
  - ☐ Planning Officer
  - ☐ Logistics Officer
  - ☐ Finance/Administration Officer
  - ☐ Counseling Officer
- ☐ The BLIMT has assessed the team's effectiveness in responding to the emergency incident.



# JCPS/Community Awareness Plan

How do you communicate your emergency procedures to JCPS Central Office, parents, and other community partners?

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## Community Awareness/Emergency Linkage

A site visit and a review of the building's emergency procedures plan with personnel from the below-mentioned agencies are required.

### Contact Officers

Fire Department: \_\_\_\_\_

Officer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Police Department: \_\_\_\_\_

Officer's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Emergency Medical Service: \_\_\_\_\_

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Date of Visit: \_\_\_\_\_



# Staff Safety and Emergency Procedures Guide

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\_\_\_\_ The BLIMT has debriefed and documented the event from its beginning to its conclusion.

## **Recovery**

In the case of loss of life or a traumatic event, the school's recovery process and procedures (emotional and therapeutic support) should be initiated. Contact the DLIMT at **485-3121** for assistance.

**School/Facility**

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**Effective Date**

## In an emergency situation, call:

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Alternate: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

**This person is responsible for calling 9-911 and 485-3121 (security).**

## Visitors' Access

All visitors to the building will sign in, state their business, and receive a dated visitor's ID badge.

**Site Incident Commanders (Principal/Building Managers)** are responsible for answering questions, implementing the emergency procedures, and working directly with the police and fire departments and the media.

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Alternate: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

**Building, Wing, or Floor Managers** are responsible for sharing information and checking their respective areas to ensure that everyone is accounted for during an emergency.

Building, Wing, or Floor Area	Designated Area Manager	Phone Number	Alternate	Alternate Phone Number

The **Plant Operator** is responsible for cutting off gas, water, and electrical service, if required.

Plant Operator: \_\_\_\_\_

Alternate: \_\_\_\_\_

Night Lead: \_\_\_\_\_

Alternate: \_\_\_\_\_

# BLIMT

List team members here.

Name	BLIMT Duties (Roles)	Phone Number

## Safety/First-Aid Kit Location

Room No.: \_\_\_\_\_

## CPR/First-Aid Staff/School Nurse (if applicable)

Name	Room/Location

## Abduction Procedures/Missing Student

1. Immediately notify the front office, and identify yourself.
2. Provide all pertinent information (e.g., person abducted, abductor, witnesses, place, time, description of vehicle).
3. Stay on the line.
4. Assist with any emotional response to the incident.

## ALICE: Active Aggressor/Shooter

(“ALICE is a set of proactive strategies that increase chances of survival during an active aggressor/shooter event.” ALICE is not designed to be sequential.)

1. **ALERT:** Initial alert could be gunshot, PA announcement, etc. Alert those around you first and then call 911, and the office when safe to do so.
2. **LOCKDOWN:** If evacuation is not safe option, barricade entry points. Prepare to evacuate or counter if needed.
3. **INFORM:** Communicate real time information on shooter location and description to the office or designated command post. Use clear and direct language using any communication means possible: room phone, mobile phone.
4. **COUNTER:** As a last resort, distract shooters ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm shooter.
5. **EVACUATE:** Run from danger when safe to do so using non-traditional exits if necessary. Go to predetermined rallying points or report to arriving police to give them information about the shooter and situation.

## After-Hours Emergency Preparedness

After hours, the designated Site Incident Commander (Building Principal/Site Manager) will be responsible for monitoring emergency alerts and implementing emergency procedures.

- After normal business hours, staff members are responsible for notifying the Site Incident Commander (Building Principal/Site Manager) or designee of their presence in the building and for following emergency procedures as directed.
- **In the event of an emergency, immediately notify the Site Incident Commander (Building Principal/Site Manager) and identify yourself.** Give the location, the nature of the situation, and any other pertinent information.

## Bomb Threat Procedures

1. Immediately notify the front office, and identify yourself.
2. Give the location, the nature of the situation, and any other pertinent information.
3. Evacuate the building immediately if directed to do so in an announcement.
4. Bring the roll book or class roster to account for all students.
5. Stay clear of the building.
6. A representative from each department will account for employees and students and report to Area Managers. Area Managers will account for employees and students and report to the Site Incident Commander (Building Principal/Site Manager).
7. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

## Internal Chemical Release Procedures

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Evacuate the building immediately if directed to do so in an announcement.
4. Immediately exit the building using the designated exit route.
5. Assist those with special needs.
6. Close all doors as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

## External Chemical Release Procedures

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **The building announcement will be, “All staff are to implement external chemical leak procedures immediately.”**
4. Proceed to the designated shelter-in-place location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.

8. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).

9. Do not allow anyone to leave the shelter area.

10. Stay away from all doors and windows.

11. Wait for further instructions.

## Child Abuse, Neglect, Dependency Procedures

The term *abused or neglected child* is defined by state law as “a child whose health or welfare is harmed or threatened when the person exercising custodial control/supervision of the child inflicts or allows to be inflicted upon the child physical or emotional injury (other than accidental means), sexual abuse/exploitation, abandonment and/or fails to provide adequate care for the child’s well-being.”

### If abuse is suspected:

1. **Immediately notify the front office, and identify yourself.**
2. Gather pertinent information concerning the nature of the abuse/neglect and general information about the child suspected of being abused/neglected.
3. In consultation with the Site Incident Commander (Building Principal/Site Manager), contact the CPS Hotline by dialing **9, then 595-4550**. Or contact the Crimes Against Children Unit by dialing **9, then 574-2465**.

## Earthquake Procedures

1. Duck, cover, and hold on by dropping to knees.
2. Use desks and tables for shelter protecting head with covering with arms and back should be towards window.
3. Remain in a sheltered position for at least 60 seconds after shaking ceases.
4. Listen for instructions. Be prepared to evacuate if instructed. (See “Evacuation” section.)

## Explosion Procedures

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the designated exit route at the time the alarm is sounded. (See “Evacuation” section.)
5. Assist those with special needs.
6. Close all doors as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

## Falling Aircraft Procedures

**If an aircraft falls on a portion of the school, the following will be implemented:**

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.

3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the designated exit route at the time the alarm is sounded. (See “Evacuation” section.)
5. Assist those with special needs.
6. Close all doors as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.

**If an aircraft falls near the school, the following will be implemented:**

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **The building announcement will be, “All staff are to implement external chemical leak procedures immediately.”**
4. Proceed to the designated shelter-in-place/safe area location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.
8. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).
9. Do not allow anyone to leave the shelter area.
10. Stay away from all doors and windows.
11. Wait for further instructions.



## Fire Procedures

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. The fire alarm is sounded or verbal command is given, as required.
4. Immediately exit the building using the designated exit route at the time the alarm is sounded. (See “Evacuation” section.)
5. Assist those with special needs.
6. Close all doors as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

## Flood Procedures

1. During periods of heavy rain when flooding may occur, listen to your local radio and television broadcasts for news of possible flooding in the area.
2. The Central Office will announce school closings and/or early dismissals for the school locations directly affected by flood conditions.

## Intruder, Hostage, Civil Disturbance, Armed Offender Procedures

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **The building announcement will be, “All staff to implement your lockdown procedures immediately.”**
4. Check the hallway immediately outside of your room, and bring uninvolved, nonthreatening students into your classroom or office. (See “JCPS School Security Levels” section.)
5. Close and lock all doors.
6. Keep all students sitting on the floor away from doors and windows.
7. Turn off lights in classrooms and in offices.
8. Use caution and discretion in allowing individuals or students into the classroom.
9. Take attendance, and prepare a list of missing students and extra students in the room.
10. Obtain the lockdown folder, and place the placards in the exterior window and in the door window (or under the door and into the hall if there is no window in the door).
11. All doors should remain locked. Staff and students shall remain sheltered until a BLIMT member or a police officer arrives with directions.

The purpose of this section is to protect the occupants of JCPS schools and other facilities from intruders who may commit acts of crime or violence. (Refer to ALICE procedures for active aggressor/shooter.)

# JCPS School Security Levels Quick Reference

## Security Level 1: Blue—Mass Traffic

- Circumstances—Large numbers of people entering or exiting a building
- Changes to Normal Operations—Not applicable
- The security focus should be crowd control and containment.
- Exterior doors not related to the activity are locked. Unlocked doors are monitored by staff if possible.
- Interior doors of vacant rooms should be locked.
- Students—As appropriate for event
- Staff members should control crowds and access to unused parts of the school.
- Visitors—As appropriate for event
- Movement—As appropriate for event

## Security Level 2: Green—Normal Operations

- Circumstances are business as usual. There are no known threats.
- Changes to normal operations are not applicable.
- The security focus should be general safety.
- Exterior doors should be locked unless monitored.
- Interior doors of **all** rooms should be locked.
- Students—Normal operations
- Staff members—Normal operations
- Visitors will be directed to sign in with the office. Identification is required.
- Movement—Normal operations

## Security Level 3: Yellow—Secured Building

- Circumstances indicate that a possible threat to the building, personnel, or area has been identified.
- Changes to normal operations—No outside activities
- The security focus should be controlling exterior access.
- Exterior doors should be locked and under staff control.
- Interior doors of **all** rooms should be locked.
- Students should be directly monitored at all times, and movement should be minimized.
- Staff members should supervise students and watch for unattended visitors.

- Visitors should be escorted to the office to sign in and present a photo ID. They must wear identification.
- Movement—Hallway traffic should be minimized and monitored.

## Security Level 4: Orange—High Security

- Circumstances are an immediate danger to the building or personnel.
- Normal operations should be minimized to activities that can be safely conducted.
- The security focus should be access and movement control.
- Exterior doors should be locked. An administrator or designee must approve entrance to the building.
- Interior doors should be locked and closed.
- Staff members should supervise students in rooms and monitor hallways.
- Visitors must present photo ID to enter the building. They must be escorted at all times and must wear identification.
- Movement should be limited in the hallways and should occur only if necessary.

## Security Level 5: Red—Lockdown

- Circumstances indicate that a life-threatening situation is in progress. (Refer to ALICE procedures.)
- Normal operations cease.
- The security focus should be responding to the crisis.
- All interior and exterior doors should be locked and closed.
- Students should be brought immediately into shelter-in-place locations.
- Staff members should bring unattended students into secure locations and begin shelter-in-place procedures.
- No visitors are to enter or exit. Noninvolved visitors should be brought to secure locations and begin shelter-in-place procedures.
- Movement unrelated to the crisis response should cease. All personnel should begin shelter-in-place procedures. (Refer to ALICE procedures.)

## Medical Emergencies

1. **Immediately notify the front office, and identify yourself. If your school has a school nurse on-site, notify him or her immediately.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Describe the patient's condition and first aid given.
4. Assist the students and staff until help or the first-aid provider arrives.

## Natural Gas Release

### Internal

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Evacuate the building immediately if directed to do so in an announcement.
4. Immediately exit the building using the designated exit route at the time the alarm is sounded. (See "Evacuation" section.)
5. Assist those with special needs.
6. Close the door as you leave the room.
7. Bring the roll book or class roster to account for all students.
8. Once safely evacuated, proceed to the Assembly Area to be accounted for.
9. **Wait for an all-clear signal from the Site Incident Commander (Building Principal/Site Manager) before reentering the building.**

### External

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.

3. **The building announcement will be, "All staff are to implement external chemical leak procedures immediately."**

4. Proceed to designated shelter-in-place/safe area location.
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Shut all windows and doors.
8. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).
9. Do not allow anyone to leave the shelter area.
10. Stay away from all doors and windows.
11. Wait for further instructions.

## Physical/Sexual Assault

Physical/Sexual assault is considered to be any intentional act of hitting, pushing, fighting, intimidation, extortion, exhibitionism, sexual harassment, assault, sexual assault, arson, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another staff member, student, or visitor to the facility that results or is intended to result in death, physical injury, or mental/emotional damage.

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, nature of the situation, and any other pertinent information.
3. Ensure the safety of students and staff.
4. Isolate the situation, if possible.
5. Assist the victim, if possible.

Adult visitors on district property who engage in assaultive behaviors should be treated as intruders. Since physical assaults/sexual assaults are criminal acts, jurisdiction also exists with outside law enforcement, which may be involved at any time.

## Power Failure

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Limit movement.
4. Wait for further instructions from the Site Incident Commander (Building Principal/Site Manager).
5. Be prepared to evacuate if advised. (See “Evacuation” section.)

## Severe Weather

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **The building announcement will be, “All staff are to implement severe weather procedures immediately.”**
4. When you hear the severe weather announcement or siren, proceed at once to your designated area of the building. (See “Shelter-in-Place” section.)
5. Bring the roll book or class roster to account for all students.
6. Assist those with special needs.
7. Assume appropriate shelter positions.
8. The doors in the safe area should be closed.
9. The area surrounding doors should not be used for sheltering.
10. Secure glass doors open to prevent glass from shattering.
11. Take attendance, and report the information to the Site Incident Commander (Building Principal/Site Manager).
12. Maintain sheltered position until the all-clear signal is given.

## Substance Abuse

### Emergency Overdose

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **Assist the students and staff until help or the first-aid provider arrives.**
4. Provide a written statement to the Site Incident Commander (Building Principal/Site Manager).

## Suicide Ideation

If a student or staff member indicates or admits to being suicidal during the school day and/or during district-sponsored activities, use the following procedures:

1. Certified staff should supervise the individual at all times.
2. **Immediately notify the front office, and identify yourself.**
3. Give the location, the nature of the situation, and any other pertinent information.
4. Ensure that the student is escorted to the office for parent notification and further administrative interventions. (The individual should be supervised at all times.)
5. Provide a written statement to the Site Incident Commander (Building Principal/Site Manager).

## Terroristic Threatening/Extortion

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Gather information if staff members are experiencing any form of monetary/property loss or safety issues related to any district activities.

## Water Failure

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. Do not use or drink water until advised to do so by the Site Incident Commander (Building Principal/Site Manager).

## Weapons Possession

1. **Immediately notify the front office, and identify yourself.**
2. Give the location, the nature of the situation, and any other pertinent information.
3. **If possible**, isolate the student from other students and staff.
4. Document the incident, and—when appropriate—provide a written disciplinary referral.
5. Initiate ALICE procedures if anyone is directly threatened with a weapon.



# Attachments

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The following attachments are required for the completion of the *Safety and Emergency Procedures Manual*.

- Attachment 1—Include a map of the outside assembly area, including command post, first-aid area, student release area, specific classroom locations, and potential hazard locations.
- Attachment 2—Include a map of primary and secondary evacuation routes to the assembly area. Identify the hazard locations and types along these routes.
- Attachment 3—Include a map of the utility/ventilation cut-offs, sprinkler cut-offs, fire alarm panel, fire extinguishers, etc.
- Attachment 4—Include a map highlighting the building's primary shelter-in-place/safe area locations for severe weather.
- Attachment 5—Include a map highlighting and numbering the building's evacuation exits and rescue areas.





## **Attachment 1**

Include a map of the outside assembly area, including command post, first-aid area, student release area, specific classroom locations, and potential hazard locations.



## **Attachment 2**

Include a map of primary and secondary evacuation routes to the assembly area. Identify the hazard locations and types along these routes.



## **Attachment 3**

Include a map of the utility/ventilation cut-offs, sprinkler cut-offs, fire alarm panel, fire extinguishers, etc.



## **Attachment 4**

Include a map highlighting the building's primary shelter-in-place/safe area locations for severe weather.





## **Attachment 5**

Include a map highlighting and numbering the building's evacuation exits and rescue areas.



# Pandemic Flu Event and Levels of Response

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The Louisville Metro Department of Public Health and Wellness and various JCPS departments have developed the following school, district, and community plan in response to an outbreak of a pandemic influenza event.

The *Safety and Emergency Procedures Manual* includes the normal operational preparedness as related to a variety of emergency contingencies and regular standards for best hygiene practices, prevention, and procedures against the spread of the pandemic flu.

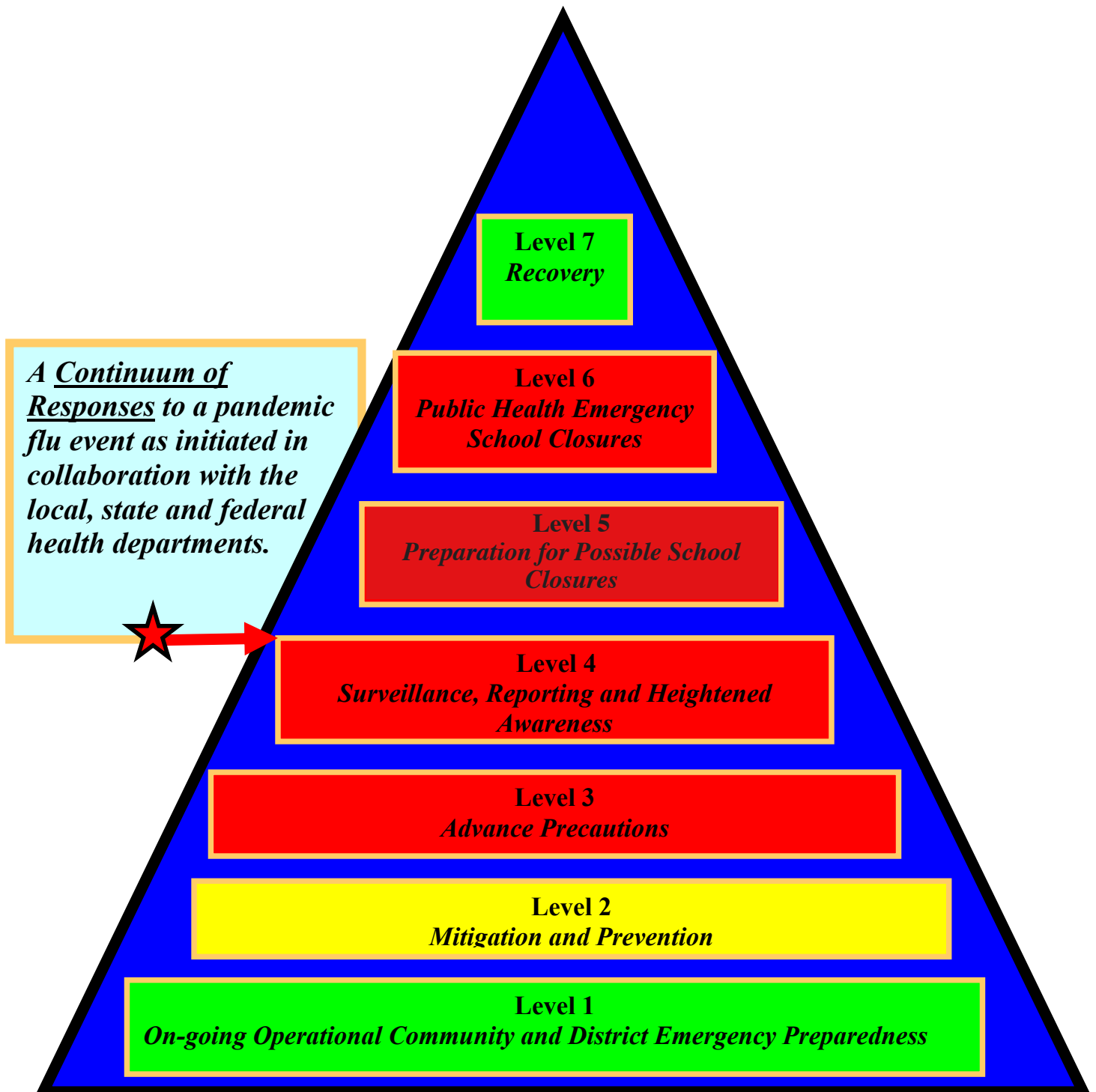
This section includes the following:

1. The Community and School Levels of Response to a Pandemic Influenza Event (Schematic)
2. The Pandemic Influenza Level of Response Chart
3. The JCPS Pandemic Influenza Plan:
  - Level 1: Ongoing Community and District Emergency Preparedness
  - Level 2: JCPS Plan for Mitigation and Prevention of the Spread of the Influenza
  - Level 3: Advance Precautions
  - Level 4: Initiative Surveillance, Reporting, and Heightened Awareness
  - Level 5: Preparation for Possible School Closures
  - Level 6: Public Health Emergency School Closures
  - Level 7: Recovery
4. School Planning Instrument



# Medical Emergency

## Community and School Levels of Response to a Pandemic Influenza Event



# Tab 1

## Pandemic Influenza Level of Response Chart

WHO Phases		Federal Government Response Stages		LMPHW Response	JCPS Levels of Response	
INTER-PANDEMIC PERIOD						
1	No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human disease is considered to be low.	0	New domestic animal outbreak in at-risk country	On-going Community Emergency Preparedness	1	On-going Operational Community & District Emergency Preparedness
2	No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.					
PANDEMIC ALERT PERIOD						
3	Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.	0	New domestic animal outbreak in at risk-country			
		1	Suspected human outbreak overseas			
4	Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.	2	Confirmed human outbreak overseas	Maintain, update and disseminate HHS, CDC, and other public health data	2	Mitigation & Prevention
5	Larger cluster(s) but human-to-human spread still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).					
PANDEMIC PERIOD						
6	Pandemic phase: Increased and sustained transmission in general population.	3	Widespread human outbreaks in multiple locations overseas			
		4	First human case in North America	Implement local community health emergency response plans	3	Advance Precautions
					4	Surveillance, Reporting & Heightened Awareness
		5	Spread throughout United States		5	Preparation for Possible School Closure
					6	Public Health Emergency/Sc hool Closures
6	Recovery and preparation for subsequent waves		Recovery	7	Recovery	

# Community and School Levels of Response to a Pandemic Influenza Event

## General Overview

### Level 1 Preparedness

#### Ongoing Community and District Emergency Preparedness

JCPS has established ongoing policies and procedures for planned responses to emergencies involving the community, school, individual students, and parents. These safety and emergency procedures are comprehensive and cover numerous safety and emergency topics, including planned responses for school evacuations and shelter-in-place and lockdown procedures.

The departments of Physical Development and Health Services; Student Relations and Safety; Safety, Environmental, and Housekeeping Services; and Security and Investigations work collaboratively to promote best practices to ensure staff and student safety and to maintain safe, orderly, and productive school environments. The district's overall safety plan includes building and grounds security, emergency preparedness, and student management. JCPS has established the District-Level Incident Management Team (DLIMT) to rapidly mobilize a district and/or community response to assist schools when they are confronted with an emergency event.

#### District Preparedness

The DLIMT is prepared to respond to individual school emergencies and mobilize district and/or community resources to assist a school in more effectively managing an emergency. The DLIMT activates on the specific needs of a school in an emergency situation to:

- Assist in communications.
- Plan and deliver resources required by the local school to help school personnel implement the school's emergency plans.
- Assist in the coordination of all responders.

The DLIMT works directly with the community's first responders, such as emergency management, fire, police, public health, EMS and other federal, state, and local agencies, to initiate the appropriate response from the community and involve the

community's first responders in the district's and the local school's emergency planning.

The **JCPS Pandemic Influenza Plan (PIP)** will be built upon the district's existing safety and health procedures and in accordance with the local, state, and federal health departments' advisories put into action by the DLIMT. For example, the Health Services staff currently works with the LMPHW in issuing Community Health Advisories when a communicable disease is identified within a JCPS school.

The JCPS PIP will include a process for activating a district-level process to respond to a pandemic influenza event, which includes the following:

1. An ongoing command structure (DLIMT) will work directly with the community's health departments to mitigate the adverse impact of an influenza event.
2. The DLIMT and Health Services will be responsible for the planning, communications, logistics, and operations of the district's response to an influenza event.
3. Roles and responsibilities will be aligned with current JCPS job assignments to ensure an effective mobilization of responses and resources (e.g., health services, food services, public relations, transportation, community and government relations).
4. Individuals assigned, as related to roles and responsibilities, will include the names of key DLIMT committee members assigned to the command structure of the JCPS PIP.
5. The JCPS PIP Committee will meet annually to review the district's PIP for initiating a command response for the local schools. This will include:
  - Communication process to community partners, staff, students, and parents.
  - Availability and review of current school/site maps inclusive of the ventilation system to contain the spread of the flu virus via air circulation within the building.
  - Maintenance and inventory of supplies and equipment.
  - Maintenance of current contact list for staff, parents, and students, including e-mail addresses when available.

**In addition, Level 1 Preparedness will include the following:**

- The sharing of information regarding prevention activities via health-related brochures to families and students during flu season, such as:
  - Annually supporting an influenza immunization program for seasonal flu.
  - Avoiding contact with individuals exhibiting flu-like symptoms.
  - Paying attention to hand and respiratory hygiene.
  - Avoiding situations that promote spreading the illness, such as sharing eating utensils, drinking cups, etc.
  - Promoting increased laundering of personal items.
- Sharing with staff, parents, and students the methods and process that will be used to communicate health updates, school closings, relocation of school assignments, location of health supplies and services, and relocation of staff
- Training JCPS key employees on incident-command structures and identifying responsibilities and expectations specific to their position and job responsibilities
- JCPS will perform the following in preparation for a pandemic influenza event:
  - Ensure the permanent inclusion of health supplies for each local school that would assist the school in responding to a pandemic influenza event, such as appropriate cleaning supplies, germicides, nonlatex gloves, and if necessary other protective equipment.
  - Maintain above supplies in the sick room or another designated location.
  - Identify a seclusion room to isolate staff and students demonstrating flu-like symptoms.
  - Develop a command structure at each local school to include the building principal/designee, counselors, assistant principals, Family Resource and Youth Services Center (FRYSC) coordinators.

## **As Determined by LMPHW**

### **Level 2**

#### **JCPS Plan for Mitigation and Prevention of the Spread of Influenza**

World health officials are concerned that the H5N1 virus (avian flu) could mutate and possibly cause a global/local pandemic outbreak. The district should be aware that the avian flu virus has been confirmed in other countries.

#### **Response Preplanning Activities**

JCPS will work with LMPHW and other state health authorities for declaring a public health emergency and identifying key health officials that will work with the DLIMIT to activate the JCPS PIP and the Community Influenza Plan.

Annual planning meetings will occur with LMPHW to ensure common planning and communication linkage between the two agencies. The district's pandemic influenza plan will be shared with LMPHW.

The DLIMIT will initiate discussions as to the avian flu world events and initiate a review of the JCPS/Community Pandemic Influenza Plan. Communication links between all supporting agencies will confirm that a heightened awareness is in effect and that the system is ready to respond if further developments warrant such a response.

A review of the district's emergency response and infectious disease policies and procedures will be conducted for necessary revisions. This review of the JCPS/Community Influenza Plan will be ongoing with revisions in the plan posted by date. All plans will be dated current as of each year.

Communitywide health surveillance will be increased, and student absences will be monitored to better detect patterns related to influenza. The department of Pupil Personnel and the office of Health Services will report directly to the DLIMIT the findings as related to cases of influenza.

JCPS will sponsor the additional purchase and expansion of health resources as required. Student training on the prevention of diseases through hygienic disciplinary practices, such as washing hands thoroughly, covering mouth when sneezing/coughing, and receiving health care, will be emphasized and added to the school's health curriculum.



Pre-event planning will be incorporated into the daily school and district activities to maximize prevention strategies.

An increase in the direct communication and training will occur that effectively provides critical information about pandemic influenza, including the mechanisms for its transmission and basic prevention activities.

School nurses and staff will be informed in flu symptom recognition, understanding that a person who is infected does not show symptoms right away. School nurses and staff will look for other indicators and changes in behavior, such as lack of appetite, complaints of not feeling well, and irritability (Surveillance).

JCPS will review housekeeping practices, policies, and supplies to determine the need for revisions and staff development on maintaining clean and sanitized school environments.

JCPS Health Services will continue to implement its active Clean Hands Up hand hygiene program for students. A similar program will be started for JCPS employees. This program will promote handwashing using nonmedicated soap. Alcohol-based hand rubs will be available and used only when soap and water facilities are not readily available.

JCPS will implement and maintain a respiratory hygiene and cough etiquette program that teaches students and employees methods to prevent the spread of respiratory illnesses. These methods include:

- Covering a cough to contain nasal or respiratory secretions.
- Using tissues to contain nasal or respiratory secretions.
- Dispensing of used tissues properly.
- Practicing proper hygiene for covering a cough.
- Identifying a location within the building where a student or staff member who demonstrates flu-like symptoms can be safely placed while waiting for transportation home (**Isolation Procedures**). The location selected should be one that minimizes return ventilation/exposure to the larger facility and is stocked with hand and respiratory hygienic products. Such locations as the school's gym and/or other rooms with direct outside access for transportation and to minimize additional exposure to others are recommended.

JCPS will review attendance policies related to absences/excessive absences when influenza is involved. JCPS Health Services staff will continue to provide attendance data to the LMPHW in order to monitor spikes in absences. All absences related to school closings due to a pandemic flu outbreak will be recorded as excused and will not be subject to a response for excessive absences.

During a pandemic influenza alert, JCPS will institute the use of an active illness recognition (Surveillance) and management program that encourages and expects employees and students to remain at home when they demonstrate respiratory illness symptoms, including fever with a cough, runny nose, body aches, and/or diarrhea. School personnel should decide to what extent they will encourage or require students and staff to stay home when symptoms are observed.

## **As Determined by LMPHW**

### **Level 3**

#### **Advance Precautions**

The World Health Organization or the CDC reports a case of human-to-human transmission of avian flu within the United States but not in the state of Kentucky. Event planning is implemented when sustained person-to-person transmission has been identified outside of the immediate vicinity. A heightened alert, preparedness to respond, and surveillance are initiated and maintained until the district is notified by LMPHW.

#### **Response**

A heightened level of awareness, coupled with **additional precautionary measures**, will be initiated by the DLIMIT through the appropriate departments to the key staff members at the local schools (principals, counselors, FRYSC coordinators, food services staff, custodial staff, etc.). School staff will be directed to initiate additional precautionary hygienic measures to prevent the spread of influenza or other diseases and detect the possibility of avian flu cases within our schools and community.

The DLIMIT will review the JCPS/Community Pandemic Influenza Plan for possible full implementation by reporting update information coming from the local and state health departments and the CDC. As appropriate, daily updates, information, and briefings will be provided to key JCPS staff with a

review of roles and responsibilities in the event of an outbreak within the local community.

Parents/Guardians will be:

- Provided with current information as to the level of concern related to the avian flu cases occurring in the United States.
- Reassured that the JCPS/Community Influenza Plan is in place to further protect their children and the community in case of a local occurrence.
- Provided with hygienic precautionary measures for school-age children.

JCPS will institute a districtwide increase in disinfectant processes in all facilities and school buses. Restrict or cancel out-of-county/state travel.

## **As Determined by LMPHW**

### **Level 4**

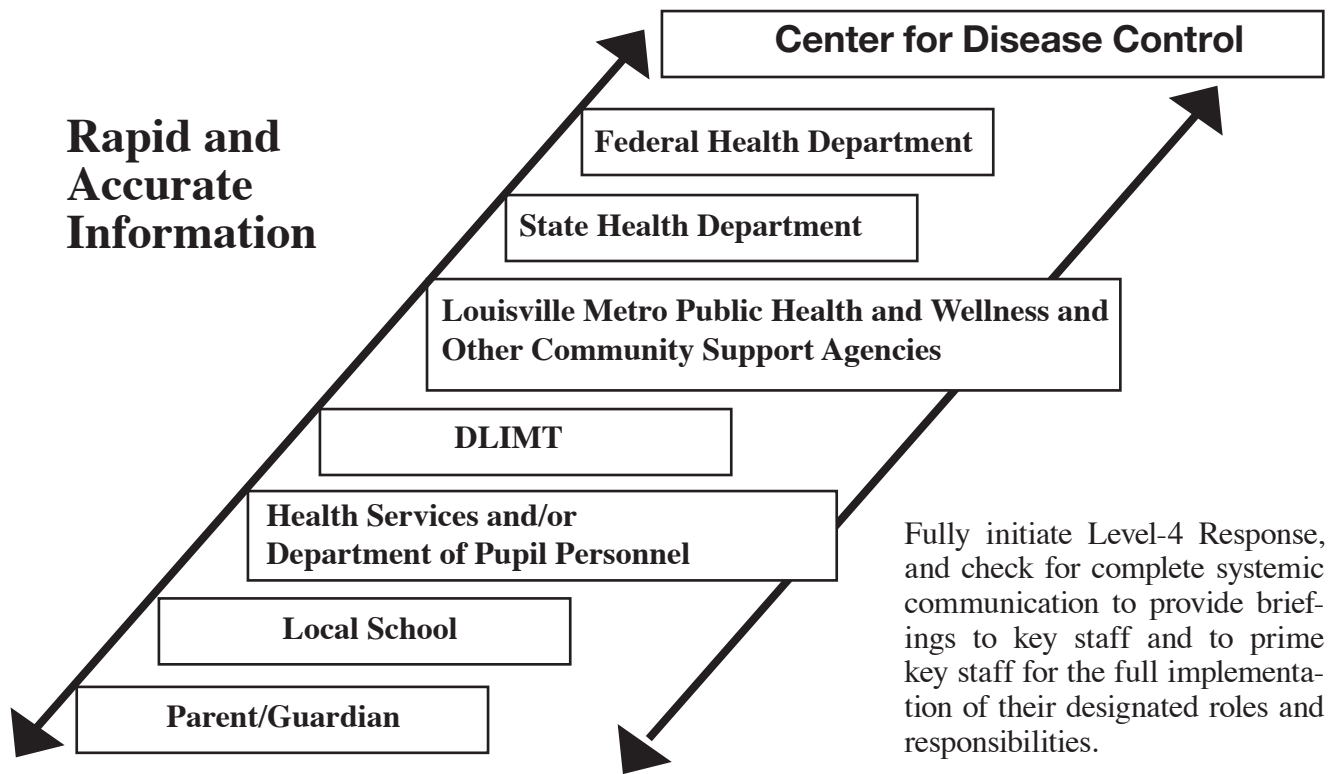
#### **Initiate Surveillance, Reporting, and Heightened Awareness**

LMPHW notifies the district of suspected cases of avian flu within the state of Kentucky.

#### **Response**

Intensify monitoring processes to assist LMPHW in the detection of influenza-like incidents via the local schools, JCPS Department of Pupil Personnel, JCPS Health Services, and the DLIMIT. Follow the established communication linkage (see flowchart) to transmit accurate information as related to the detection of influenza-like incidents/cases.

## **Communication Linkage to Ensure Rapid and Accurate Information Related to a Pandemic Influenza Event**



Confirm that all schools are prepared to implement the district's PIP and that they are ready to implement their isolation procedures for students and staff who demonstrate influenza-like symptoms, including granting Sick-Day Leave and excused absences. Provide for the immediate transportation to their homes via private vehicles. All staff coming into contact with infected individuals will take precautions and practice other hygienic measures to minimize their exposure to the influenza virus.

Inform parents/guardians and students as to the difference between a common cold and avian influenza, the importance of good hygiene practices, the importance of staying home when sick, their important role as parents, and the seriousness of a major pandemic influenza outbreak.

Restrict and/or cancel out-of-county/state travel via district activities, conferences, etc. Restrict/Limit public assembly activities.

## **As Determined by LMPHW**

### **Level 5**

#### **Preparation for Possible School Closures**

LMPHW will notify JCPS if there has been a **confirmed pandemic influenza case** in Jefferson County.

#### **Response**

As directed by LMPHW, DLIMIT **will immediately relay accurate information as to the nature of the influenza case(s) to key JCPS personnel and other community partners/agencies.** Community and school personnel will endeavor to keep the public informed and calm as steps to treat and contain the outbreak are initiated.

The JCPS Community Planning Team and the DLIMIT **will activate the health-related emergency communication plan at both the community and school district level** to inform and keep students, staff, parents, and the public updated with accurate information pertaining to the pandemic influenza incident. All key community and district personnel will be kept informed through debriefings organized in response to a Level-5 pandemic influenza emergency.

Ongoing contacts will be maintained between the state department of health, LMPHW, the DLIMIT, and other key JCPS personnel in preparation for

school closures and the possible mobilization of other resources, such as the distribution of food via School and Community Nutrition Services through the Department of Education and the U.S. Department of Agriculture and/or the implementation of contingency hospitals at school facilities.

The local schools and the department of Pupil Personnel will be prepared to furnish contact lists of students to the LMPHW to trace possible contacts with infected students and staff. JCPS will provide emergency contacts for each student and staff member. A phone tree will be established by the staff of each school to expedite the process of contacting parents/guardians regarding possible exposure.

All district travel plans are to be canceled.

Initiate isolation plans for all staff and students who demonstrate influenza symptoms by transporting them home or to a health service center as soon as possible.

Institute Level-3 rigorous cleaning policies and practices, and instruct students as to precautions related to spreading the flu virus.

## **As Determined by LMPHW**

### **Level 6**

#### **Public Health Emergency School Closures**

LMPHW mandates school closures.

#### **Response**

The **district activates school closure procedures** in consultation with the LMHW for those schools affected by the mandate. Through the LMPHW and DLIMIT, key JCPS school officials (involving the superintendent and the Jefferson County Board of Education members) are consulted and informed as to the school closings. Level 6 of the JCPS PIP and the Community Influenza Plan is initiated with predetermined roles and responsibilities for action clearly defined.

Plans will be implemented for continuing educational opportunities, such as JCPS*eSchool* and Independent Studies through correspondence via U.S. mail or Pony delivery to designated sites and/or instruction provided through the local radio and television stations.

A notice of alternative school locations will be provided to parents of noninfected students ensuring the continuation of instruction for noninfected students if possible. The district will provide transportation to the alternative sites where possible, given the resources available during the pandemic influenza incident.

In the event of a case occurring at a school location, the premises will be secured from outside non-essential contacts and visitors. School closure will be posted on all entries of the school buildings.

As directed by the Kentucky Department of Education (KDE) and in collaboration/consultation with the LMPHW and JCPS, the entire district may close to strictly guard against the spread of the flu virus with a commitment to extend the school calendar to make up for lost instructional time.

School facilities and other JCPS resources will be made available to other local agencies responsible for the implementation of the community's response to a pandemic influenza incident where feasible without endangering JCPS staff as directed by the LMPHW. The LMPHW will determine the appropriate personal protective equipment (PPE) for JCPS to use when school facilities must be opened for the implementation of a community response.

All groups will be informed via public announcements, the Internet, phone trees, newsletters, etc. The JCPS and Community Committee via the DLIMT will remain in action to respond to the next anticipated wave of influenza that typically reoccurs within a few weeks of the initial incident. The Site Incident Commander (Building Principal/Site Manager) will attempt to maintain minimum staff for maintenance and security purposes.

## **As Determined by LMPHW**

### **Level 7**

#### **Recovery**

LMPHW officially notifies JCPS that the **pandemic influenza incident has abated and schools can be reopened.**

Upon the individual release by health officials, a person exposed to the flu virus may return to work or school. School personnel should note that a person can remain infectious up to 21 days from when he or she first displayed symptoms.

The symptoms of grief and trauma related to the deaths of family members will be addressed by the appropriate school and community support personnel for the period of time necessary for recovery. The district and community will mobilize the Crisis Recovery Team to support the emotional health of families and children and their long-term recovery from the influenza incident.

Schools will institute and maintain Level-3 rigorous cleaning policies and practices and instruct students as to precautions related to spreading the flu virus.

Debrief appropriate staff and students as required.

Review and debrief the JCPS and Community Committee's response to the influenza emergency, critique its successes and shortcomings, and revise policies and procedures as necessary.

Reactivate the ongoing PIP as related to regular meetings, drills, alerts, test of communications, etc.

## Pandemic Influenza Planning Instrument Checklist

The following checklist was developed to assist schools in appropriately responding to a pandemic influenza event affecting the JCPS District. A pandemic influenza virus is a worldwide outbreak of a disease for which there is little or no natural immunity. During a pandemic influenza event, a new strand of the influenza virus could potentially cause thousands or even millions of people to contract the disease and spread the illness to others. **Schools will be notified by the superintendent designee when a heightened level of surveillance and responses on the part of the local schools are required.**

### **Safety Advisory**

Schools personnel are responsible for knowing and practicing preventative measures to reduce the spread of the pandemic flu. In an outbreak, complete and follow this Pandemic Influenza School Planning Instrument Checklist.



# Pandemic Influenza School Planning Instrument Checklist

The following checklist was developed to assist schools in appropriately responding to a pandemic influenza event affecting the JCPS District. Complete the following checklist.

Activity	Personnel Responsible	Initials	Date
The school establishes a BLIMT for the purpose of annually reviewing and, if necessary, implementing the school's response to a pandemic influenza event. The school reviews and implements the appropriate activities outlined in this checklist.	Site Incident Commander (Building Principal/Site Manager), Assistant Principals, Counselors, FRYSC Coordinator, Plant Operator, etc.  Names:		
The Site Incident Commander (Building Principal/Site Manager) ensures that school staff are familiar with the district's seven levels of responses to a pandemic influenza event:  1. Ongoing community and district emergency preparedness  2. JCPS Plan for Mitigation and Prevention of the Spread of Influenza  3. Advance precautions  4. Initiation of surveillance, reporting, and heightened awareness  5. Preparation for possible school closures  6. Public health emergency school closures  7. Recovery	Site Incident Commander, Deputy Commander, Members of the BLIMT, and the Entire School Faculty		
The school provides families and students with health brochures about seasonal and pandemic influenza, hygienic practices at home, community health services, etc., as directed.	School Nurse where available, Counselor(s), FRYSC Coordinator, etc.  Names:		



Activity	Personnel Responsible	Initials	Date
The school maintains high levels of cleanliness and sanitation by ensuring that water fountains, bathroom facilities, etc., are disinfected with the appropriate cleaning products daily. The custodial staff enacts an hourly disinfecting procedure during a pandemic influenza event.	Custodial Staff:		
<p>The school provides age-appropriate information to students about pandemic influenza and reviews cough and sneeze etiquette and other important hygienic practices, such as:</p> <ul style="list-style-type: none"> <li>• Covering a cough to contain nasal or respiratory secretions.</li> <li>• Using a tissue to contain nasal or respiratory secretions.</li> <li>• Properly disposing of used tissue.</li> <li>• Practicing hand hygiene after covering a cough.</li> <li>• High-traffic areas to avoid.</li> </ul>	Classroom Teachers and All Staff and Students:		
The school establishes a communication system to notify parents when students demonstrate influenza-like symptoms. In addition to public and school announcements via local news media, notification concerning school closings will include a standardized letter to parents from the superintendent.	Central Office Staff:		
The school informs parents and students of the state, district, and local school plans for continuing educational instruction during a pandemic influenza event. This information will be included in the parent/guardian brochure addressing a pandemic influenza event. For example, in the event that schools are closed for an extended period of time due to a pandemic influenza event, instruction will be provided via the local radio and television networks.	Site Incident Commander (Building Principal/Site Manager), Assistant Principals, Counselors, and FRYSC Coordinators:		



Activity	Personnel Responsible	Initials	Date
The school maintains appropriate supplies and equipment, such as tissues, and nonlatex gloves. Tissues are made available for each classroom on a regular basis.	Building Principal, Assistant Principals, Counselors, FRYSC Coordinators, Plant Operator, etc.:		
The school should identify a room in which to isolate or temporarily quarantine staff and students who demonstrate flu-like symptoms. Students and staff members demonstrating flu-like symptoms can be safely placed in this room while awaiting transportation home (see “Isolation Procedures”). The school should select the location that minimizes return ventilation to the larger facility. It should also be stocked with hand and respiratory hygienic products.	Building Principal, Assistant Principals, Counselors, FRYSC Coordinators, Plant Operator, etc.:		
The school should establish procedures for shutting off the internal ventilating system to contain the spread of the influenza virus during a pandemic influenza event.	Custodial Staff:		

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Building Principal's Signature: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

**When notified of a pandemic influenza event,  
submit the above list to JCPS Health Services by fax to 3670.**



# Pandemic Influenza Planning Instrument

The following instrument was developed to assist schools in appropriately preparing for and responding to a pandemic influenza event affecting the JCPS District. A pandemic influenza virus is a worldwide outbreak of a disease for which there is little or no natural immunity. During a pandemic influenza event, a new strand of the influenza virus could cause thousands or even millions of people to contract the disease and spread the illness to others. **Schools will be notified by the superintendent's designee(s) when a heightened level of surveillance and responses on the part of the local schools is required.** When notified by Central Office of a pandemic influenza event, refer to Section 23, "Medical Emergencies/Pandemic Influenza." Complete the Pandemic Influenza School Planning Instrument Checklist, and submit it to Health Services as directed.

## Safety Advisory

School personnel are responsible for knowing and practicing preventative measures to reduce the spread of a pandemic flu. In an outbreak, complete the Pandemic Influenza School Planning Instrument Checklist in Section 23.

Pandemic Influenza Planning Instrument
The school establishes a BLIMT for the purpose of annually reviewing and, if necessary, implementing the school's response to a pandemic influenza event. The school reviews and implements the appropriate activities outlined in this checklist.
The Site Incident Commander (Building Principal/Site Manager) ensures that school staff are familiar with the district's seven levels of responses to a pandemic influenza event:  <ol style="list-style-type: none"><li>1. Ongoing community and district emergency preparedness</li><li>2. JCPS Plan for Mitigation and Prevention of the Spread of Influenza</li><li>3. Advance precautions</li><li>4. Initiation of surveillance, reporting, and heightened awareness</li><li>5. Preparation for possible school closures</li><li>6. Public health emergency school closures</li><li>7. Recovery</li></ol>
The school provides families and students with health brochures about seasonal and pandemic influenza, hygienic practices at home, community health services, etc., as directed.
The school maintains high levels of cleanliness and sanitation by ensuring that water fountains, bathroom facilities, etc., are disinfected with the appropriate cleaning products daily. The custodial staff enacts an hourly disinfecting procedure during a pandemic influenza event.
The school provides age-appropriate information to students about pandemic influenza and reviews cough and sneeze etiquette and other important hygienic practices, such as: <ul style="list-style-type: none"><li>• Covering a cough to contain nasal or respiratory secretions.</li><li>• Using a tissue to contain nasal or respiratory secretions.</li><li>• Properly disposing of used tissue.</li><li>• Practicing hand hygiene after covering a cough.</li></ul>

(continued on following page)

The school establishes a communication system to notify parents when students demonstrate influenza-like symptoms. In addition to public and school announcements via local news media, notification concerning school closings will include a standardized letter to parents from the superintendent.
The school informs parents and students of the state, district, and local school plans for continuing educational instruction during a pandemic influenza event. This information will be included in the parent/guardian brochure addressing a pandemic influenza event. For example, in the event that schools are closed for an extended period of time due to a pandemic influenza event, instruction will be provided via the local radio and television networks.
The school should maintain appropriate supplies and equipment, such as tissues and nonlatex gloves. Tissues are made available for each classroom on a regular basis.
The school should identify a room equipped with restroom facilities in which to isolate or temporarily quarantine staff and students who demonstrate flu-like symptoms. Students and staff members demonstrating flu-like symptoms can be safely placed in this room while awaiting transportation home (see “Isolation Procedures”). The school should select the location that minimizes return ventilation to the larger facility. It should also be stocked with hand and respiratory hygienic products.
The school should establish procedures for shutting off the internal ventilating system to contain the spread of the influenza virus during a pandemic influenza event.

## COMMUNITY HEALTH ADVISORY PROCESS CHART

MEDICAL PROVIDER MAKES DIAGNOSIS OF A COMMUNICABLE DISEASE



MEDICAL PROVIDER REPORTS THE DIAGNOSIS TO THE METRO HEALTH DEPARTMENT (MHD) COMMUNICABLE DISEASE DEPARTMENT



MHD COMMUNICABLE DISEASE DEPARTMENT CONTACTS JCPS HEALTH SERVICES AND SCHOOL IF APPLICABLE



MHD MEDICAL DIRECTOR ISSUES COMMUNITY HEALTH ADVISORY TO SCHOOL AND TO JCPS HEALTH SERVICES



JCPS HEALTH SERVICES SENDS HEALTH ADVISORY TO APPROPRIATE DEPARTMENT HEADS



SCHOOL SENDS HEALTH ADVISORY TO ALL PARENTS AND STAFF



ACTION IS TAKEN BY SCHOOL, HEALTH SERVICES AND OTHER DEPARTMENTS ACCORDING TO COMMUNITY HEALTH ADVISORY DIRECTIONS

7/14/15

