

EMERGENCY **OPERATIONS PLAN** **2022**

La Belle Aire Elementary

12255 Tams Drive

School IRN: LA-017-017050

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APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan (EOP) addresses La Belle Aire Elementary planned response to extraordinary emergency situations associated with all hazards including natural disasters, technological emergencies and biological incidents. It is the principle guide for mitigating emergencies and incidents; ensuring protection of life, health, safety and property and aiding in the recovery operations to ensure that the school returns to pre-emergency operation. This plan is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the principal of La Belle Aire Elementary or the Superintendent of East Baton Rouge Parish School System (LA).

This School EOP conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

This plan supersedes any previous versions.

<u>Sito Narcisse</u>	<u>10/23/2023</u>
Superintendent/Authority	Date

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the La Belle Aire Elementary Emergency Operations Plan (School EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of La Belle Aire Elementary and its employees. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at La Belle Aire Elementary.

This plan provides teachers, staff, students, parents and other members of the community with assurances that La Belle Aire Elementary has established guidelines and procedures to respond to incidents/hazards in an effective way.

The Emergency Operations Plan is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

1. Floor Plan(s) that are unique to each floor of the building;
2. A Site Plan that includes all building property and surrounding property; and
3. An Emergency Contact Information Sheet specific to the school.

B. Record of Distribution

The La Belle Aire Elementary has filed a copy of the entire Comprehensive Emergency Management Plan with each law enforcement agency with jurisdiction over the school building(s). The La Belle Aire Elementary has offered a copy of the plan to the fire departments, the emergency medical services and the county emergency management agency that support the school.

A record of distribution may be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. This record is stored in Paper, Digital format and is located in Navigate360, Word.

C. Scope of the Plan

The School EOP provides guidelines and procedures for dealing with existing and potential school incidents. The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan, in whole or in part, in the event of an emergency affecting the school community. The plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prepare for, mitigate, respond to and recover from school emergencies.

D. Plan Overview

The School EOP consists of 5 sections.

1. Basic Plan
2. Functional Annexes
3. Hazard and Threat Specific Annexes
4. Mitigation and Recovery Information
5. Plan Administration

E. Plan Activation

In order to provide an effective response to an emergency or incident, this plan and its annexes may be activated in part or in whole, as necessary, by Administrators and Staff.

F. Order of Succession

A pre-identified order of succession allows for continuity of leadership if the established senior leader is not available. This ensures the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized school administrator.

In the absence of the Principal, the authority to activate the plan shall pass to:

Primary: Assistant Principal

Secondary: Secretary

II. SITUATION OVERVIEW

A. Building Information

La Belle Aire Elementary is located on a 6.28 acre lot and includes 4 buildings. All classes take place in Main Building, 200 Building, 300 Building. In addition to traditional classes, our campus is also used for other events and gatherings such as Athletic fields are used for sports. This school EOP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

School Population

B. General Population

Current enrollment at La Belle Aire Elementary is approximately 415 Elementary School students. These students are supported by a staff and faculty consisting of:

- 27 Teachers and specialists
- 2 Administrators
- 5 Office/support staff
- 7 Instructional assistants
- 8 Cafeteria staff
- 4 Maintenance and custodial staff

C. Functional Needs Population

La Belle Aire Elementary is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with functional needs is approximately 16; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

The list of students and staff names with functional needs along with their schedules is stored on Electronically and is located at JCampus.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is stored on On paper and electronically and is located at Frontline.

D. Planning Assumptions

The following list of standard planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises can improve the school's readiness to respond to incidents.

E. Planning Limitations

It is the policy of La Belle Aire Elementary that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, La Belle Aire Elementary will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

F. Outside Dependencies

During or after an incident, many of the products and services used to meet the daily needs of La Belle Aire Elementary may not be available. Alternate sources for products and services will be utilized. Included below are identified critical products and services and their alternate source.

	Name	Contact Number
Electric	Entergy	1 (800) 368-3749
	Home Depot	1 (800) 466-3337
Gas	NA	NA
Water	Baton Rouge Water Company	(225) 925-2011
	Coke	(225) 293-2570
Food Service	Lacassagne	(225) 218-0237
	S and W Wholesale Foods	(985) 542-4444
Transportation	East Baton Rouge Parish School System Transportation	(225) 226-3784
	Belaire High School	(225) 272-1860
Other	N/A	

III. ORGANIZATIONAL ROLES AND RESPONSIBILITIES

This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff, students, parents, first responders and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

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

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The La Belle Aire Elementary will use the following system to manage incidents Incident Command System. Regardless of the type of system used, it should conform to the principles of the National Incident Management System and the Incident Command System.

Until non-school emergency responders arrive on-scene, the Principal is responsible for activating the School EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The Principal may delegate the authority to direct all incident activities to a senior staff member. This position may be called the designated School Incident Commander and should be the person most qualified to manage the specific type of incident. Principal has designated the following primary and alternates as School Incident Commander:

Primary	Principal
Secondary	Assistant Principal
Tertiary	Secretary

A. Expected Actions of First Responders

When an incident occurs at La Belle Aire Elementary, local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.
- Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

B. Expected Actions of School Administrator, Faculty, Staff, Students and Parents

Senior Administration/Superintendent

Senior administration/leadership is responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues, and finding necessary resources for the School Incident Commander.

Responsibilities include:

- Provide guidance on district policy to School Incident Commander.
- Help resolve any issues or conflicts identified by the School Incident Commander.
- Identify and find necessary resources within the school district that have been requested by the School Incident Commander.
- Participate in Unified Command if/when established.

Principal/Building Administrator/School Incident Commander

While the principal retains the overall responsibility for the safety of students and staff, he or she may delegate certain duties to manage the incident. This allows the principal to focus on policy-level activities and interface with other agencies and parents. The principal shall coordinate between the Superintendent's office and the School Incident Commander.

School Incident Commander

The principal may retain incident command or delegate it to another staff member.

Expectations include:

- Assume overall direction of all incident management activities based on procedures outlined in the School EOP.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement incident management protocols established in the School EOP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the senior administration, principal and other officials informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command if established by the Incident Commander.

Teachers/Substitute Teachers/Teaching Assistants/Classroom Aides

Expectations include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the School EOP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander.
- Obtain first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.

School Secretary/Office Staff

Expectations include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principal.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

Food Service/Cafeteria Workers

Expectations include:

- Use, prepare, and serve food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Students

Expectations include:

- Cooperate during emergency drills and exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Expectations include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during a school emergency.

C. Facilities and Building Operations Personnel

Expectations include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.

D. Public Information Officer

Expectations include:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Develop materials for use in media briefings.
- Provide regular updates to media and school community.
- Coordinate media communications.

- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the principal/senior leadership.

E. Student Transportation Personnel

Expectations include:

- Supervise the care of students if disaster occurs while students are on a bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.

IV. FUNCTIONAL CONTENT

The following functional content provides common protocol and procedures that are implemented and referenced within the hazard and threat specific annexes in this plan. Each functional content area has been customized to fit La Belle Aire Elementary needs, capabilities, and unique circumstances.

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

Communication

I. PURPOSE

Communication is a critical part of incident management. This section outlines La Belle Aire Elementary's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Templates for statements/press releases, the communication plan and media contacts at the major television, internet, and radio stations are maintained by Juanita Lindsly. It is stored in Electronic, Paper format and located in Google Docs, Microsoft Word.

II. RESPONSIBILITIES

A. Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone: Phone calls from school administration to staff and faculty may be used when direct communication is necessary. To call 9-1-1 from within the building, dial 911.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- School E-mail: When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.
- Mass Notification System: Robocall System
- Staff Meetings
- Bullhorns and Megaphones: A battery-powered bullhorn to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district Web site.
- Fax Machines: Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.

- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be provided to staff in order to signal a need for immediate attention or assistance.
- Public Address System: A PA System may be used to distribute information of a threat or hazard situation to a large crowd at a school.

B. External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will receive clear and concise messages from La Belle Aire Elementary about the incident, what is being done and the safety of the children and staff.

C. Communication with Parents

Before an incident occurs, La Belle Aire Elementary will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the School's emergency procedures and protocols. These are not being shared if they will impede the safe response to an incident.
- Information will be included in School Newsletter, School App
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, La Belle Aire Elementary will:

- Disseminate information Robocall System, School App to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Keep parents apprised about when and where school will resume.

After an incident, La Belle Aire Elementary administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

The following practices will be utilized to disseminate information externally when appropriate:

- Mass Communication System
- Social Media: Social Media may be used to disseminate information of a hazard- or threat-situation to students, parents, and the surrounding community.

- Standard Telephone: La Belle Aire Elementary has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district Web site.
- Fax Machines: Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.
- School E-mail: When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents as necessary.

Rapid Assessment

I. PURPOSE

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation.

II. PROCEDURES

Assessment of Information/Rapid Assessment

When information is received that indicates a threat, potential threat, or other hazard the senior school administrator along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continued observation of the threat or hazard.
- Determination that the information requires activation of the School EOP or a portion of the School EOP.
- School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:
 - Public media or news sources.
 - National Weather Service or other reliable weather information source.
 - Social media sources.
 - Direct communication with local EMA or public safety agencies.
 - Information received by school teachers, staff, students or parents.

All information, assessment activities and decisions taken by school officials will be documented.

Security

I. PURPOSE

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

II. PROCEDURES

La Belle Aire Elementary encourage all staff, faculty and students to be an active participant in building security and crime prevention measure in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access:

- Visitor Procedures Vendors, parents/guardians, and other visitors will use the following identification procedures: Visitors will enter through the main entrance of the building and sign in. Visitors will follow the signs at the entrance and report to main office to register. The operator will greet all visitors in a friendly manner to relax the visitor to make it easier to ask questions later. If questioned, the operator will explain to visitors that, to help ensure school safety, visitor screening and identification procedures must be followed. Any visitor announcing himself or herself as a federal agent, law enforcement officer, or employee of the District is to be asked for identification. Government and law enforcement agents and District employees should have photo ID's. If necessary, call for law enforcement assistance. Instruct staff members who encounter an individual in the building without a valid District identification badge to escort the individual to the principal's office. If the individual refuses to comply, notify the principal and/or SRO immediately. 32 Security Cameras at the school monitored by the Principal, Secretary, Assistant Principal, and Site Technology Facilitator. Classroom doors are locked during the school days. In the afternoon the classrooms are unlocked for cleaning and then relocked after cleaning. This plan addresses emergency actions that are conducted during all four phases of emergency management that conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools use to describe planning for, responding to and recovering from emergencies. Four Phases of Emergency Management Mitigation/Prevention addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters. Among the mitigation/prevention activities included in the emergency operations program are: Hazard Analysis Security Audit/Assessments Threat Assessment Programs ERIP and Site Mapping Preparedness focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities. Response presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

Recovery focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, mental health services for students and staff, to mitigation measures designed to prevent future occurrences of a specific threat. All four phases of emergency management should be planned for in advance in order to be most effective. The Emergency Management Annex contains supplemental emergency information including cross-jurisdictional agreements, checklists, forms, sample letters and other supporting documentation. Levels of Emergencies Emergencies may be classified in terms of the following three levels: Level One (School Level) Emergency: A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outages, unexpected death, and suicide threat. Level Two (District Level) Emergency: A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, EMS, etc. Examples: campus intruder or a campus shooting. Level Three (Community) Emergencies: A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: tornado with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation.

National Incident Management System (NIMS) The National Incident Management System (NIMS) was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support. A federal directive requires state and local governments and special districts to comply with NIMS in order to qualify for FEDERAL reimbursement for emergency response/recovery costs.

Incident Command System (ICS) The incident Command System (ICS) provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response and to non-emergency events such as celebrations. This system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform

system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure. ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are: every emergency requires the execution of certain tasks or functions; every incident needs one person in charge; no one should direct more than seven people; and no one should report to more than one person. every emergency needs a command post as a base of operations

Components of the ICS include: Common terms established for organizational functions,resources and facilities; Unified command structure with a common set of objectives and strategies; Modular organization which expands or contracts as the incident progresses; Manageable span of control by one person; Pre-designated incident facilities; Integrated communications; Five-function structure for management of all major incidents. Organization and Assignment of Responsibility The ICS is organized into five functional areas for on-scene management of all major incidents: Command, Operations,Planning, Logistics, and Finance/Administration. Command: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer,Safety Officer, and Agency Liaison. Operations: Directs all tactical operations of an incident including the implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities,resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations. Administration / Finance: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency. Responsibilities and operational duties are detailed in the ICS Annex. Direction and Control Level One (Facility Level) Emergencies: An individual designated as the School Incident Commander has the responsibility for these limited incidents. This School Incident Commander may be supported by one or two individuals that may perform multiple necessary functions. In a larger emergency situation, each function may be assigned to a separate individual. Level Two (District Level) Emergencies: At the district-level use of the Area Command concept is recommended.Area Command is a variant of ICS used when a jurisdiction is needed to provide support to one or more site level incident command structures. This might occur when an event that affects one or more schools and the school district is required to provide supports to the schools. Unlike a standard ICS structure, an area command does not provide operational support. In an Area

Command, operational support may be directed to the affected school or schools, but these resources are absorbed into the school incident command structure. The primary focus of an area command is to support site level incident command structures, not to manage the incident at all locations with their jurisdiction. Level Three (Community Level) Emergencies: For these large-scale incidents, response agencies may implement a Unified Command. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major difference between a Unified Command and a standard ICS structure is at the top. In a Unified Command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan. Communications Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public. Key components of effective communications are: COMMON TERMINOLOGY One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording. COMMUNICATION TECHNOLOGY During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds. COMMUNICATING WITH PARENTS An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following: Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency. Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for parents. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training. Be prepared with translation services for non-English speaking families and students with English as a Second Language. Additional information regarding communicating with parents and how to handle rumors is located in the Communications Annex. Communicating with the Media The primary objective

is to work as quickly and cooperatively as possible to supply timely information to the media on the crisis and its impact on the district (as well as students, teachers, or staff members) provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of the students or employees, or the concerns of their families. During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance. Continuity of School Administration Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore it is necessary to establish a line of succession. The line should be at least three-individuals deep. Emergency Readiness Program Development, Implementation, and Updates The Emergency Response Plan will be: DEVELOPED by a team of school administrators and staff, working with first responders from the local jurisdictions; INITIATED by the principal or designee when conditions exist, which warrant its execution; IMPLEMENTED by all staff, who will remain at school in the capacity of "Disaster Service Workers" and perform those duties as assigned until released by the principal, and; REVIEWED at least annually. Reports and Record Keeping: All reports must be forwarded to the Principal or designee who will forward the information to the Superintendent. The Incident Commander or his or her designee will prepare an initial emergency report when an incident appears likely to worsen. The Incident Commander or his or her designee will prepare a situation reports during ongoing emergencies. The school should maintain accurate logs of emergency response activities and expenditures made to support those activities. These activities may include: Emergency notifications to local emergency services Significant changes in the emergency situation. Major commitments of resources or requests for additional resources from external sources. Issuance of protective action recommendations to schools within the district. Evacuations. Casualties. Containment or termination of the incident.

III. RESPONSIBILITIES

A. Principal

- Ensure that there is a security policy to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building to the office where they will sign in and out.

B. Teachers/Staff

- Make sure that the classroom door is able to be locked from the inside and is functioning normally daily.
- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions or persons to the main office.

- Report to the main office any conditions, concerns or problems that were reported to them.

C. Office Staff

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.

D. Facilities/Maintenance

- Maintain all doors, windows, and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report and deficiencies or failures of the building security to the school principal in a timely manner.
- Landscaping is addressed to ensure a clear line of sight into and from the building.

E. Students

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member.
- Students will not permit or allow unauthorized persons to enter the building by opening any locked doors.

F. General Responsibilities

- All entrances, except the main entrance are locked during hours of operation.
- Students and Staff are trained not to provide unauthorized access to the building.

Deny Entry / Lockdown

I. PURPOSE

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:
- **YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.**
- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.

B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors.
- Move any large objects in front of the door to barricade door. All movable items such as chairs should be used as well.
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for additional procedures from district office and Incident Commander.

- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.

D. Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

Evacuation

I. PURPOSE

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

B. Teachers/Staff

- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.

- Help those needing special assistance. Students and Staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other-directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- Wait for additional instructions.

C. Office Staff

- Take visitor log and student sign out sheet to evacuation assembly area.
- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

Evacuation Locations

In the event of an evacuation of the building, initially all persons will evacuate to Belaire High School. If the evacuation will be for a prolonged time, require family reunification or due to weather or other considerations the school will transport students and faculty to Renew Church .

Reverse Evacuation

I. PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- Notify the district office of the situation.
- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.

B. Teachers/Staff

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Monitor the main entries until the "All Clear" is given.

Shelter-in-place

I. PURPOSE

The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:
- YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.
- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify district office the school is SHELTERING-IN-PLACE.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "All Clear".

B. Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.

- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

C. Custodians

- Shut off utilities as directed by School Incident Commander/Principal or public safety official
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

Family Reunification

I. PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow pre-determined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).
- Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Lead

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers

- Provide a list of evacuated students to the reunification site staff upon arrival.

- Ensure special needs students and staff is assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

III. OTHER PROCEDURES

- Family Reunification Part of the planning process includes finding a suitable family reunification site. It is rare to require a formal family reunification process at the same school that the emergency occurs. Reunification Site Selection Criteria If the school is experiencing an emergency, family reunification should take place at an alternate site (church, community center, another school, etc.). The size of the location and number of staff required to efficiently implement a family reunification is dependent on the number of students. There should be adequate traffic control and parking for the number of parents. School/District officials should have the ability to regulate access to the location. This includes preventing media from entering the site and stopping students from leaving without completing the required procedures. The location should provide adequate support for students (restrooms, activities, etc.). The location/reunification team should have the ability to communicate with officials and hospitals regarding student location, injuries, etc. Reunification Procedures If the school evacuates/experiences an emergency, the following procedures should take place and be coordinated with the district office and emergency responders (as appropriate). 1. The school will obtain students records regarding release authority. 2. The students will be safely transported to the reunification site. 1. Consider accommodations for students with special needs. 3. Parents will be notified of where they can pick up the students. 1. Use social media, news outlets, and mass notification. Parents should NOT report to the school experiencing the emergency. 4. A Request Gate, Reunion Gate and Student Holding Area will be established. 1. Request Gate - where parents go to request students. 1. Staffed by school or district personnel and runners to obtain students. 2. Counselors to assist family members may be required (i.e. if some students are unaccounted, injured, or deceased). 3. Parents are directed to the Request Gate. 1. Verify ID and authority 2. Have parent(s) fill out reunification form 4. Runner takes student(s) from Student Holding Area to the Reunion Gate. 1. Provide support to parents if students are not on site. 2. Reunion Gate - where students are brought to their parents. 1. Staffed by school/district personnel. 2. Verify release authority/documentation prior to reunification.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- robocall, local media, School App.

Reunification Locations

The reunification location should be communicated to both parent and child to ensure proper meeting and pickup location.

School District Primary Reunification Location:

Belaire High School

12121 Tams Dr
Baton Rouge, LA 70815
VERDIE BATISTE
(225) 272-1860

School District Secondary Reunification Location:

Renew Church
10915 Florida Blvd
Baton Rouge, LA 70815
Carmen Goree
225-272-3740

Medical

Medical Emergency

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

II. RESPONSIBILITIES

A. School Staff

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Immediately notify the School Incident Commander/Principal.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

B. School Incident Commander/ Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.

- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

Mental Health and Healing

I. PURPOSE

Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. RESPONSIBILITIES

A. Principal or District Authority Should Implement the Following Actions.

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately after a serious Injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents and other community inquiries.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for counseling.
- Restore regular school functions as efficiently and as quickly as possible.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Teacher and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

III. OTHER SPECIAL PROCEDURES

A. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

B. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.
- Donate all remaining memorial items to charity.

V. HAZARD-AND-THREAT SPECIFIC ANNEXES

The following hazard and threat specific annexes are included to provide unique procedures, expected actions that apply to specific hazards. These hazards have been identified as high-priority by school administration, local EMA officials or a hazard analysis of La Belle Aire Elementary.

Procedures and information outlined in functional annexes will not be duplicated in the hazard and threat specific annexes. If a hazard specific annex references a functional annex, the functional annex should be referenced for that information and then applied to the hazard specific annex.

Hazard Analysis Summary

La Belle Aire Elementary is exposed to many hazards which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that the United States of America Emergency Management Agency maintains a County Emergency Operations Plan (County EOP) to address hazards and incidents, the La Belle Aire Elementary EOP has been developed to fit into the larger United States of America EOP in the event of a large-scale incident.

Active Shooter Annex

I. PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- An emergency can be reported by any school staff or student. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the School Incident Commander/Principal.
- Direct staff to call 9-1-1, give 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. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- If able, secure the administration office as a command post and retrieve the critical information and data about the 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 command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via Administrators will inform staff and students through NaviGate, All-Calls, E-mail, Text, or robocall.
- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- Determine appropriate procedure(s): LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).
- Direct staff and students outside the building to move immediately to predetermine assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff 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.

B. Teachers and Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

III. OTHER PROCEDURES

- After the active shooter/intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Biological Hazard / Blood-borne Pathogen

I. Purpose

Custodial, maintenance and other employees that may be exposed to human blood or other regulated body fluids shall receive annual training which includes the following:

- Epidemiology and symptoms of HIV and HBV.
- Modes of transmission of HIV and HBV.
- Importance of exposure precautions to reduce worker exposure.
- The availability, proper use and disposal of personal protective equipment (PPE) including the specific circumstances under which the PPE is to be worn.
- Follow-up procedures to implement if actual body contact occurs with blood or body fluids.
- An explanation of the labels and signs used.
- Proper clean-up of spills of blood or other regulated body fluids.
- Proper disposal of contaminated items.

II. Custodial (cleanup) Supplies Needed

- Goggles
- Bucket/wringer
- Wet mop
- Red liner bag
- Paper towel
- Gloves
- bleach

The use of disposable gloves is required for procedures when body fluids are handled. Especially if:

- 1. The individual handling the material has cuts, abraded skin, chapped hands, dermatitis or similar conditions;
- 2. When contacting abraded or non-intact skin of individuals with active bleeding or drainage;
- 3. During all cleaning procedures.

Gloves shall be of appropriate material, intact latex or intact vinyl of appropriate quality for the procedures performed and of appropriate size for each wearer. Gloves shall not be washed or disinfected for re-use. Gloves are not a substitute for proper hand-washing. Hands are to be washed, using standard hand wash procedures, using warm water and liquid soap immediately after removing gloves.

No gloves shall be used if they are peeling, cracking or discolored or if they have punctures, tears or other evidence of deterioration.

III. SPILLS AND CLEANUP PROCEDURES

- 1. PREPARATION:

- Determine the nature of the event. Vomit, urine, feces, etc. are not considered Blood-borne events if blood is not visible to the eye. Disposable gloves and bleach disinfectant cleaner are more than adequate for clean-up.
 - If you are not sure, follow the blood borne guidelines below.
 - Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.
- 2. PERSONAL PROTECTION:
 - Before starting any clean up procedure, put on disposable gloves, at least, heavier duty gloves if available.
 - If a large amount of blood, wear chemical splash goggles.
- 3. SMALL AREA CLEAN-UP:
 - Spray area with bleach disinfectant and wipe with paper towel. Do not use a sponge or any other reusable item unless they can be laundered and dried through a dryer.
 - Once area is cleaned, re-spray with the bleach and allow to sit for at least 10 minutes. If necessary, wipe any remaining chemical with a paper towel and place in the red liner bag.
 - Place excess waste into a red liner bag. Place paper towel in the same bag. Once clean-up is completed, place disposable gloves in the red bag using proper procedure for removing gloves.
- 4. LARGE AREA CLEAN UP:
 - For a major blood event, begin clean up with bleach in a mop bucket or sprayer. The more dwell time the better (10 minutes minimum with bleach).
 - Any disposable items, such as paper towels, should be placed in the red liner bag (needles or syringes must be placed in an approved (Sharps) container).
 - Spray affected areas with bleach and allow to remain at least 10 minutes to properly disinfect the area.
 - Mops should be removed from the handle and placed in a regular liner bag until they can be laundered.
 - Empty the mop bucket and spray wringer and bucket with bleach. Allow to remain for (a minimum of) 10 minutes and flush with clear water.

- 5. CONTAMINATED SUPPLIES AND LABELING INFECTIOUS WASTE:
 - Soiled items must be placed in an impervious (biohazard) bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Red bags are available through our custodial supplier. Disposal of bags or other biohazard containers Oschner Medical Center- Baton Rouge.

- 6. HANDWASHING:
 - Thorough hand-washing is to be performed before and after removal of gloves and immediately after any inadvertent contact with blood or body fluids. Individuals are not to use bar soap or cloth towels for hand-washing. The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes.

- 7. OTHER PROCEDURES: (that may be activated depending on conditions)
 - Medical Emergency

Bomb threat

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. Staff Who Received a Message That a Bomb Has Been Placed in School

- Make a record of the exact wording of the threat.
- Ask in a clear and calm voice: Where the bomb is located; What does it look like; What materials are in the bomb (type of bomb); How is it activated; When will the bomb explode; Who is calling, name and address; Did you place the bomb; Why are you doing this.
- If the threat is made by phone, listen closely to caller's voice and speech patterns and to noises in background. Make a record of that information.
- If the threat is made by phone and the caller hangs up, immediately dial *57 to trace the call.
- Notify the Incident Commander/Principal or designee and/or call 9-1-1.

B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1 if not already notified.
- Assign staff to meet and brief emergency responder agencies.
- Notify staff through the Public Address system:

YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.** Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.

- If EVACUATION occurs, students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule.
- Arrange for person who found a suspicious item to talk with law enforcement official.
- Notify the Superintendent.
- Active communications plan to inform parents, media, and community of incident as determined in consultation with law enforcement.

C. Teachers and staff

- Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- Account for students and be prepared to EVACUATE if ordered.
- EVACUATE using standard procedures and exit routes to assembly area.
- Open classroom windows and leave classroom doors open when exiting.
- Take roll after being EVACUATED. Be prepared to report the names of any missing persons to school administration.
- Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Speak to staff that received the threat and obtain information.
- Search the building.
- If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site.
- If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.

Bus Accident

I. PURPOSE

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight and batteries, emergency warning devices (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- Provide a standardized approach in the management of school bus accidents.
- Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

II. RESPONSIBILITIES

A. Bus Driver

- Call bus garage or appropriate school personnel by Bus drivers communicate through phone. and 9-1-1 emergency services (police, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, and hazards, and resources needed.
- Set parking brake, turn off ignition switch, and activate hazard lights.
- Remain calm and reassure students and/or other passengers.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation.
- Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- Regularly update school or emergency personnel on situation and conditions.
- If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accident and injuries.
- Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders.
- Complete an incident report after incident is resolved.

B. Principal/ School Incident Commander

- Dispatch appropriate transportation or other staff to the accident location.
- Assess level of support or resources needed and make it available.

- Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or other, as appropriate
- Ensure that special health or medical information is provided to appropriate medical providers.
- Instruct designated staff to accompany injured students to hospital, if needed.
- Determine if FAMILY REUNIFICATION procedures should be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. OTHER PROCEDURES OF GENERAL OPERATIONS

- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting)
- Communication with parents and child care providers is critical since a late school bus always arouses some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals.
- If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort will be made to avoid unnecessary transport of the children to area hospitals. In that event, the school representative at the scene will have the option having custody and control of the children (under 18 years of age), to sign a release form declining hospital transport. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury, AND have no complaints of injury. The School will provide, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the School's designee at the accident scene. No bus drivers are to be included on the list. In the event that a list has not been provided, the Incident Commander may verify the authority of any representative by contacting the appropriate school/district office. Anyone claiming to be the School designee but whose name is not included on the list, or whose authority cannot be verified, will not be permitted to sign the refusal. Any child not listed on the release form will be transported to a hospital for further evaluation.
- In the event that the School representative signs the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident will be dispatched to the scene to continue the student transportation.
- In the event that the School representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:
 - A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander and School.

- EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers and an ambulance will follow the bus to the hospital.

- In the event that a passenger's condition suddenly deteriorates, the bus will be stopped; the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.

- Additional ambulance(s) may be assigned to the bus based on need and available resources.

Chemical Accident

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

II. SPECIFIC SCHOOL INFORMATION

Currently, General Cleaning Supplies are all used and stored on school grounds as follows: Custodial Closets. The school's maintenance team, custodian or designated staff inspects stored chemicals twice a month. The school siren acts as a warning system to notify staff/faculty and students of a hazardous condition.

The following list is of the PPE that is maintained by the school and where it can be found: Rubber gloves, goggles, masks, and other equipment can be found in the main office and throughout the several custodian lockers around the school..

La Belle Aire Elementary is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill Railroad Tracks.

The School Incident Commander/Principal will determine if and when the following operational functions or procedures may be activated in the event of an external chemical or hazardous spill:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.
- Reverse Evacuation.
- Shelter-in-Place.

Or, if there is an internal chemical spill, whether the following procedures may be activated:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.

III. RESPONSIBILITIES

A. Procedures for an External Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is external, the following steps will be taken by the school.

School Incident Commander/Principal

- Call 9-1-1 and notify local law enforcement and emergency responders.
- Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER-IN-PLACE.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify appropriate school personnel (Superintendent/Policy Group) of the status and actions taken and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and cars.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where students/school has relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency Incident Commander.
- Document all actions taken.

Teachers and Staff

- Move students away from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute SHELTER-IN-PLACE when instructed by the Incident Commander.
- Remain with students throughout the incident.
- Report any missing or injured students to the Incident Commander.
- Remain in safe area until the "All Clear" signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.
- Document all actions taken.

B. Procedures for an Internal Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is internal, the following steps will be taken by the school.

Person Discovering the Spill

- Alert others in immediate area and leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/safety officer or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

Incident Commander/Principal Actions

- Notify the local fire department and local/state departments of public health.
Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.
- Determine what procedures should be activated, such as EVACUATION.
- Notify local law enforcement of intent to evacuate.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- Notify the Principal, Superintendent/Policy Group of the status and actions taken, and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal the threat has passed.
- Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Document all actions taken.

Teachers and Staff

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute EVACUATION and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a

natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.

- Take class roster, first-aid kit and any other supplies or resources relevant to the incident.
- Check that all students have left the building. Students are not to be left unattended at any time during EVACUATION.
- Upon arrival at evacuation site take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the incident.
- Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.
- Document all actions taken.

Drop, Cover and Hold (Earthquake)

I. PURPOSE

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. RESPONSIBILITIES

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

III. PROCEDURES

Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Outdoor Procedure

When outdoors, students/staff should:

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

Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

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

Explosion

I. PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- Evacuation.
- Family Reunification.
- Medical Emergency.
- Mental Health and Healing.

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the Principal, and call 9-1-1 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. RESPONSIBILITIES

A. Incident Commander/Principal

- Call 9-1-1 to confirm the alarm, identify the school name and location, provide exact location of the explosion, if any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Notify the district office and institute communications plan.
- Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- If safe and appropriate to do so, direct designated staff to shut off utilities.
- Notify and provide regular updates to staff and students of the status of the emergency.
- Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- Be prepared to move students if an off-site relocation is ordered.
- Be prepared to move the students if the situation warrants it.
- No one may re-enter building(s) until it is declared safe by the fire department.

Fire

I. PURPOSE

La Belle Aire Elementary has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff is trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 9-1-1 if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

II. RESPONSIBILITIES

A. Incident Commander/Principal

- Call or direct staff to call 9-1-1 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the district office and institute communications plan.
- Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- Designate staff to obtain student roll from teachers and identify any missing students.
- Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear."
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.

Flood

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The United States of America Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school and community via radio, television, Internet, and telephone. In the event of a flood, the Principal/School Incident Commander will activate the School EOP.

The school siren or public address system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Reverse Evacuation.
- Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible).

II. RESPONSIBILITIES

A. Principal/School Incident Commander.

- Review circumstance and conditions and determine appropriate procedures to be activated.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 9-1-1 to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the Superintendent/Policy Group of the status and action taken.

- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Activate FAMILY REUNIFICATION procedures.
- Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- Designate staff to take appropriate action to safeguard school property.
- Determine if school will be closed or remain open.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Document all actions taken.

B. Teachers and Staff

- Execute evacuation procedures when instructed by the Principal or Incident Commander.
- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- Take attendance before leaving the classroom.
- Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Remain with students throughout the evacuation process.
- Upon arrival at the assembly site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

C. Bus Drivers

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Principal/School Incident and/or emergency Incident Commander.
- Document all actions taken.

Hostage

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

If the incident involving a hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

II. RESPONSIBILITIES

- A Hostage Situation Involves One or More Persons Being Held Against Their Will by One or More Individuals. The Goal Is To Ensure Safety of Students, Staff and Others at the School and Prevent the Hostage(s) Being Moved Away From the School. All Staff Should be Aware of What to do in the Event of a Hostage Situation.
- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal/School Incident Commander, School Resource Officer, or call 9-1-1 if unable to reach school authorities.

If school personnel or students are taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

A. Principal/School Incident Commander

- Call 9-1-1 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Announce LOCKDOWN or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses en route to the school to an alternate location.
- Notify Superintendent and activate communications plan.
- Give control of scene to police and hostage negotiation team.
- Ensure detailed notes of events are taken.

B. Teachers and Staff

- Teachers and staff will implement LOCKDOWN or other-directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.

- Everyone should remain in their location until given the "All Clear" unless otherwise instructed to take other action by a law enforcement officer.

III. OTHER PROCEDURES (that may be activated depending on conditions)

- Active Shooter.
- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Shelter-in-Place.

Severe Weather / Tornado

I. PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather/Tornado Watch or Warning has been issued for the school's location.

II. RESPONSIBILITIES

A. School Incident Commander/ Principal

- When a Severe Weather/Tornado Watch has been issued:
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television). The weather radio is located at Main Office.
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near school.

- Announce SHELTER-IN-PLACE alert signal.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes.
- Direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear".

Terrorism

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or homeland security official.

There are two terrorism threat levels in the United States: elevated and imminent. An "imminent threat" warns of a credible, specific, and impending terrorist threat against the United States. An "elevated threat" warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident's criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigation (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff's Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff's Office and agrees to open or close schools.

II. RESPONSIBILITIES

A. School Officials

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- The Superintendent will start the phone tree to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be canceled until further notice.
- If Alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or

released to parents pursuant to district policy. All after-school activities will be canceled, unless otherwise advised by the designated school officials.

- The designated school officials will coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures will be followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (e.g. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/ HAZARDOUS SPILLS (biological incidents, chemical incidents, and radiological/nuclear incidents)

Custom Annex

Potential Emergency

Hazardous Materials Incident (Exterior)

General Safety Message: The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT Overall Emergency Response Actions: 1. Call 9-1-1, if necessary 2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area 3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind. 4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures. 5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials. 6. Notify Security. 7. Notify the District Office of the incident. 8. Wait for instructions from emergency responders - Health or Fire Department. 9. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe. 10. Upon return to school, ensure that all classrooms are adequately aired.

Hazardous Materials Incident (Interior)

General Safety Message: The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT Overall Emergency Response Actions: 1. Call 9-1-1, if necessary 2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area 3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind. 4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures. 5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials. 6. Notify the District Office and Security. 7. Wait for instructions from emergency responders - Health or Fire Department. 8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe. 9. Upon return to school, ensure that all classrooms are adequately aired

VI. RECOVERY AND MITIGATION

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

La Belle Aire Elementary and the East Baton Rouge Parish School System (LA) will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify record keeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

A. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident La Belle Aire Elementary will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are stored in Paper, Electronic format and are stored in Main Office, Virtual.

Administrative Controls

La Belle Aire Elementary is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

Activity Logs

Staff assigned within the School will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

School Finance and Administration staff is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.

- Equipment operations cost.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principle causes of damage to records are fire and water. Essential records should be protected and are stored in Electronically, On paper format and stored in Main Office, Virtual.

B. Continuity of Operations Plan (COOP)

I. PURPOSE

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the La Belle Aire Elementary has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The School EOP anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

II. RESPONSIBILITIES

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

Designated school personnel, in conjunction with the Principal, will perform the essential functions listed in Table 2 on next page.

Table 2: Essential Functions Performed by COOP Personnel

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

III. SPECIFIC PROCEDURES

Activation and Relocation

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

Alert, Notification, and Implementation Process

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

Relocation Sites

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

Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be Belaire High School. For a longer term relocation of operations and essential functions, alternative facilities are listed below:

Alternative Facility	Can replace this Primary Facility	Street Address	Contact Information
Belaire High School	Personnel/Admin Offices	12121 Tams Dr	(225) 272-1860
Belaire High School	La Belle Aire Elementary	12121 Tams Dr	(225) 272-1860

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

Interoperable Communications/Backup Sites

As noted above, the Belaire High School will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

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

Belaire High School & Belaire High School

Positives of this site(s): The alternate school facility is already being used as a school and can house the students of La Belle Aire Elementary. The structure can be easily altered to benefit the temporarily housed students.

Potential issues of this site(s): Space

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored School Board. Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

Human Capital Management

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

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

- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

Reconstitution

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

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

VII. PLAN ADMINISTRATION

A. Approval and Dissemination of the Plan

In developing the emergency management plan for each building, the administrator must involve community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and non-teaching employees who are assigned to the building as described in R.C. 3313.536. The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision. La Belle Aire Elementary uses a planning team to review and develop these plans. This planning team consists of staff members, first responders, and members of the community. The current list of planning team members is stored at Navigate 360 in Electronically, on paper format.

B. Review and Updates to the Plan

The administrator shall update the comprehensive emergency management plan at least once every three years and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the School EOP, the administrator has established a schedule for an annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration.

The School EOP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the School EOP is updated, an updated copy shall be made available to first responders, as well as distributed in accordance with the guidelines stated above.

C. Emergency Preparedness

La Belle Aire Elementary will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, La Belle Aire Elementary will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. At a minimum, La Belle Aire Elementary will conduct the drills in accordance with all statutory requirements. This annual test will be coordinated with local first responder agencies and relevant persons to meet the statutory requirements. Documentation of the emergency management test and all drills

will be kept as required by law.

All La Belle Aire Elementary staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

D. Training and Exercising the Plan

La Belle Aire Elementary understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. La Belle Aire Elementary will conduct an annual emergency management test that includes relevant outside partners and contains at least one test of an annex or procedure contained in the plan on or before September each year this plan is in effect. School officials will coordinate training efforts with guidance from United States of America Emergency Management Agency.

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, basic training and refresher training sessions will be conducted Monthly for all staff in coordination with local fire, law enforcement and emergency managers.

School EOP training includes:

- Hazard and incident awareness training for All staff will receive hazardous materials training through the safe schools program.
- Orientation to the School EOP provided to all staff will receive training through professional development opportunities..
- First-aid and CPR for all staff will receive First Aid/CPR training through the Oschner Medical Center..
- Team training to address specific incident response or recovery activities such as Family Reunification.
- Two online FEMA courses: ICS 100 and IS-700 to be taken, with documentation, by Tevion Ross, Faith Brooks, Juanita Lindsly. Both courses are available for free at FEMA's Emergency Management Institute:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

La Belle Aire Elementary also performs all required annual safety drills. The annual schedule of these drills is stored at Navigate 360 in Electronically format.

SCHOOL SAFETY PLANNING GLOSSARY

Hazards: Hazards shall include situations involving threats of harm to students, personnel and/or facilities. Hazards include but are not limited to natural, technological and human-caused incidents. Hazards may require an inter-agency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An incident is an occurrence natural, technological, or human-caused that requires a response to protect life or property.

Incident Command System (ICS): The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

Incident Commander: The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

Key Knox Box: A key Knox Box is a device where emergency keys to all parts of the school facility are stored.

Keyholder: The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

Lockdown: The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

National Incident Management System (NIMS): A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

School Decision Maker: The school should identify the individual at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

School Incident Commander: The school official who has been designated by the School Decision Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

Secondary School Decision Maker: The school should identify a secondary individual who is authorized to make decisions for the school in the event that the primary school decision maker is not available during an emergency situation. This individual should be reachable at the telephone number listed in the event of an emergency. The Secondary School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

SCHOOL SAFETY AUTHORITIES AND REFERENCES

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002).
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288.
- NIMS, Department of Homeland Security, FEMA:
<http://www.fema.gov/national-incident-management-system>.
- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>.
- Homeland Security Presidential Directive No. 5 (2003).
- FEMA: IS-100 Introduction to Incident Command System:
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>.
- Franklin County Emergency Management & Homeland Security Site Safety & Emergency Plan Template, Sept. 2012:
<http://www.franklincountyohio.gov/emahs/>.
- Illinois School Emergency and Crisis Response Plan:
<http://www.isbe.net/safety/guide.htm>.
- FEMA All-Hazards Training Document:
<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>.
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g;34 CFR Part99).
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191, 110 Stat. 1936, enacted 21 August 1996).

Appendix: Record of Distribution

Name	Organization	Title	Date	Copies
Dionne Chaney	Baton Rouge Police Department	officer	10/17/2023	1
Fire Department	City of Baton Rouge Fire Department 18	fire fighter	10/17/2023	1
Renew Church	Church		10/17/2023	1
Belaire High School	school		10/17/2023	1

Appendix: Record of Change

Change Number	Date	Name	Summary of Change
1	10/23/2023	Eddie King	Second Off Site Shelter