

# **Emergency Operations Plan**

**Date:**

### How to Use This Document

This template serves as a starting point in the development of your school's Emergency Operations Plan (EOP). It should be read and filled out by your school's principal, vice-principal, and other senior staff members. **In answering all of the questions and filling out all of the blue-shaded blank areas, your school will have a functioning EOP.** But, your plan is a "living document" that should be expanded, revised, and maintained to fit the individual needs of your school, students, teachers, faculty, and staff. Completing this document will allow your institution to meet local, state, and federal requirements. But developing an EOP is an ongoing process, and should not end with the completion of this workbook.

## Emergency Contact List

**Emergency:** 911

**City of New Orleans Information:** 311

[www.nola.gov](http://www.nola.gov)

**VIALink Community Resource Line:** 211

[www.vialink.org](http://www.vialink.org)

**New Orleans Office of Homeland Security and**

**Emergency Preparedness:** (504) 658-8700

<http://ready.nola.gov>

**New Orleans Health Department:** (504) 658-2500

<http://www.nola.gov/health-department/>

### **NOPD**

<http://www.nola.gov/nopd/>

**Non-Emergency:** (504) 821-2222

**Your District Station:**

**Address:**

**Phone Number:**

**School Resource Officer:**

### **NOFD**

<http://www.nola.gov/nofd/>

**Non-Emergency:** (504) 658-4700

**Your District Station:**

**Address:**

**Phone Number:**

**NOEMS**

<http://www.nola.gov/ems/>

**Non-Emergency:** (504) 658-2640

**Address:**

400 North Jefferson Davis Parkway  
New Orleans, LA 70119

**Safety Officer:**

**Website:**

**Phone Number:**

**Address:**

**Utilities**

**Entergy New Orleans**

<http://www.energy-neworleans.com>

**To report outages:** 1-800-968-8243 (1-800-9OUTAGE)

**Address:**

1600 Perdido St.  
New Orleans, LA 70119

**Sewerage & Water Board New Orleans**

<http://www.swbno.org>

**Customer Service:** (504) 529-2837

**Address:**

625 Saint Joseph Street  
New Orleans, LA 70165

**Cox Communications**

<http://www.cox.com>

**Customer Service:** (504) 304-1700

**Nearest Service Center Address:**

**Landline Phone Company:**

**Name:**

**Website:**

**Phone:**

**Address:**

**Mobile Phone Company:**

**Name:**

**Website:**

**Phone:**

**Address:**

**Internet Service Provider**

**Name:**

**Website:**

**Phone:**

**Address:**

**Cable/Satellite Television Provider**

**Name:**

**Website:**

**Phone:**

**Address:**

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## Table of Contents

### Signature Page

### Basic Plan

I. Introduction.....	5
II. Concept of Operations.....	12
III. Organization and Assignment of Responsibilities.....	14
IV. Direction, Control, and Coordination.....	19
V. Communications.....	24
VI. Administration, Finance, and Logistics.....	29
VII. Plan Development, Maintenance, and Distribution.....	31
VIII. Authorities and References.....	33

### Annexes

A. Master Schedule.....	34
B. Special Needs Students and Staff.....	36
C. Maps.....	39
D. Chemicals.....	40
E. Shooter Plan.....	42
F. Instructions.....	50
G. Operations (COOP) Procedures.....	53
H. Psychological Healing Procedures.....	58
I. Tracking Edits and Changes.....	60

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**SIGNATORY PAGE**

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including members of the school, the school district, NOHSEP, NOHD, NOPD, NOFD, and NOEMS:

*(Insert names above their corresponding titles)*

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# I. INTRODUCTION

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## A. Purpose of the Plan

As of 2013, per the amended and reenacted R.S. 17:416.16 and the newly enacted R.S. 17:3996(B)(33), all schools in the State of Louisiana are required to create and maintain an emergency operations plan governing their preparation for, response to, and recovery from all hazards both manmade and natural. The City of New Orleans is subject to a range of natural disasters, including hurricanes, flooding, and tornadoes. Like all cities, it is also subject to terrorism—both threats and actual—fires, and civil unrest. Section 2 of §416.16 states that "A school crisis management and response plan shall be prepared by each public school principal jointly with local law enforcement, fire, public safety, and emergency preparedness officials." The text of the entirety of Act 50, which amends and enacts the aforementioned statutes, is included at the end of this document.

The purpose of this Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of your school and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. **This plan ensures compliance with Louisiana state law** and provides parents and other members of the community with assurances that your school has established guidelines and procedures to respond to incidents/hazards in an effective way. Without documented incident management procedures, schools can be found liable for the consequences of a disaster. While there is no guaranteed method to avoid legal problems, this plan serves as the school's first line of defense.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff should be trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Training, drills, and exercises—both with staff and students—are crucial. Please consult with NOHSEP and other Public Safety agencies for assistance in designing and staging these events.

This workbook serves as a foundation and an introduction to your school's emergency operations plan. You should revise and expand it as needed, with the help of a planning committee and input from NOHSEP, Orleans Parish emergency response agencies, and the larger community. Each update or change to the plan should be tracked. The record of changes should include a designating number, the date of the change, and the name of the person who made it. The table in Annex I can be used to document and track changes as described.

## B. Scope of the Plan

This EOP outlines:

- § Expectations of faculty and staff
- § Individual roles and responsibilities
- § Direction and control systems
- § Authority and references as defined by Louisiana State law
- § Procedures for preparing for, preventing, and responding to common emergencies

### 1. Definitions

**FEMA provides the following definitions:**

**Incident:** An incident is an occurrence—natural, technological, or human-caused—that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

**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 interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

### 2. School Board Policy Statement

This Emergency Operations Plan operates within the framework of the policy of the <<Insert Name of LEA>>.

## C. Situation Overview/Hazard Analysis Summary

### 1. School Population

#### a. General Population

Current enrollment is approximately            students located in            classroom buildings.

These students are supported by a committed staff and faculty consisting of:  
(Type the number of employees next to each category)

- §            Teachers and other instructors

- § [REDACTED] Faculty & staff, including the principal and vice-principal
- § [REDACTED] Custodial and maintenance personnel
- § [REDACTED] Food service staff
- § [REDACTED] Security staff

A master schedule of where classes, grade levels, and staff are located is located in Annex A as a reference.

b. Special Needs Population

This school is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:  
*(Type the number of students in each category.)*

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

The school's current enrollment of students with special needs is approximately [REDACTED] 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 special needs along with their schedules can be found in Annex B. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are also listed in Annex B.

## 2. Building Information

The school is located on a       -acre lot and includes the following:

*(Type the number and type of buildings, facilities, and recreational areas, with the age of each, and whether it has a backup generator. Ex: X classroom buildings; X football fields; X years old).*

Name	Use	Approximate Age	Backup Generator [Y/N]
§			
§			
§			
§			

*List any satellite or off-campus facilities*

- §
- §
- §
- §

Describe any redundant and/or backup communications systems and in what building(s) they are located:

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in Annex C. All staff members are required to know these locations as well as how to operate the utility shutoffs.

## 3. Hazard Analysis Summary

The school is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The school has completed a hazard analysis. Date:                     

*If your school has not completed a hazard analysis, please consult with the New Orleans Office of Homeland Security and Emergency Preparedness (NOHSEP) for further guidance.*

The table on the following page briefly discusses high-priority hazards including flooding, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

Flood	Flooding can threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.
Severe Storm/Hurricane	Hurricanes threaten the City of New Orleans and the entire Gulf Coast from June 1 <sup>st</sup> through November 30 <sup>th</sup> . Hurricanes and even severe storms can threaten life and property through winds, rain, and flooding. The entire region is susceptible to the threat. All schools should consult with their local emergency management agency and ensure that they are trained in evacuation and shelter-in-place procedures. In the event of a citywide evacuation, the school should establish plans and procedures to secure the building for an interminable amount of time, depending on the severity of the storm.
Fire	Fires are the most prevalent types of hazard. Ensure your facilities are compliant with local codes. The location of fire exits and extinguishers, along with evacuation routes, can be found in Annex C.
Chemical	Hazardous chemicals are used for a variety of purposes and may be transported in and around this school. Annex D lists chemicals present on campus, along with their amounts, uses, and locations.
Active Shooter/Intruder	This school, like any other, is vulnerable to intruders. A hazard assessment will reveal opportunities to improve security, along with check-in/check-out procedures, visitor identification protocol, and an effective lockdown plan in the event of an active shooter. Annex D outlines the school's response plan for an active shooter incident.
Civil Disturbance	Like most cities, New Orleans is susceptible to civil unrest. While such disruptive incidents or riots on

	campus are exceedingly rare, school administrators, staff, and security should work with local law enforcement to devise a response plan.
Terrorism	Like all facilities, schools are susceptible to terrorism and threats of it. More common, though, are threats and efforts by disruptive individuals ("lone wolves") that mimic terrorist actions. These include bomb threats, placement of hazardous materials—both real and decoys, and improvised explosive devices (IEDs—both stationary and vehicle-borne).
Medical/Mental Health Emergencies	Schools are more susceptible to medical and mental health emergencies because of the concentrated nature of classrooms. Your school should establish rules dictating when to refer someone for onsite care (with a school nurse or counselor, for instance) and when to call 911. Your school should maintain a list of staff and students with identified medical conditions and their immediate responses. All teachers and staff should be trained in first aid, CPR, and initial crisis response for mental health emergencies.

#### **4.Preparedness, Prevention, and Mitigation Overview**

Preparedness is a collaborative effort by school staff, parents, and students that should extend beyond the campus. Students and parents should participate in a "culture of preparedness" that extends to their own homes and includes individual disaster plans. This plan and any training that follows are an essential part of maintaining that culture.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. The school is committed to taking proactive prevention measures whenever possible to protect safety and security. In addition, the school should require all adults to display identification badges.

Mitigation reduces the loss of life and property from emergencies by avoiding or lessening the impact. The school has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. The school was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.



## 5. Assembling a Planning Team

Your school should assemble a planning team that will fill out, revise, expand, and update this EOP template. Your team should take the time to research and answer the question within it as thoroughly and as accurately as possible. Then, the committee should customize it as needed.

The members of your team should have a combination of knowledge and expertise, along with the ability, commitment, authority, and resources to carry out planning responsibilities. They should also possess good communication skills, and have the trust and confidence of colleagues. Your team should start as a small, core group that can later be expanded to include members of the community to provide specific expertise.

Potential members could include:

- § Science teachers with a knowledge of meteorology and chemistry
- § School nurses
- § Special education teachers
- § Technology/IT personnel
- § Members of the school's security staff
- § School counselors
- § Maintenance personnel

Later, when expanding the team, the school should look for persons or organizations with subject matter expertise about threats, hazards, and emergency procedures. These can include representatives from:

- § NOHSEP
- § NOHD
- § NOPD, NOFD, and NOEMS
- § Parent-teacher organization members
- § Risk management or insurance carriers
- § Entergy and/or the New Orleans Sewerage and Water Board
- § Local businesses
- § State education associations
- § Teachers' unions
- § Volunteer organizations
- § The school board, particularly attorneys

Not every planning team member should be able to approve or disapprove of the plan. Some representatives—particularly those outside of the school—should be there as observer-advisors, but not voting members. In Orleans Parish, leadership from NOHSEP, the various responder agencies, and Parish government must sign off on your school's EOP after review.

## D. Planning Assumptions and Limitations

### 1. Planning Assumptions

Emergencies are unpredictable and rarely "by the book." Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

§ The school community will continue to be exposed and subject to hazards and incidents. A major disaster could occur at any time, and at any place. In many cases, such as hurricanes and certain other events, public warnings may be issued. However, some emergency situations occur suddenly. The school should be prepared to respond at all times.

§ A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school cannot, and should not, wait for direction from e m e r g e n c y r e s p o n d e r s . Action is required immediately to save lives and protect property.

§ After certain catastrophic incidents, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

§ Rapid and appropriate response will reduce the number and severity of injuries.

§ Because it takes time to request and dispatch external assistance, the school must be prepared to carry out the initial incident response until responders arrive at the incident scene.

§ Proper prevention and mitigation will prevent or reduce losses.

§ Maintaining the School EOP and providing frequent opportunities to exercise the plan can improve the school's overall readiness.

### 2. Limitations

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

## II. CONCEPT OF OPERATIONS

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This plan assumes that the incident management functions that must be performed by the school generally parallel some of their day-to-day functions. To the extent possible, the same staff and materials used for normal activities will be employed during incidents. Because resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. National Incident Management System (NIMS)

As defined by FEMA, "The National Incident Management System (NIMS) identifies concepts and principles that answer how to manage emergencies from preparedness to recovery regardless of their cause, size, location or complexity." NIMS allows multiple emergency response disciplines and government agencies—including public, private, nonprofit, and faith-based—to seamlessly integrate during an emergency.

**According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.** Thus, adapting and implementing NIMS is not only recommendable but required by law. The system enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Your school should work with NOHSEP and other New Orleans Public Safety agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- § Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan should receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute at:  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
- § Complete NIMS awareness course IS-700 NIMS: An Introduction. All persons assuming roles described in the basic plan or annexes will take the IS-700 course, which is available for free at:  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>
- § It is also strongly recommended that all persons also take IS-362: Multi-Hazard Emergency Planning for Schools at:  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a>

- § Participate in any NIMS preparedness courses and programs offered in Orleans Parish, and submit your school plan for review.
- § Conduct training to familiarize staff and faculty with the billets outlined in ICS. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place. Contact NOHSEP officials for assistance in developing a program that includes tabletop, partial, and full-scale exercises.

## **B. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, the school may be damaged or need to be evacuated, and people may be injured. Response activities must be organized and coordinated under the Incident Command System. ICS should be used to manage all incidents and major planned events, and during all phases, including pre-incident activities, response, and recovery. **Not every incident will require a full activation as outlined here, and in most instances, NOHSEP, NOPD, NOFD, NOEMS, and/or other agencies will assume command under ICS principles.**

Initially, the Incident Commander should be the school principal, who will direct all response activities within the school. However, the principal may designate another Incident Commander, such as the school's head of security. He/she should designate an incident command post (ICP) in advance from which to direct activities and provide situational reports to officials, identify resources, and direct response activities. If the principal or designated IC is not present, the most qualified individual—most likely the vice-principal—will assume command until relieved. As stated above, once New Orleans emergency responders arrive on scene, the Incident Command will be transferred from the school representative to a member of NOPD, NOFD, NOHSEP, or other responding agency. Your school's representative will then be incorporated into the larger Unified Command, which (depending on the size of the incident) is typically composed of emergency responders, utility companies such as Cox and Entergy, nonprofit agencies, and others involved in disaster response. The size and scope of both Incident Command and the Unified Command is scalable, depending on the nature and severity of the event.

## **C. Initial Response**

School personnel will be the first on the scene after an emergency. Staff and faculty are expected to take charge and manage the incident until it is resolved or emergency responders arrive. When questions regarding protocol and procedures arise, your school should seek guidance and direction from the NOHSEP and the Louisiana Governor's Office of Homeland Security (GOHSEP). The principal or Incident Commander is responsible for activating this School EOP where appropriate.

However, not every incident requires a full-scale activation of the Incident Command structure. It is up to the principal or designated IC to make an informed decision.

### **III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

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This section lists "who does what" during an emergency. The principal and vice-principal will not be able to manage an incident without assistance. The school relies on everyone to perform tasks that will ensure the safety of students and staff during a crisis. Because an emergency can be chaotic or even deadly, duties should be pre-assigned based on training and qualifications. Everyone must be familiar with his/her roles and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident.

#### **A. Principal/Building Administrator**

As stated before, the principal will usually serve as the Incident Commander, but he/she can delegate that authority to a more qualified individual—for instance, if your school has a designated head of emergency management. But, the principal still retains the overall responsibility for the safety of students and staff. If necessary, delegating the authority to manage the incident allows the principal to focus on policy-level activities and communicate with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Command Post.

#### **B. Incident Commander**

The Incident Commander should:

- § Assume overall direction of all incident management procedures as described in this document, and ensures the safety of students and staff.
- § Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.)
- § Arrange for transfer of students and staff when necessary.
- § Work with emergency services personnel. Depending on the incident, emergency responders will likely assume incident command, along with normal response activities.
- § Communicate with staff, the school district, parents, and, where appropriate, the Public.

#### **C. Teachers**

Teachers are responsible for the immediate safety and supervision of students and should remain with them until told to do otherwise.

Responsibilities include:

- § Supervise students and ensure their safety.

- § Evacuate or relocate students in an orderly fashion to designated assembly areas, in accordance with the Incident Commander's directions.
- § Conduct a role call and "head count" of students at regular intervals.
- § Report missing students to the Incident Command Post.
- § Coordinate first aid for students, as needed. Render first aid when necessary.

#### **D. Instructional Assistants**

Responsibilities include assisting teachers as directed. All of the responsibilities outlined above may be delegated to Instructional Assistants when warranted.

#### **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide a valuable service before, during, and after a disaster in providing emotional and psychological support and recovery. However, under the Incident Command structure they assume additional responsibilities. They provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- § Continue normal operational functions as counselors, social workers, and psychologists.
- § Assist in ensuring the safety of all students and staff.
- § Direct students in their charge according to established incident management protocols.
- § Render first aid if necessary.
- § Assist in the movement and transfer of students and staff when necessary, or as directed by the Incident Commander.

#### **F. School Nurses/Health Assistants**

School nurses are most qualified to provide first aid to both students and staff. Before paramedics or other emergency services personnel arrive, nurses are the first responders. They must be prepared to act at a moment's notice in a disaster.

Responsibilities include:

- § Administer first aid or emergency treatment as needed.
- § Advise oncoming paramedics and emergency responders of injuries, illnesses, or fatalities.
- § If a "mass casualty" event occurs, triage students and staff according to ICS guidelines.
- § Supervise administration of first aid by health assistants, teachers, or others authorized to provide it.

- § Organize, track, and maintain first aid and medical supplies.

## **G. Custodians/Maintenance Personnel**

Custodians and maintenance staff perform an essential function before, during, and after an event. The availability of utilities, a building's structural integrity, and unsafe or unsanitary conditions are all important considerations during an event.

Responsibilities include:

- § Survey and report building damage to the Incident Commander or Operations Section Chief.
- § Control main shutoff valves for gas, water, and electricity and search for broken, downed, or compromised lines.
- § Provide damage control as needed.
- § Assist in the conservation, use, and disbursement of supplies and equipment.
- § Keep Incident Commander or designee informed of condition of school.

## **H. School Secretary/Office Staff**

Administrative functions do not cease during a disaster. Documentation and logs of any and all significant events, communications, and expenditures are extremely important. Failure to document during an emergency can open up the district, the school, and even individual staff members to legal claims or even charges.

Responsibilities include:

- § Document all significant events, communications, and expenditures with date and time.
- § Answer phones and provide accurate, up-to-date information.
- § Protect and maintain school records and documents.
- § Execute administrative assignments as directed.
- § Assist the principal and other senior administrators as needed
- § Monitor emergency alerts and broadcasts over radio, television, and the Internet.
- § Assist with health incidents as needed, acting as messengers, etc.

## **I. Food Service/Cafeteria Workers**

During shelter-in-place operations, students, teachers, and staff will rely on food service personnel to continue feeding operations. Depending on the incident, prolonged operations can lead to fatigue and physical exhaustion. A ready and operational food service plan is essential for continued response.

Responsibilities include:

- § Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- § Track and maintain inventory of emergency food stores, if available.

## **J. Bus Drivers**

Bus drivers will be engaged with the transportation and relocation and/or evacuation of students and staff, when necessary.

Responsibilities include:

- § Ensure the safety of students and respond immediately to disasters that occur while students are en route to and from school.
- § Evacuate and/or relocate students when directed by the Incident Commander.
- § Transport individuals in need of medical attention, if necessary.

## **K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

## **L. Students**

Students will take a comparably limited response role during an emergency.

However, they must be instructed as to their own responsibilities to ensure both their own safety and that of others.

Responsibilities 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.

## **M. Parents/Guardians**

Parents, like all citizens, should begin with a personal emergency plan for their home and family. However, they have their own role during a school disaster



Responsibilities include:

- § Communicate with district and school officials before a disaster about preparation and prevention efforts.
- § Learn and understand the Incident Command System, and volunteer to serve in appropriate billets, when needed.
- § Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- § Cooperate with Orleans Parish emergency responders, and district and school officials, during and after a disaster to expedite resolution.
- § Observe emergency alerts and local media before, during, and after an event to stay informed.

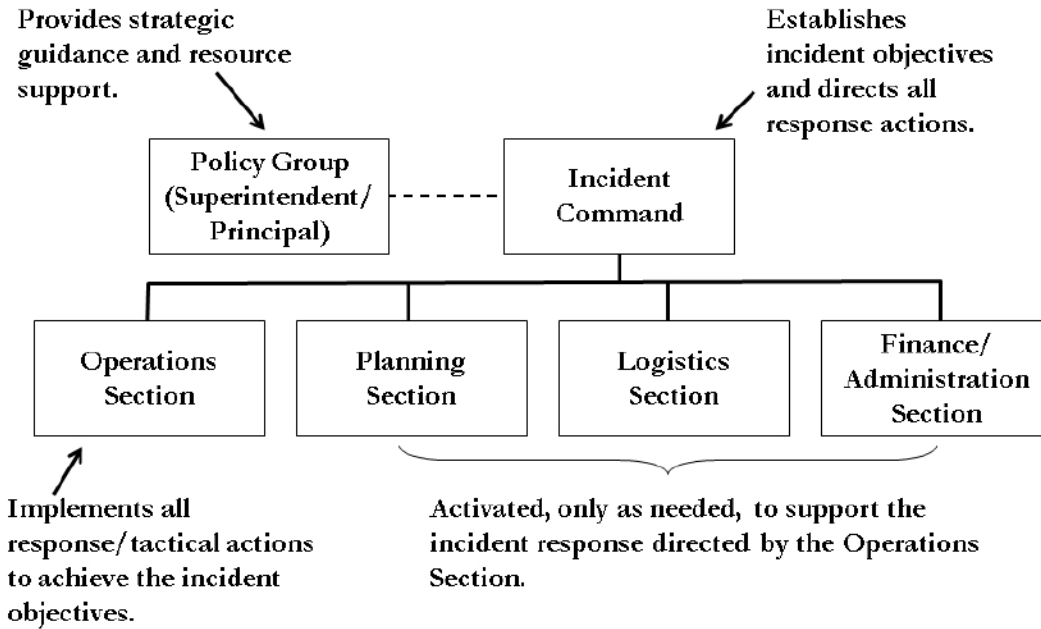
## IV. DIRECTION, CONTROL, AND COORDINATION

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### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an emergency, either single site or multi-incidents, the School EOP can be activated at the discretion of the Incident Commander. Once activated, the school will respond using the Incident Command System (ICS). The Incident Commander directs response operations until an incident management framework can be established with local authorities, or he/she is relieved by Orleans Parish officials or emergency responders. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following areas:

**1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- § Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

- § Monitor incident safety conditions and develop measures for ensuring the safety of students, staff, volunteers, and any responders.
- § Coordinate media relations and information dissemination with the principal.
- § Develop working knowledge of NOHSEP and Orleans Parish emergency responders, and assist and serve as the primary on-scene contact for outside agencies.
- § Document all activities.

**2. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to ICS, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- § Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- § Use custodians and maintenance personnel to monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- § Establish medical triage through school nurses and staff trained in first aid and CPR. Provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- § Use school counselors and mental health professionals to provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- § Coordinate the rationed distribution of food and water with food service employees, establish secondary toilet facilities with maintenance personnel in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- § Document all activities.

**Recommended Members:** Vice-Principal, Senior Faculty and Staff

**3. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Your Planning Section should be drawn from a larger Planning Committee that meets throughout the year to evaluate potential hazards, and maintain and update written plans. Planning in this sense is not only a function of emergency response, but year-round prevention.

Duties may include:

- § Assist the Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain an incident time log.
- § Document all activities.

**Recommended Members:** Senior Faculty and Staff, Teachers

**4. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution. The Logistics Section is also responsible for coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- § Establish and oversee communications center and activities during an incident (two-way radios, battery-powered radios, written updates, etc.), and develop telephone tree for after-hours communication.
- § Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- § Document all activities.

**Recommended Members:** Security Personnel, Maintenance Staff

**5. Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders (if needed), submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- § Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- § Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

**Recommended Members:** Senior Faculty and Staff, Administrative Support, Financial Support

## **B. Coordination With Policy/Coordination Group**

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- § Support the on-scene Incident Commander.
- § Provide policy and strategic guidance.
- § Help ensure that adequate resources are available.
- § Identify and resolve issues common to all organizations.
- § Keep Orleans Parish officials, school district offices, and other executives informed of the situation and decisions.
- § Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

### **C. Community Emergency Operations Plan (EOP)**

If applicable, the

should maintain an Emergency Operations Plan (EOP) to address hazards and incidents at the district level. This EOP has been developed to fit into the larger district EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with both the district and emergency managers from NOHEP and GOHSEP.

### **D. Coordination With First Responders**

An important component of this EOP is a set of interagency agreements with various Orleans Parish agencies to aid timely communication. These agreements help coordinate services between the agencies and the school.

Various agencies and services include parish governmental agencies such as the New Orleans Health Department (NOHD), NOPD, NOFD, NOEMS, and NOHSEP. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident falls under the authority of an emergency responder agency, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing should occur. The school's Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command. But, this is solely at the discretion of the responding agency and Orleans Parish emergency managers.

## E. Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency response personnel arrive. **If possible, the school should have a ready supply of equipment specifically for use during an emergency.** Parent volunteers and community members should be trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

*List which agency or business will provide the below items, and the point of contact for each:*

§ First aid kit:

Point of contact:

Phone number:

§ Sanitation supplies:

Point of contact:

Phone number:

§ Cots and bedding supplies:

Point of contact:

Phone number:

§ Food/water supplies:

Point of contact:

Phone number:

§ Security will be provided by:

Point of contact:

Phone number:

§ Counseling services will be provided by:

Point of contact:

Phone number:

## V. COMMUNICATIONS

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Communication is a critical part of incident management. This section outlines a suggested communications plan for the school. The plan should support its mission to provide clear, effective internal and external communication between the school, staff, students, parents, Orleans Parish responders, emergency managers, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

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

- § **Telephone Tree:** A telephone tree is a simple system for notifying school staff of an incident. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- § **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- § **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### 2. Communication With the School District Office

The principal and/or Incident Commander will regularly notify the Incident Command Post of the school's status and needs. The principal will notify the school district office. The district office will notify Orleans Parish government of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and Orleans Parish emergency responders will require clear and concise messages from the school about the incident, any initial response activities, and the safety of the children and staff.

## **1. Communication With Parents**

Before an incident occurs, the school will:

- § Educate parents on the district and school's alerting systems, and Orleans Parish alert systems such as NOLA Ready ([ready.nola.gov](http://ready.nola.gov)).
- § Inform parents about the school's Emergency Operations Plan.
- § Recruit parents as volunteers during an emergency and include them in preparation and training.
- § Provide translation services for non-English-speaking families and students.

When communicating with parents during an incident, the school will:

- § Disseminate information via text messages, radio announcements, and emails to inform parents about the emergency.
- § Plan how to manage phone calls and parents who arrive at school.
- § Describe how the school and the district are handling the situation.
- § In concert with NOHD, provide information regarding possible reactions of their children and ways to talk with them.
- § Orleans Parish government and the school district should provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- § Inform parents and students when and where school will resume.

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

## **2. Communication With the Media**

In the event of an incident, the Incident Commander will:

- § Designate a Public Information Officer (PIO), who will field inquiries.
- § Establish an off-campus briefing area for media representatives.
- § Determine the need to establish or participate in a Joint Information Center with Orleans Parish officials and NOHSEP.
- § Coordinate messages with the principal and Policy Group.

All school employees are to refer all requests for information and questions to the PIO or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Annex E.

Media contacts at the major television, Internet, and radio stations are maintained by the principal's executive assistant. In the case of an incident, these media contacts will



broadcast the school's external communications plans, including the information hotline for parents and guardians. The school should always direct citizens to the NOLA Ready service (ready.nola.gov). Press release templates are available in Annex E.

### **3. Handling Rumors**

To address rumors, collect and disseminate facts as quickly as possible. To combat rumors, the school will:

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

After the immediate incident response period, the school will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

### **4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Your school should contact NOHSEP to consult on exercises and training in the transfer of command, as well as the overall Incident Command System.

### **5. Communication After an Incident (Recovery Process)**

Following an emergency, staff/faculty will work to restore the school's educational programs as quickly as possible. Defining the most important operations and staffing needs will be a starting point for recovery. Collecting and disseminating accurate information speeds the recovery process.

The staff/faculty teams will:

- § Assess the school's physical and operational recovery needs.
- § Assess physical security, data access, and utilities
- § Examine all computers and information technology hardware. Examine assets and personnel resources, and determine the impact on the school of anything that is unavailable or damaged.
- § Document damage to buildings, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- § Provide detailed information about buildings and their condition to the school district office. That way, if classes or offices need to be moved, the district will be able to find adequate space.
- § Arrange for ongoing status reports during recovery to surmise when classes can resume, and what resources the school will require to move forward.
- § Inform staff, students, and parents on available crisis counseling services. Refer them to the New Orleans Health Department for more information.
- § Continuously inform the Orleans Parish government, particularly NOHSEP, of recovery progress.

Your school district will:

- § Identify recordkeeping requirements and sources of financial aid from State and Federal disaster assistance.
- § Establish absentee policies for teachers/students.
- § Work with NOHD and local and national mental health organizations to provide counseling to students and their families.
- § If classroom spaces—including alternative sites—are unavailable, or students are unable to return immediately, develop a plan for alternative teaching methods such as web-based courses.
- § Create a plan for conducting classes at alternative sites, including portable buildings, other schools, or nearby facilities. Scheduling may include half-day sessions while recovery continues.
- § Contact NOHSEP for information on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## C. Communication Tools

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

- § **Standard telephone:** The school can designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The school district or Orleans Parish government may also establish a number for multi-site incidents, such as hurricanes.

- § **Cellular telephones:** When standard telephone lines are down cellular service may still be working. If not, text messaging may still be available.
- § **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- § **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Like all communications, bullhorns should be tested periodically to ensure that batteries still work.
- § **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings on campus, and will still work if cellular service is compromised.
- § **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 Website. Internet access is dependent on local utilities and ISP availability
- § **Fax machines:** Many offices still use fax machines. Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- § **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents-- for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- § **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

## **VI. ADMINISTRATION, FINANCE, AND LOGISTICS**

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### **A. Agreements and Contracts**

During and after an event, your school district should have emergency contracts and mutual aid agreements in place. It is recommended that you research and understand your district's or school's policy of allocating resources and responding to requests. Any contracts with vendors or private businesses should be maintained and updated on a yearly basis.

### **B. Recordkeeping**

#### **1. Administrative Controls**

Your school is responsible for tracking and accounting for any funds spent. This helps justify reasonable expenditures in support of incident response afterwards. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

The ICS Section Chiefs (as outlined in Section IV) will maintain accurate logs recording key incident management activities, including:

- § Activation or deactivation of incident facilities.
- § 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.

### **C. Incident Costs**

#### **1. Annual Incident Management Costs**

During an emergency, the ICS Finance and Administration Section should maintain meticulous records of expenditures for personnel, equipment, and supplies. This will help in budgeting for annual emergency response costs.

#### **2. Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- § Personnel costs, especially overtime costs,
- § Equipment operations costs,
- § Costs for leased or rented equipment,
- § Costs for contract services to support incident management operations, and
- § 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 of Louisiana or the Federal Government.

#### **D. Preservation of Records**

**Paper records should be scanned and stored electronically as a matter of course.** In order to continue normal school operations following incident, vital records must be protected. These include legal documents and student files as well as property and tax records. Electronic records should be duplicated off-site over both the Internet and physical media, such as CDs, DVDs, and USB drives. The principal causes of damage to records, both paper and electronic, are fire and water. Essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, located in Annex F.

## **VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION**

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This document is a template and a starting point for your school's EOP. Your school should maintain and revise it as needed. Your principal, Incident Commander, or emergency response staff should contact NOHSEP for assistance in exercising and training with this plan. Work with your school district, Orleans Parish government, and NOHSEP to revise, expand, and enhance this plan as needed.

NOHSEP is ultimately responsible for approving this plan. NOHD, NOPD, NOFD, and NOEMS will also have the opportunity to make suggestions on the plan

### **A. Approval and Dissemination of the Plan**

Orleans Parish Public Safety Agencies will review and approve this plan after submission, including:

- § New Orleans Office of Homeland Security and Emergency Preparedness
- § New Orleans Police Department
- § New Orleans Fire Department
- § New Orleans Emergency Medical Services
- § New Orleans Health Department
- §

#### **1. Record of Changes**

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. The record of changes will be in table format and available for your school to incorporate.

#### **2. Record of Distribution**

Copies of plans and appendices will be distributed to teachers, staff members, Orleans Parish Public Safety agencies, and other Parish officials. The record of distribution will be kept as proof that tasked individuals and related organizations have acknowledged their receipt, review, and/or acceptance of the plan. Your school should keep a record of the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of your school district.

### **B. Plan Review and Updates**

The basic plan and its appendices will be reviewed annually by the school, NOHSEP,

NOHD, NOPD, NOFD, NOEMS, and any other Parish-level agency deemed appropriate by school administration. The principal will establish a schedule of appointments for annual review of planning documents.

Your school's EOP should be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### **C. Training and Exercising the Plan**

Training, drills, and exercises are important in maintaining readiness among both students and staff. Because your staff does not use the Incident Command System on a daily basis, it is imperative that they learn their roles and responsibilities within its structure through training. Your school should contact NOHSEP or the appropriate public safety agency to plan these classes and exercises.

Basic training and refresher training sessions should be conducted during the first in-service day of the school year for all school personnel in coordination with Orleans Parish Public Safety agencies.

Mandatory School EOP training should include:

- § Hazard and incident awareness training for all staff.
- § Orientation to the School EOP.
- § First aid and CPR for all staff.
- § Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- § Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training includes drills, and tabletop, and functional exercises. Drills should be conducted at least once per semester. **Drills should include student participation and emphasize their role during an incident.** Exercises should occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster should be maintained. Contact NOHSEP for more information.

Approved parent volunteers and community members can also be incorporated into larger training efforts.

All staff members should develop personal and family emergency plans. If necessary, NOHSEP or the American Red Cross can provide your school with training on developing a personal and family plan. Staff members may be required to remain at school during an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

## **VIII. AUTHORITIES AND REFERENCES**

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The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- § Act No. 50 - House Bill No. 718 - "To amend and reenact R.S. 17:416.16 and to enact R.S. 17:3996(B)(33), relative to school crisis management and response plans; to provide relative to the preparation, content, rehearsal, review, revision, approval, and provision of copies of such plans; to provide relative to training; to provide relative to rules and regulations with respect to public and nonpublic schools; and to provide for related matters." Etc.



## **ANNEX A: MASTER SCHEDULE**

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*Please attach or create a master schedule of where classes, grade levels, and staff members are located during the day.*

*Continued*

## ANNEX B: SPECIAL NEEDS STUDENTS AND STAFF

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*Your school should make provisions for special needs students and staff. They may require special medical attention, and assistance in evacuating or communicating. In the space below, summarize how your school assists special needs individuals during an emergency.*

*In the forms below, enter a list of students and staff names with special needs, along with their schedules. Also include staff members and special education professionals that have been trained and assigned to assist the special needs population during drills, exercises, and incidents. Attach additional copies if necessary. Consult with HIPAA regulations and local, state, and federal privacy laws when documenting and storing this information.*

**Name:**

**Condition:**

**Emergency Contact or Next of Kin:**

**Phone Number:**

**Schedule:**

**Student, Staff, or Professional?**

**Name:**

**Condition:**

**Emergency Contact or Next of Kin:**

**Phone Number:**

**Schedule:**

**Student, Staff, or Professional?**

*Continued*

**Name:**

**Condition:**

**Emergency Contact or Next of Kin:**

**Phone Number:**

**Schedule:**

**Student, Staff, or Professional?**

**Name:**

**Condition:**

**Emergency Contact or Next of Kin:**

**Phone Number:**

**Schedule:**

**Student, Staff, or Professional?**

**Name:**

**Condition:**

**Emergency Contact or Next of Kin:**

**Phone Number:**

**Schedule:**

**Student, Staff, or Professional?**

*Continued*

**Name:** **Condition:**  
**Emergency Contact or Next of Kin:** **Phone Number:**  
**Schedule:**

**Student, Staff, or Professional?**

**Name:** **Condition:**  
**Emergency Contact or Next of Kin:** **Phone Number:**  
**Schedule:**

**Student, Staff, or Professional?**

**Name:** **Condition:**  
**Emergency Contact or Next of Kin:** **Phone Number:**  
**Schedule:**

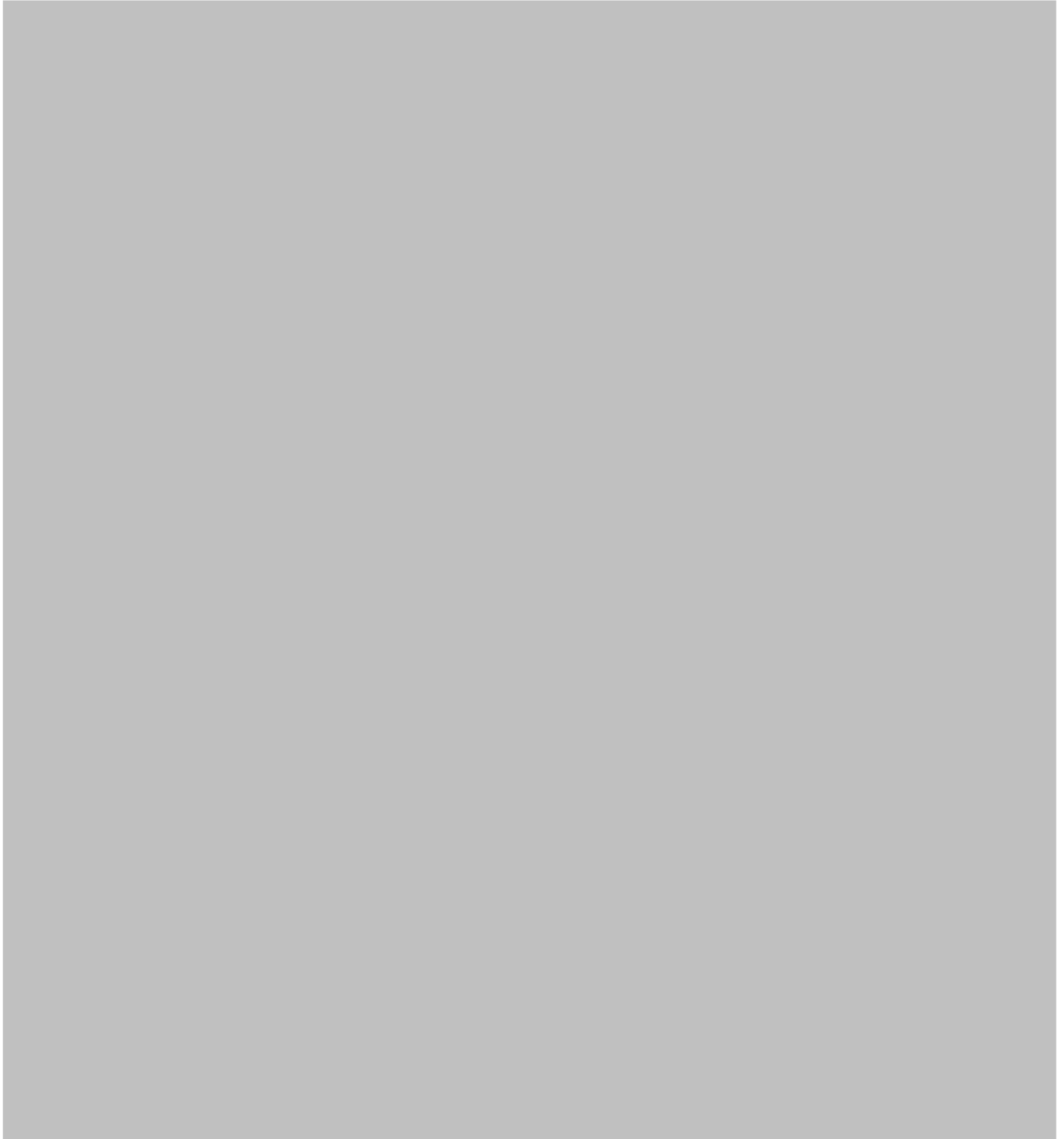
**Student, Staff, or Professional?**

## ANNEX C: MAPS

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*Attach a map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs.*

**Click the space below to attach an image file to this document.**



## ANNEX D: CHEMICALS

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Write a list of chemicals stored on campus, the approximate amount, their use, their location, and relative hazards and/or treatments.

Chemical Name	Approximate Amount	Use (i.e. cleaning, Science Class)	Location	Hazards (i.e. burns, inhalation Hazard)	Response (i.e. contact poison control, flush eyes)

## **ANNEX E: ACTIVE SHOOTER PLAN**

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### **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 that an active shooter enters the campus or classroom buildings.

### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter.

### **III. CORE FUNCTIONS**

To prevent intruders from entering the campus in the first place, the school should keep doors secure require visitors to sign in, and use cameras and security staff to monitor entryways.

In the event of an unidentified intruder, your school should contact 911 immediately. At the principal's discretion, procedures may be enacted to protect students and staff, such as locking classroom and office doors, and ducking and covering. The immediate response should be decided on a case-by-case basis. Above all, students and staff should remain calm and avoid provoking the intruder.

If an intruder becomes an active shooter, there is an additional level of response to undertake. An "active shooter" is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and change quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes—before law enforcement arrives on the scene—individuals must be prepared both mentally and physically.

#### **Initial Response to an Active Shooter**

Teachers and staff should quickly determine the most reasonable way to protect their own lives and that of their students.



## 1. Evacuate

Have an escape route and plan in mind **before you depart**, including (but not limited to) the evacuation routes outlined in Annex C. Ensure that students:

- § Evacuate regardless of whether others agree to follow, but do not leave students unattended.
- § Leave your belongings behind
- § Prevent individuals from entering an area where the active shooter may be
- § Keep your hands visible and instruct students to do the same
- § Follow the instructions of any NOPD personnel or other law enforcement on scene.
- § Do not attempt to move wounded people
- § Call 911 when you are safe

## 2. Hide Out/Shelter-in-Place

**If evacuation is not possible, find a place to hide where the active shooter is less likely to find you, your students, or other staff members. A hiding place should:**

- § Be out of the active shooter's view
- § Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- § Not trap you or restrict your options for movement

**To prevent an active shooter from entering your hiding place:**

- § Lock the door
- § Blockade the door with heavy furniture

**If the active shooter is nearby:**

- § Lock the door to classrooms and offices from inside.
- § Silence your cell phone and/or pager.

- § Turn off any source of noise (i.e., radios, televisions), and encourage students and others to remain quiet
- § Hide behind large items (i.e., c desks)

**If evacuation and hiding out are not possible:**

- § Remain calm, and maintain order in classrooms
- § Dial 911, if possible, to alert police to the active shooter's location
- § If you cannot speak, leave the line open and allow the dispatcher to listen

**3. Do not take action against the shooter.**

**Responding to NOPD and Other Law Enforcement**

**An active shooter situation may involve NOPD and other local, state, and federal law enforcement agencies, depending on the nature and severity of the incident. Their purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.**

- § A full response of numerous law enforcement agencies will respond to the incident.
- § Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- § Officers may be armed with rifles, shotguns, handguns
- § Officers may use pepper spray or tear gas to control the situation
- § Officers may shout commands, and may push individuals to the ground for their safety

**When law enforcement arrives, do the following and instruct all students to do the same:**

- § Remain calm, and follow officers' instructions
- § Put down any items in your hands (i.e., bags, jackets)
- § Immediately raise hands and spread fingers
- § Keep hands visible at all times

- § Avoid making quick movements toward officers such as holding on to them for safety
- § Avoid pointing, screaming and/or yelling
- § Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

**Information to provide to law enforcement or 911 operators:**

- § Location of the active shooter
- § Number of shooters, if more than one
- § Physical description of shooter/s
- § Number and type of weapons held by the shooter/s
- § Number of potential victims at the location

**The first officers to arrive to the scene may not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial responders. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.**

**Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.**

**Additional Ways to Prepare For and Prevent an Active Shooter Situation**

- § Preparedness
  - Ensure that your school has at least two evacuation routes
  - Post evacuation routes in conspicuous locations throughout your school
  - Include local NOHSEP, NOPD, NOEMS, NOFD, and NOHD during training exercises
  - Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location

§ Prevention

- Foster a respectful environment for learning and working
- Be aware of early indicators of violence and take remedial actions accordingly

**Preparing for and Managing an Active Shooter Situation**

**The principal and/or designated Incident Commander should work with teachers, staff, and facility managers in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the mechanisms described below.**

- § Your school district should conduct effective employee screening and background checks
- § Create a system for reporting signs of potentially violent behavior
- § Make counseling services available to students, teachers, and staff
- § Institute access controls (i.e., keys, security system pass codes)
- § Distribute critical items to teachers and staff, including:
  - Floor plans
  - Keys
  - School personnel lists and telephone numbers
- § Coordinate with the school's security staff to ensure the physical security of the location
- § Assemble crisis kits containing:
  - Two-way radios
  - Floor plans
  - School schedules
  - Staff rosters, and staff emergency contact numbers
  - First aid kits

- Flashlights
- § Place removable floor plans near entrances and exits for emergency responders
- § Activate the emergency notification system when an emergency situation occurs

### **Reactions of Teachers and Staff During an Active Shooter Situation**

**Students, teachers, and other staff members are likely to follow the lead of senior faculty during an emergency situation. During an emergency, both the principal and all teachers and staff should be familiar with this EOP, and be prepared to:**

- § Take immediate action
- § Remain calm
- § Lock and barricade doors
- § Evacuate staff and students via a preplanned evacuation route to a safe area

### **Assisting Individuals with Special Needs and/or Disabilities**

- § Ensure that your school is prepared to assist students and staff with special needs and/or disabilities.
- § Your building should be handicap-accessible, in compliance with ADA requirements.

### **Recognizing Potential School Violence**

An active shooter in your school may be a current or former teacher, staff member, or student (or an acquaintance of any of those). Teachers and staff and even students should be trained to look for signs of potentially violent behavior. Alert the principal and/or the designated Incident Commander if you believe someone exhibits certain symptoms. People typically do not just "snap," but display indicators of potentially violent behavior over time. If these behaviors are recognized, they can often be managed and treated. Early warnings of violent behaviors by an individual may include one or more of the following (this list of behaviors is not comprehensive, nor is it intended as a mechanism for diagnosing violent tendencies):

- § Increased use of alcohol and/or illegal drugs
- § Unexplained increase in absenteeism; vague physical complaints
- § Noticeable decrease in attention to appearance and hygiene

- § Depression / withdrawal
- § Resistance and overreaction to changes in policy and procedures
- § Repeated violations of school policies
- § Increased severe mood swings
- § Noticeably unstable, emotional responses
- § Explosive outbursts of anger or rage without provocation
- § Suicidal; comments about "putting things in order"
- § Behavior which is suspect of paranoia, ("everybody is against me")
- § Increasingly talks of problems at home
- § Escalation of domestic problems into the workplace; talk of severe financial problems
- § Talk of previous incidents of violence
- § Empathy with individuals committing violence
- § Increase in unsolicited comments about firearms, other dangerous weapons and violent crimes

### **Managing the Consequences of an Active Shooter Situation**

**After the active shooter has been incapacitated and is no longer a threat, principals, teachers, and school health professionals should engage in post-event assessments and activities, including:**

- § An accounting of all students and staffs at a designated assembly point to determine who, if anyone, is missing and potentially injured
- § Determining a method for notifying families of students and staff affected by the active shooter, including notification of any casualties
- § Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly
- § Identifying and filling any critical personnel or operational gaps left in the school as a result of the active shooter

## **Lessons Learned**

To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after action report. The analysis and reporting contained in this report is useful for:

- § Serving as documentation for response activities
- § Identifying successes and failures that occurred during the event
- § Providing an analysis of the effectiveness of this EOP
- § Describing and defining a plan for making improvements to this EOP

## ANNEX F: PRESS RELEASE INSTRUCTIONS

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Your school district will likely issue press releases on behalf of your school in the event of an emergency. In the unlikely event that your office has to issue a release, the following templates will help you release the most essential information in a clear and concise manner.

### PRESS RELEASE -- Evacuation

#### FOR IMMEDIATE RELEASE

##### [HEADLINE]

New Orleans, LA, [Date], [Time of Day]—[Name of school/school district / supervisory union] [is being/has been] evacuated due to [a/an] [gas leak / explosion / hazardous materials incident / water leak / power outage / fire / bomb threat / natural disaster / severe weather / assault/fighting / demonstration/riot / hostage / student threat].

[Law enforcement, emergency responders, fire department / rescue] are [on-site / en route (optional)].

Students and staff [are relocating/have relocated] to [location].

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries and/or damage are as follows<sup>1</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines and/or parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (NOLAReady / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 311.

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<sup>1</sup>**NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.**



# PRESS RELEASE - Securing the School

## FOR IMMEDIATE RELEASE

### [HEADLINE]

New Orleans, LA, [Date], [Time of Day]—[Name of school/school district / supervisory union] [is being/has been] secured due to [a/an] [hostage / intruder / kidnapping/missing student / student threat / assault/fighting / demonstration/riot / severe weather / natural disaster].

Students will be kept on the premises until further notice. [Additional details about dismissal or pickups of students (optional).]

[Law enforcement, emergency responders, fire department / rescue] are [on-site / en route (optional).]

[Additional details, if available/necessary (optional).]

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries and/or damage are as follows<sup>2</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines and/or parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (NOLAReady / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 311.

###

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<sup>2</sup> **NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.**

# PRESS RELEASE - Post-Event

## FOR IMMEDIATE RELEASE

### [HEADLINE]

New Orleans, LA, [Date], [Time of Day]—As previously communicated, [name of school/school district / supervisory union] has recently [description of previous event].

[Updates/additional details, if available/necessary (optional).]

(A) There are no confirmed injuries or damage.

—OR—

(B) The confirmed injuries and/or damage are as follows<sup>3</sup>:

Staff and students are currently receiving treatment at [location]. **To avoid interfering with patient care, please do not contact or travel to this location until you are notified; it is important to keep the phone lines and/or parking lots open.**

[Additional details, if available/necessary (optional).]

[We will provide more information as it becomes available via (NOLAReady / website / other) (optional)].

For more information, please contact [who/organization] at [phone number], or call 211.

[Statement of action on how to prevent this from happening again, if necessary (optional).]

We would like to thank [staff, teachers, students, emergency personnel / responders, police (optional)].

[Statement of condolence, if necessary (optional).]

###

**All templates are courtesy of Vermont Emergency Management**

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<sup>3</sup> **NOTE TO SCHOOL: Do not identify student(s)/staff by name; simply state the number of individuals involved and/or any property damage that has occurred.**

**ANNEX G: CONTINUITY OF OPERATIONS (COOP) PROCEDURES**

**I. PURPOSE**

The purpose of a Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident. The school should continue fulfilling its responsibilities to both its staff and students whenever possible.

**II. SCOPE**

School officials should work to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents (in concert with New Orleans Public Safety agencies), and managing the recovery. A well-developed COOP helps maintain and/or rapidly resume school services after an incident. The school relies on strong internal and external communications and partnerships with the district and Orleans Parish government to quickly recover following an incident.

**III. RESPONSIBILITIES**

In implementing COOP procedures, teachers and staff, in conjunction with the principal, the applicable district, and Orleans Parish government, will perform the essential functions listed in Table 3.

**Table 3. Essential Functions Performed by COOP Procedures Personnel**

<p><b>Principal</b></p>	<ul style="list-style-type: none"> <li>§ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>§ Disseminate information internally to students and staff.</li> <li>§ Communicate with parents, media, and the larger school community.</li> <li>§ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
<p><b>Assistant Principal and/or Department Heads</b></p>	<ul style="list-style-type: none"> <li>§ Ensure systems are in place for rapid contract execution after an incident.</li> <li>§ Identify relocation areas for classrooms and administrative operations.</li> <li>§ Make plans to register students (out of district or in alternative schools).</li> </ul>

<p><b>Assistant Principal and/or Department Heads</b> <i>(Con't)</i></p>	<ul style="list-style-type: none"> <li>§ Brief and train staff regarding their additional responsibilities.</li> <li>§ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>§ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>§ Reevaluate the curriculum.</li> </ul>
<p><b>Custodians/Maintenance Personnel</b></p>	<ul style="list-style-type: none"> <li>§ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>§ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or relandscaping).</li> </ul>
<p><b>School Secretary/Office Staff</b></p>	<ul style="list-style-type: none"> <li>§ Maintain inventory.</li> <li>§ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>§ Ensure redundancy of records is kept at a different physical location.</li> <li>§ Secure classroom equipment, books, and materials in advance.</li> <li>§ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li> <li>§ Retrieve, collect, and maintain personnel data.</li> <li>§ Provide accounts payable and cash management services.</li> </ul>
<p><b>Counselors, Social Workers, and School Nurses/Health Assistants</b></p>	<ul style="list-style-type: none"> <li>§ Establish academic and support services for students and staff/faculty.</li> </ul>

<b>Counselors, Social Workers, and School Nurses/Health Assistants</b> <i>(Con't)</i>	§ Implement additional response and recovery activities according to established protocols.
<b>Food Service/Cafeteria Workers</b>	§ Determine how transportation and food services will resume.

To implement the COOP procedures:

- § All teachers and staff should undergo annual training in COOP procedures. Because many functions in the COOP are not an employee's day-to-day responsibilities, training will be designed to inform each participant of his/her role if the COOP is activated.
- § Identified COOP procedures 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 in cooperation with the district office.

#### **IV. PROCEDURES**

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

##### **A. Activation and Relocation**

The principal will determine when to activate the COOP and relocate to an alternate site. An order to activate continuity of operations plans may come from your district or Orleans Parish government in the event of a citywide disaster, such as a catastrophic hurricane. The activation may occur with or without warning. The COOP may be activated if the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and maintain constant communications.

##### **B. Alert, Notification, and Implementation Process**

Your school should use district and Parish alert systems, including NOLA Ready where appropriate (consult NOHSEP for guidance), to notify employees of COOP activation and update parents and staff.

##### **C. Relocation Sites**

Relocation sites should be identified in advance, and be appropriate to reestablish offices and essential facilities (such as a cafeteria), and continue classes. Your school should select more than one potential relocation site in different areas. The sites should be as centrally located as

possible for students and staff, and be accessible via walking and public transportation.

#### **D. Alternate Facilities and Strategy**

In many cases, your school's alternate site may be determined by the school district in concert with Orleans Parish government. Schools in the immediate vicinity of Orleans Parish would be utilized if possible. Contingent alternative facilities are listed below:

*In the following table, list the name, purpose, address, and contact information of alternative sites.*

<b>Alternate Facility</b>	<b>Purpose (i.e. class instruction, administration)</b>	<b>Address</b>	<b>Point of Contact</b>

The resources, equipment, and software that will be necessary to resume operations should be identified as part of your COOP, along with plans to secure and transport them. IT systems available at the site will need to be tested for compatibility with the school's backup data—for instance, if your school relies on PC technology and the alternate site uses Apple products.

## **E. Vital Records and Retention File**

Important records, forms, contracts, and other documents should always be backed up and stored both online and on physical media, such as writeable CDs or DVDs, or USB drives.

## **F. Human Capital Management**

School staff and teachers should be trained in advance to operate at the alternate site. Any new site must also be compliant with the Americans with Disability Act (ADA) for special needs staff and students. Staff and parents should be allowed to make alternative transportation arrangements when necessary, depending on the availability of bus service, public transportation operations, and the location of your alternative site.

## **G. Reconstitution**

"Reconstitution" refers to a return to normal classes and operations for your school at your original location. Often, this entails a reversal of the same procedures used to relocate initially.

- § Inform staff, parents, and students that classes and normal operations will resume at your school's original site.
- § Prepare to relocate all equipment and resources back to your school.
- § Supervise an orderly return to the school building for all teachers, students, and staff.
- § Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## **ANNEX H: RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

### **I. PURPOSE**

Following a disaster, students and staff may require counseling to fully recover from the trauma inflicted on both their school and the larger community. The mental and emotional healing process is an important component of restoring normal operations. These suggested recovery procedures can assist your students, staff, and their families in healing after a disaster.

### **II. SCOPE**

The following are steps your school can take after an incident to facilitate the healing process. School counselors and other mental health professionals should participate in the development, implementation, and evaluation of your school's EOP and any updates you make to this annex. Always seek additional advice from outside psychologists and mental health experts.

### **III. RESPONSIBILITIES**

To facilitate the mental and emotional recovery of your school:

- § Train staff, students, and parents to recognize signs of depression, anxiety, and other natural reactions that may follow an incident.
- § Select and train teachers and other staff members to respond specifically to mental and emotional issues that may arise.
- § Consult outside mental health experts to review and provide input into your EOP and this annex.

### **IV. SPECIALIZED PROCEDURES**

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

#### **Immediately Following a Serious Injury or Death and/or Major Incident:**

- § Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- § Set aside private rooms for private counseling, particularly for students. School counselors will be the "first responders" in this situation, but your school should reach out to other mental health professionals whenever possible—particularly if and when addressing issues with teachers and staff members.
- § Your school should devote some classroom time to discussing the incident. Students may have an easier time coping if they understand that others have



similar feelings and reactions.

- § Designate a place for staff, students, and community members to leave well-wishes, messages, and items. A community board for pictures and notes can foster a sense of community and group healing in the wake of a disaster or other trauma.

### **Hospital/Funeral Arrangements**

- § In the event of fatalities, keep the entire school community informed of funeral arrangements. If services are scheduled during classroom hours, allow students and staff time to attend.
- § If it is impractical for all staff to attend, the principal or a designated senior staff member should go to funeral services or hospital rooms on the school's behalf.

### **Post-Incident Procedures**

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

## **ANNEX I: TRACKING EDITS AND CHANGES**

*Use the table below to document and track any changes made to this plan. The first row is provided for you as an example.*

<b>Edit No.</b>	<b>Date of Edit Representative</b>	<b>Description of Edit Page</b>	<b>Old Page No.</b>	<b>New of Editor(s) No.</b>	<b>Name and Title</b>	<b>Authorizing Name and Signature</b>
17	11/5/13	Active shooter annex updated to reflect new FEMA guidelines.	41	41	Kurt Amacker, Deputy Planning Chief	<del>Aaron Miller</del> On File

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