

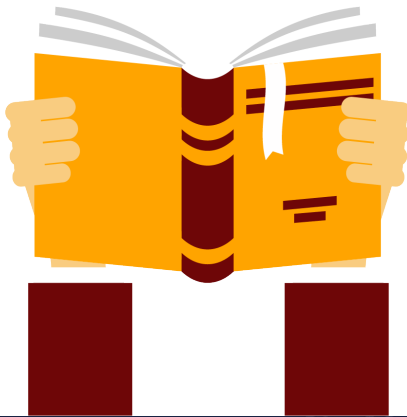


# SCHOOL SAFETY SUMMIT

JUNE 15, 2023



RAISING CANE'S RIVER CENTER | BATON ROUGE, LA

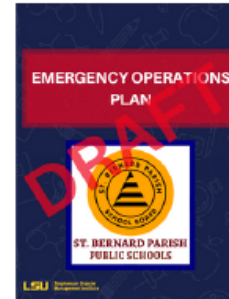
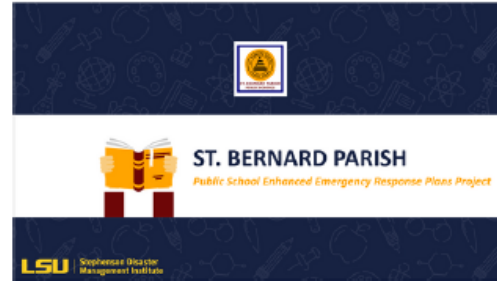
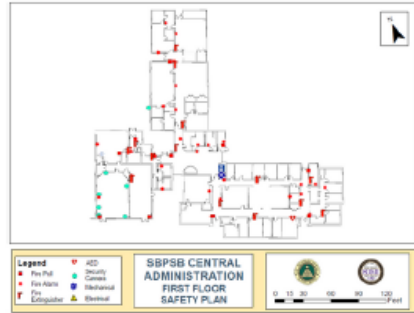


# ST. BERNARD PARISH

*A Whole Community Approach to Campus  
Emergency Planning*



# St. Bernard Parish: Whole Community Planning Approach



**April 2018 - September 2018**

- Development of Enhanced School Floor Plans and Tactical Response to Improve School Safety

**November 2021- February 2022**

- Initial Planning Meetings with District, Review of Current School Emergency Plans for individual campuses.
- Individual Kick Off Meetings with Schools

**February 2022 - June 2022**

- Additional Meetings with Schools as needed (Zoom)
- Drafting of Emergency Plans

**July 2023**

- Final Presentation of Planning Project
- Faculty Staff Trainings on new Emergency Guides
- Draft Plans to all Schools and District
- Parish Council Meeting/Whole Community Plan Signing Event





# The First Step: Emergency School Planning – Enhanced Floorplans/Tactical Response

- Spring 2018 – Enhanced Mapping Project Begins – Why Maps?
  - Outdated and old blueprints of campuses districtwide.
  - No ability to share floorplans with first responders to aid in incident response.
  - No tactical response planning maps specific to schools.
  - Partnership with the St. Bernard Office of Emergency Management and Homeland Security (OHSEP) to help fund the effort.



# Enhanced Emergency Planning Process: How did they do it?

- Whole Community Approach
  - St. Bernard Office of Emergency Management and Homeland Security (OHSEP) Partnership.
  - School Administrators, District Staff, Parish First Responder Agencies/Departments.
  - We do this for Hurricanes, why not schools?
- Strong Leadership - a Critical Component to Success
  - Superintendent Doris Voitier
    - Strong, supportive, and experienced (Hurricane Katrina)!
    - Central Office Staff Liaison – provided the link to Administrators.
- Two Types of Map Packages Provided:
  - Tactical Planning Maps
  - Enhanced Floorplan Maps



# Enhanced Emergency Planning Process: How did they do it?

- **Tactical Planning Maps: SDMI Facilitated Workshops Customized for each Campus (6 Month Timeline)**
  - Traffic Planning Maps
  - Medical Planning Maps
  - Media Planning Maps
  - Response Planning Maps
  - Reunification Planning Maps
    - These workshops allowed for complete collaboration of preparedness and response efforts allowing for open discussions and problem solving!
- **Enhanced Floorplan Maps: SDMI Team Created Updated Floorplans for each Campus (6 Month Timeline)**
  - Door swings
  - Camera Locations
  - Utility Hookups
  - Fire Alarms, Fire Pulls, Fire Extinguishers
  - AEDs
  - Classroom Vacancy by Period



# Tactical Response Maps: Planning Considerations

- Develop a tactical response plan that includes the following:
  - **Traffic Plan**
    - Traffic Control Points
    - Check Points
  - **Medical Plan**
    - Triage / Medical Aid Points
    - First Aid Points
    - Medical LZs
    - EMS Staging Areas
    - Fire Staging Areas
  - **Media Plan (Away from the school, single point for multiple schools)**
    - JIC Location
    - Media Staging Area
- **Response Plan**
  - Inner Perimeter
  - Outer Perimeter
  - LZs
  - Entry Points
  - SRT Rally Point
  - Sniper Locations
  - Incident Command System
  - Law Enforcement Staging Area
- **Reunification Plan**
  - Student/Faculty Evacuation Point
  - Parent Reunification Point (Single point for the parish)
  - Bus Staging Area



# Tactical Planning Maps: Planning Considerations

- SDMI Facilitated Workshops for each Campus with SME's in Tactical Operations.
- The focus was all-hazards use, with an emphasis on Active Threat/Active Shooter.
- Their plans were used throughout the process; SDMI team helped them develop TTPs.

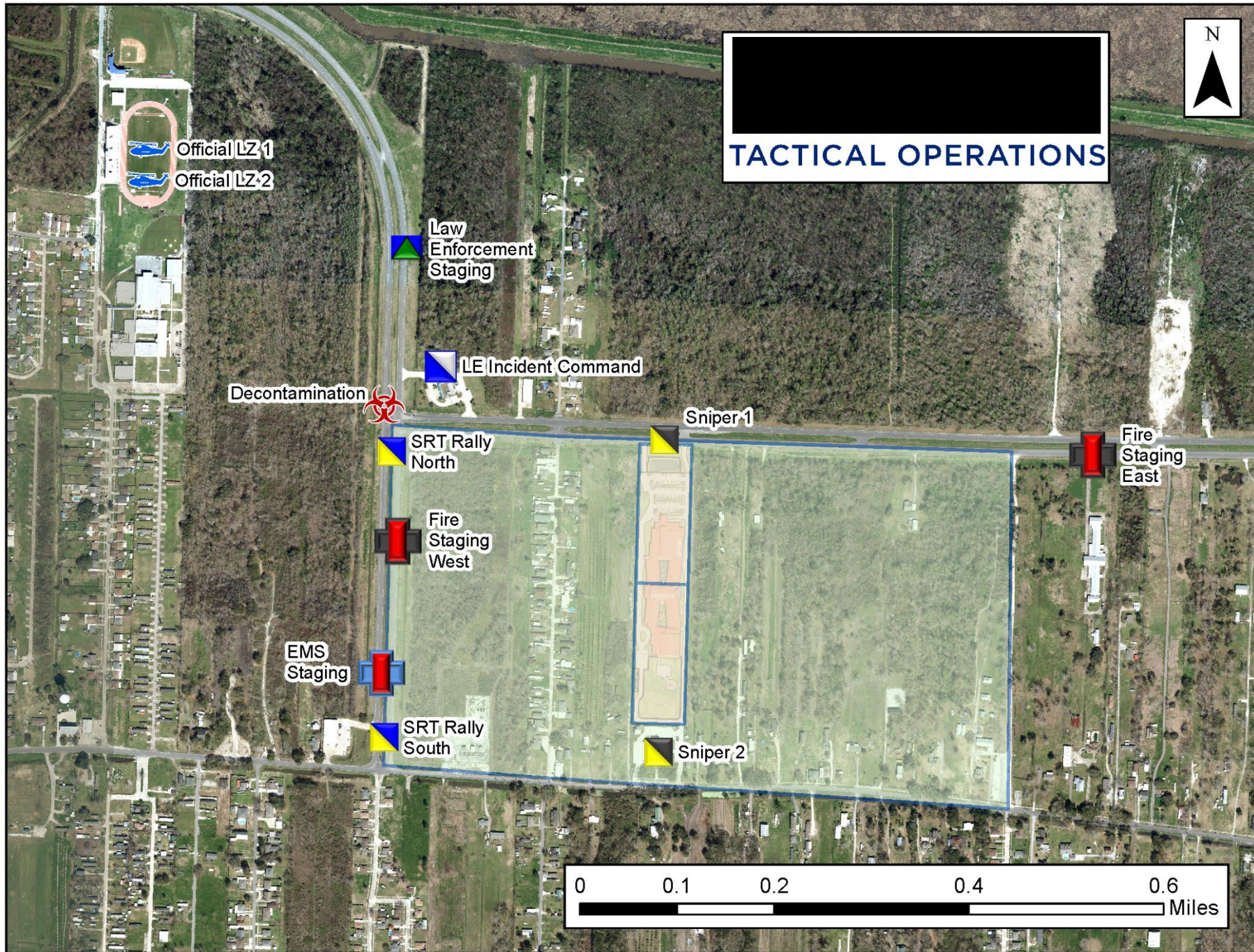




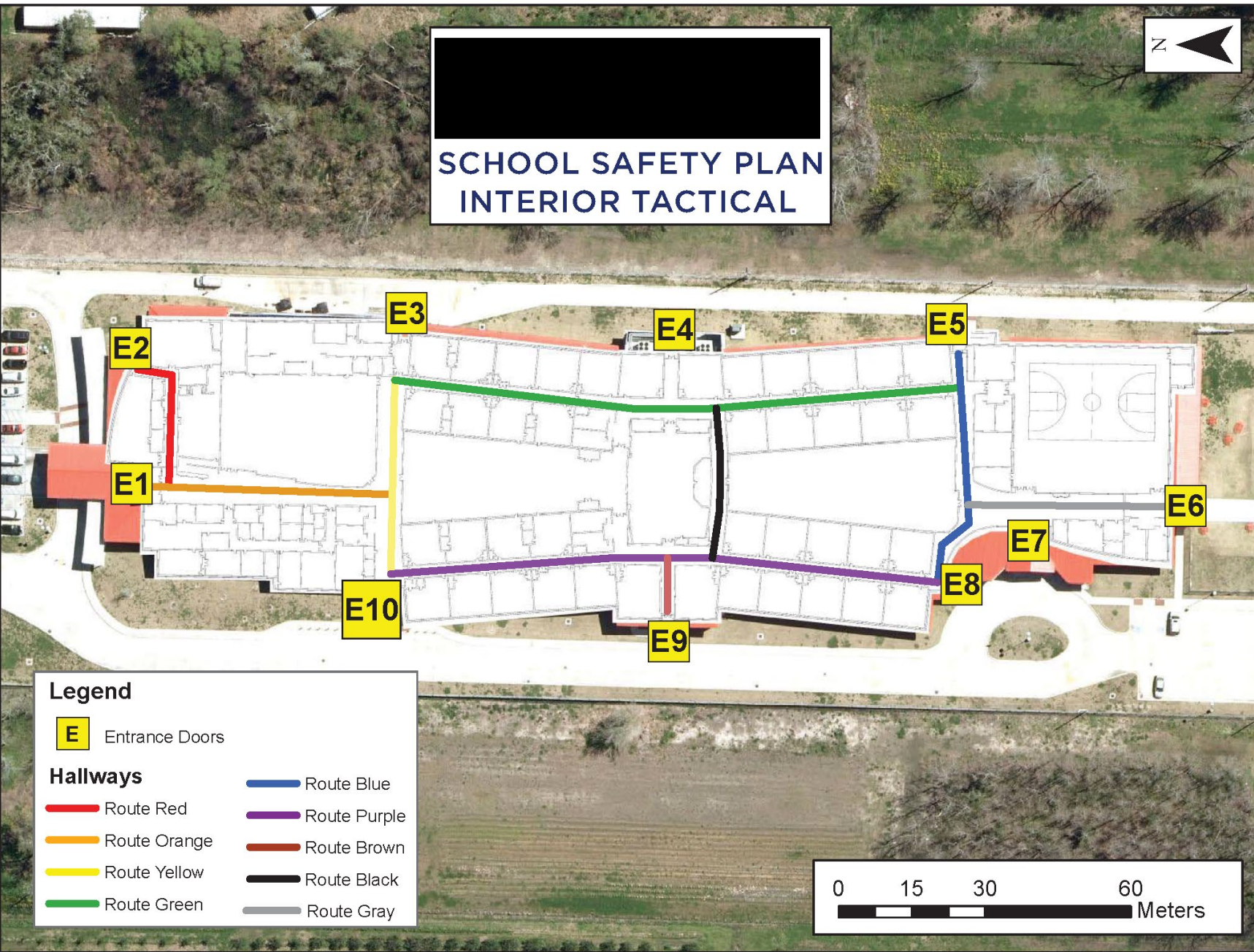
## Tactical Planning Maps

# Tactical Planning Map Package





# SCHOOL SAFETY PLAN INTERIOR TACTICAL

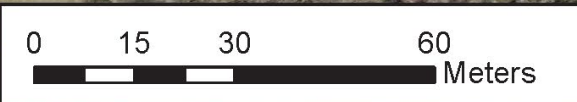


**Legend**

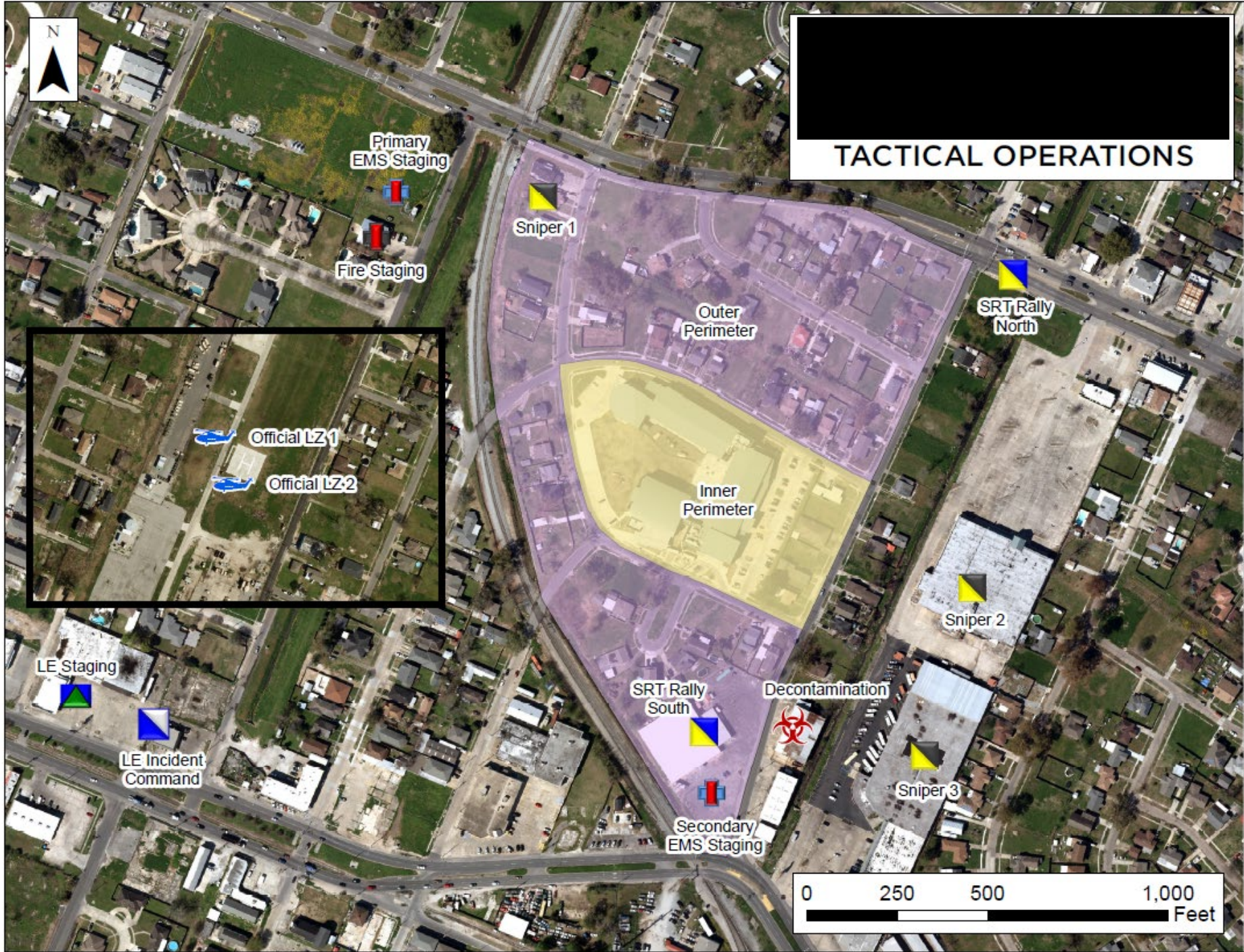
**E** Entrance Doors

**Hallways**

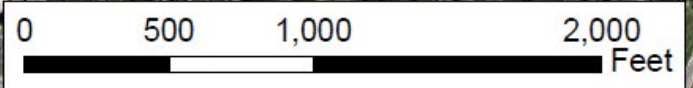
|              |              |
|--------------|--------------|
| Route Red    | Route Purple |
| Route Orange | Route Brown  |
| Route Yellow | Route Black  |
| Route Green  | Route Gray   |







# TACTICAL OPERATIONS



# TACTICAL OPERATIONS







## Enhanced Floorplan Maps

# Enhanced Floorplan Map Package

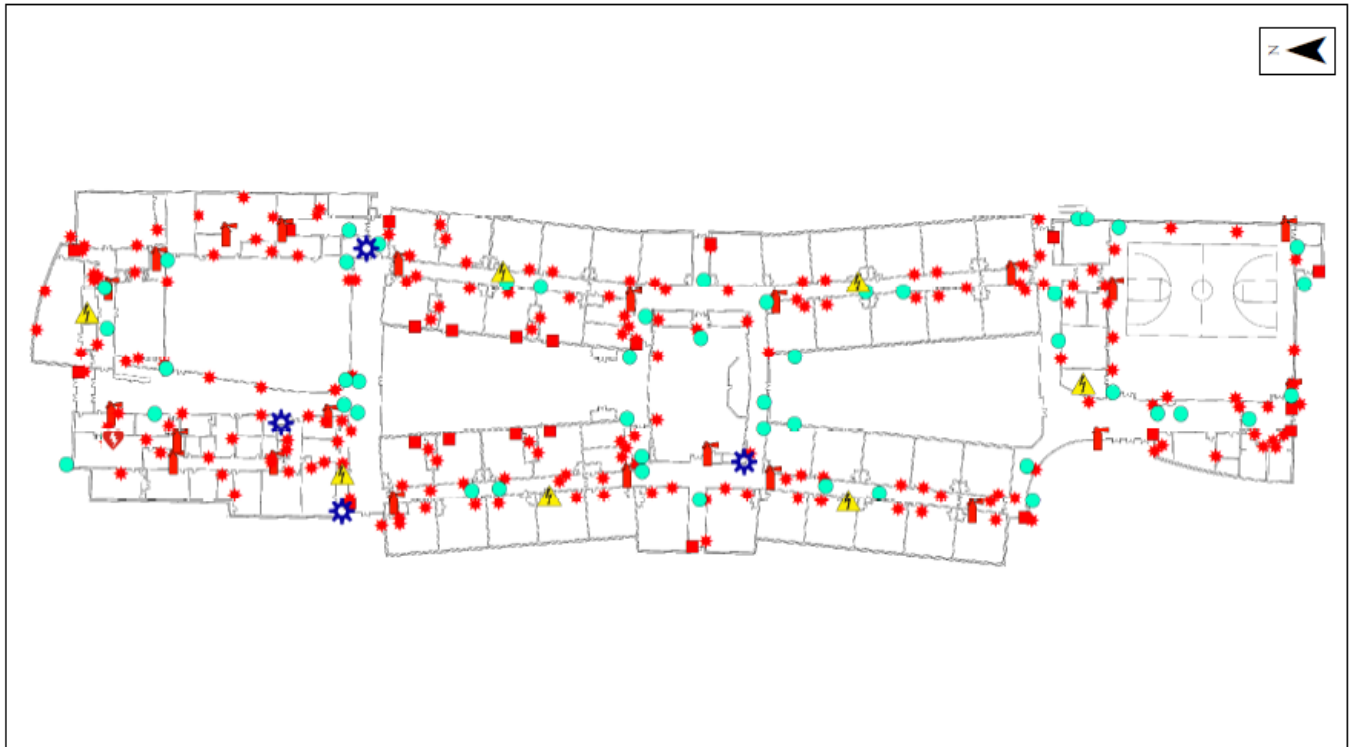


# Enhanced Floorplan Maps: Planning Considerations

- SDMI Staff visited each campus with GIS Technicians for facility walk through (multiple visits).
- Maps were created utilizing AutoCAD integrated with ArcGIS.
- The focus was all-hazards use.
- Enhanced Floorplan Maps:
  - Door swings
  - Camera Locations
  - Utility Hookups
  - Fire Alarms, Fire Pulls, Fire Extinguishers
  - AEDs
  - Classroom Vacancy by Period



# Enhanced Floorplans: Campus Maps







# St. Bernard Parish: Whole Community Planning Approach

- Enhanced Floorplans/Tactical Planning Map Project
  - Completed September 2018
- What next?
  - Continued training efforts with first responders
  - Continued improvement in Campus Emergency Plans
  - Continued physical security enhancements to campuses



**2021-2022  
School Year**



## St. Bernard Parish: Whole Community Approach

What did the St. Bernard Enhanced Emergency Operations Plan (EOP) planning process look like?



# Whole Community Approach: District Enhanced Emergency Operations Planning (EOP) Process



Data Collection/Plan Development



J.F. Gauthier Elementary School Crisis Plan 2020-2021



Lacoste Elementary School Crisis Binder 2020-2021

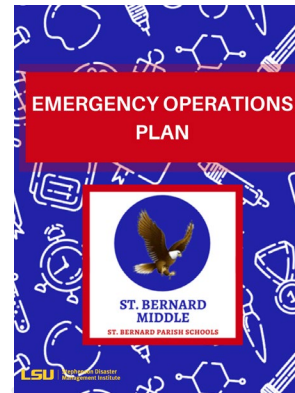
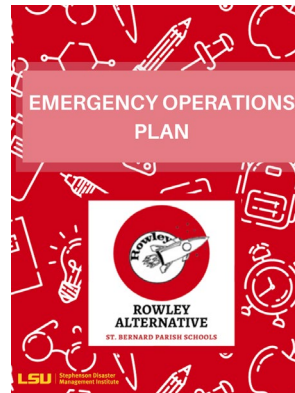
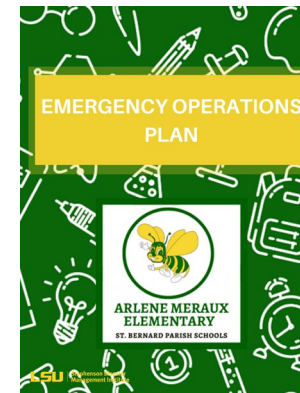
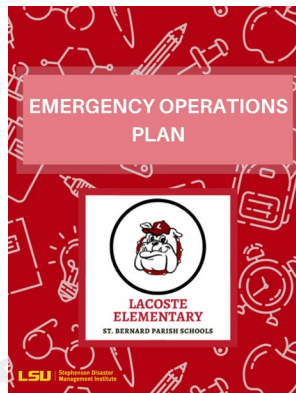
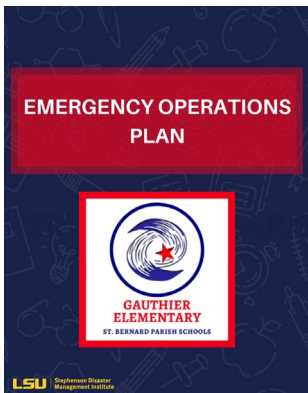
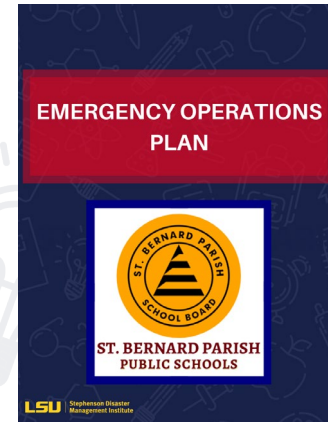
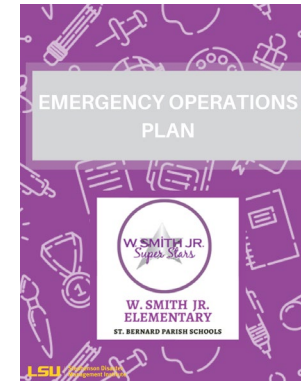
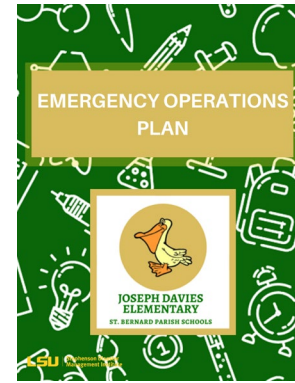
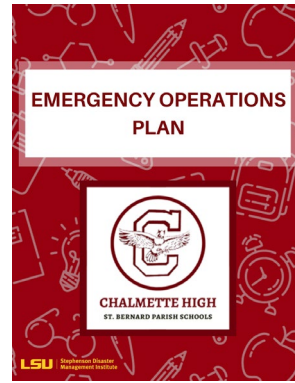
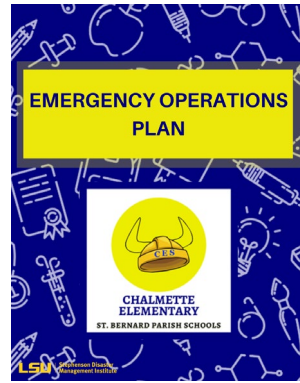
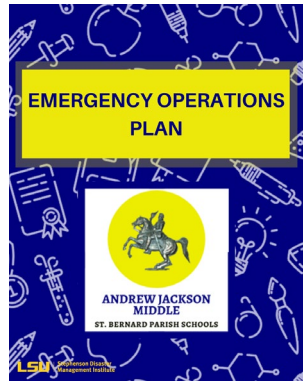
N.P. Trist Middle School Crisis Binder 2020-2021

Arlene Meraux Elementary School Crisis Folder 2020-2021





# Custom Plans: St. Bernard Parish School District







# Project Deliverables

- ✓ Review of Current School Board and Campus Documentation / Plans
- ✓ Presentation of Planning Process and Draft Plan Outline at Coordination Meeting – Approval by District
- ✓ School Emergency Plans Planning Meetings for District and each Campus
- ✓ Data Collection for Emergency Plan Development for District and each Campus
- ✓ School Emergency Plan Drafts
- ✓ Final School Emergency Plan
- ✓ Final Presentation to District and School Administrators



# Reorganized St. Bernard School District Plan Outline: Each Campus

- 🍏 Plan Format
- 🍏 Table of Contents
- 🍏 Incident Response Emergency Information
- 🍏 Plan Approval \*
- 🍏 Record of Changes/Distribution
- 🍏 Tactical Maps/Floorplans \*
- 🍏 Basic Plan \*
- 🍏 Conops
- 🍏 Organization and Assignment of Responsibilities
  - Direction, Control, Coordination \*
  - Use of Internal School Resources \*
  - Information Collection/Dissemination
- 🍏 Plan Development, Maintenance, Distribution

## 🍏 Functional Annexes

- COOP Annex \*
- Drop, Cover, and Hold Annex
- Evacuation Annex
- Family Reunification Annex \*
- Lockdown Annex \*
- Mental Health and Healing Annex
- Reverse Evacuation Annex
- Shelter-in-Place Annex

## 🍏 Threat & Hazard Specific Annexes \*

- Natural Hazards
- Technological Hazards
- Biological Hazards
- Adversarial Incidental & Human Caused

## 🍏 District Form Templates + Emergency Scripts \*

\* Enhanced or added by SDMI



# Whole Community Approach: Plan Approval and Implementation

## St. Bernard School District – Emergency Operations Plan

### Plan Approval and Implementation

The District Emergency Operations Plan (EOP) was prepared by the District Office planning team in coordination with the St. Bernard Parish School District to develop, implement, and maintain a viable all-hazards response capability and establishment of a comprehensive approach to providing consistent, effective, and efficient coordination across a spectrum of activities on campus. The EOP is consistent with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies.

This plan applies to all District Office personnel participating in mitigation, preparedness, response, and recovery efforts. The EOP applies to any District Office– sponsored events, on or off campus, and to all public and private District Office sanctioned activities.

The District Office School Principal (or designee) is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by District Office or district leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Signature

Name: Doris Voitier  
Title: Superintendent

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Signature

Name: John Rahaim  
Title: St. Bernard Parish OHSEP Director

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Signature

Name:  
Title: St. Bernard Parish Sheriff's Department

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_  
Signature

Name:  
Title: St. Bernard Parish Fire Department

Revision Date Here

# Whole Community Approach!





# Enhanced Campus Maps

- In 2018 the St Bernard Parish School District began the process of digitizing and enhancing floor plans for schools throughout the district. The result was a repository of digital floor plans, as well as a collaborative and comprehensive school safety map package for each school in the district. The process brought together school administrators, first responders and other key players to discuss campus safety and response capabilities for each.
- The floor plans for each school have been integrated into the EOPs to support critical decisions during initial response and recovery during an incident.
- Maps Included:

## Campus Maps

- Gauthier - Sterile Campus Imagery Map
- Gauthier – Campus Map – Imagery Map
- Gauthier – Campus Fence Line – Imagery Map
- Gauthier - Utility Map – Imagery Map

## School Building Maps

- Classification Map – Admin Offices
- Classification Map – Complete School
- Door Swings
- Interior Building Complete
- Interior Building Complete – North
- Interior Building North – AED
- Interior Building North – Fire Alarms
- Interior Building North – Fire Extinguishers
- Interior Building North – Fire Pulls
- Interior Building North – Mechanical
- Interior Building North – Security Camera
- Interior Building Complete – South
- Interior Building South – Fire Alarms
- Interior Building South – Fire Extinguishers
- Interior Building South – Fire Pulls
- Interior Building South – Mechanical
- Interior Building South – Security Cameras

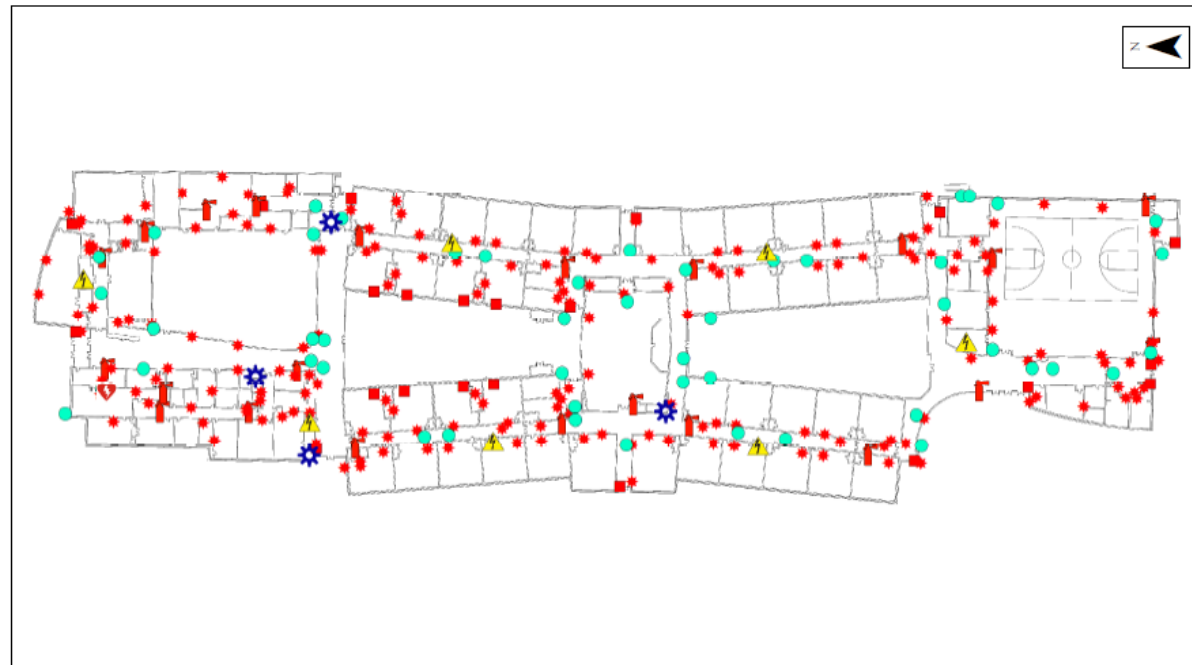
## Operational Maps

- Traffic Control Points – Imagery Map
- Tactical Operations – Imagery Map
- Interior Tactical Plan – Imagery Map
- Medical Plan – Imagery Map
- Evacuation Plan – Imagery Map

## External Maps

- Drive-Time Analysis – Street Map
- Drive-Time Analysis with Buffer – Street Map

# Campus Maps





# Prioritize Threats & Hazards

- 🍏 Using the information found in the assessment, we compared and prioritized risks posed by the threats and hazards unique to each campus.
- 🍏 Each campus had a risk assessment unique their school, taking population and geographic location. Threats and hazards were selected at the initial planning meeting.
- 🍏 Some Threats and Hazards called for Districtwide Annexes.
- 🍏 It is important to note that previous crisis plans accounted for procedures for standard risks/threats (i.e. Tornado, Fire, Severe Weather).



# St Bernard Method of Prioritizing Threats & Hazards

| LIKELIHOOD<br>(probability)   | CONSEQUENCES  |   |  |  |  |
|---|---|---|--|--|--|
| How likely is the event to occur at some time in the future.<br>(Linear Scale time specific matrix) | What is the severity of injuries/potential damages/financial impacts (if the risk event occurs)? (logarithmic scale, property industry specific matrix) |   |  |  |  |
|   | Insignificant   | Minor   | Moderate   | Major  | Catastrophic   |
|   | No injuries/first aid<br>No envr. Damage<br><<\$1,000<br>Damage   | Some first aid required<br>Low envr. Damage<br><<\$10,000<br>Damage | External medical<br>Medium Envr. Damage<br><<\$100,000<br>Damage | Extensive Injuries<br>High Envr. Damage<br><<\$1,000,000<br>Damage | Death or Major Injuries<br>Toxic Envr. Damage<br>>>\$1,000,000<br>Damage |
| Almost Certain  | <b>MODERATE</b>   | <b>HIGH</b>   | <b>HIGH</b>  | <b>CRITICAL</b>  | <b>CRITICAL</b>  |
| Expected in normal circumstances (100%)   | <b>RISK</b>   | <b>RISK</b>   | <b>RISK</b>  | <b>RISK</b>  | <b>RISK</b>  |
| Likely -  | <b>MODERATE</b>   | <b>MODERATE</b>   | <b>HIGH</b>  | <b>HIGH</b>  | <b>CRITICAL</b>  |
| Probably occur in most circumstances (10%)  | <b>RISK</b>   | <b>RISK</b>   | <b>RISK</b>  | <b>RISK</b>  | <b>RISK</b>  |
| Possible -  | <b>LOW</b>  | <b>MODERATE</b>   | <b>HIGH</b>  | <b>HIGH</b>  | <b>CRITICAL</b>  |
| Might occur at some time (1%)   | <b>RISK</b>   | <b>RISK</b>   | <b>RISK</b>  | <b>RISK</b>  | <b>RISK</b>  |
| Unlikely-   | <b>LOW</b>  | <b>MODERATE</b>   | <b>MODERATE</b>  | <b>HIGH</b>  | <b>HIGH</b>  |
| Could occur at some future time (0.1%)  | <b>RISK</b>   | <b>RISK</b>   | <b>RISK</b>  | <b>RISK</b>  | <b>RISK</b>  |
| Rare -  | <b>LOW</b>  | <b>LOW</b>  | <b>MODERATE</b>  | <b>MODERATE</b>  | <b>HIGH</b>  |
| Only in exceptional circumstances   | <b>RISK</b>   | <b>RISK</b>   | <b>RISK</b>  | <b>RISK</b>  | <b>RISK</b>  |



# Hazard Identification and Risk Assessment

| Gauthier Elementary Risk Profile        |                       |   |          |
|---|-----------------------|---|----------|
| Threat                                  | Probability           | Consequences                              | Risk     |
| Tornadoes                               | Likely (10%)          | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Thunderstorms (Hail, Lightning, & Wind) | Almost Certain (100%) | Moderate (External Medical / < \$100,000) | High     |
| Fire                                    | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| HAZMAT Accident                         | Unlikely (0.1%)       | Minor (First Aid / < \$10,000)            | Moderate |
| Power Failure                           | Possible (1%)         | Minor (First Aid / < \$10,000)            | Moderate |
| Water Failure                           | Possible (1%)         | Minor (First Aid / < \$10,000)            | Moderate |
| Foodborne Illness                       | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |
| Infectious Disease                      | Likely (10%)          | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Cyber Attack (District)                 | Likely (10%)          | Moderate (External Medical / < \$100,000) | High     |
| Active Shooter                          | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Bomb Threat                             | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |
| Hostage Situation                       | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |
| Transportation/Bus Incident (District)  | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Accident                                | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Weather related incident                | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Student violence                        | Unlikely (0.1%)       | Minor (First Aid / < \$10,000)            | Moderate |
| Threats of Violence                     | Possible (1%)         | Moderate (External Medical / < \$100,000) | High     |
| Student                                 | Possible (1%)         | Minor (First Aid / < \$10,000)            | Moderate |
| Staff                                   | Unlikely (0.1%)       | Moderate (External Medical / < \$100,000) | Moderate |
| Parents                                 | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |
| Domestic Violence or Abuse              | Possible (1%)         | Catastrophic (Deaths / > \$1,000,000)     | Critical |
| Suicide                                 | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |
| Lost child, runaway/fleeing on foot     | Possible (1%)         | Moderate (External Medical / < \$100,000) | High     |
| Barge Accident                          | Unlikely (0.1%)       | Moderate (External Medical / < \$100,000) | Moderate |
| Terrorism (District)                    | Unlikely (0.1%)       | Catastrophic (Deaths / > \$1,000,000)     | High     |





# St. Bernard School District Consolidated Risk Profile

| St. Bernard School District Consolidated Risk Profile |          |          |          |          |          |          |          |           |          |          |                |          |
|---|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------------|----------|
| Threat  | Gauthier | Arabi    | Mereaux  | Davies   | Lacoste  | Smith    | Rowley   | Chalmette | Jackson  | Trist    | Chalmette High | District |
| Tornadoes   | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | N/A      |
| Infectious Disease                                    | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Thunderstorms (Hail, Lightning, & Wind)               | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Fire  | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | N/A      |
| Active Shooter  | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Bus Incident (District)                               | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Accident  | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Weather related incident                              | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Student violence                                      | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate  | High     | High     | High           | High     |
| Foodborne Illness                                     | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Cyber Attack (District)                               | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Bomb Threat   | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Hostage Situation / Intruder                          | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Lost Child, Runaway / Fleeing on Foot                 | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | N/A      |
| Terrorism (District)                                  | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Threats of Violence                                   | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Domestic Violence or Abuse                            | Critical | Critical | Critical | Critical | Critical | Critical | Critical | Critical  | Critical | Critical | Critical       | Critical |
| Suicide   | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | Critical       | Critical |
| Parents   | High     | High     | High     | High     | High     | High     | High     | High      | High     | High     | High           | High     |
| Student   | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate  | High     | High     | High           | N/A      |
| Staff   | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate  | Moderate | Moderate | Moderate       | Moderate |
| Report of Weapon                                      | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate | Moderate  | Moderate | Moderate | Moderate       | N/A      |
| Flash Flooding  | N/A      | N/A      | N/A      | N/A      | N/A      | N/A      | Moderate | Moderate  | N/A      | N/A      | N/A            | N/A      |
| Chemical / HazMat Release                             | N/A      | N/A      | N/A      | N/A      | N/A      | Moderate | N/A      | Moderate  | N/A      | Moderate | Moderate       | N/A      |
| Chemical Release                                      | N/A      | Moderate | N/A      | Moderate | Moderate | N/A      | Moderate | N/A       | Moderate | N/A      | N/A            | N/A      |
| HazMat Release  | Moderate | Moderate | Moderate | Moderate | N/A      | N/A      | Moderate | N/A       | N/A      | N/A      | N/A            | Moderate |
| Infrastructure Failure                                | Moderate | Moderate | N/A      | Moderate | N/A      | N/A      | Moderate | Moderate  | N/A      | Moderate | N/A            | Moderate |
| Barge Accident  | Moderate | Moderate | N/A      | N/A      | N/A      | Moderate | Moderate | N/A       | N/A      | Moderate | Moderate       | Moderate |

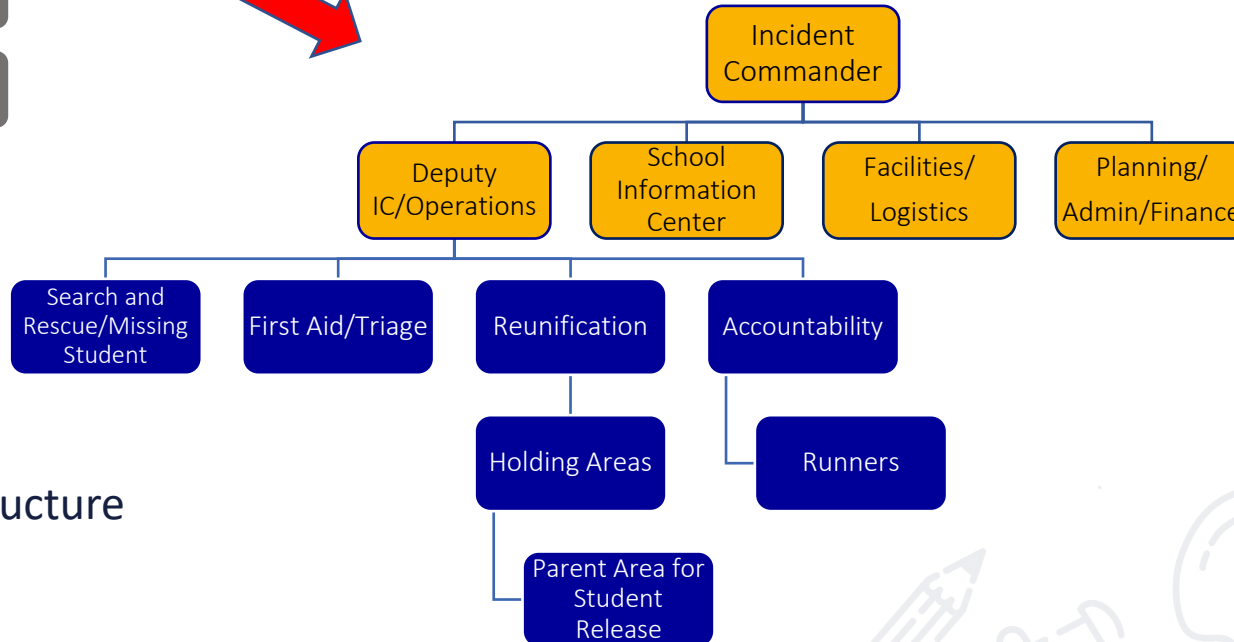


# St. Bernard Parish School District Incident Command (ICS) Structures

Superintendent/IC

- Assume Overall Direction
- Ensure Safety of all on campus
- EOP Activation Decisions
- Communications
- Transfer of Command

## Staff Assignments for each Role



Custom School ICS Structure for each Campus

### Andrew Jackson Middle – Emergency Operations Plan

Each of the positions in the organizational chart on the previous page are staffed and filled by Andrew Jackson Staff. Specific roles, responsibilities, and staff assignments for each can be seen below:

**Incident Commander/Onsite Team Leader**

**Staff Assignments:**  
**Primary:** Todd Larche  
**Back Up Staff:** Erin Larsen

Coordinates all school-based emergency management response efforts; directs the School Crisis Team/ICS Structure; works with the District's Team Leader and First Responder Incident Commander; notifies law enforcement and emergency agencies when applicable. Other responsibilities include but are not limited to:

- Assuming overall direction of all incident management activities based on procedures outlined in this EOP.
- Taking steps necessary to ensure the safety of students, staff, and other individuals.
- Determining whether to implement incident management protocols established in this EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).
- If evacuation is ordered, working with the district to arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Working with and ensuring communication with emergency services personnel. Keeping appropriate personnel informed of the situation.
- Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene.

**School Information Center/Operations/Deputy IC**

**Staff Assignments:**  
**Primary:** Erin Larsen  
**Additional Staff:** Belinda Ducoite

Assists Incident Commander with any information pertaining to the incident.

- Oversees all branches within the Operations Section.
- Collects all information needed for Incident Commander.
- Collects rosters, attendance reports, early dismissals, visitor logs.
- Locations all communications equipment.
- Notifies Incident Commander when all in the building are accounted for.
- Assists with coordination for student transportation and student dismissal if applicable.
- Answers telephone if not switched over to district lines.

**Search and Rescue /Missing Student Team**

**Staff Assignments:** Assigned by Principal/Incident Commander (unique to each incident)

Team members will search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue/Missing Student Teams are also responsible for:

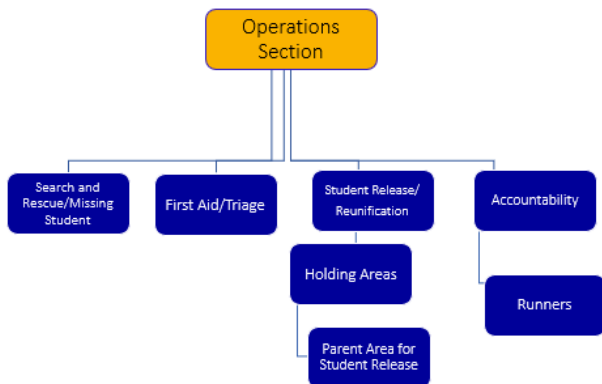
- Identifying immediate unsafe areas.
- Obtaining injury and missing student reports from teachers.
- Contact Law Enforcement for missing child scenario providing initial details.





# St. Bernard Parish School District CONOPS/ICS Structures

## St. Bernard School District – Emergency Operations Plan



The Planning, Logistics, and Administration/Finance sections will only be activated at the request of the Incident Commander. These sections will support the following functions during an event.

### Planning Section

When activated, the Planning Section is responsible for collecting, evaluating, and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the collection and evaluation of information.
- Assisting with ongoing planning efforts and maintaining the incident time log.
- Documenting all activities.

### Logistics/Facilities Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
- Establishing and maintaining school and classroom first-aid kits, coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.



## St. Bernard School District – Emergency Operations Plan

- Coordinating for food, water, or other supplies as directed by the Incident Commander.

### Finance and Administration Section

When activated, the Finance and Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing, or videotaping damage to property.
- Developing a system to monitor and track expenses and financial losses and secure all records.

The St. Bernard School District office will assume responsibility for the Planning, Logistics, and Finance/Admin sections.

### District Office Command Post/Service Locations

The below locations have been identified by the Incident Commander and District Crisis Team to utilize during an event or incident. The type of site and their location on or off campus can be seen below. These sites will be reviewed/assessed annually as part of the plan update. Changes to these locations will need to be approved by the Incident Commander and Crisis Team.

| Service Locations                       |                        |
|---|------------------------|
| Incident Command Post                   | Conference Room 2      |
| Alternate Incident Command Post         | To be determined by IC |
| School Information Center               | Conference Room        |
| Medical Triage                          | Title 1 Open Space     |
| Alternate Holding Area II               | Civic Center           |
| Parent Staging Area for Student Release | Civic Center           |
| Parent Area for Student Release         | Civic Center           |
| Off-Site Evacuation - Reunification     | Civic Center           |

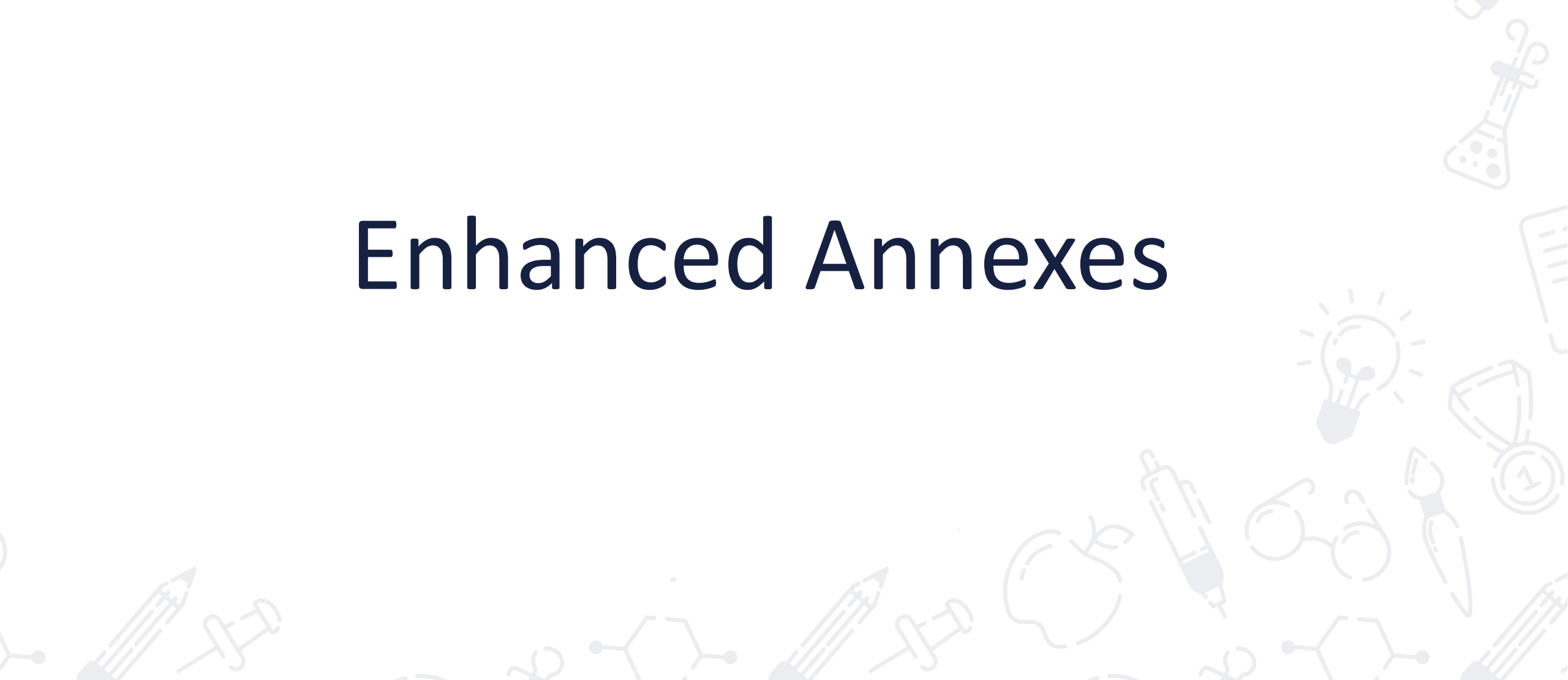
Identification of Service Locations/Command Post for each campus





## Annexes

# Enhanced Annexes





# Current Lockdown Template

[SCHOOL NAME] Emergency Operations Plan



## Lockdown Procedure Annex

### I. Purpose

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

### II. Responsibilities

#### A. School Incident Commander/Principal

- Make the following announcement using the building Public Address (PA) system, two-way radio, telephone or megaphone:

*YOUR ATTENTION PLEASE*

*WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.*

- Designate staff to call 9-1-1.
  - Identify the name and address of the school and describe the emergency.
  - State the school is locking down.
  - Provide intruder description and weapon(s) if known.
  - Identify the location of the school command post.
- Direct staff to **stay on the phone** to provide updates and additional information.
- Notify staff and classes outside to **immediately** move to the **off-site assembly area(s)**, account for the students and be prepared to move to a relocation site.
  - Notify the transportation director or contractual bus service to **stop all inbound buses** and **redirect** them to designated relocation site(s).
- Notify district office.

[SCHOOL NAME] Emergency Operations Plan



### B. Teachers

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

### C. Office Staff

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA, telephone, computer or other method.
- Assist the principal or incident commander to establish the school command post.

### D. Custodians

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

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



# St. Bernard Parish Districtwide Lockdown

## Andrew Jackson Middle – Emergency Operations Plan

### Lockdown Procedure Annex

#### Purpose

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

#### Responsibilities

##### Level I (YELLOW)

Level I Lockdown, or referred to as Yellow, signals that a threat to school staff and students has been identified as nearby but not directly on campus. This may include but is not limited to: Hazardous Materials incident nearby, missing student/person, or an incident or event within the surrounding community that has encouraged personnel to stay indoors (law enforcement search for fugitives, criminal activity in the area). In the event a Level 1 (Yellow) is ordered, the following actions should be taken immediately:

- All exterior doors to the building should be locked immediately.
- Access into the school should be restricted immediately.
- This level of lockdown allows for free movement and continued normal operations within the building students and staff are in.
- Teachers/staff should put a yellow indicator on all entry and exit points until all clear is given.
- No one is permitted to exit the building or unlock entry/exit points until an "all-clear" is directed by school administration or first responders.

##### Level II (ORANGE)

Level II Lockdown, or referred to as Orange, signals an immediate threat has been identified inside school buildings or on campus. This may include but is not limited to: Disgruntled employee or parent, a medical emergency requiring one or more student/employee to be treated/transported by first responders, or suspicious package. If a Level II (Orange) lockdown is ordered, the following actions should be taken immediately:

- Students and staff are instructed to proceed to the nearest classroom or office. Staff should lock the doors and instruct students to stay away from windows and doors.

If the threat is perceived as a criminal threat, teachers should do the following:

- Silence all electronics
- Lights, electronics, and other equipment should be turned off
- Record the names of all students present
- Remain in the locked classroom or locked area until further notice.
- No one is permitted to leave the locked classroom or room for any reason.
- Teachers/staff should put an orange indicator on the locked doors until all clear is given.
- School administration or uniformed law enforcement will give the "all-clear" to exit the classroom.

##### Level III (RED)

Level III, or referred to as Red, signals the school and its students are in imminent life-threatening danger. This may include but is not limited to: Active shooter (one or multiple) inside the school buildings or on campus, terrorism. If a Level III (Red) lockdown is ordered, the following actions should be taken immediately:



## Andrew Jackson Middle – Emergency Operations Plan

#### Teachers:

- Clear hallways and bathroom by room, usher students into the nearest room if possible.
- Lock ALL doors.
- Barricade the door with any large objects (desks, chairs, shelves) available.
- Record the names of students in your classroom.
- Keep students quiet and calm.
- Turn off all lights, electronics and anything that may make noise.
- No one is allowed outside of the classroom or to unlock doors until the incident commander or uniformed law enforcement give the "all clear."

If the threat makes it into the room/classroom: Teachers and students should utilize methods to distract the intruder from being able to accurately shoot or cause harm, such as throwing objects at the intruder.

#### School Incident Commander/Principal

- Make the following announcement using the school intercom system, two-way radio, telephone and/or megaphone:

*YOUR ATTENTION PLEASE.*

*WE ARE EXPERIENCING EMERGENCY SITUATION - ALL STAFF, STUDENTS AND VISITORS MUST GO INTO LOCKDOWN (INSERT COLOR) IMMEDIATELY.*

*FURTHER INSTRUCTIONS WILL BE GIVEN IN A MANNER AND TIME THAT IS SAFE FOR OUR CAMPUS.*

*ALL STAFF, STUDENTS AND VISITORS MUST GO INTO LOCKDOWN (INSERT COLOR) IMMEDIATELY.*

- Call 9-1-1 or designate a staff member to make the call.
- Hit the red button on the St. Bernard Sheriff issued tactical radio signaling an immediate life-threatening emergency.
  - Identify the name and address of the school and describe the emergency.
  - State the school is locking down.
  - Provide intruder description and weapon(s) if known.
  - Identify the location of the school command post.
- Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify district office.
  - District will notify the bus service to stop all any buses and to be prepared to redirect them to the Andrew Jackson Bus Staging Area for student and staff pick up and transport to the district reunification site.



## Andrew Jackson Middle – Emergency Operations Plan

### Active Shooter Annex

#### Purpose

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

Once law enforcement arrives, it is critical to follow the instructions of law enforcement officials. The school is a crime scene and requires a thorough search and processing.

An active shooter may require the activation of several operational functions or procedures, including:

- **Continuity of Operations (COOP)**
- **Evacuation**
- **Reunification**
- **Lockdown Procedure**
- **Mental Health and Healing**
- **Shelter-in-Place**

#### Responsibilities

##### School Incident Commander/Principal

- Direct staff to call 9-1-1. The following should be given to the dispatcher:
  - Give the name and exact location of the school
  - Nature of the emergency (Active Shooter/Intruder)
  - Number and description of intruders (if known)
  - Type of weapon(s)
  - Area of the school where last seen
  - Actions taken by the school (level of lockdown)
  - Whether there are on-site security or law enforcement officers (e.g., DARE, school resource officer)
  - Caller remains on the line to provide updates if directed by dispatch.
- Secure the administration office as a command post and retrieve critical information and data about the school's emergency systems, including:
  - Communications.
  - Staff and student locations.
  - Detailed floor plans.
  - The Andrew Jackson School EOP
  - Items and supplies that are prepared and readily available for use during the incident.
  - If the incident is occurring at the administration office, designate an alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via cell phone if possible.
- Notify the superintendent's office and request activation of the communications plan for media and parent notification protocols.
- Switch phone lines to direct all calls to the district office.





# Current Bomb Threat Template

[SCHOOL NAME] Emergency Operations Plan



## Bomb Threat Annex

### I. Purpose

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

Once law enforcement arrives, it is *critical* to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a **crime scene** and requires a thorough search and processing.

### II. Responsibilities

#### A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB threat call procedures and bomb threat checklist brochure: [http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)
- Make a record of the exact wording of the threat.
- Ask in a clear and calm voice:
  - Where is the bomb located?
  - What kind of bomb is it?
  - What will make it explode?
  - When will the bomb explode?
  - Who is calling (name and address)?
  - Did you place the bomb?
  - Why are you doing this?
- If the threat is made by phone, listen closely to caller's voice and speech patterns and to noises in background. Make a record of that information.

[SCHOOL NAME] Emergency Operations Plan



- If the threat is made by phone and the caller hangs up, *immediately dial \*69 [or the appropriate number]* to trace the call.
- Notify the incident commander/principal or designee and/or call 9-1-1.

#### B. School Incident Commander/Principal

- Notify law enforcement, fire and emergency services by calling 9-1-1 **[insert the actual sequence to dial 9-1-1 from your phone system]** if not already notified. Assign staff to meet and brief emergency responder agencies.
- Notify staff through the Public Address system:

*YOUR ATTENTION PLEASE.*

*A BUILDING EMERGENCY IS IN EFFECT.*

*ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.*

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.** *Or,* determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- If EVACUATION occurs, students and staff must be evacuated to a **safe distance outside** of school building(s) **Minimum 1,000 feet** is the general rule. [Consult with local law enforcement and fire officials.]
- Arrange for person who found a suspicious item to talk with law enforcement official.
- Notify the superintendent.
- Active communications plan to inform parents, media and community of incident as determined in consultation with law enforcement.

#### C. Teachers + Staff

- Check classrooms, offices and work area for suspicious items and report any findings to the school incident commander/principal.
- If a suspicious item is found – **DO NOT TOUCH IT.** Secure the area where the item is located.
- Account for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and exit routes to assembly area.
  - Open classroom windows and leave classroom doors open when exiting.
- Take attendance after being EVACUATED. Be prepared to report the names of any missing persons to school administration.
- Keep students together at the assembly area until given further instructions.



# St. Bernard Parish Districtwide Bomb Threat

## St. Bernard School District – Emergency Operations Plan

### Bomb Threat Annex

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

Once law enforcement arrives, it is critical to follow the instructions of law enforcement officials. The school is a crime scene and requires a thorough search and processing.

A bomb threat may require the activation of several operational functions and procedures, including:

- Evacuation Procedures
- Reunification
- Lockdown Procedure
- Mental Health + Healing

### Responsibilities

#### Bomb Threat via Phone Call

- Reference the DHS Bomb threat call procedures and bomb threat checklist (provided on next page).
- Make a record of the exact wording of the threat. If you can record the call, initiate a recording so that all details are captured. Remain calm and do not hang up, even if the caller does.
  - Listen closely to caller's voice and speech patterns and to noises in background.
  - Be polite and show interest to what the caller is saying.
  - Keep the caller talking for as long as possible.
  - Copy the number and/or letters on the window display of your phone.
  - Complete the Bomb Threat Checklist, write down as much detail as you can
  - If the caller hangs up, do not hang up! From a different phone, contact authorities immediately with information and await instructions.



## St. Bernard School District – Emergency Operations Plan

**BOMB THREAT CALL PROCEDURES**

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

**If a bomb threat is received by phone:**

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

**If a bomb threat is received by handwritten note:**

- Call \_\_\_\_\_
- Handle note as minimally as possible.

**If a bomb threat is received by e-mail:**

- Call \_\_\_\_\_
- Do not delete the message.

**Signs of a suspicious package:**

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected Delivery
- Poorly handwritten
- Misspelled Words
- Incorrect Titles
- Foreign Postage
- Restrictive Notes

**DO NOT:**

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

**WHO TO CONTACT (select one)**

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)
- 911

### BOMB THREAT CHECKLIST

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time Caller Hung Up: \_\_\_\_\_ Phone Number where Call Received: \_\_\_\_\_

#### Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

#### Exact Words of Threat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Information About Caller:

- Where is the caller located? (Background and level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

#### Caller's Voice

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disgusted
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

#### Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

#### Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

Other information: \_\_\_\_\_



## St. Bernard School District – Emergency Operations Plan

### Bomb Threat via Email, Letter/Note, or Suspicious Package

If the threat is made by note or letter:

- Call 9-1-1 and notify the Principal/Central Office.
- Do not touch the document, this is to preserve fingerprints, handwriting, typewriting, postmarks, and any other markings for forensic examination.

If the threat is made by email:

- Call 9-1-1 and notify the Principal/Central Office.
- Do NOT delete or close the message.

If a suspicious package item is found, look for the following signs and make note:

- No return addresses
- Excessive postage
- Stains
- Strange color
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

It is important to not use two-way radios or cellular phones. Radio signals have the potential to detonate a bomb. Also, it is important to not touch or move a suspicious package.

Notify the incident commander/principal or designee and/or call 9-1-1.

#### Superintendent/ Incident Commander/Principal Immediate Actions

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

YOUR ATTENTION PLEASE.

THERE IS A CAMPUS EMERGENCY SITUATION.

ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

TWO-WAY RADIOS AND CELL PHONES SHOULD BE **TURNED OFF**.







# Current Reunification Template

[SCHOOL NAME] Emergency Operations Plan



## Family Reunification Annex

### I. Purpose

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

### II. Responsibilities

#### A. School Incident Commander/Principal

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

#### B. Reunification Site Commander

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
  - Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.

[SCHOOL NAME] Emergency Operations Plan



- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
  - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- **Only release students to authorized persons after checking proof of identity and signing a student release form.**
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

### C. Teachers + Staff

- Provide a list of evacuated students to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted.
- Request help if needed.
  - Follow the instructions of the reunification site commander or designated staff and/or assist in staffing the site.

### III. Other Procedures

- Outline procedures for releasing students.
- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- Outline parental notification methods.



# St. Bernard Districtwide Reunification Plan

## St. Bernard School District – Emergency Operations Plan

### Reunification Site Operations

The Reunification Site Operations will be run jointly by the St. Bernard Parish School District Reunification Strike Team and parish and local emergency personnel. The St. Bernard Parish School District Reunification Process will rely on the traffic control points and first responders to keep parents in vehicles until they arrive at the area where reunification will take place. Operations will run like a carpool.

- Parents will follow all traffic control points and remain in their vehicles.
- Parents will WAIT in line until a member of the red team identifies and verifies them through JCampus.
- Parents will then follow directions of on-site personnel and GO through the green release gate once reunification is complete.

The intent is to create a visual component and increase awareness regarding progression through the process. All documentation for staff roles and responsibilities corresponds to the affiliated color code as do directional signs and instructions.

The Reunification Site will have identified **one holding** on the site for parents/guardians who are unable to immediately get to the civic center. Students will remain here for in person pick up.

- Parent/Student Holding Area (Student Release – at the Civic Center)

The Reunification Strike Team has clearly distinguished how these two groups will remain separated, with appropriate staffing and support. This can be found in roles and responsibilities of team members.

Reunification Strike Team members will wear colored vests that signify their current team assignment. Team members should sign into their team upon arrival. If reassigned to another team, the member should indicate the team check-out time and reassignment on the team sign-in/out sheet. Team members should change to a vest color consistent with the reassigned team and complete the reassigned team sign-in sheet. This process will allow the reunification team leader to shift staff to areas experiencing heavy traffic as needed. No staff member should change teams without the approval of leadership.



## St. Bernard School District – Emergency Operations Plan

### Roles and Responsibilities of District Reunification Strike Team

#### District Reunification Lead

The District Reunification Lead is responsible for overall management of the reunification team, collaboration with first responders onsite and overall oversight and execution of the process. The District Reunification Lead will be selected by the Superintendent, the role may be assigned to multiple staff members so that shifts may be established. This position will be responsible for the update of this functional annex or any changes in process/procedures. This position will also be responsible for ensuring necessary equipment and supplies are available, accessible, and ready for use at any given time.

#### School Liaison

The Liaison is appointed by the School Principal. If reunification is called for, this staff member will report to the District Reunification Lead once on site. This position will be responsible for serving in an informational role directly reporting to the District Reunification Lead. Any questions specific to District Office campus, staff, or student population will be best answered by a current staff member. This role will assist in student and staff accountability, current situation report from District Campus, upon initial arrival onsite, or other duties as directed by the Reunification Lead.

#### Reunification Operations

The Reunification Operations Lead is responsible for five functional areas/branches. These branches can be seen below:



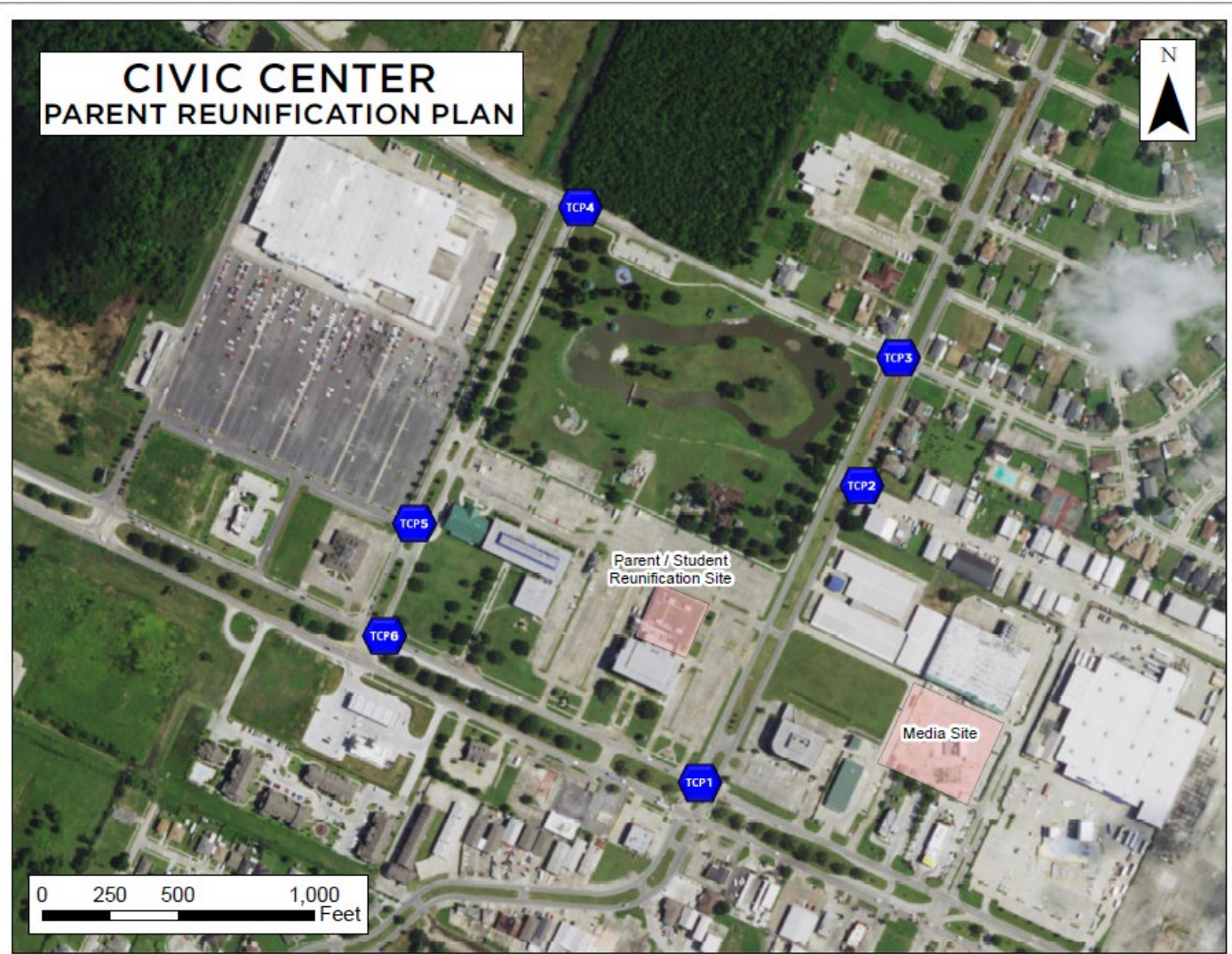
The Family Reunification Annex outlines the process of **Option A** or **Option B** Family Reunification for all schools in the St. Bernard Parish School District.

- This process ensures the safe, orderly, and documented reunion of students and families in the event of an emergency evacuation or school closing within the district.
- **Option A** should be chosen when no life-threatening injuries or threats to the campus(s) are imminent. Option A keeps parents in their cars throughout the process. This will run like carpool.
- **Option B** should be chosen in the event of an emergency evacuation or school closing within the district with **life threatening injuries, events, or deaths** taking place. This will provide space in the civic center for parents, staff, and students.





# Reunification Overview





## Additional Annexes Identified

- Foodborne Illness
- Lost Child
- Suicide
- Cyber Attack
- Infectious Disease
- Threats of Violence
- Barge Accident
- Districtwide Forms/Templates



# Foodborne Illness Annex

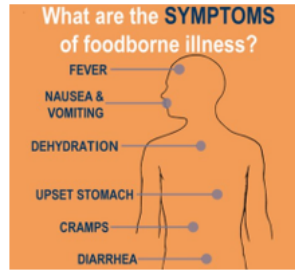
## St. Bernard School District – Emergency Operations Plan

### Foodborne Illness Annex

#### Purpose

The purpose of this annex is to ensure that there are procedures set in place in the case of an outbreak of contaminated food at one or multiple schools in the district.. Foodborne illness is caused by consuming contaminated foods or beverages or touching a contaminated surface. Many different disease-causing microbes or pathogens can contaminate foods. Most foodborne diseases are infections caused by a variety of bacteria, viruses, and parasites. The most common foodborne pathogens as stated by the CDC and the FDA are:

- Norovirus
- Hepatitis A
- Salmonella
- Shigella
- Escherichia coli (E Coli)



The food services and facilities throughout the St. Bernard Parish School District are monitored daily. All food brought into the district is sourced from inside the United States or locally to reduce the risk of contamination. The food service operations for the district closely monitor recalls in product/food to ensure no items exist in the supply food chain. Expiration dates are closely monitored, and items are discarded when expired.

Generally, it may take time to determine if a foodborne illness is present on campus. If more than 10% of the student population reports symptoms related to foodborne illness or are diagnosed with one, the following actions should be taken immediately.

#### Responsibilities

Steps to follow if a foodborne illness outbreak occurs at the school:

##### Cafeteria Staff

- Discontinue operations. At this point, it is hard to be sure of which food items are a risk, so stop the distribution of all food. Notify district immediately.
- Do not discard any food. All food, equipment, and other evidence will assist in determining the source of the outbreak.



## St. Bernard School District – Emergency Operations Plan

- Until the source of the outbreak is determined, the school may opt to execute a feeding plan that is bagged/package meals only until the hot serving line is clear to serve again. This allows for continued feeding operations.
- Notify the local regulatory authority.
- Comply with any investigations.

#### Incident Commander/Principal

- Notify district of possible foodborne illness situation.
- Notify district of number of students/staff impacted.
- Provide communication to students/parents in the form of email or send home materials/letter about foodborne illness presence on campus and ask for parents to report any additional illnesses/symptoms.
- Comply with any investigations.

#### Teachers/Staff/School Nurse

- Provide communication to students/parents in the form of email or send home materials/letter about foodborne illness presence on campus and ask for parents to report any additional illnesses/symptoms.
- Report to principal/administrative office any students with symptoms.
- Comply with any investigations.





# Cyber Attack

## St. Bernard School District – Emergency Operations Plan

### Cyber Attack Annex

#### Purpose

This annex focuses on procedures in place to protect District Office's students and staff, as well as other schools in the St. Bernard Parish School District before, during and after a cyber-related incident.

Cyber-attacks or incidents can be accidental or deliberate and may disrupt education and/or critical operations of the impacted school(s). The attack/incident may also expose personally sensitive information (PII) of students, teachers, and staff. These attacks can impact either the human (school population) or the physical/virtual (IT networks and systems) elements of the school and/or district. Some events may also lead to high recovery costs.

Currently, the most common types of online threats for schools within St Bernard Parish School District are:

- Data Breach
- Denial of Service
- Spoofing/Phishing (including Spear Phishing)
- Malware/Scareware (including Ransomware)
- Unpatched or Outdated Software Vulnerabilities
- Removable Media



The St. Bernard Parish School District can take a variety of actions to prevent, protect from, mitigate, respond to and recover from cyber threats. The below responsibilities outline actions that can be taken throughout the district to decrease risk and keep schools safe.

Depending on extent and duration, an attack may require the activation of the Continuity of Operations Plan (COOP).

#### Responsibilities

##### St. Bernard Parish School District

##### Before an Incident

- Develop and promote policies on responsible use
- Ensure data is stored securely
- Ensure access to the district wide network and systems is limited and ensure firewalls are created
- Continuous monitoring of networks

##### During an Incident

- Immediately contact the IT Manager or other member of the IT team
- Limit damage and work to preserve sensitive information
- IT and District Leadership will determine if outside assistance should be requested
  - If outside assistance is required, notify local law enforcement and the Louisiana State Police
- Notify all schools within the district of the incident, with a description of the attack to mitigate further damage or attacks



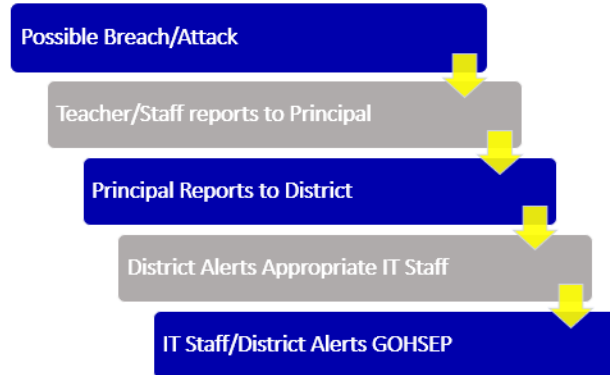
## St. Bernard School District – Emergency Operations Plan

#### After the Incident

- Determination of what the recovery process will look like
  - Identify people impacts
  - Identify systems impacted
  - Perform an After-Action Review to determine if policies and training may need to be revised or enhanced

#### School Leadership, Teachers, and Staff

- District Office will ensure teachers and staff are trained and up to date on proper cyber hygiene.





# Infectious Disease

## District Office – Emergency Operations Plan

### Infectious Disease Annex

#### Purpose

This annex provides guidance in the response to the onset and spread of an infectious disease within the district population. This annex should be used to promote the safety and wellbeing of students, staff, and visitors of this campus.

As the COVID-19 response has taught many schools, an outbreak of an infectious disease may require the activation of several operational functions and procedures, including:

- Continuity of Operations (COOP)
- Mental Health and Healing

| Diseases and Descriptions |  |
|---------------------------|--|
| Measles (Rubeola)         | A red, blotchy rash that usually appears first on the face and behind the ears, then spreads downward to the chest and back and finally to the feet. May be accompanied by fever, dry cough, runny nose, sore throat, and inflamed eyes.     |
| Meningitis                | An inflammation (swelling) of the protective membranes covering the brain and spinal cord. Symptoms include sudden high fever, stiff neck, severe headaches with nausea or vomiting, seizures, confusion, and more.                          |
| Mumps                     | Someone with mumps will show puffy cheeks and tender, swollen jaw. Symptoms will include fever, headache, muscle aches, tiredness, and loss of appetite.   |
| Norovirus                 | A very contagious virus that causes vomiting and diarrhea. Other symptoms include nausea and stomach cramping or pain.   |
| Hepatitis A               | A highly contagious liver infection caused by the hepatitis A virus. If infected the individual will show flu-like symptoms. More specific symptoms could include dark yellow urine and jaundice (whites of eyes and skin become yellowish). |
| Influenza                 | A viral infection that attacks your respiratory system — your nose, throat, and lungs. Symptoms include fever, chills, head and muscles aches, fatigue and weakness, sneezing, sore throat, and cough.                                       |
| Tuberculosis              | A bacterial infection that usually infects the lungs. Symptoms include prolonged coughing, coughing up blood or mucus, chest pain, unintentional weight loss, fatigue, fever, chills, and loss of appetite.                                  |
| Varicella (Chicken Pox)   | A highly contagious disease caused by the initial infection with varicella zoster virus (VZV). The disease results in a characteristic skin rash that forms small, itchy blisters, which eventually scab over.                               |
| COVID-19                  | An infectious disease caused by the SARS-CoV-2 virus. Symptoms may include fever or chills, cough, shortness of breath, fatigue, muscles or body aches, loss of taste or smell, sore throat, congestion, nausea or vomiting, and diarrhea.   |



## District Office – Emergency Operations Plan

#### Responsibilities

##### Superintendent/Incident Commander/Principal

- Regularly communicate with the school nurse to maintain the most up to date guidelines.
- Identify an area of the school where sick individuals could be isolated away from well students and staff to reduce the spread of illness

##### School Staff

- Communicate with the principal or school nurse to stay up to date regarding health guidelines.
- Teach students the importance of social distancing.
- Teach the students about good hygiene and the importance of washing their hands.
- Teach students that if they feel sick, it is important to let a teacher or school administrator know as soon as possible.

#### Additional Procedures to Consider

##### Social Distancing

It is important to educate students, staff, and their families the importance of social distancing when there is an outbreak of an infectious disease. When in school, there should be signs and visual markers to guide and encourage the students to social distance. These should be placed in high traffic areas like hallways, the lunchroom, the front office, and bathrooms.

Students should also be educated on social distancing in their home or in other public places if they or someone else is sick. If they have a family member that is sick with an illness that could easily spread, they should maintain at least 6 feet of social distancing when around this individual, if possible.

##### Isolation

It may be necessary to isolate sick students or staff with respiratory or gastrointestinal illnesses within the school if they begin showing symptoms during the school day. Keep these individuals away from well students and staff in a preidentified area of the school, until they are able to leave the campus.

It is important to educate unlicensed staff and school administrators on when to send home sick students and staff, in the case that the school nurse was not available. Creating a flowchart or different visual markers showing signs and symptoms of illness could also help stop the spread of these illnesses.

##### Cleaning

If there are one or more students/staff that have contracted an illness, it is important to clean then disinfect their areas. It is also important to wear gloves and wash your hands after, to not get sick yourself by doing this it is less likely that another individual is going to become sick by being in the same area as the sick individual.

It is also necessary to promote good hygiene to students and staff. By teaching students how to wash their hands, they're reducing the risk of spreading more germs. Also encouraging students to clean up their work areas could help slow down the spread of illnesses within the school.





# Threats of Violence

## District Office – Emergency Operations Plan

### Threats of Violence Annex

#### Purpose

The Threats of Violence annex ensures procedures are in place to assist the District Office staff, teachers, students and visitors in the event of a threat of violence toward staff and/or students. Threats of violence may include violent threats in the below situations made orally, electronically, or physically:

- Student to student
- Student to staff
- Staff to staff
- Parents to staff
- Domestic Violence or abuse of student or staff
- Suicide

#### Verbal Threats of Violence:

Verbal Threats of Violence are classified as a statement made to someone else in which the speaker declares that they intend to cause the listener harm, loss, or punishment. These statements may be made anywhere at any time on campus in any of the above listed situations.

#### Electronic or Written Threats of Violence:

Similar to Verbal Threats of Violence, Electronic or Written Threats of Violence are statement made to someone else in which the speaker declares that they intend to cause the listener harm, loss, or punishment. These threats are done online through social media, emails, or on written letters or drawings that may depict violence. Knowing how, when, and where to look for these types of threats is crucial to determining the risk to the school population.

#### Physical Threats of Violence:

A Threat is a Threat to Harm others with the intent to physically injure or harm someone else, potentially having a dangerous weapon with the intention to threaten with or use to commit assault.

Any threat to District Staff, Students, or visitors should be taken seriously and appropriate actions should be taken by the school and/or district if appropriate.

District Office shall appoint members of the staff to serve on a **School Threat Assessment Team**. At the discretion of the principal, this team will convene to identify, evaluate, determine, and address what may be considered a viable threat to the staff, students or visitors. This team has the authority to decide what actions are appropriate when a threat of violence situation arises on campus. This team is comprised of individuals selected by the district office.

Any threats may require the activation of several operational functions and procedures, including:

- Evacuation
- Family Reunification
- Lockdown Procedure
- Mental Health and Healing
- Reverse Evacuation
- Shelter-In-Place



## District Office – Emergency Operations Plan

#### Responsibilities

While it is the responsibility of all staff and teachers to recognize and report threats of violence, it should be regularly communicated with students that reporting serious threats of violence to a teacher, staff or the principal is not "telling on someone", rather it is ensuring the safety and well-being of fellow students, teachers and their families.

#### Superintendent/School Incident Commander/Principal/Teachers/All Staff

- Any information that may be considered concerning, troubling, or upsetting should be reviewed immediately to the District Threat Assessment Team.
- Upon receipt of the information on the verbal, electronic, written or physical threat of violence, the District Threat Assessment Team will decide what courses of action to take. These actions may be (but are not limited to):
  - Immediately calling 9-1-1 if the threat is credible or concerning enough that the team believes the district population is in grave danger. (This may include but is not limited to: Threatening social media posts, written letters/drawings/notes, verbal interactions that may escalate into causing harm).
  - Notify the district of the threat. This should include all details of the manner of the threat, and the details of the threat. The district will decide if sharing the information with other campuses is warranted.
  - If the threat is an evolving situation that can easily be de-escalated (i.e. a playground fight or angry parent), the principal or designee should immediately find additional staff to help de-escalate the incident.
- At the discretion of the principal or the District Threat Assessment Team, whoever makes the threat may be asked to report to the administrative office for further questions. This may lead to the need to call parents, guardians, or law enforcement.

Any threat should be taken seriously. The District Threat Assessment Team has the authority to decide any action to ensure the security, safety, and well-being of the district population.

#### Indicators for Possible Threats of Violence

|  |   |   |
|--|---|---|
| Excessive alcohol or drug use              | Unstable emotional responses  | Talks of previous incidents of violence                                 |
| Increased Absenteeism                      | Explosive outbursts of anger or rage                                    | Empathy with others committing violence                                 |
| Noticeable decrease in appearance/hygiene  | Suicidal; comments about things in the future or things to put in order | Unsolicited comments about firearms, other dangerous weapons, or crimes |
| Depression/Withdrawal                      | Paranoia behavior – "everyone is against me"                            | Reports from other students of odd behavior or concerns                 |
| Resistance to changes in procedures/policy | Talks of problems at home frequently                                    | Social media activity that is violent                                   |
| Increased mood swings                      | Escalation of problems in the classroom                                 | Drawings or notes that portray violence                                 |







# Districtwide Templates/Forms

## District Office – Emergency Operations Plan

### District Forms



#### Crisis Response Team Report to Superintendent for St. Bernard Parish Schools



Date of Report \_\_\_\_\_

Description of incident (include date, time, place)

\_\_\_\_\_  
\_\_\_\_\_

Immediate actions taken by Crisis Response Team

\_\_\_\_\_  
\_\_\_\_\_

Describe assistance provided by Emergency Services

\_\_\_\_\_  
\_\_\_\_\_

Describe Assistance provided by other community agencies/organizations

\_\_\_\_\_  
\_\_\_\_\_

Follow-up which has occurred/is occurring:

With Students \_\_\_\_\_  
With Faculty/Staff \_\_\_\_\_  
With Parents \_\_\_\_\_  
With Community \_\_\_\_\_

Recommendations to improve response to such crisis in the future:

\_\_\_\_\_  
\_\_\_\_\_

Principle Signature \_\_\_\_\_

Date \_\_\_\_\_



## District Office – Emergency Operations Plan



#### Evaluation of Crisis Response Team Intervention for St. Bernard Parish Schools



Indicate with an "X" the response which reflects your evaluation of the following:

- Speed of CRT's response to the crisis  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Comprehensiveness of CRT's response  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Effectiveness of team's responses in meeting students needs  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Assistance to the teachers in the classroom  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Quality of communication with the school faculty and staff  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Support and guidance to individual teachers and staff  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Assistance to the administrative staff  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Amount of time allocated for intervention  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Support to families in need  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_
- Communication of information to parents  
Ineffective \_\_\_\_\_ Adequate \_\_\_\_\_ Effective \_\_\_\_\_



## District Office – Emergency Operations Plan

### Death of a Student



*"Improving Tomorrow by Learning Today"*

Dear Parents,

Yesterday, we learned that one of our \_\_\_\_\_ graders, \_\_\_\_\_, died. Today at school each teacher read a short message about \_\_\_\_\_ to his/her classmates. We discussed what happened and how \_\_\_\_\_ died. Our guidance counselor and our school psychologist were available throughout the day to talk with any students that may have had a particularly hard time dealing with the news.

Any death is difficult for children to understand, \_\_\_\_\_'s death is particularly difficult due to his young age and the unexpectedness of this death. We recommend that you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at school and share your concerns.

The faculty and staff extend our heartfelt sympathies to the \_\_\_\_\_ family and to all of their friends. We, at the school, will miss \_\_\_\_\_ very much. He/She was our friend and we loved them dearly.

Sincerely,

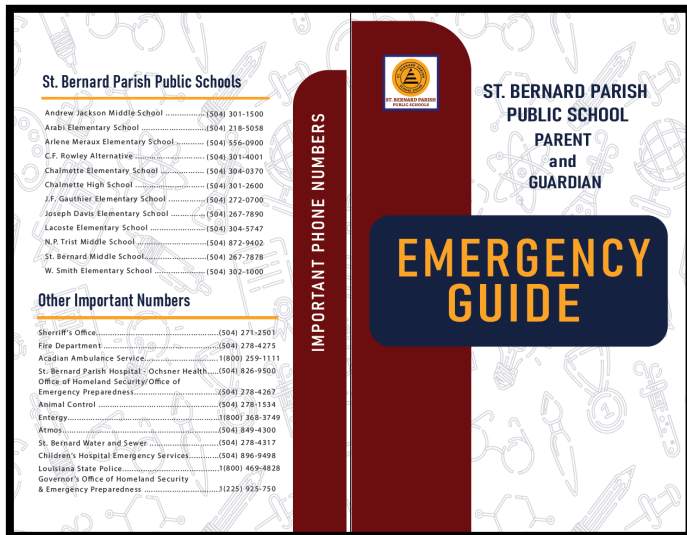




# Parent Guide - Overview

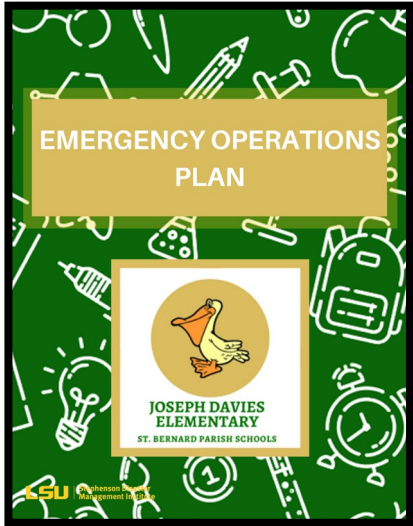
Parent Emergency Guide provides parents and guardians of St. Bernard School District students with important emergency information and school procedures. Information in the guides include:

- Superintendent’s Message
- Fillable Contact List
- List of Hazards Identified and Planned for within the District
- Overview of Emergency Measures in Place
- Overview of Reunification, Overview of Parent/Guardian Response Expectations
- Overview of Severe Weather, Threats of Violence and Active Shooter/Armed Intruder Procedures
- Listing of Important Phone Numbers (Schools and Emergency Numbers)



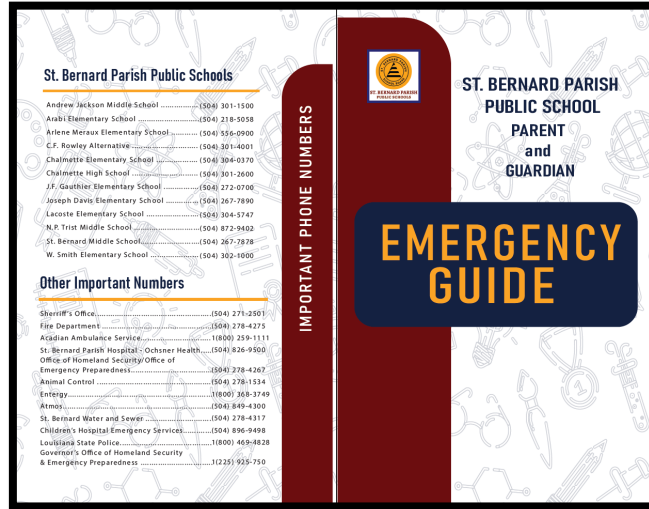
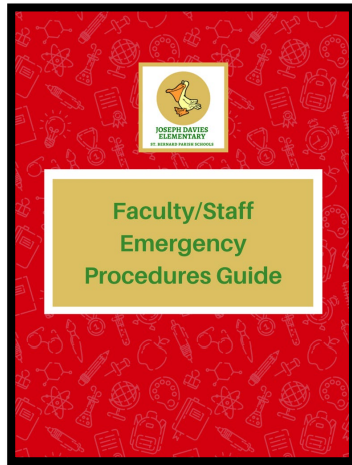


# St. Bernard Parish School District – Final Package



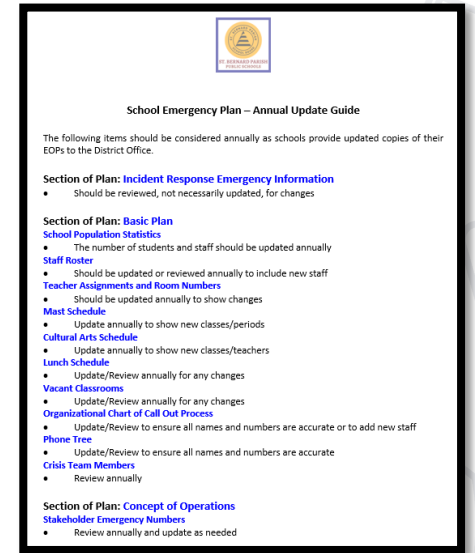
Custom EOP's for each school and the district

Faculty/Staff Quick Reference Guides for Emergency Procedures



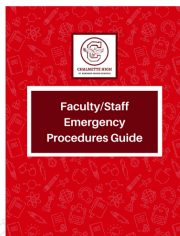
Parent Emergency Guide

Annual Update Guide/Checklist



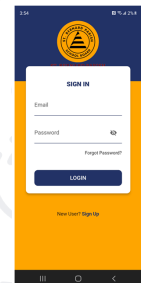
## AGENDA

- Emergency Procedures Guide Review/Orientation
- Contact Lists/Emergency Numbers
- Hazard Specific Emergency Procedures
- Functional Annex Procedures
- Training and Continuing Education Resources
- Training Staff on Procedure Guide
- Questions



Emergency Procedures Training for Staff

Custom Emergency Classroom Go-Bags

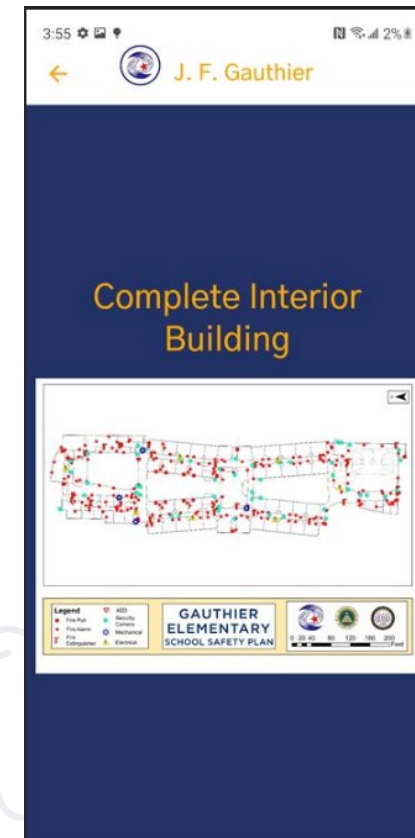
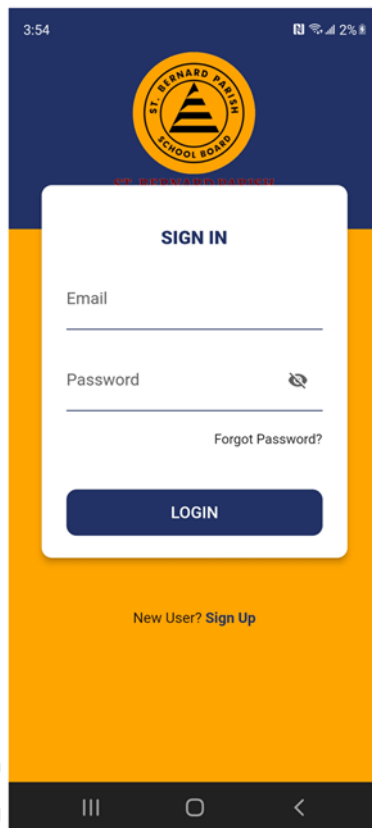


Custom App



# Custom Application Development

Creation of an application for iPhone/Android allowing for quick access to emergency numbers, plan information, maps, etc.





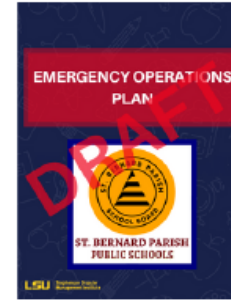
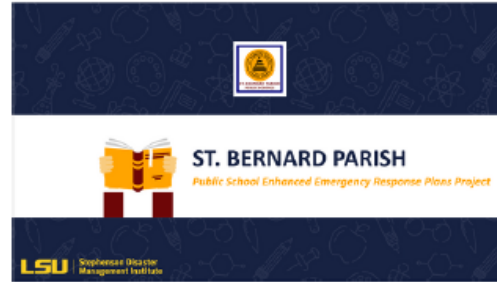
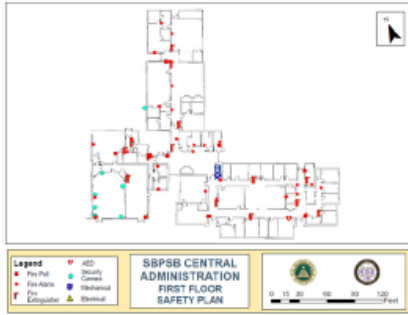
# Signing of Enhanced Emergency Operations Plans

Whole Community Approach!





# Whole Community Planning Approach



- April 2018 - September 2018**
  - Development of Enhanced School Floor Plans and Tactical Response to Improve School Safety

- November 2021- February 2022**
  - Initial Planning Meetings with District, Review of Current School Emergency Plans for individual campuses.
  - Individual Kick Off Meetings with Schools

- February 2022 - June 2022**
  - Additional Meetings with Schools as needed (Zoom)
  - Drafting of Emergency Plans

- July 2023**
  - Final Presentation of Planning Project
  - Faculty Staff Trainings on new Emergency Guides
  - Draft Plans to all Schools and District
  - Parish Council Meeting/Whole Community Plan Signing Event





Questions?

# Questions?





# SDMI at LSU Contact Information

## Contact Information

**Brant Mitchell, Director**

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**Ashleigh Dozier, Emergency Management Analyst**

[ashleighd@lsu.edu](mailto:ashleighd@lsu.edu)

