

SECTION VI

SYSTEM RESPONSE PROTOCOLS

Definition: Provides for the school's protocols for emergency responses.

Topics: Emergency Codes and Procedures; Evacuation Protocol; Notification of Parents Protocol; Family Reunification Protocol; Emergency School Shelter Protocol; Media Protocol; Communication Equipment Protocol.

A. EMERGENCY CODES AND PROCEDURES

The Decatur County Schools will use the following emergency codes to communicate immediately and effectively with all personnel and students in the facility. These codes are being standardized to help the system substitutes, staff transfers, and regular staff that work in multiple locations understand and properly utilize these codes during a crisis. The school will inform all school system employees and students of emergency procedures and codes. These will include training and drills.

The building administrator will be the main authority to initiate building lockdown and evacuations. Each building administrator will designate several key personnel who are authorized to make such a decision. All designees will be made aware of their responsibility and the scope of their authority to act. Throughout the remainder of this section, such individuals would perform the duties listed for the building administrator when the situation dictates. They would then be relieved of such responsibility upon the arrival of the building administrator. A school employee who has such authority to act should be on duty at all times when the facility is occupied.

1. Normal Operations (Day-to-Day Activities)

- a. Conduct normal day-to-day activities including instructional activities, field trips, student sign in and sign out, etc.
- b. Continue normal school safety measures such as inquiring about suspicious persons, ensuring exits and entrances are secure, etc.

2. **Code Grey (Impending Severe Weather)**
 - a. Examples of situations where Code Grey protocol may be initiated: thunderstorm watch and warnings, tornado watch, hail storms, high winds, winter weather events, flashfloods, etc.
 - b. Review the emergency procedures and have them posted in all rooms.
 - c. Monitor weather bulletins including weather radios, TV and/or radio news broadcasts.
 - d. Keep staff informed concerning the weather situation.
 - e. Notify teachers in portable classrooms.
 - f. Move students from portable classrooms to specified areas.
 - g. Activate “spotters” when appropriate.
 - h. Remove all students and staff from portable classrooms during all “warning” alerts.

3. **Code Blue (Heightened State of Security/Preventive Lock-down Protocol)**
 - a. Examples of situations where Code Blue protocol may be initiated: weapons on campus, bomb threats, fights that involve numerous individuals, weapons or is gang-related, a major crime or police chase near the school, and civil disturbance that pose a threat to students and staff.
 - b. The building administrator will inform all school staff that the Code Blue protocol is being implemented by use of the classroom teacher phone or the intercom. Measures should be taken to ensure that personnel in the outlying buildings or areas without intercom/phone/radio capability are notified in person. Staff should be briefed through a designee in person or via a written memorandum regarding the situation.
 - c. If a bomb threat has been verified, all wireless communication should be terminated immediately. All radios and cell phones should be turned off until clearance has been given.
 - d. All students shall be kept in the classroom with the door locked during each class period while the protocol is in effect.
 - e. If students are not in class at the time the code is announced they should proceed to their assigned class. Teachers will lock their classroom doors once the hallways near their rooms are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger via the intercom system or classroom phone.

- f. Students will not be allowed to leave classrooms unless the teacher obtains authorization from the main office.
- g. Teachers should brief students that the school has been placed on a heightened security status as a precaution and that no imminent danger has been detected. Students should be given instructions as appropriate as to what they should do during the Code Blue. School staff not assigned to classroom duties should follow the school's procedures for limiting access to their workplace. They should also report any suspicious activity to the main office immediately.
- h. The situation may necessitate that all personnel and activities outside the building should be moved to an indoor, secured area unless otherwise instructed by the building administrator.
- i. While the Code Blue is in effect, teachers should only open classroom doors for school staff members unless clearance is obtained from the main office.

4. Code Orange (Heightened State of Security Requiring Evacuation)

- a. Examples of situations where Code Orange protocol may be initiated: a bomb threat has been deemed as real, release of chemicals that adversely affect the health and safety of students or staff; and any other event that requires the evacuation of the building.
- b. The building administrator will inform all school staff that the Code Orange protocol is being implemented by use of the classroom teacher phone or the intercom. Measures should be taken to ensure that personnel in the outlying buildings or areas without intercom/phone/radio capability are notified in person. Staff should be briefed through a designee in person or via a written memorandum regarding the situation.
- c. If a bomb threat has been verified, all wireless communication should be terminated immediately. All radios and cell phones should be turned off until clearance has been given.
- d. All students and staff shall evacuate the building immediately and proceed to their assembly areas.
- e. Once at their assembly areas, teachers should report the status of their students and staff to the building administrator. Runners, color code signs, and verbal communication may be utilized. Teachers should quickly select an appropriate emergency status card from their classroom roster book and hold it up for responders to view. The green card should be used if all students currently under the teacher's supervision are accounted for and the protocol has been properly implemented. The yellow card should be used if any students who are in

attendance are not present at the assembly area or if the teacher has any critical information regarding the crisis situation. The red card should be used if anyone at the assembly area is injured or otherwise requires immediate medical assistance.

- f. Staff shall carry their “to go box” with them to their assembly areas. Current student roster and emergency contact information is required anytime the building is evacuated.
- g. If students are not in class at the time the code is announced they should proceed to their assembly area.
- h. Students will not be allowed to leave their assembly areas unless the teacher obtains authorization from the main office.
- i. Teachers should brief students that the school has been placed on a Code Orange. Students should be given instructions as appropriate as to what they should do during the Code Orange. School staff not assigned to classroom duties should follow the school’s procedures for evacuating the building. They should also report any suspicious activity to the main office immediately.
- j. The situation may necessitate that all personnel and activities outside the building should be moved to an indoor, secure area or to another outside assembly area unless otherwise instructed by the building administrator.
- k. While the Code Orange is in effect, teachers should only return to their classroom when clearance is obtained from the main office.

5. Code Red (Actual Crisis Response Protocol)

- a. Examples of situations where Code Red protocol may be initiated: shots being fired on or immediately adjacent to the campus, a stabbing on campus, an explosion near but not on campus, a hostage situation or armed barricaded subject on or immediately adjacent to the campus, natural disasters, hazardous materials incidents, or threats involving weapons of mass destruction which indicate immediate danger, and a civil disturbance that is out of control.
- b. An authorized person will announce over the intercom that the Code Red protocol is in effect. Runners may be sent, if it is safe to do so, to ensure that personnel in outlying building and outside areas are notified.
- c. Teachers will immediately lock their room and advise students to move away from doors and windows, and sit on the floor.
- d. If they are not in class at the time the protocol is announced, students should proceed to their assigned class. If it appears unsafe to proceed to their classroom, students should proceed to the nearest classroom. Teachers will lock their doors once the hallways near their classroom are clear of students. If

teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger via the intercom system or classroom telephone.

- e. School staff not assigned to classroom duties should follow their assigned duties.
- f. Personnel who are engaged in outdoor activities when the protocol is announced will need to make a prompt determination as to whether it is safer to attempt to enter the building, to take shelter, or to leave the campus to seek shelter in the safest place available. If the decision is made to leave the campus, school employees and students present should move as quickly as possible. A list of all who are evacuated should be made by the staff member present as soon as it is safe to do so.
- g. Teachers should brief students that the school has been placed on a heightened security status as a response to an apparent crisis situation. They should advise students to remain quiet until more can be learned about the situation. Teachers should then begin calmly and quietly reviewing emergency evacuation procedures with students to prepare them for possible evacuation.
- h. Students should not be allowed to leave the classroom unless the teacher receives instructions from the main office.
- i. Teachers should not open the door to any classrooms unless they are instructed to do so by a staff member that they recognize by sight or voice. A code word is recommended to ensure that only authorized personnel are allowed in the room. Emergency response personnel may enter the room by using a master key.
- j. Teachers should quickly select an appropriate emergency status card from their classroom roster book and slide it under the door. A card should also be placed in the outside window. The green card should be used if all students currently under the teacher's supervision are accounted for and the protocol has been properly implemented for that room. The yellow card should be used if any students who are in attendance are not present in the room or if the teacher has any critical information regarding the crisis situation. The red card should be used if anyone in the room is injured or otherwise requires immediate medical assistance.

6. Code Green (Return to Normal Operations)

- a. Once danger has passed, the building administrator may be able to put the school back to normal.
- b. The return to normal protocol should be used when:
 - 1. There is no indication that an above normal level of danger exists.

2. Further measures such as evacuation will not be needed.
3. It is possible for the functions of the school or department to continue.
- c. The building administrator will announce that the Return to Normal Operations (Code Green) is now in effect via the intercom system.
- d. The building administrator may wish to make a brief announcement to inform school employees and students of the reason the other codes were utilized. This will often help prevent rumors from causing undue alarm within the school.
- e. In some cases, it may be advisable to prepare a brief written statement to send home to the parents to provide them with an accurate account of what the school did to provide a safe environment during the situation. Building administrators may wish to consult with the system's coordinator for guidance in this area.

7. Fire Alarm (Ringing of the Fire Alarm)

- a. Every school is required by Georgia State Law to have an alarm system. This alarm sound should be distinct from any other warning signals used within the school.
- b. In case of malfunction, an alternate alarm system should be available (e.g., whistle, bullhorn, etc.). Students and personnel should be available with the alternate alarm.
- c. The return signal to the building will be at the discretion of the principal. The return signal should not be sounded on the Fire Alarm or the school bell.
- d. Refer to Section XI – Accidents; Section B (Fire), for details in responding to fire alarm events.

B. EVACUATION PROTOCOL

When it is necessary to evacuate a school building, the evacuation will be signaled by either a fire alarm, Code Orange or other coded phrase using the public address system. The phrase Code Orange will be used to notify the staff of a bomb threat or explosion. The administration team will use the information to do a team search or evacuate the building.

1. Preparedness

- a. Each school will identify at least four (4) assembly points (North, South, East, West) a minimum of 1,000 feet away from the school in the event it becomes necessary to evacuate the school campus.
- b. Establish the desired evacuation routes to the four assembly areas on an evacuation plan.
- c. Provide for the evacuation of special needs individuals.

- d. Maintain a copy of the evacuation plan at the administration office and other areas of the school so that teachers and administrators can evacuate with it and be able to refer to it outside. A copy will be placed in the school “to go” box.
- e. Staff, faculty and students will be oriented to their specific duties, requirements and responsibilities should an off-campus evacuation becomes necessary.
- f. The public address system will be the primary means of notifying building occupants, when possible. In the event the public address system fails the announcement of an evacuation will be made by a bullhorn, or by other effective means of communication.

2. Response

- a. Maps including primary and secondary evacuation routes will be posted in all classrooms. For security reasons, school staff members will only know assembly areas.
- b. Teachers will bring their class record books with them.
- c. Teachers will ensure that all students are out of their classrooms and adjoining restrooms and workrooms.
- d. Teachers will close the doors after following their students out of the building.
- e. The first student in line will be instructed to hold open the exit door(s) until all persons in the class have evacuated. This procedure is to be continued until the building is clear.
- f. Classes will proceed to their designated assembly areas. Once there, teachers will make note of students who are not present and furnish those names to school administrators as soon as possible.
- g. Teachers will display their emergency status card from their roster book/to go box. The cards should be displayed as follows:
 - 1. A green card will be displayed if a teacher has all persons assigned to them present and has no needs or concerns.
 - 2. A yellow card will be displayed if a teacher needs to receive or communicate information or concerns. This may also include a student who is unaccounted for.
 - 3. A red card will be displayed if a teacher has an immediate need, such as a person with a medical emergency or if a teacher has immediate knowledge about the incident at hand.
- h. Teachers will remain with their class until the administrator sounds an “all clear” signal.
- i. Administrators will establish and assign personnel to a management post at the evacuation site to assist in the

collection of critical information and the management of students and staff.

- j. Administrators will gather lists of unaccounted students from staff members to provide to the lead administrator and emergency response personnel.
- k. Identify the location of classes in the assembly area to facilitate the orderly location of students for parents wishing to pick up their children.
- l. Direct parents to the family reunification site to pick up students.
- m. Maintain contact with police/fire departments to stay informed about conditions at the school site.
- n. When an off-campus evacuation is called, teachers will follow the same basic steps as outlined in evacuating the school building.

C. NOTIFICATION OF PARENTS PROTOCOL

- a. Every school should have a method by which parents and the public can be notified of school emergency situations.
- b. Arrangements with local and television stations to broadcast emergency bulletins should be established. All television and radio stations will be notified by the Superintendent or his/her designee.
- c. At the beginning of each school year, parents should complete a questionnaire to advise the school administration whether children are to be sent to their homes, to neighbors, or maintained in the custody of the school in the event of a disaster. The questionnaire should include the parents' home and business phone numbers, any other contact numbers, and the name and phone number of each child's doctor (or hospital, clinic, etc.).
- d. The school's emergency policy and plan will be made available for review by parents and students request. Under extraordinary circumstances when parents cannot be notified, the administration will act at its own discretion.

D. FAMILY REUNIFICATION PROTOCOL

- a. The incident commander will advise the incident scene commander that the decision to implement the protocol has been reached and to begin setting up the bus evacuation staging areas.
- b. The school system liaison shall advise the Transportation Director via phone or radio to begin routing school buses to the evacuation staging areas.
- c. The designated person(s) shall notify the Decatur County Emergency Management Agency of the pre-designated site and establish the site.
- d. The Decatur County Emergency Management Agency Director shall notify the 911 Center to have the law enforcement mutual aid

- implement its protocol for routing traffic to the site and managing traffic control functions at the site.
- e. The designated person(s) shall request that they begin dispatching system-wide crisis response team members from the county office and other schools to the Family Reunification Site. They shall also advise all schools to institute a heightened state of awareness if the incident involves a violent weapons incident.
 - f. The Decatur County Emergency Management Agency should contact the Georgia Emergency Management Agency and request that GEMA personnel be dispatched (1-800-TRY-GEMA).
 - g. The designated person(s) will provide the media detailed written instructions to read to the public in order to direct concerned loved ones to the Family Reunification Site. The designated person(s) will provide periodic updates to the media as available and as needed.
 - h. Upon arrival of buses at the incident scene evacuation staging areas, public safety personnel shall begin loading groups of students and staff on each bus for evacuation to the Family Reunification Site. When possible, buses shall be escorted to the site by law enforcement personnel. When en route to the site, a school staff member shall prepare a list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
 - i. Upon arrival of the Family Reunification Site, the designated person(s) shall:
 1. Establish a command post.
 2. Organize the numerous public safety and mental health personnel who will be responding to the site.
 3. Check the identification of all non-uniformed personnel who arrive to provide assistance.
 4. Secure an area for arriving students and staff away from waiting family members.
 5. Set up a sign out area.
 6. Set up a media staging area.
 7. Keep evacuees on buses until they can be signed out to waiting parents/guardians one bus at a time.
 8. Only release students to authorized persons using sign out procedures.
 9. Insure that each parent/guardian receive an information sheet regarding traumatic stress reaction.
 10. Instruct parents/guardians to leave the site to make room for others once they have signed out their student.
 11. Students who do not have a parent/guardian waiting to pick them up will be taken to a secure area until an authorized person arrives to pick them up.

E. EMERGENCY SCHOOL SHELTER PROTOCOL

- a. During an emergency or disaster, people evacuated or left homeless may need temporary shelter. Most school facilities are adaptable to accommodating groups in these circumstances. Classrooms, cafeterias and gymnasiums provide shelter space; kitchens are already set up for mass feeding; and school vehicles may provide transportation for victims and emergency supplies. An agreement to permit the use of school resources, grounds and structures during such emergencies have been signed by the School Superintendent and local government officials.
- b. Each school should maintain an inventory of available space and an assessment of the capacity of the facilities to accommodate disaster victims. This inventory should be provided to local governing officials and the Emergency Management Director for use during an emergency or disaster.
- c. Designation of emergency shelter facilities should be made by school officials in coordination with local officials, Emergency Management and private relief organizations (e.g., American Red Cross, Salvation Army).
- d. Open communications will exist between public safety personnel and school administrators so schools will be notified about crises taking place in the school safety zone. These situations may require schools to take immediate action if needed.
- e. Community groups that utilize a school campus for other purposes such as voting, after-school programs, etc., must follow the system/school safety guidelines.

F. MEDIA PROTOCOL

- a. The Superintendent will be the designated person to work with the media. All media requests will be directed through the Superintendent, the local administrator and/or the Coordinator of School & Community Relations.
- b. At no time will students be interviewed without parental approval. When requests for student interviews are granted, the interview will be completed with minimum loss of instructional time, minimum interruption in the learning environment, and with the approval of the Superintendent's office.
- c. Teachers and other employees are free to grant interviews with the media when the interview will not interrupt the employee's responsibilities. School administrators should be informed of all interviews, if possible.
- d. The school system will assign a location for the media which is convenient for them and which will meet the requirements of both the media and school personnel.
- e. As soon after an emergency as is reasonably possible, the Chairman of the Board, the Superintendent and other involved

administrators will meet to establish relevant position statements on topics about which the media will have questions.

- f. The Assistant Superintendent of Instruction and the Coordinator of School & Community Relations will prepare notes for speakers involved in news conferences and will prepare written statements for the press.
- g. The Coordinator of School & Community Relations will provide the media personnel with media guidelines established by the school system.
- h. The school system maintains a list of local newspapers, radio stations and television stations. A list of state-wide newspapers, radio stations and television stations is also maintained. Both lists contain the names of contact persons, telephone numbers and fax numbers. When an emergency occurs, those contacts are notified and plans begin to accommodate their need to gather information about the emergency.
- i. The school system should utilize pre-designed press releases to ensure the information is consistent, timely and accurate. Sample press releases are located in the appendices of this plan.

G. COMMUNICATION EQUIPMENT PROTOCOL

The primary objective for establishing effective communication during an emergency is to collect all information relevant to the persons and events involved in the emergency, and to disseminate all appropriate information to parents, families, law enforcement agencies, medical service agencies, print and electronic media representatives, the general community, and others. By effectively managing communication, the system can provide necessary services to its students and staff, and to the families of those persons. In addition, the effective dissemination of information will counter problems caused by unfounded rumors. Each school in the system will be prepared for effective communication when an emergency occurs. The following items will be placed in each school for such purposes:

- 1. At least two telephone lines with published numbers.
- 2. At least one telephone line with an unpublished number.
- 3. At least one data line attached via modem to the school computer.
- 4. All RJ11 jacks for telephone and computer lines.
- 5. All wall jacks located and marked with wall stickers.
- 6. A strong recommendation that telephone systems be upgraded to stay active when power is out.
- 7. At least one portable telephone.
- 8. Walkie-talkies for the principal, assistant principal and other staff that patrol the buildings and grounds (such as custodians).
- 9. Walkie-talkies for teachers who have classes on remote areas of the campus (such as physical education classes).
- 10. A bullhorn that recharges its batteries when not in use.

11. Computer access to the system electronic bulletin board system (via modem).
12. Intercom systems with teacher-initiated call capabilities from each classroom.
13. An emergency communication kit that will contain an abundant supply of batteries (all appropriate sizes), telephone line with RJ11 connectors on each end, a list of all district telephone numbers, BBS numbers, FAX numbers and others.
14. A current backup copy of all student computer files (on diskette format that can be loaded immediately into a portable computer).

In the event of a school emergency, the system will provide additional information capabilities. When system staff arrive at the school, they will bring a portable facsimile machine, a portable computer with modem, portable telephones, and walk-talkies. School system staff may also provide other communication devices, as needed or requested.

SECTION VII

ROLES AND RESPONSIBILITIES

Definition:	Outlines the roles and responsibilities of the school system if an emergency/disaster affects its schools or its occupants.
Topics:	System-wide; Individual Schools; Individual Departments; Individual Positions.

A. SYSTEM-WIDE

The State Department of Education by its policies requires that each local school system develop and implement an emergency preparedness/crisis plan. The local school superintendent is ultimately responsible for the program. The superintendent must rely on key management personnel to assist in preparing and implementing the program. The Director of Safety and Security has been authorized by the Superintendent to prepare a written plan, organize activities for the program, and direct activities of the plan.

A team has been organized for the purpose of implementing and coordinating an Emergency Preparedness/Crisis Program. The team will consist of a representative from each department as chosen by the Director of Safety. Individual responsibilities are clearly outlined in the program and are to be used as guidelines.

This Emergency Preparedness/Crisis Plan has had community input from the following: emergency management, Sheriff, police, fire department, parents, teachers, students, community leaders and central office staff.

B. INDIVIDUAL SCHOOLS

Each school will ultimately be responsible for developing a disaster plan to meet its own special requirements. This is because every school/department is unique in location, internal construction and resources. The site plan should include the following: safety response team assignments, contact information, evacuation routes, site and floor plans, family reunification site, etc.

To round out an effective preparedness program, emergency instructional materials should be worked into the regular curriculum. The result will increase the effectiveness of responses to the school disaster plan to

having confident, well-informed students prepared to react sensibly in an emergency. It will also give them more self-confidence to have with them when away from the protective school environment, where there is often no familiar adult with directions to help should disaster strike.

C. INDIVIDUAL DEPARTMENTS

Outlined below are the roles and responsibilities for individual departments within the school system.

1. Transportation

- a. The Transportation Director will supervise all transportation. He/she will coordinate and direct transportation services for injured persons and members of their families.
- b. No student will be released to any adult without authorization from an administrator. Upon direction from the supervising administrator, arrangements will be made for the safe dismissal of all students.
- c. The decision to transport students in other than authorized school vehicles will be made by the Superintendent for his/her designee.
- d. Each school will designate a safe holding area, which is located in close proximity to the school, for students to wait for the arrival of buses and/or parents. This area will be kept free of vehicle traffic. Each school will designate an off campus Family Reunification Site.
- e. The school system will include bus drivers in their manual emergency training activities.
- f. The number and capacity of system owned buses available for an immediate or delayed response to an emergency call will be maintained at the system's Transportation Department.
- g. A list of all bus drivers and alternates means of contacting, and those who could be expected to respond to an emergency call will be on file at each school and at the system's transportation department.
- h. Determination of alternate routes.
- i. Instruct children in emergency bus evacuation procedures. All schools in accordance with state standards have practiced the emergency evacuation procedures on all school buses. All school principals have confirmed this drill in writing with a copy on file in the Transportation Department.
- j. Be prepared to render first aid. All school buses will have a first aid kit available for emergency use. All school bus drivers have been instructed in simple first aid.

- k. Inform administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans. All system buses are equipped with two-way radios. This system is available to alert all school bus drivers to changing conditions in case of emergencies.
- l. Informed of alternate routes by which students could reach homes, shelters or evacuation assembly routes.
- m. Keep emergency equipment and telephone numbers on the bus.
- n. Be aware of emergency shelter facilities along routes and within local areas. These shelters will be announced to buses via two-way radios and a list of shelters will be given to each school bus driver.
- o. Keep vehicles serviced and ready to transport evacuees (students and others) when an emergency situation is anticipated or has occurred.
- p. Other essential elements will be considered:
 - 1. Grouping of stops due to time will be given consideration.
 - 2. Students who normally walk will be provided transportation.
 - 3. Bus drivers are instructed to notify school authorities if route has to be changed because of an emergency.
 - 4. Bus drivers are instructed in what to do in case of a breakdown or emergencies.
- q. Field trip rosters containing the names of all staff/students who will be participating in the field trip will be created. The roster will include information about the bus number, the students traveling, and the grade or homeroom teacher for quick reference. A copy will be kept on each bus and with the school administrator.
- r. Emergency medical information for each student will be carried on each field trip.
- s. It is recommended that each student wear some type of identification tag at all times during the trip, especially elementary school children.
- t. Chaperones will be provided with some form of communication capability such as a cellular phone and phone number list.
- u. Field trip request forms completed by each custodial parent must be on file for a student's participation on the field trip.
- v. Counselors, social workers and psychologists will develop a crisis plan for assisting all schools and families affected by a field trip disaster.

2. Maintenance

- a. Inspect facilities for structural safety and report defects. These reports should be processed through the Maintenance Department as a top priority.
- b. Identify shut-off valves and switches for gas, water and electricity and post charts so that other personnel may use them in an emergency.
- c. Post location of all protective equipment.
- d. Instruct all school staff in the use of fire extinguishers.
- e. Maintain an inventory of tools and equipment.
- f. Advise school disaster planning committee of hazardous and protective areas of school facilities, available emergency equipment and alternate power sources.

3. Food Services

- a. Maintain adequate supplies of food and water for emergency use.
- b. Rotate supplies to ensure freshness.
- c. Train in mass feeding practices under emergency conditions in accordance with school emergency shelter policy.
- d. Practice kitchen safety laws, rules and regulations at all times.

4. Guidance and Related Services

- a. Help in developing the school emergency/disaster preparedness plan.
- b. For a Crisis Intervention Team with defined roles, train team members, identify at-risk students, make appropriate referrals, work with families on stress issues, provide individual and group crisis counseling, and teach staff and families to recognize effects that emergency an/or disasters have on children.
- c. Assist individual children with emotional needs resulting from emergency and/or disaster situation.
- d. Assigning counselors to shelters.
- e. Communicating information with other school personnel.
- f. Coordinating with psychological services in providing for the emotional and psychological needs of students on-site or housed in shelters.

5. Exceptional Children Services

- a. Students who are dependent upon wheelchairs must be moved individually; one adult assigned to each student. The emergency shelter must be barrier free.

- b. Students with mental disabilities may be relocated as a group under the supervision of their teachers and paraprofessional(s). One adult per 6-8 students.
- c. Visually impaired students are located in regular and special education classes. In most instances these students will be the responsibility of regular education teachers. Every school with visually impaired students must assign an adult to supervise their removal from hazardous conditions. The ratio will be 1 adult per 3-4 students.
- d. Hearing impaired students must be provided with interpreters who will be in most cases, their teachers and classroom paraprofessionals or 2 adults per class.

6. Psychological Services

- a. Provide individual/group counseling to “at risk” students.
- b. Provide staff/faculty with guidelines to:
 - 1. Identify “at risk” students.
 - 2. Differentiate worry reactions from abnormal ones.
 - 3. Facilitate open discussion of the situation.
 - 4. Set expectations of how students, staff, etc. typically react to sudden tragic death.
 - 5. Provide suggestions as to how to deal with lectures, tests and classrooms discussions for the next few days.
 - 6. Provide follow-up support as needed.

D. INDIVIDUAL POSITIONS

Outlined below are the roles and responsibilities for individual positions within the school system.

1. Superintendent- Dr. Fred Rayfield

- a. Appoints a System Coordinator for hazard/emergency preparedness.
- b. Establishes directions and time frame in drills for various emergencies.
- c. Enable principals and staff to be trained in first aid procedures.
- d. Initiate, administer, and evaluate emergency preparedness programs to ensure the coordinated response to all schools within the system.
- e. Identify emergency agencies, and list them in the following order: agency name, person in charge and telephone number. Consult with local emergency management to analyze system needs with regard to disaster preparedness. This includes fire, police, emergency management and medical personnel.

- f. Direct all operations of the system in the management of the emergency. The Associate Superintendent will take over in his or her absence. The Assistant Superintendent of Instruction will take over in the event both are absent.
- g. Gather information from all aspects in the emergency for use in making decisions.
- h. Coordinate and direct persons with predefined assignments.
- i. Establish and implement plan for crisis care, form and coordinate crisis care team.
- j. Maintain an active file of helping agencies within the community; the names of a contact person will be included.
- k. Create letters to notify parents of continuing care that is available to students; available care will include local and State agencies, as well as school-based care.
- l. Develop an information sheet for parents, teachers, and others; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.
- m. Assist with planning a community forum for follow-up activities.
- n. Handle overflow telephone calls at the emergency site.
- o. Receive dignitaries who come to help or gather information.
- p. Confer with staff and faculty; coordinate briefings for staff and faculty.
- q. Plan and implement monthly meetings with staff, faculty and administrators.
- r. Make recommendations regarding the restarting of school activities.
- s. Develop a schedule for activities for the first day of school following the crisis.
- t. Maintain follow-up activities such as referrals for help outside the school services setting.

2. Assistant Superintendent for Instruction- Dr. Suzi Bonifay

- a. Set-up the system command center at the school involved in the emergency.
- b. Supervise the collection of information about those involved in the emergency.
- c. Identify all injured and missing students and adults involved in the emergency.
- d. Check student and staff records for all injured to determine special medical needs that may be on file.
- e. Notify parents of students and spouses of staff who are involved in the emergency.
- f. Supervise the emergency communications network.

- g. Determine information to be disseminated based on the Freedom of Information Act and the Rights to Privacy laws.
 - h. Supervise dissemination of information to media.
- 3. Chief Financial Officer - Tim Matthews**
- a. Report to the Assistant Superintendent at the emergency site.
 - b. Coordinate and direct staff with predefined assignments for food services, transportation and facility needs.
 - c. Maintain and initiate contacts for in service, insurance and other staff needs.
- 4. Director of Safety and Security- Paul Gordon**
- a. Serve on system Crisis Management Team to assist in planning an emergency preparedness plan, and serve as a coordinator of activities during all emergencies report immediately to the emergency site.
 - b. Appoint members to the Crisis Management Team and designate representatives responsible for developing the system emergency/disaster preparedness plan.
 - c. Serves as a liaison between the emergency school site and the emergency support teams that may be needed.
 - d. Arrange for someone to be aware of and schedule the use of emergency shelters (churches, armories, gyms, etc.). The shelter would depend upon the nature and location of the crisis.
 - e. Coordinate and direct contact with emergency medical services, local police and sheriff's departments, fire departments and the highway patrol.
 - f. Coordinate and direct search-and-rescue operations when needed.
 - g. Have alternate communication means available. These may include bullhorns, battery operated loud speakers, walkie-talkies, beepers, and cellular phones.
- 5. Director of Transportation- Farrell Lawrence**
- a. Provide and direct adequate transportation for students, faculty and parents from emergency site to home, hospital or emergency shelters.
 - b. Instruct students in emergency bus evacuation procedures.
 - c. Render first aid, if necessary.
 - d. No student will be released to any adult without authorization from an administration.
 - e. The decision to transport students in other than authorized school vehicles will be made by the Assistant Superintendent of Operations.

- f. Know locations of all school's designated safe holding area which is located in close proximity to the school, for students to wait for buses/parents. This area will be kept free of vehicle traffic.
- g. Provides each bus with an emergency kit containing the following: pencils, paper, stick-on name tags, phone number list, student roster, first aid kit, signs to display bus numbers, area maps, and route maps.
- h. Establish a radio communications system on buses.
- i. Outline alternate route by which students can reach home or be sheltered at evacuation assembly points.
- j. See that transportation facilities are staffed 24-hours a day during emergency operations.

6. Director of Maintenance- Jerry Mills

- a. Make sure all maintenance personnel are familiar with all school crisis plans.
- b. Maintenance personnel should inspect facilities for structural safety and report any defects. Identify shut-off valves and switches for gas, water and electricity, and post charts so that other personnel may use them in an emergency.
- c. Obtain and direct placement of generators when power must be restored for a temporary period.
- d. Reports immediately to the emergency site command center.
- e. Coordinate and direct the acquisition of water when there is disruption of water and sewer services.

7. Coordinator of School & Community Relations- Dr. Linda Lumpkin

- a. Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues to the media.
- b. Plan and coordinate press conferences.
- c. Create and disseminate press releases.
- d. Respond to rumors through the dissemination of accurate information.
- e. Organize a network of key people within the community through which accurate information can be disseminated.
- f. Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- g. Act as a buffer between the media and system personnel whose attention must be focused on the immediate problems of managing a crisis.
- h. Coordinate information to be shared with school and system personnel during and after the crisis.

8. Assistant Superintendent of Human Resources-Dr. Linda Lumpkin

- a. From the central office, direct all central office staff.
- b. Establish and maintain lines of communication between the central office and the emergency site. Off-campus emergency lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
- c. Establish and maintain a clearing house for calls and requests from schools, the community, parents, the media, etc., and refer those to the appropriate person or place.
- d. Manage the professional and nonprofessional staff from the central office.
- e. Communicate with other schools in the system during the emergency period.
- f. After other schools have closed, assign those principals to sites and tasks that will benefit the system's attempt to manage the emergency.

9. Assistant Superintendent for Instruction - Susan Johnson

- a. Report immediately to the local hospital if students or adults are being sent to that hospital for treatment.
- b. Report to remote hospitals to which students or adults have been admitted for treatment.
- c. If more than one hospital is admitting students or adults, coordinate the communication between those hospitals and the school system. Assign and direct other system staff to assist in those hospitals.
- d. Coordinate communication between the hospital and the central office.
- e. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- f. Direct the Director of Federal Projects to assist in any of the roles and tasks needed to accomplish the above tasks.

10. Technology Director- Steve Dunn

- a. Plan and coordinate the upgrading of existing telephone systems in each school to accommodate a private line, computer interfaces, and the movement of handsets from one location to another.
- b. Develop plans and scenarios in which system technological resources can be dispersed effectively to emergency sites.
- c. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.

- d. Report to the Assistant Superintendent of Operations at the emergency site or at the school involved in an off-campus emergency.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain a stand-alone computer with student and staff database for use at the emergency site. Assist in obtaining needed student and staff information from the computer files.
- g. Supervise the use of the school computer system for communication with the central office and electronic bulletin board system.
- h. As needed, report to various sites involved in the communication system if there are problems in that system.
- i. Provide technical support for all communication hardware and software.
- j. Assist in other areas designated by the Director of Personnel or other supervisor.

11. Director of Exceptional Children- Catherine Gossett

- a. Report to the Assistant Superintendent for Instruction at the emergency site.
- b. Assist the Assistant Superintendent for Instruction in implementing a plan for crisis care and in forming and coordinating crisis care teams.
- c. Under the supervision of the Assistant Superintendent for Instruction, direct the involvement of the Psychological Services staff in the crisis care effort.
- d. Counselors, psychologist and social workers will develop a crisis plan for assisting all schools and families affected (siblings at neighboring schools, parents/guardians working in the school system, etc.), if a crisis occurs in the following areas: school safety zone, non-instructional hours, regular school days, and field trips.

12. Director of Federal Programs- Dr. April Aldridge

- a. Report to the Assistant Superintendent for Instruction and act under his/her direction in the following locations.
- b. Report immediately to the local hospital if students or adults are being sent to the hospital for treatment.
- c. Report to the remote hospitals to which students or adults have been admitted for treatment.

13. Director of Food Services- Debbie Purcell

- a. Maintain adequate supply of water and food for emergency.

- b. Organize food for personnel involved in emergencies.
 - c. Practice kitchen safety laws, rules and regulations at all times.
- 14. Information Systems Staff- Randy Covington**
- a. Monitors and operates the system's electronic bulletin board system.
 - b. Provide frequent updates of information to the Director of Personnel.
 - c. Place appropriate information on the electronic bulletin board system for dissemination to the emergency site, to other schools, to the County Emergency Preparedness Center, and other agencies using the bulletin board system.
- 15. Secretaries, Clerks, Warehouse Employees and Other Support Staff**
- a. Report to the Director of Personnel at the central office.
 - b. Complete tasks assigned by the Director of Personnel.
- 16. Principal or Director**
- a. Should act as the on-site emergency coordinator and appoint someone to serve in his/her absence. Establish and implement plan for crisis care, and coordinate activities of the crisis care team.
 - b. See that the local disaster plan is coordinated with the system disaster plan and the GEMA Emergency Planning Guide.
 - c. Conduct drills and make revisions based on drills.
 - d. Train teachers and other staff in basic emergency action. This might include taking grade books and information cards with them if they must be evacuated.
 - e. Keep parents and response agencies informed of emergency plans and revisions.
 - f. Assign roles of the emergency team.
 - g. Establish emergency kits ("to go boxes") and prepare the contents (see appendices for kit contents).
 - h. Utilize present communication capabilities and integrate future capabilities into the emergency plan.
 - i. Have a plan by which teachers will take students to a specific part of the campus in an emergency that requires students to leave the building.
 - j. Make sure staff members have ID badges and that they are worn at all times.
 - k. Establish communication procedures within the school setting.
 - l. Principal shall execute periodic safety checks.

- m. Principal should open an immediate communication with the Superintendent.
- n. Invite emergency personnel to visit the school on a regular basis so as to alleviate student anxiety during needed involvement after a crisis.
- o. Distribute a list of crisis counselors to appropriate individuals for use during post-crisis need.
- p. Secure necessary in-service training for faculty and staff.
- q. Designate a person to keep the central office informed.
- r. Designate a staff member to be at the hospital to collect information about injuries and to report the information to the school and central office.
- s. Designate a staff member to notify parents and spouses of the injured.
- t. Designate someone to identify the injured and the fatalities.
- u. Designate sufficient personnel to handle phones.
- v. Designate person(s) to assist emergency personnel arriving at the school.
- w. Establish a site to which the media will report to, and a school staff member to communicate with the media at the crisis scene.
- x. Identify a reception area for parents and the public to keep them updated on the situation.
- y. Develop a plan of post-crisis orientation for staff and students.
- z. Have a roster giving the names of students who are away from the school on a school-related activity.
- aa. Develop a plan for releasing students to non-related adults.
- bb. Develop a plan for identifying and monitoring school visitors.
- cc. Assign someone to give the Principal a list of students who are absent or late at the time of the crisis.
- dd. Ensure there are visitor's sign-in and sign-out stations with identification badges available to be worn while on campus.
- ee. Volunteers to be recruited and placed in the school as monitors.
- ff. At the beginning of each school year, establish a crisis management team with members who will be leaders in an emergency. Review plans for on-campus and off-campus emergencies.
- gg. Identify someone to maintain and initiate contacts for in-service workers' compensation insurance and other staff services.
- hh. Select someone to identify any student insurance needs.
- ii. Create letters to notify parents of continuing care available to students. Available care will include local and state agencies as well as school-based care.

- jj. Develop information sheets for parents, teachers and others.
- kk. Receive dignitaries who come to help or gather information.
- ll. Confer with staff and hold briefings.
- mm. Work with central office staff in making recommendations about cancellation and re-start of school.
- nn. Identify someone to check students and staff records for special medical needs.
- oo. Identify all injured and missing students and adults involved in the emergency.
- pp. Assign someone to coordinate the activities to resource personnel for specific needs.
- qq. If you have a child in the school find time to be a caring parent.

17. Faculty/Teaching Staff

- a. Participate in developing a crisis management plan and be familiar with all aspects of the plan.
- b. Execute duties as outlined in the crisis management plan.
- c. Participate in post-orientation of staff and students.
- d. Be familiar with all avenues of exit in the building.
- e. If exiting the classroom or building, secure the classroom
- f. Account for all students under your supervision during the crisis. Report to the Principal any missing or injured student.
- g. Follow a prearranged plan of transportation and supervision to appropriate shelters.
- h. Teach emergency/disaster awareness and preparedness by incorporating these materials into existing curriculum.

18. Emergency Management Team

- a. Administrator-in-Charge
 - 1. Remains in the Command Center and manages the crisis.
 - 2. Coordinates emergency response effort.
 - 3. Ensures that necessary notifications are made.
 - 4. Coordinate fire, police, medical response, etc.
- b. First-aid Responders
 - 1. Provides emergency first aid until medical assistance arrives.
 - 2. Assists in triage activities.
- c. Site Coordinators
 - 1. Responds to the site and control access to the affected area.
 - 2. Preserves the crime scenes until police arrive and assume control.
- d. Police/Fire/Medical

1. Meets emergency personnel and direct them to the scene.
 2. Returns to the front of the school and directs media, parents, and central office personnel to appropriate locations.
- e. Sweep Team Coordinators
1. Assembles adults who do not have supervisory duties into three-person sweep teams who will check the restrooms, hallways and other non-classroom areas.
 2. Will pick-up "missing students" lists from each teacher in their assigned sweep area.
 3. Assembles the lists of missing students and forward to the Command Center.
- f. Media Coordinator
1. Meets the media and arrange for their needs.
 2. Assists in the preparation of a news statement and arrange interviews.
- g. Parent Coordinators
1. Responds to parents who may arrive at the school.
 2. Advises parents of the situation and advise them whether their child was involved in the emergency.
 3. After the Code Red has been cleared, assists those parents who wish to take their child home.

SECTION VIII

DAY-TO-DAY OPERATIONAL ISSUES

Definition: Outlines the day-to-day operational issues of the school.

Topics: School Safety Zone; School Visitors; Student Sign In and Out; Student Illness; Medication; After School Programs; School Closings; Emergency Call Button.

A. **SCHOOL SAFETY ZONE**

A School Safety Zone is defined as in, on or within **1,000 feet** of any real property owned by or leased to any public or private elementary school, secondary school or school board, and used for elementary or secondary education. The School Safety Zone describes the area, in which various offenses occur, i.e., carrying weapons, loitering, being present without authorization, etc. **“Drug Free Zone” and “No Weapons” signs** are posted on the school’s grounds and within the building. This is a statement to the school’s commitment to provide a comprehensive area of 1,000 feet that is violence-free, weapon-free and drug-free.

The School Safety Zone for Decatur County schools are defined in accordance with the map(s) and plats attached to each school’s safety plan, and made a part thereof. These maps and plats are certified as being true by the principal of the school or the superintendent, thus entitling it to be introduced in court proceedings that arise out of violations of the School Safety Zone.

The Decatur County School’s Safety Plan will include all Georgia laws related to school safety. OCGA #16-11-127.1 relates to the carrying and possession of weapons in the School Safety Zone. Schools will work with the local community and law enforcement in the following areas: weapons in the School Safety Zone, possession of weapons in the School Safety Zone, posting of regulations, loitering on school grounds or safety zones, drug dealing, gang activities, graffiti, speeding and violence. Each school will activate a Drug Free Zone Program in coordination with the School Safety Zone.

The Superintendent will implement the appropriate system policy for school cancellation, evacuation, and transportation, early or late dismissal in response to such School Safety Zone or community disaster. Communication between public safety and school administrators will be

maintained at all times. The school administrators will use the Decatur County Emergency Response Codes for reporting and communicating with public safety. School counselors, social workers and psychologist will be notified of all non-instructional time school disasters and they will implement their response plans as needed.

B. SCHOOL VISITORS

The Decatur County staff considers the parents of its students one of its greatest assets. While all parents are encouraged to be active participants in the education of their children, several measures are taken to ensure that the open-door policy does not jeopardize the safety of students or staff.

During the early morning hours between 7:30-8:00 a.m., staff members are posted in the bus area, student drop-off area and hallways of the school. At 8:00 a.m., the doors of the school are routinely locked and all visitors must enter through the front doors of the office. The building may be exited by pushing panic bars on exterior doors. Signs are posted on all doors welcoming visitors by directing them to the office. Once in the office, visitors must state the nature of their business and will be asked for identification if the office staff does not know them. Visitors must sign-in and receive a visitor's pass. All school personnel are directed to notify administration immediately if they encounter a stranger in the building or on the campus without a visitor's pass or volunteer's badge.

C. STUDENT SIGN-IN AND OUT

Students who arrive after the 8:00 a.m. bell must be signed in an adult. Parents or other authorized persons who wish to pick up students before regular dismissal time must report to the office to sign the student out. Office staff will routinely ask for picture ID and checks to see that person is on the list of those authorized to pick up that particular student. Students are then called to the office where they are signed out. Any student who leaves early must be signed out through the office.

D. STUDENT ILLNESS

When a student complains of illness, he/she is sent to the office with a nurse's pass explaining the student's symptoms. If a fever is present, or if the principal or his designee feels the parents should be notified, the parents will be called and asked to come to school and pick up the child. If parents cannot be reached, the office will attempt to contact other persons authorized to pick up the child. If no one is available to come for the child, every attempt will be made to keep the child comfortable until a parent or authorized person can be reached.

E. MEDICATIONS

Students' medication must be kept in a locked cabinet in the central office. All medications will be dispensed from the office upon a completion of a medication form by the parent. Specific instructions are required. The medication must be in its original container with the student's name, dosage, time to dispense and the name of the doctor who prescribed the medication. A log-in sheet is completed which includes the student's name, medication, dosage, time medication was administered, and the name of the person dispensing the medication.

F. AFTER SCHOOL PROGRAMS

A roster of students staying in After School Programs (ASP) is retained by the checkout person and all staff members assigned to the group of students. Each list is updated as students are dismissed from the group. In case of an emergency, roll will be called to make sure all students are accounted for. Colored cards will be used to signal the status of the group (red-missing students, yellow-extra students, green—all accounted for).

In the event of a hostile person on the playground, ASP staff will use the walkie-talkie to call the person in charge of checkout. The emergency call will be a "Code Red." Students will be brought into the building and the lock down procedures will be used. The checkout person will call 911.

In case of severe weather, the checkout person will monitor the weather radio and keep in touch with the Sheriff's Department about weather conditions. If necessary, the tornado drill procedure will be implemented. In the event of fire or explosion, the normal fire drill procedures will be followed.

G. SCHOOL CLOSINGS

In the event a school must be closed due to severe weather conditions, hazardous conditions at the school or another event requiring closure, the Superintendent will issue a statement to the school(s) to be closed. If the school is closed prior to normal school hour operation, staff should listen to local radio and television broadcasts. Notifications will be made via a phone tree to notify all staff that the school has been closed.

If a school is closed during normal school hour operation, a hotline telephone message will be made to the Principal and each feeder school will be contacted. An announcement will be made for the bell sequence. Students will remain in the classroom until the buses or parents arrive, and school personnel will depart as advised by administrators.

H. EMERGENCY CALL BUTTON

Each classroom has a call button and, as a back up, a red card with the room number labeled on it. The red card will hang by the classroom door

to be used as emergency notification to the office should the emergency call button be unusable. The red card and the call button should be used as a TOP PRIORITY EMERGENCY. All students and staff understand the use of the emergency call button and the red card.

SECTION VIII

NATURAL DISASTERS

Definition: In the event of a natural disaster, this section provides an overview of the school's response.

Topics: Earthquakes; Floods; Hurricanes; Thunderstorms; Tornadoes; Winter Storms.

A. EARTHQUAKES

An earthquake is a movement of the earth's tectonic plates, which causes the violent movement of the earth's crust endangering structures and occupants. Georgia rests on two earthquake zones. The southern part of the state is designated a number one on "minor-expected damage" zone. The northern part of the state is designated a number two or "moderate-expected damage" zone.

1. Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to happen but cannot predict the exact time and place.

2. Preparation

- a. Become aware of the geology of the area and local faults that may be potentially hazardous.
- b. Research and provide students and personnel with earthquake safety information and school policy.

3. Response

During the shaking, remain in place, assess the situation, and then act. Most injuries or deaths are the direct cause of falling debris, therefore:

- a. All persons should stay in place, seek cover under a desk or other sturdy furniture, and cover the neck and head as much as possible
- b. Move away from buildings and avoid utility lines, if outdoors.
- c. If in transit, stop the bus quickly and safely in an open area away from overpasses and bridges, and keep students on the bus.

- d. The Emergency Management Team should be notified of their activation status by a school administrator and should report to the designated evacuation areas.
- e. Utilities should be turned off to prevent fires due to possible gas leaks.
- f. Walkie-talkies and cell phones shall be used for communication.
- g. Student couriers should be used only in designated “safe areas.”
- h. Information should be gathered from staff and sweep teams to determine missing persons.
- i. Injuries should be addressed and qualified staff should render first aid assistance at the evacuation site.

After the shaking, evacuate and move to open areas away from buildings and do the following:

- a. Do not reenter the buildings until officials have checked for possible structural damage, gas line leakage, and other utility disruptions.
- b. Do not use any open flames (candles, matches, etc.).
- c. Listen to the radio/TV for information updates.
- d. Use discretion in implementing early or late dismissal policy depending on communications, availability of transportation, damage to school buildings and residential areas, and road clearance.

B. FLOODS

Many areas of Decatur County are subject to floods. Flooding may be caused by heavy rain, tidal surge from tropical storms off the coast or dam breaks. Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days.

1. Warning

- a. Progressive situation reports are available from the National Weather Service (NWS) and River Forecast Center District Office of the National Oceanic and Atmospheric Administration (NOAA).
- b. Flash flood warnings are issued by the NWS to the public by radio and television. The Decatur County Emergency Management Agency will also be issuing flood warnings.

2. Preparation

- a. Obtain local history of flooding.
- b. Know what a forecast river height means in terms of the school, community, bus routes and student’s residential areas. Additional information that may be helpful includes

local elevations, elevation relationship to river gauges based on forecasts and topographic map(s) of the area. Flood maps may be obtained by calling the Department of Natural Resources – Flood Plain Management Program at 404-656-6382.

- c. Plan alternate transportation routes to avoid flood prone areas.
- d. Instruct drivers of responsibilities during flash flooding including avoid crossing a flooded bridge, caring for children that cannot be taken home, and notifying the Emergency Coordinator of alternate and hazardous conditions.
- e. Make provisions for students living in affected flood area(s) to be taken home early, kept at school or taken to relatives.
- f. Establish a policy regarding class cancellation, late opening or early dismissal if the school is designated an evacuation shelter for the community.

3. Response

- a. Monitor weather conditions in an affected area by radio/TV broadcasts, Emergency Notification System pager or weather alert radio.
- b. Evacuate students to homes immediately in accordance with established school policy and notify families and bus drivers of emergency transportation plans, if applicable. If the situation does not permit, keep students at school or at another safe location and make the following provisions: shut off water and other utilities; unplug appliances; and pack refrigerators or freezers with dry ice
- c. Check all supplies if the school is a designated evacuation shelter.
- d. Prepare for contaminated food, water, broken gas lines, and wet electrical equipment, resume classes only after the determination of the building's safety, and/or in other designated buildings after the flood.

C. HURRICANES

In Georgia, the hurricane season extends from June through November. Often secondary effects from hurricanes such as tornadoes or floods impact inland communities.

1. Warning

- a. The National Weather Service issues weather advisories for approaching hurricanes. Two types of advisories are issued depending upon the degree of certainty that a storm will strike an area:

- Hurricane Watch indicates that a hurricane may threaten an area within 36 to 48 hours. It is a first alert for emergency agencies and the general public in the threatened area. When under a hurricane watch continue normal activities, but listen to radio/television stations or weather alert radio for weather service advisories.
- Hurricane Warning indicates that a hurricane is expected to strike an area within 24 hours. The warning contains an assessment of flood danger in coastal, Gulf and inland areas, small craft warnings, gale warnings for the storm's periphery, and estimated storm effects.

2. Preparation

- a. Learn about the history of hurricanes in the area, elevation of the school above sea level, storm surge zone, and streams or rivers that may flood.
- b. Contact the local Emergency Management Agency to locate safe evacuation routes to evacuation shelters.
- c. Identify and designate the most appropriate protective areas within buildings.
- d. Obtain materials to board windows and provide other protection to buildings and outdoor equipment, as necessary.

3. Response

- a. Develop in coordination with the local Emergency Management Agency, a policy on school closings in threatened area(s) upon issuance of a hurricane warning.
- b. Store all portable equipment or loose items, or tie items down securely.
- c. Board up all glass areas, lower and securely fasten all venetian blinds and drapes.
- d. Check all emergency facilities, portable and battery operated equipment (i.e., flashlights and generators) for operating condition.
- e. Store all drinking water in clean, closed containers, such as glass or clear plastic jugs, bottles or containers.
- f. Assemble tools that may be necessary to make emergency repairs.
- g. Keep students in the school if time does not permit safe transport.
- h. Identify areas of the school least exposed to broken glass, flying debris, and possible flooding and downwind or in leeward part of the building.

- i. Notify families and/or evacuate students and personnel to designated shelters in accordance with local hurricane evacuation plans, if necessary.
- j. Turn off water, gas and electricity at mains and unplug any appliances when evacuating.
- k. After the storm, avoid the use of lanterns, matches or flammable items until determined there are no leaking gas lines or other flammable materials present.
- l. Avoid wet or damaged electrical wires.
- m. Check emergency food and water supplies for possible contamination and boil tap water.
- n. Report any outdoor hazards such as, loose debris, damaged power lines, broken water mains, sewage snakes, washed-out roads and bridges to the local Emergency Management Agency.
- o. Return students to their home when traveling conditions are deemed safe and transportation is available.

D. THUNDERSTORMS

Thunderstorms are a frequent occurrence in Georgia. They are often accompanied by lightning, damaging winds in excess of 50 mph, and hail. A severe thunderstorm may be a prelude to a tornado.

1. Warning

The National Weather Service issues the following alerts:

- Severe Thunderstorm means that weather conditions are favorable and a thunderstorm may develop.
- Severe Thunderstorm Watch means that there is a possibility of a storm developing, which would be greater in intensity than the severe storm indicated by the severe thunderstorm bulletin above.
- Severe Thunderstorm Warning means that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.

2. Preparation

- a. Develop a policy for students who walk home, ride with someone else or drive to school; such as keep students at school in a protected area until the storm subsides.
- b. The policy for school cancellation, delayed school opening or late dismissal when road conditions are unsafe will be the same as the winter storm policy.

3. Response

- a. The administration will monitor situation reports by the National Weather Service and/or the National Oceanic and Atmospheric Administration.
- b. For Severe Thunderstorm Warning relocate students from portable classrooms to the main school building.
- c. For a watch and/or warning, cancel outside recess and physical education classes.
- d. Keep students away from glassed areas during period of particularly high winds.
- e. Be ready to move special needs students to a safe area.
- f. If an evacuation or early dismissal is required, the staff, students and transportation will be notified immediately.
- g. Students shall be dismissed immediately to their homes following the school procedure for releasing students during the school day for an emergency.
- h. The Emergency Management Team shall be activated to assist in contacting parents and releasing students.
- i. School personnel will depart as necessary after students have been released.
- j. Should the situation not permit an evacuation, students will be kept at school or an alternate safe location to be determined based upon weather condition and the advice of law enforcement and fire personnel.
- k. Should students remain at school, the tornado evacuation drill will be followed.

E. TORNADOES

In Georgia, there are two tornado seasons. The primary season occurs from March through May. The secondary season occurs from October through December. These storms are generally small and short-lived, yet the most violent of all atmospheric phenomena.

1. Warning

The notification will be made by the Decatur County Emergency Weather pagers. Schools will also receive notification via the Director of Maintenance. The National Weather Service issues two types of tornado alerts:

- Tornado Watch indicates that weather conditions are such that a tornado may develop and listen for further updates.
- Tornado Warning indicates that a tornado has been sighted and protective measures should be taken immediately.

2. Preparation

- a. Inform personnel and students about the “symptoms” of severe thunderstorms and tornadoes.
- b. Select staff and students to be trained as “severe weather watchers” or tornado spotters.”
- c. Conduct tornado safety drills prior to each tornado season.
- d. Generally, school buses should continue to operate during tornado watches, but not during tornado warnings. It should be noted that tornado or straight-line winds easily roll school buses.
- e. Transportation personnel should be instructed on tornado procedures when a tornado approaches. These include the following:
 - If in route, upon notification, make every attempt to return to the nearest educational facility or fire station and communicate with dispatch your location and situation.
 - In case of involvement with an actual storm, remain on the bus. The driver should position all students as low as possible within their compartment below window level and communicate with dispatch your next location and situation.
- f. Instruct staff in building security procedures during watches and warnings.
- g. During a watch, close all windows and doors, and store portable equipment, outdoor furniture, and other moveable items outside buildings away from shelter areas.
- h. During a warning, leave all doors and windows closed and secure or store articles that may act as missiles indoors.
- i. Determine and designate the best tornado shelter areas in each building such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, or on the opposite side of corridor from which the storm is approaching.
- j. Do not use where free-span roofs may be blown off and the ways may collapse.
- k. Use a diagram of the building and determine which areas to use as shelters, quickest way to access available space, and number of persons that can use the area. Post the evacuation shelter plan, and locate temporary tornado space to be used by persons in that room. The safe area will include all staff (cafeteria workers, custodians, etc.).

3. Response

- a. Tune into the local TV/radio station or weather alert radio for updated information when notified of a tornado watch and:
 - Send designated tornado “spotters” to central warning points. Spotters should have a clear view of the south

and west or the direction from which threatening weather approaches.

- Take tornado watch security measures.
 - Move students from all temporary or mobile classrooms if the watch becomes a warning.
- b. Follow emergency procedures at once when a tornado warning occurs. The signal will be a series of short rings of the bell.
 - c. Move quickly to a temporary shelter area if there is sufficient time to take shelter.
 - d. Take personal belongings only to provide extra protection (i.e., large books, notebooks or coats may be held over head and shoulders).
 - e. Take position for greatest safety by sitting down, head down with hands locked at the back of the neck.
 - f. Move to inside wall of the room away from the windows, sit on the floor next to a wall or get under desks or other furniture, and lie down on the floor face down with books covering the head and neck.

F. WINTER STORMS

The major dangers of winter storms are intense cold, power outages and breakdown of transportation due to poor visibility and road conditions.

1. Warning

Winter weather warnings are issued by the National Weather Service (NWS). When the threat of such weather exists, monitor radio/TV, Decatur County Emergency Notification System pagers or weather alert radio for bulletins.

2. Preparation

Apply school delay, cancellation and early dismissal policies relative to snow and/or ice conditions.

- a. Inform families of school policies regarding weather-related conditions that delay, cancel or require early dismissal.
- b. Establish an agreement with the Department of Transportation and local towing services to respond to stranded buses.
- c. Consider equipping buses with two-way radios, cell phones, booster cables, chains, cable, and shovel, sack of sand/salt, scraper and emergency telephone numbers.
- d. Certain administrative personnel will be assigned the responsibility of determining that schools will open. This will be done to notify parents in ample time if possible by radio and TV broadcasts.

3. Response

- a. Consider time required for bus drivers to transport students in severe weather and/or implement school delay, cancellation and early dismissal policies.
- b. When severe winter emergency conditions occur after the school day begins and appear to be serious enough, schools may be closed.
 - The principals will communicate with the Superintendent's office for action to be taken.
 - The policy for covering field trips and athletic events will be put in place.
 - Transportation will be notified as soon as a decision to close is made.
 - Inform students, families, and radio/TV stations of weather-related decisions.
 - Ensure that all students who walk home are properly dressed for cold weather or provided transportation in cases of early dismissal.
 - Schools are prepared to serve as shelters on a temporary basis.
 - Keep students on the bus if it becomes stranded, unless in a dangerous situation. Turn on clearance lights, provide ventilation by lowering windows slightly on the side away from the storm, call for help, utilize winter storm tools, and beware of over exertion.

SECTION IX

HAZARDOUS MATERIALS

Definition: In the event of a hazardous material event that affects a school, this section provides an overview of the school's response.

Topics: Biological; Chemical; Radiological/Nuclear.

A. BIOLOGICAL

With regard to biological agents, public facilities, including schools are at risk. These range from isolated cases to widespread infectious agents.

1. Warning

Warning of hazardous materials (i.e., biological, chemical and radiological) is usually received from response agencies. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on school property, and the facility must relay the warning to appropriate agencies.

2. Preparation

- a. Determine the best course of action for the most probable agents (i.e., anthrax).
- b. Identify community agencies and organizations that deal with biological agents, and keep telephone numbers on the school's emergency phone list.
- c. Determine safe areas to evacuate/quarantine students and personnel in case an incident occurs on school property.

3. Response

- a. Depending upon the situation, evacuate students to a safe location at right angles to and upwind of the agent.
- b. In the event that it is dangerous to evacuate the campus, provisions to secure the buildings, including closing all windows, doors and ventilation systems will be activated. Place wet towels in door cracks or tape around the doors and windows to block air from the outside.
- c. Emergency response personnel will normally instruct the Administrator-in-Charge to take the action deemed most appropriate.

- d. In case of imminent danger, and emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action.
- e. Follow-up action will be determined by emergency response personnel in coordination with school officials and may include, but it is not limited to:
 - Activating the Emergency Management Team to facilitate evacuation to a family relocation site.
 - Determining the relocation site.
 - Dispatching buses to move students to the relocation site.
 - Releasing information to parents/public.
- f. Do not return students to school after evacuation until the fire department, local Emergency Management Agency or other official agency declares the area safe.
- g. Initiate early/late dismissal, as necessary.

A. CHEMICAL

Thousands of types of chemical agents are shipped daily throughout Georgia. Chances that a school may be affected by an accident involving a hazardous material carrier becomes greater with the growth of industry and demand for fuel and chemicals.

1. Warning

Warning of hazardous materials (i.e., biological, chemical and radiological) is usually received from response agencies. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on school property, and the facility must relay the warning to appropriate agencies.

2. Preparation

- a. Determine transportation routes (i.e., highway, railway, pipelines), industrial use and storage areas of potentially dangerous materials within a five minute radius of the school.
- b. Locate and identify all chemical agents located in school buildings and on school property.
- c. Identify community agencies and organizations that deal with biological agents, and keep telephone numbers on the school's emergency phone list.
- d. Determine safe areas to evacuate/quarantine students and personnel in case an incident occurs on school property.

3. Response

- a. Depending upon the situation, evacuate students to a safe location at right angles to and upwind of the agent.
- b. In the event that it is dangerous to evacuate the campus, provisions to secure the buildings, including closing all windows, doors and ventilation systems will be activated. Place wet towels in door cracks or tape around the doors and windows to block air from the outside.
- c. Be prepared to render first aid, if necessary and to notify parents of students safety in a timely manner.
- d. Notify the local Emergency Management Agency, other designated agency and school personnel. Give information about the type of hazardous material (color, consistency, odor, etc.).
- e. Emergency response personnel will normally instruct the Administrator-in-Charge to take the action deemed most appropriate.
- f. In case of imminent danger, and emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action.
- g. Follow-up action will be determined by emergency response personnel in coordination with school officials and may include, but it is not limited to:
 - Activating the Emergency Management Team to facilitate evacuation to a family relocation site.
 - Determining the relocation site.
 - Dispatching buses to move students to the relocation site.
 - Releasing information to parents/public.
- h. Do not return students to school after evacuation until the Fire Department, local Emergency Management Agency or other official agency declares the area safe.
- i. Initiate early/late dismissal, as necessary.

B. RADIOLOGICAL/NUCLEAR

During use, processing or transporting of radioactive materials, accidents may occur that will expose the school to the dangers of contaminants. In this situation, the chances of illness are decreased when people know “what to do” and “how to” protect themselves.

1. Warning

Warning of hazardous materials (i.e., biological, chemical and radiological) is usually received from response agencies. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare

situation, the incident may occur close to or on school property, and the facility must relay the warning to appropriate agencies.

2. Preparation

- a. Request that the local Emergency Management Agency provide information on designated shelters and request that the American Red Cross open, as necessary.
- b. Offer training in personal and family safety to interested students, school personnel, families and community agency staff in communities where this type of hazard may be of concern.
- c. Encourage staff to take courses in shelter management and first aid from the local Chapter of the American Red Cross.

3. Response

- a. Depending upon the situation, evacuate students to a safe location at right angles to and upwind of the agent.
- b. In the event that it is dangerous to evacuate the campus, provisions to secure the buildings, including closing all windows, doors and ventilation systems will be activated. Place wet towels in door cracks or tape around the doors and windows to block air from the outside.
- c. Be prepared to render first aid, if necessary and to notify parents of students safety in a timely manner.
- d. Emergency response personnel will normally instruct the Administrator-in-Charge to take the action deemed most appropriate.
- e. In case of imminent danger, and emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action.
- f. Follow-up action will be determined by emergency response personnel in coordination with school officials and may include, but it is not limited to:
 - Activating the Emergency Management Team to facilitate evacuation to a family relocation site.
 - Determining the relocation site.
 - Dispatching buses to move students to the relocation site.
 - Releasing information to parents/public.
- g. Do not return students to school after evacuation until the Fire Department, local Emergency Management Agency or other official agency declares the area safe.
- h. Initiate early/late dismissal, as necessary.

SECTION X

ACTS OF VIOLENCE

Definition:	When a violent event occurs at the school, the following outlines how the school will respond.
Topics:	Civil Disturbance; Hostage Barricade; Intruder; Suspicious Person; Missing Student; Kidnapping or Child-napping; Report of a Weapon on Campus; Weapons; Violent Incidents; Sexual Assault.

A. **CIVIL DISTURBANCE**

Administration must be aware of local situations that may generate civil disturbances within the schools through outsiders moving into student groups and inciting student participation.

1. **Warning**

The school system will use a level code to signal staff of the disruption and location. The following levels will be utilized to determine the size and scope of the civil disturbance:

- Level 1: Disruption is confined to one area but not a threat to students or staff.
- Level 2: Disruption forces are mobile or pose a direct threat to students or staff.
- Level 3: Disruption is widespread with large-scale student participation and is a serious threat to students and staff.

2. **Preparation**

- a. Create a Student Advisory Committee which represents special interest groups, clubs, athletic groups, and social groups to discuss positive actions that school personnel can take to prevent internal occurrences.
- b. Establish a close working relationship with student government.
- c. Determine under what conditions outside assistance, law enforcement officials will be present, doors and windows locked, buildings will be evacuated, and personnel will be on duty.
- d. Develop policies and procedures in coordination with students to address disturbances and demonstrations that require support by law enforcement agencies.

- e. Organize a family advisory group to assist and participate in resolving school problems.
- f. Implement an effective and positive personnel approach to promote a calming effect on student unrest.
- g. Establish a policy to deal with students who have violated school regulations including dismissal, reentry, family involvement, and create a positive plan for corrective action.
- h. Initiate an emergency transportation policy that includes close supervision during dismissal and boarding of buses, release of students in small groups, dispatch one bus at a time, protection of walk home students, and provision of dismissal decision to law enforcement agencies.

3. Response

- a. When a disturbance or demonstration seems imminent, calmly notify school officials, law enforcement, local Emergency Management Agency officials, school personnel, students and families. Initiate a "Code Red" for building lock down if necessary and lock classroom doors, offices and entrances. If disruption is Level 2 or Level 3, call 911 immediately.
- b. Maintain normal activities by keeping students in small groups away from problem areas and confine the disturbance to a specific area.
- c. Avoid verbal exchanges or arguments with students.
- d. Approach a group in at least pairs and do not touch students.
- e. Request law enforcement to handle outsiders causing disturbances.
- f. Record and report student and/or outsider names and details of incident involved in a disturbance to law enforcement officials.
- g. Arrange a meeting to resolve the problem with the perpetrators of a disturbance away from a large group of students.
- h. Secure building entrances, guard utilities, fire alarms, furnace rooms, and school equipment.
- i. Keep switchboard clear for emergency calls.
- j. Request assistance of media to present complete and accurate incident actions being taken, and request additional assistance, if necessary.

B. HOSTAGE BARRICADE

There are more students killed on school campuses by gunshots today than are killed by tornadoes and thunderstorms. The reports of a sniper

shooting into a class of students on the playground or into a classroom are increasing every year. There is an increase of cases where staff and students are being taken hostage on school campuses.

1. Warning

- a. Teachers will be notified by a predetermined intruder alert signal on the intercom. The phrases “Code Blue” and “Code Red” will be the school system signal for these emergencies:
 - Code Blue – Lock down. Lock all doors and windows and do not allow students to leave their present locations until further notice.
 - Code Red – Lock down and emergency response. Teachers lock all doors and windows, and do not allow students to leave their present locations. All administrators and other staff not currently responsible for supervising students move quickly to stated location.

2. Preparation

- a. Make a study of playgrounds for places to use for best protection if gunfire is heard.
- b. Practice a tornado drop drill in classes to use if gunfire is heard.
- c. Establish a team to close all entrances and serve as guards.
- d. Close and lock all classroom doors.

3. Response

- a. When a hostage/terrorist act occurs notify:
 - All faculty and staff (Code Red).
 - Law enforcement authority (call 911).
 - Superintendent.
 - Students of any threat to their safety.
- b. Lock down and keep students in class and away from trouble area.
- c. If students are on the playground and gunshots are heard, have them lie down flat in the best protective area (do not try to walk them back into the building).
- d. If students are in the classroom and gunshots are heard, have them drop to the floor and lie flat.
- e. Put news media control procedure in place.
- f. Be prepared to put Emergency Response Team members into operation.
- g. Be prepared to put the Evacuation and Family Reunification Protocols into operation.

D. INTRUDER, SUSPICIOUS PERSON

The presence of an intruder/suspicious person on school property can be generated by activities within the building or in the surrounding area. Regardless of the reason, an intruder/suspicious person is someone who is alien to the school environment and whose presence in the school environment is uninvited and unwelcome. An intruder/suspicious person represent the potential to jeopardize the safety of staff and students.

1. Warning

- a. The School Resource Officer (SRO) and/or administrator should be notified immediately when an intruder/suspicious person is on school property. Provide the SRO/administrator with as much information as possible regarding the person's description, location and what behavior that person is exhibiting. The SRO/administrator will determine if additional police presence is necessary.
- b. Notify the school administrator, who will then determine whether or not a lockdown (Code Red) is necessary.

2. Preparation

- a. Restrict free access to the building to as few doors as possible.
- b. All exterior doors locked during the day should have signs that provide directions for visitors advising them to use the main entrance.
- c. Discourage students and staff from opening locked doors for others as this will breach school security.
- d. All schools should develop and use a visitor identification name tag system using adhesive paper tags. Tags that expire and fade after exposure and fade after exposure to sunlight after one day are recommended. Anyone (visitor) not wearing a nametag may then be considered an intruder/suspicious person.

3. Response

- a. Make sure the hallways are clear of students and staff.
- b. Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches and is visibly armed with a weapon.
- c. Monitor the location of the intruder/suspicious person, if it can done safely, and report his location to the SRO/administrator.
- d. Institute the Code Blue and/or Code Red lockdown procedure.

- e. Bring into the classroom any students found in the hallway, and lock the door.
- f. Allow no one to leave the room.
- g. Close all windows and blinds.
- h. Keep students calm and quiet.
- i. Use an emergency communication system (i.e., intercom, handheld radio, call button, etc.).

E. MISSING STUDENT, KIDNAPPING OR CHILD-NAPPING

A student may be reported missing during school hours in a variety of circumstances. To minimize the occurrence of not being able to account for a student's whereabouts and to limit access to students by unauthorized persons, it is critical that all school administrators maintain an accurate accounting of all students under their supervision at all times.

1. Warning

- a. Call the central office who will notify needed response team members (safety, operations and media).
- b. If appropriate, implement a Code Blue and/or Code Red if an additional threat or danger is perceived.
- c. Notify the SRO immediately. If the situation appears to involve abduction, notify 911 to request law enforcement assistance immediately.

2. Preparation

- a. Ensure that student accountability procedures are in place and strictly followed at all times.
- b. Maintain accurate up-to-date student files, which include:
 - Emergency medical information.
 - Emergency contact numbers.
 - Contact information for guardians and individuals authorized to check out and make decisions on behalf of the student.
 - Have available a list of those students who are not be released to anyone except a specific parent or other person. Red flag the enrollment cards and emergency health cards of such students.
 - Record on the student's enrollment card any changes in custody only after seeing a dated court order or document (keep on file a copy of that document).
- c. Report any intruder/suspicious persons who are loitering on or near the campus to the SRO/administrator immediately.
- d. Enforce visitor identification and accountability procedures for persons who enter the campus while school is in session.

3. Response

- a. School administrators and staff should be ready to search the facility and grounds for missing students, such as restrooms, closets and other potential hiding places.
- b. School administrators will make contact with the parent/guardian of the missing student as directed by law enforcement. If the missing student is a runaway, the parent should be advised to notify the police.
- c. Siblings of the missing student should be monitored at all times. If siblings are in another school facility, the administrator of that facility should be notified.
- d. The Principal should provide information to school and staff as available.
- d. Have a description and photograph of the student should be ready for law enforcement.
- e. Do not release any information to the media.

F. REPORT OF A WEAPON ON CAMPUS

A weapon is any firearm, knife, or other object capable of inflicting serious injury or death when used against another person.

1. Warning

- a. Notify the Principal's office as soon as possible and advise whether a weapon is suspected or visible.
- b. Radio the SRO and/or call 911 for law enforcement assistance.
- c. Initiate a Code Blue and/or Code Red if necessary.

2. Preparation

- a. All schools will post at least one sign near the main entrance advising students and visitors of O.C.G.A. 16-11-127.1 regarding the prohibition of weapons on school grounds.
- b. Any report that any person has a weapon of any type on school property, or within the school safety zone, should be immediately reported to the police according to state law.
- c. Conduct awareness training to all staff in recognizing possible weapons and weapons screening techniques.

3. Response

Principal's Response

- a. Radio for the SRO and/or call 911 for law enforcement assistance.
- b. If a weapon is suspected:

- Have the SRO or police officer escort the student to the office or private area, while another administrator carries backpacks, purse, books, and other possessions at a safe distance.
 - Ensure that at least two (2) adults and a police officer are present at the meeting.
 - Tell the student what is suspected and direct the SRO or police officer to carry out the search.
 - Trained law enforcement should conduct legal searches in which probable cause has been established.
 - If the search yields nothing, two adults, the police officer, and the student should go to the student's locker for a search.
 - If a weapon is found, the police officer will remove the student and weapon from the school campus.
 - Notify parent(s).
 - Call the Superintendent.
 - Follow disciplinary actions according to the Decatur County Schools Code of Student Conduct.
 - Work with law enforcement requiring mental health assessment whenever a student is found to be in possession of a weapon on school grounds.
- c. If a weapon is visible:
- Call the Superintendent's office to ensure that the necessary administrators are notified (operations, instruction, safety and media).
 - Escort police to the scene.
 - Stay out of view of the student.
 - Work with police officers as directed.
 - Under the advisement of the SRO and/or police officers, consider the following options and notify staff:
 - Announce "Code Red".
 - Evacuate the building via the PA system (do not use the fire alarm).
 - Maintain control and keep students calm.
 - Be ready to implement the Family Reunification Protocol if necessary.
 - Refer media calls to Media Relations.

Teachers Response

- a. Contact the SRO and/or administrator as soon as possible.
- b. Try to calm the student and others.
- c. Do not approach the student who has a weapon.
- d. Do not attempt to confiscate the weapon.

- e. If the student is visible, or if the student is threatening, ask the student in a calm voice for permission to evacuate the rest of the class.
- f. Evacuate quietly if allowed.
- g. If an evacuation is not allowed, keep talking with the student until the police arrive. Ask them the following:
 - Ask them to stop what he/she is doing.
 - Ask them what is wrong or what do they want?
- h. When police arrive, do as they advise.
- i. After the incident, file a report as soon as possible.

G. WEAPONS, VIOLENT INCIDENTS

Prompt attention, immediate and thorough investigation and accountability will be used in responding to reports that someone has a weapon on school property. All threats will be taken seriously. Any report that any person has a weapon of any type on school property will be immediately reported to the police. Where there is a reasonable cause to believe a weapon is present on school property or within the school's safety zone, it will be reported to law enforcement.

1. Warning

- a. Call for the SRO and/or 911 for law enforcement assistance. Provide information regarding the suspect(s) description, location and type(s) of weapons.
- b. Notify staff by use of codes for lockdown or an evacuation.
- c. Ask 911 for emergency medical services (EMS).
- d. Ask 911 for Emergency Management to provide coordination for additional resources.
- e. Call the Superintendent's office to ensure that the proper response team is activated.

2. Preparation

- a. School administrators will make announcements several times a year reminding students that weapons of any type are prohibited on school property, and violators will face disciplinary actions, including school protocols and criminal prosecution.
- b. Attempt to obtain the names and locations of any violators, witnesses and/or victims. This information will be provided to responding police personnel upon their arrival.
- c. School staff should remember that the crisis scene is also a crime scene when an act of violence is occurred. No attempt should be made to clean up blood or other evidence without the approval of law enforcement.

3. Response

- a. Initiate a “Code Blue” and/or “Code Red” if necessary.
- b. An evacuation should be considered or may be needed when a perpetrator(s) has been confirmed in one specific room or area. At this time, an orderly evacuation coordinated with law enforcement will be carried out.
- c. A lockdown should be considered or may be needed when a perpetrator(s) is not confirmed to or isolated in a specific room or area of the school but is roaming the campus. The lockdown will be used until such time as a safe and orderly evacuation can be initiated in coordination with law enforcement.
- d. If possible, attempt to secure any victims to protect them from further harm until EMS arrives.
- e. Do not confront or attempt to disarm anyone who is in possession of any weapon. Disarming a student or intruder will be the responsibility of law enforcement.
- f. If a weapon(s) has been dropped or discarded, secure the area where it is located, but do not handle it yourself. Wait for law enforcement to take custody of it.

H. SEXUAL ASSAULT

Although sexual assault incidents are rare in a school environment, the number of students and staff on school property, and the diversity of the groups, school officials should be prepared in the event of a sexual assault.

1. Warning

- a. The SRO and/or administrator should be contacted immediately.
- b. Because a sexual assault is a crime scene, law enforcement personnel should be contacted immediately to secure and process the crime scene.

2. Preparation

- a. Provide education/awareness to staff and appropriate-aged students about the signs and symptoms of sexual harassment and sexual assault.
- b. Staff should be progressive in interjecting if they witness any signs of sexual harassment and/or sexual assault.
- c. Counseling should be provided to students who exhibit sexual aggression.

3. Response

- a. Call 911 to request law enforcement and EMS.
- b. Notify the family of the victim.

- c. Dissuade the victim from washing, cleaning up or using the restroom is possible.
- d. Assign a staff member to protect the crime scene.
- e. Isolate family members who are on campus.
- f. Provide counseling to any parties needing assistance.
- g. Obtain preliminary statements from the victim and provide to the police upon their arrival.
- h. After the incident, attempt to determine what security factors (or lack thereof) may have contributed to the assault.
- i. School officials must remember that sexual assaults are a very serious crime. The victim and the assault location must be protected as any other crime scene. No actions should be taken that would move or damage possible evidence unless it must be done for safety reasons.

SECTION XI

TERRORISM

Definition: Because of the threat of terrorism within the United States and in the State of Georgia, specific terrorist events have been addressed in this section.

Topics: Homeland Security; Bomb Threats; Explosions and Suspicious Packages; Suicide Bombers; Sniper Attacks; Food Contamination.

A. **HOMELAND SECURITY**

Educational professions must decide just how “Homeland Security” applies to their everyday routine and how it can be used to enhance an already secure environment. In essence what homeland security means is that school officials must now think outside the box. Clearly school officials can no longer discount any act from those that might occur at or affect a school. Homeland Security is all about planning for any event, even the unimaginable, and collaborating with those that are the experts and can assist school officials. There are four specific areas of concern that should be reviewed as part of merging Homeland Security concepts with School Crisis Plans.

1. Panic and Fear – We have now entered an age where acts do not necessarily have to occur on school property, within the community or even the state to cause widespread fear and panic. While every situation will be different, it will be important to have preplanned where to obtain sources of information, how it will be disseminated and who will be involved. The best way to alleviate fear and panic is with factual information conveyed by appropriate officials in a timely and effective manner.
2. Disruption of Services – A School Crisis Plan should account for a significant disruption of vital services to the school in the first few hours immediately following an incident or disaster, whether man made or natural. Such things as communication systems, heating, transportation, water, and emergency services may not be readily available. Discussion should take place as part of the overall crisis planning process as to how staff and faculty will cope with the lack of services and how this will impact their ability to care for the

students in the immediate aftermath of an event. Knowing if the region has an emergency broadcast system and where to access it to gain information is important. In this day and age of advanced technology, a good battery powered AM-FM radio is a critical part of a school's crisis supplies and may be one of the best sources of information.

3. Extended Sheltering - Generally in-place sheltering is considered as an event limited to such time as help arrives. School officials and responders now have to think of the situations that might warrant extended in-place sheltering beyond the 30 minutes or so that schools already do on a rare occasion. Cancellation of outdoor activities, restricted movements in and around the school, strict access control are but a few of the instantaneous measures one might need to implement on short or no notice.
4. Extended Evacuations – Most School Crisis Plans have an evacuation component whereby students are moved a short distance from the school site. In most situations this constitutes a limited time frame. However, schools may be asked to move students several miles or more from school with little or no notice. With elementary students this can become even a more difficult task. Preplanning is critical to accomplishing this kind of evacuation. This may mean preplanning with adjoining schools and districts so that, in the case of a catastrophe, some plans are already put into motion.
5. General Recommendations - Specific needs will obviously vary based upon the location, local issues, and impact of unique factors influencing each school and school community. Some issues that school and community leaders may wish to consider during these difficult times include:
 - a. Identify school and community mental health support services available to students and their families, and communicate the availability of these services to members of the school community.
 - b. Communicate openly and honestly with students. Attempt to maintain a sense of normalcy in school operations as best possible, while still providing adequate and appropriate opportunities for students to share their feelings, concerns, thoughts, etc. When communicating with students, mental health professionals typically suggest that adults: 1) Keep discussions age and developmentally-appropriate, 2) Let students know when they are having normal reactions to

abnormal situations, 3) Include facts and be honest, 4) Reaffirm existing adult support of students, and 5) Reassure students of measures taken to keep them safe.

- c. Review your school crisis guidelines and implement pertinent responses relevant to the conditions facing your school, as appropriate. Be sure that school crisis guidelines include lockdown and evacuation procedures, alternative evacuation sites, family reunification procedures, and related considerations for use in any natural or manmade crisis situation.
 - d. Maintain a balanced, common-sense approach to school safety and security. School and safety officials should maintain a heightened awareness for potential spin-off incidents. In light of the nature of the national incidents, particular awareness and preparation for possible spin-off incidents involving bomb threats, suspicious devices, and hate crimes may be worthy of consideration.
 - e. School officials may wish to review security issues related to access control, perimeter visibility and security, and other crime prevention measures. The importance of adult supervision before, during, and after school, both inside school buildings and on campus, should also be reviewed and reinforced. Involve all school staff, including support personnel such as secretaries, custodians, and bus drivers, in your school safety review.
 - f. Communicate hotline numbers and other methods that students, parents, staff, and members of the school community can use to report safety and related concerns.
 - g. Use school district call-in lines, web sites, and other information sources that can be accessed by the school community to provide ongoing information to the school community.
6. Heightened School Security Procedures During Terrorist Threats - A number of potential terrorist threats have been discussed ranging from the potential use of car/truck bombs to biological attacks. In addition to the recommendations above, schools should give serious consideration to additional heightened security procedures during times of terrorist threats including:

- a. Encourage school personnel to maintain a "heightened awareness" for suspicious activity and to report same. This may include suspicious vehicles on and around campus, suspicious persons in and around school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, and suspicious information seeking efforts by phone or by unknown "visitors."
- b. Provide special attention to perimeter security and access control issues. Have clearly defined perimeters for schools through the use of fences, gates, environmental design, signage, and other professional security measures. Use designated parking areas especially for visitors and register staff and student vehicles. Provide supervision and monitoring of parking lots and outside areas as appropriate. Train custodial, maintenance, and grounds personnel on identifying and handling suspicious packages and items found on campus. Secure roof hatches and eliminate structural items that facilitate easy access to school roofs. Make sure that classroom windows are secured at the end of the school day. Utilize security technology and devices for monitoring and controlling exterior facilities as defined by professional security assessments.
- c. Review staffing and supervision plans. Stress the importance of adult supervision before, during, and after school, both inside school buildings and on campus, and in common areas such as hallways, stairwells, restrooms, cafeterias, bus areas, and other high-traffic areas. Encourage staff to maintain a heightened awareness during recess, physical education classes, drop-off and dismissal, and other outside activities. Examine staffing levels and procedures for security personnel, school resource officers and other police personnel, and associated protection personnel.
- d. Maintain a proactive effort of visitor access and control. Reduce the number of doors accessible from the outside to one designated entrance. Stress the importance of staff greeting and challenging strangers, and reporting suspicious individuals. Utilize security technology and devices for monitoring and controlling interior facility access as defined by professional security assessments.

- e. Verify the identity of service personnel and vendors visiting the school, including those seeking access to utilities, alarm systems, communications systems, maintenance areas, and related locations. Do not permit access and report suspicious individuals representing themselves as service or delivery personnel who cannot be verified. Maintain detailed and accurate records of service and delivery personnel including a log (signed in by school personnel) of the full names, organization name, vehicle information (as appropriate), and other identification information.
- f. Evaluate security measures at school transportation facilities. Assess emergency plans involving buses and other transportation issues.
- g. Secure access to utilities, boiler rooms, and other maintenance/facilities operations locations. Examine and enhance physical security measures related to outside access to HVAC (heating, ventilation, and air conditioning) systems, utility controls, and related facility operations mechanisms. Secure chemical and cleaning product storage areas, and maintain appropriate records of such items according to local, state, and federal guidelines.
- h. Evaluate food and beverage service stock, storage, and protection procedures. Determine if schools have adequate water, food, and related supplies in the event that students and staff would have to be detained at the school for an extended period of time beyond normal school hours. Examine measures for securing access to food and beverage products and food service areas during normal food service periods and after hours.
- i. Assess school health and medical preparedness. Evaluate school nurse staffing levels. Make sure that schools maintain an adequate number and level of emergency kits and medical supplies. Consider offering first aid/ first responder training to faculty members who are interested in volunteering for such training so as to increase the number of trained individuals available to assist in the event of medical emergencies.
- j. Evaluate and enforce employee screening procedures. Review guidelines for subcontractors and identify all individuals working on school property.

- k. Implement "information security" programs. Evaluate the storage, access, and security of sensitive information. Create guidelines and conduct periodic assessments of school and district web sites to avoid posting of security-sensitive information.
- l. Identify higher-risk facilities, organizations, and potential terrorist targets in the community surrounding schools. Such entities might include military facilities, government offices and facilities, nuclear power plants, airports and airport flight paths, railroads, chemical companies, etc. Develop appropriate security countermeasures and crisis preparedness planning guidelines accordingly.
- m. Continue local field trips unless specific threat assessments suggest otherwise, using safety plans that include adequate supervision, communications capabilities, etc. Evaluate national travel decisions based upon ongoing threat assessments and common sense. International travel during war-time and terrorist acts is discouraged.
- n. Provide K-12 school-specific security, crime prevention, and crisis preparedness training to staff. Develop, review, refine, and test crisis preparedness guidelines.

B. BOMB THREATS, EXPLOSIONS AND SUSPICIOUS PACKAGES

A bomb threat may be received at anytime. Any bomb threat, explosions and suspicious packages will be regarded as a danger.

1. Warning

A bomb threat, explosion or suspicious package may be received at anytime. Any bomb threat will be regarded as a danger. Administrators and their assignments in all schools of the Decatur County School System are responsible for the safety and wellbeing of all students and staff.

2. Preparation

- a. The safety and wellbeing of all students and staff shall be of primary concern.
- b. When evacuating the building, students and staff should be moved at least 1,000 feet away from the building. All students and staff should face away from the building.
- c. Identification of the person or persons making the threat is of prime importance.

- d. Immediate reporting of any bomb threat will be made to the Superintendent's office and to 911.
- e. The Principal or Administrator-in-Charge will evaluate the threat using Risk Assessment Procedures to determine the need to evacuate.
- f. Search procedures will be used in all bomb threats.
- g. Any suspicious packages found should not be touched or disturbed in any way.
- h. If the building is evacuated, the Go Ahead Team should search and secure the evacuation site before students are evacuated to the site.
- i. Two or three on campus evacuation sites should be established. These sites are not to be published. The administrator in charge will select at random one of the sites each time the building is evacuated.
- j. The Risk Assessment Team should consist of the Principal, SRO or local law enforcement officer, counselor, administrative assistant, and secretary. The Risk Assessment Team will assess the validity of each threat, and will make a recommendation to the Principal whether or not to evacuate the building. The Principal will make the final decision to evacuate or not to evacuate.
- k. Upon receiving a bomb threat, the following questions should be considered:
 - Were specific details regarding the time, location, and composition of the bomb provided by the caller?
 - Did the call specify a reason for the threat (political, religious, revenge, etc.)?
 - Does this threat follow a series of bomb threat hoaxes?
 - Are tests or exams scheduled for the day?
 - Does the demeanor of the caller (juvenile background laughter, nervousness, etc.), suggest the call is a hoax?
 - Is the timing of the threat conducive to longer lunch, early release or other benefits for students?
 - Is the time of year significant in the timing of the threats to other schools, first day of warm weather, etc?

3. **Response**

General Response

- a. If the bomb threat is written, the note will be evaluated by the Risk Assessment Team to assess the validity of the threat. The note must then be given to the law enforcement officer in charge.

- b. If the bomb threat is received by telephone, the person receiving the call should:
 - Ask questions addressed on the Bomb Threat checklist
 - After the caller disconnects, place the line on hold and dial *69 and/or *57.
 - Fill out the bomb threat checklist.
 - Notify the Administrator-in-Charge.
- c. Implement a Code Blue and/or Code Orange, if necessary.
- d. The Risk Assessment Team will determine if the threat is credible and take the necessary actions.
- e. Teachers should scan their classrooms for suspicious objects.
- f. Teachers should display their emergency status cards on the outside of their classroom door after they have scanned their classroom.
- g. Administrative assistants and/or supervisors should check the status card at each classroom and report to the Incident Command Center.
- h. The Go Ahead Team should search and secure the evacuation site.
- i. The search teams will survey and/or search the public areas in the building(s) to include gyms, halls, restrooms, cafeteria, etc.

Bomb Threat – Probable Hoax

- a. If the building administrator believes the threat to a probable hoax the following action should be taken:
 - Continue the Code Blue protocol.
 - Call 911 and report the call and advise that the building is not being evacuated.

Bomb Threat – Credible Threat

- a. Start the evacuation process and send the Go Ahead Team to the assembly area to secure it.
- b. Call 911.
- c. Notify the building administrative team and SRO.
- d. Notify the Superintendent's office.
- e. When the assembly area has been cleared by the Go Ahead Team, announce over the PA system:
 - Teachers we have a bomb threat. Please prepare to move your students to the assembly area that will be designated during this announcement.
 - Students, when you are released, take all your personal belongings with you.

- Teachers, use the same procedures as for a fire drill to supervise your students.
 - Teachers on planning period should help escort and supervise students.
 - Cell phones are not allowed. All cell phones should be turned off immediately.
 - Radios should not be used and should be turned off immediately.
- f. Establish an Incident Command Post outside the building.
- g. After the building is evacuated the search teams will search all areas.
- Each search team leader should report to the Incident Command Post after the search or if a suspicious package or object is found during the search.
 - Teachers in the assembly area should display their Emergency Status Card and the Principal or Principal's designee should check the status of each teacher.
 - If no suspicious packages or objects are found, the Principal will give the "All Clear" signal to return to class. Students shall remain evacuated **ONE HOUR** past the time the caller indicated the bomb would explode.

Explosions

- a. Follow general response and guidelines as outlined above.
- b. Students and staff should be moved to safety immediately.
- c. First aid should be rendered as needed.

Suspicious Package

- a. In the event a suspicious package is found:
 - Evacuate the building immediately
 - Call 911.
 - Do not touch or move the suspicious package.
 - Notify the law enforcement in charge.
 - Notify the Superintendent's office and inform them of the status of the school.
 - The Principal should confer with the Risk Assessment Team and on site emergency service commander to make the decision if students and staff should be evacuated from the evacuation site to the Family Reunification Site.
 - Request transportation to the school reunification site.
 - Implement the Family Reunification protocol, if necessary.

C. SUICIDE BOMBERS

As long as there is a supply of willing self-scarificers, suicide bombers can use the same tactic time and time again. This tactic has been used effectively in other parts of the world by spreading panic and terror; therefore, schools must plan for the possibility of this type of terrorism.

1. Warning

- a. The School Resource Officer (SRO) and/or administrator should be notified immediately when an intruder/suspicious person is on school property. Provide the SRO/administrator with as much information as possible regarding the person's description, location and what behavior that person is exhibiting. The SRO/administrator will determine if additional police presence is necessary.
- b. Notify the school administrator, who will then determine whether or not a lockdown (Code Red) is necessary.

2. Preparation

- a. Prevention is the key to reducing the threat of suicide bombers.
- b. Since suicide bombing is an act of desperation, provide a mechanism to alleviate or reduce the causes of desperation.
- c. Recognize the signs and symptoms of a troubled person and report it to counselors, school administrators and other authorized personnel.
- d. Restrict free access to the building to as few doors as possible.
- e. All exterior doors locked during the day should have signs that provide directions for visitors advising them to use the main entrance.
- f. Discourage students and staff from opening locked doors for others as this will breach school security.
- g. All schools should develop and use a visitor identification name tag system using adhesive paper tags. Tags that expire and fade after exposure and fade after exposure to sunlight after one day are recommended. Anyone (visitor) not wearing a nametag may then be considered an intruder/suspicious person.

4. Response

- a. Make sure the hallways are clear of students and staff.
- b. Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches and is visibly armed with a weapon.

- c. Monitor the location of the intruder/suspicious person, if it can be done safely, and report his location to the SRO/administrator.
- d. Institute the Code Blue and/or Code Red lockdown procedure.
- h. Bring into the classroom any students found in the hallway, and lock the door.
- i. Allow no one to leave the room.
- j. Close all windows and blinds.
- k. Keep students calm and quiet.
- l. Use an emergency communication system (i.e., intercom, handheld radio, call button, etc.).

3. Response

Refer to bomb threats, explosions and suspicious packages section outlined above for response protocols.

D. SNIPER ATTACKS

Even “small-level operations” that involve sniper attacks can have enormous effect in paralyzing the public with fear and uncertainty. Several terrorism experts predict sniper attacks will become part of the terrorists’ modus operandi, thus schools should prepare for this type of terrorist event.

1. Warning

- a. Call for the SRO and/or 911 for law enforcement assistance. Provide information regarding the suspect(s) description, location and type(s) of weapons.
- b. Notify staff by use of codes for lockdown or an evacuation.
- d. Ask 911 for emergency medical services (EMS).
- e. Ask 911 for Emergency Management to provide coordination for additional resources.
- f. Call the Superintendent’s office to ensure that the proper response team is activated.

2. Preparation

- a. Establish heightened adult visibility at points of increased student mobility and visibility, such as drop-off and pickup areas, and during lunch.
- b. Coordinate special attention by SRO, school security and police departments serving the school.
- c. Eliminate open campus lunch privileges where students can leave the building and campus for lunch.

- d. Coordinate the timing and supervision for release of students on work-study programs or other programs where school students must leave the building mid-day.
- e. Stagger dismissal by minor adjustments in schedules so that smaller groups of children are leaving at the same time.
- f. Train bus drivers to watch for suspicious activities while driving, and at pick-up and drop-off points.
- g. Relocate bus and parent pick-up and drop-off points close to school.
- h. Trim excessive trees, shrubs, and wooded areas on campus and around school grounds.
- i. Consider canceling or limiting field trips, outside recess, and student and staff travel until the pending threat is reduced.
- j. Heighten SRO, security and adult supervision at athletic events, dances, and activities held at the school or at community facilities.
- k. Provide regular updates to staff.
- l. Attempt to obtain the names and locations of any violators, witnesses and/or victims. This information will be provided to responding police personnel upon their arrival.
- m. School staff should remember that the crisis scene is also a crime scene when an act of violence is occurred. No attempt should be made to clean up blood or other evidence without the approval of law enforcement.

3. Response

- a. Initiate a “Code Blue” and/or “Code Red” if necessary.
- b. Move students and staff away from vulnerable areas, such as windows, playground areas, open hallways, etc. Once secure, all personnel should lie down on the ground to minimize the risk of being a target.
- b. A lockdown should be considered or may be needed when a perpetrator(s) is not confirmed to or isolated in a specific room or area of the school but is roaming the campus. The lockdown will be used until such time as a safe and orderly evacuation can be initiated in coordination with law enforcement.
- c. If possible, attempt to secure any victims to protect them from further harm until EMS arrives.
- m. Do not confront or attempt to disarm anyone who is in possession of any weapon. Disarming a student or intruder will be the responsibility of law enforcement.
- n. If a weapon(s) has been dropped or discarded, secure the area where it is located, but do not handle it yourself. Wait for law enforcement to take custody of it.

E. FOOD CONTAMINATION

Terrorism ranges from a vast array of events, from bombings, biological attacks, shootings and even the intentional contamination of liquid and food sources. Being that food and liquids are a necessity of life, schools must prepare for the possibility of this of terrorist event.

1. Warning

- a. Lunch officials should contact the principal regarding any suspicious items or activities that may affect food or liquid sources.
- b. School nurse and/or the school administrator will determine further notification procedures and immediate action.
- c. If warranted, the SRO, police, health department officials and other appropriate officials will be notified if a terrorist event is suspected.
- d. Follow recommended actions by authorized personnel about HVAC operations, first aid response and food handling.
- e. Contact emergency medical services (EMS) if the illness or injury is of a serious or life-threatening nature.
- f. The parents or guardians of students or relatives of staff members to apprise them of the situation and to obtain any necessary medical information.

2. Preparation

- a. Maintain accurate and updated employee rosters, including rosters specific to each shift. Know who is and who should be in the school. Where possible, have photo ID cards for associates and restrict access to the school to staff and regulatory personnel with official identification.
- b. Limit cooked ready-to-eat area access to essential personnel and prohibit all personal items, including lunch containers, cases, purses, etc. from processing areas.
- c. Have a clear visitor policy that requires sign in and sign out at a security desk or reception. Limit access to the school to all visitors unless accompanied by a company employee. Require visiting regulatory personnel to present ID and sign in and out of the school.
- g. Inspect all incoming vehicles.
- h. Keep school doors closed at night and on the weekends, even if the only ongoing activity is sanitation or maintenance.
- i. Maintain an up-to-date inventory of all hazardous lab chemicals and solvents and keep hazardous materials securely locked.
- j. Know suppliers, and be certain to have a general and continuing letter of guaranty on file as well have a program for inspection of incoming ingredients.

- k. Have a specific policy to identify new suppliers to assure a safe supply. Develop accountability for all ingredients and foods.
- l. Keep sensitive ingredients locked and have specific personnel identified and trained to handle them properly. Have the ability to trace specific ingredient lots to finished product lots.
- m. Evaluate the security of the well and water systems. Consider testing for water potability more frequently, depending on the water source, e.g. weekly rather than monthly, or monthly rather than annually.
- n. Look for signs of sabotage to equipment, missing, broken or unprotected glass or indication of tampering with ingredients and packaging.
- o. Account for all keys to the facility or restricted areas held by supervisory employees.
- p. Have emergency telephone numbers (e.g. fire, police, ambulance, hospital, and regulatory agencies) available to school administrators and key personnel.
- q. Have prepared statements for the press and for customers identifying the action that you have taken depending on the situation.
- r. Prepare information about food safety, quality and community relations.

2. Response

- a. In non-critical situations:
 - Administer first aid, if necessary.
 - Contact family members.
- b. In critical situations:
 - Notify emergency medical services and emergency 911 communications.
 - Administer first aid to the extent possible.
 - Limit activity in the vicinity of the affected area(s), student(s) and staff member(s).
 - Notify the family of the affected student(s) and staff member(s). If the family cannot be contacted immediately, act in accordance with the school policy. Continue attempts to contact family members and keep a record of procedures, times and actions.
 - If the student is transported to a hospital, a staff member will accompany the student.
 - Keep a record of procedures administered (first aid, CPR, etc.), times and actions.

- If terrorism is suspected, keep the incident scene secured. Do not disturb possible evidence, identify witnesses and keep them separated.
- c. In the event of death:
- Be aware that any situation involving death is considered a crime scene. Therefore, secure the scene and restrict activity in and around the crime scene. Trained law enforcement personnel should process the scene.
 - Notify family personally and offer support. Trained personnel, in conjunction with uniformed, trained law enforcement personnel should do this.
 - If violence was involved, keep the incident scene secure. Do not disturb possible evidence, identify witnesses and keep them separated.
 - Limit school activity up to and including a lockdown, if necessary.
 - Initiate the Family Reunification Protocol, if necessary.
 - Provide available information to staff, faculty and students.
 - Initiate the Media Response Protocol.
 - Remove personal items of the deceased from desks, lockers, etc. Do this in conjunction with mental health personnel to determine the appropriate timing for this.
 - Stop any pre-incident school notices and/or memos of any kind, from inadvertently being sent to the family

SECTION XII

ACCIDENTS

Definition: This section outlines how the school will respond if an accident occurs which may be minor and/or life-threatening.

Topics: Injury, Illness, Suicide and Death; Fire; Utility Failures; Gas Leaks.

A. INJURY, ILLNESS, SUICIDE AND DEATH

Injury and illnesses are the most common of all school emergencies. Every school should be prepared to provide basic first aid, while requesting necessary emergency assistance.

1. Warning

- a. School nurse and/or the school administrator will determine further notification procedures and immediate action.
- b. If warranted, the SRO or the police, will be notified if the injury is violence related.
- c. Emergency medical services (EMS) if the illness or injury is of a serious or life-threatening nature.
- d. The parents or guardians of students or relatives of staff members to apprise them of the situation and to obtain any necessary medical information.

2. Preparation

- a. Establish and maintain a list of emergency medical telephone numbers.
- b. Establish and maintain a list of staff and students qualified to administer first aid and CPR.
- c. Maintain a file of student and personnel home telephone numbers, family business phone numbers, names and numbers of other individuals authorized by the family to make decisions regarding emergency treatment.
- d. A file listing students with known medical needs with instructions for emergency.
- e. Maintain a list of school staff members trained to deliver serious injury and/or death notification in conjunction with emergency response.
- f. Provide families with a policy statement of legal responsibilities and liabilities, including school insurance

restrictions and actions that will be taken when family members cannot be reached.

3. Response

- a. In non-critical situations:
 - Administer first aid, if necessary.
 - Contact family members.
- b. In critical situations:
 - Notify emergency medical services and emergency 911 communications.
 - Administer first aid to the extent possible.
 - Limit activity in the vicinity of the affected student(s).
 - Notify the family of the affected student(s). If the family cannot be contacted immediately, act in accordance with the school policy. Continue attempts to contact family members and keep a record of procedures, times and actions.
 - If the student is transported to a hospital, a staff member will accompany the student.
 - Keep a record of procedures administered (first aid, CPR, etc.), times and actions.
 - If violence was involved, keep the incident scene secured. Do not disturb possible evidence, identify witnesses and keep them separated.
- c. In the event of death:
 - Be aware that any situation involving death is considered a crime scene. Therefore, secure the scene and restrict activity in and around the crime scene. Trained law enforcement personnel should process the scene.
 - Notify family personally and offer support. Trained personnel, in conjunction with uniformed, trained law enforcement personnel should do this.
 - If violence was involved, keep the incident scene secure. Do not disturb possible evidence, identify witnesses and keep them separated.
 - Limit school activity up to and including a lockdown, if necessary.
 - Initiate the Family Reunification Protocol, if necessary.
 - Provide available information to staff, faculty and students.
 - Initiate the Media Response Protocol.

- Remove personal items of the deceased from desks, lockers, etc. Do this in conjunction with mental health personnel to determine the appropriate timing for this.
- Stop any pre-incident school notices and/or memos of any kind, from inadvertently being sent to the family.

B. FIRE

A fire may originate within a building or threaten from the outside. A small fire in a rural wooded area or urban area can quickly become out of control and jeopardize the safety of a nearby school. Internal fires may result from a variety of causes, ranging from carelessness to arson.

1. Warning

- Every school is required by Georgia state law to have a fire alarm system. This alarm sound should be distinct from any other warnings signals used within the school.
- In case of malfunction, an alternate alarm system should be available (i.e., whistle, bullhorn). Students and personnel should be familiar with the alternate alarm(s).
- The return signal to the building will be at the discretion of the Principal. The return signal should not be sounded on the fire alarm or the school bell.

2. Preparation

Equipment

- All personnel and students should be familiar with the location and operation of the alarm systems and fire extinguishers.
- All equipment should be marked and maintained in accordance with local and state regulations.

Evacuation Plans

- Plans should be designed to evacuate the entire school as quickly and as safely as possible.
- Identify exits, evacuation paths, and alternatives on the floor plan.
- Evacuation paths should include protective features (i.e., fire walls), avoid hazardous areas (i.e., wooden stairs, boiler rooms) and cross traffic.
- Identify and mark designated primary and alternate evacuation assembly points at least 1,000 feet from buildings.
- Include instructions to evacuate crowds attending schools or community functions.

- f. Consider assigning rooms on ground floors closest to exits or rooms which open directly to the outside for younger children or children with special needs.
- g. Include a list of functions for evacuating the building and designate personnel to check restrooms, classrooms, locker rooms, storage areas and other space that may be occupied by students, visitors or school personnel.

Evacuation Plan Instructions

- a. Provide to personnel and students at the beginning of the school year and include a method to safeguard records.
- b. Provide to all substitute teachers.
- c. Post by fire exit diagram.
- d. Provide to designated students and staff responsible for closing windows and doors when leaving rooms, checking adjacent restrooms, classrooms, storage areas, assisting students with special needs, and guarding exists to prevent unauthorized persons from entry into buildings.
- e. Exercise in accordance to evacuation plans avoiding patterned responses that have students gathering in the same location.
- f. Establish personnel to shut down utilities and conduct safety checks of grounds and transportation.

3. Response

- a. Sound an alarm and notify the fire department without delay upon the discovery of a fire.
- b. Conduct evacuation of buildings immediately and in an orderly manner using designated evacuation paths and exits.
- c. Use evacuation procedures including student accountability, closing doors and windows, and perimeter control.
- d. Remain vigilant and aware of surrounding activities during evacuations.
- e. Avoid establishing a single evacuation assemble point.
- f. Be prepared to activate the Family Reunification Protocol.
- g. Administrative staff will take emergency evacuation kits with them.
- h. Assigned person will shut off power and gas during an evacuation, if possible.
- i. Doors should not be locked in the building in order to allow public safety quick access.

C. UTILITY FAILURES, GAS LEAKS

Utility failures and other similar incidents may happen anytime. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water main may cause extensive damage to

property and building fixtures. Winter storms may cause electric power failure and may result in the loss of heat source.

1. Warning

- a. Contact the administrator's office to provide the necessary resources to respond and/or repair the leak.
- b. Contact maintenance personnel and provide them with the description of the problem(s).

2. Preparation

- a. Identify possible effects utility loss could have on the school and develop procedures for emergency shutdown.
- b. Consider the availability of an emergency generator to supply essential needs.
- c. Inventory the community resources to locate alternate sources of power and other necessary supplies.
- d. Keep an accurate blueprint of all utility lines and pipes associated with the facility and grounds.
- e. Establish and maintain a list of phone numbers, including night and day emergency utility reporting and repair services.
- f. Initiate early or late dismissal, school cancellation or delayed opening policies as necessary.

3. Response

General

- a. Initiate early or late dismissal, school cancellation or delayed opening policies.
- b. Key administrators will report the need to close a school to the Superintendent. The Superintendent will make the decision to close a school during a utility emergency.

Gas Line Leak

- a. Evacuate the building immediately.
- b. Notify maintenance personnel, local utility company, police and/or fire departments, and other appropriate school officials.
- c. Shut off utilities and open the windows, if necessary.
- d. Do not reenter the building until officials determine it is safe to return.

Electric Power Failure

- a. Call the power company.
- b. Notify maintenance.
- c. If there is danger of fire, evacuate the building via fire drill procedure.

- d. Relocate students from rooms with no windows and/or direct outside ventilation.
- e. If power cannot be restored, keep refrigerated food storage units closed to cut down on spoilage.
- f. If a short is suspected, turn off power at the main control point and follow repair procedures.

Water Main Break

- a. Call facility maintenance.
- b. Shut off valve at primary control point.
- c. Relocate articles which may be damaged by water.

SECTION XIII

TRANSPORTATION AND FIELD TRIPS

Definition: When transporting students/staff or when going on a field trip, this section outlines the procedures for off campus activities.

Topics: Transportation Safety and Transportation Accidents; Field Trip Safety and Field Trip Accidents.

A. TRANSPORTATION SAFETY AND TRANSPORTATION ACCIDENTS

Schools transport thousands of students every day to school facilities and for field trips. With the number of school buses and congested roadways, transportation safety is paramount to ensure the wellbeing of students and staff.

1. Warning

- a. Contact the school administrator to initiate the response of appropriate emergency response resources.
- b. Contact 911 to request law enforcement assistance in traffic control and scene safety.
- c. Contact family members as needed to minimize panic.

2. Preparation

- a. Establish and maintain an emergency kit containing the following: student rosters, first aid kit, pencils, paper, stick-on name tags, phone number list, signs to display bus numbers, area maps and route maps.
- b. Radio dispatch communication (and/or cellular phones) will be on all buses.
- c. A list of emergency numbers to be contacted at the point of the origin, intermediate points and final destination points will be maintained for all field trips.

3. Response

Accidents Without Injuries

- a. Designate staff to receive uninjured students when they arrive at school and continue to evaluate and meet their needs.

- b. Communicate with the Transportation Department for any additional needs.

Accidents With Injuries

- a. Proceed to the accident scene.
- b. Notify the dispatch upon arrival of the scene.
- c. Provide first aid as needed.
- d. Refrain from discussing the accident with anyone on the scene except law enforcement and appropriate school system personnel.
- e. Assign administrator and/or clerical personnel to remain at the school.
- f. Assign in identifying injured students and documenting the accident scene activity (compile a list of those injured and those who have not to ensure that all persons present on the bus at the time of the accident have been accounted for in some way).
- g. Assign administrator(s) to go to the hospital.
- h. Advise dispatch of hospital(s) to be utilized.
- i. Uninjured students will be transported from the accident scene to the school. Designate staff to receive uninjured students when they arrive at school and continue to evaluate and meet their needs.
- j. Notify parents of students involved immediately, especially when there are injuries.
- k. System administration will establish an incident command post near the accident site if multiple injuries are reported.
- l. Be prepared to receive parents and the media.
- m. Contact local emergency management to assist in the coordination of response efforts.
- n. All film from security cameras will be given to the Director of Transportation.

B. FIELD TRIP SAFETY AND FIELD TRIP ACCIDENTS

Schools travel on field trips throughout the year for various events. These include sport competitions, musical events, historical and tourist attractions. Participation in field trips range from small groups to large numbers of students requiring numerous chaperones.

1. Warning

- a. Contact the school administrator to initiate the response of appropriate emergency response resources.
- b. Contact 911 to request law enforcement assistance and/or EMS.
- d. Contact family members as needed to minimize panic.

2. Preparation

- a. Establish and maintain an emergency kit containing the following: student rosters, first aid kit, pencils, paper, stick-on name tags, phone number list, signs to display bus numbers, area maps and route maps.
- b. Radio dispatch communication will be on all buses and should be taken on all field trips.
- c. A list of emergency numbers to be contacted at the point of the origin, intermediate points and final destination points will be maintained for all field trips.

3. Response

Accidents Without Injuries

- a. Designate staff to receive uninjured students when they arrive at school and continue to evaluate and meet their needs.
- b. Communicate with the Transportation Department for any additional needs.

Accidents With Injuries

- a. Proceed to the accident scene.
- b. Notify the dispatch upon arrival of the scene.
- c. Provide first aid as necessary.
- d. Refrain from discussing the accident with anyone on the scene except law enforcement and appropriate school system personnel.
- e. Assign administrator and/or clerical personnel to remain at the school.
- f. Assign in identifying injured students and documenting the accident scene activity (compile a list of those injured and those who have not to ensure that all persons present on the bus at the time of the accident have been accounted for in some way).
- g. Assign administrator(s) to go to the hospital.
- h. Advise dispatch of hospital(s) to be utilized.
- i. Uninjured students will be transported from the accident scene to the school. Designate staff to receive uninjured students when they arrive at school and continue to evaluate and meet their needs.
- j. Notify parents of students involved immediately, especially when there are injuries.
- k. System administration will establish an incident command post near the accident site if multiple injuries are reported.
- l. Be prepared to receive parents and the media.
- m. Contact local emergency management to assist in the coordination of response efforts.

- n. All film from security cameras will be given to the Director of Transportation.

SECTION XIV

SCHOOL FUNCTIONS DURING NON-INSTRUCTIONAL HOURS

Definition: This section outlines what the school's protocols are for school functions during non-instructional hours.

Topics: Overview of the warning, preparation and response.

During the school year, some school functions occur before and/or after the normal school hours. Although some of these events are planned, others occur unexpectedly (ice storms, etc.). These events usually involve a lesser number of individuals than during the normal school hours; however, the same safety concerns may still affect the participants during non-instructional hours.

1. Warning

- a. Notify appropriate personnel as outlined in this plan.

2. Preparation

- a. Make the same preparations for each safety concern as outlined in this plan.
- b. Ensure that after hours-contact numbers are available to the responsible staff in the event school administrators have to be contacted.
- a. Assign shifts in order for faculty members to maintain duty of students, telephones, etc.
- b. Keep accurate records of students who are to be picked-up, by whom and at what time. Use appropriate check out procedures.
- c. Determine if any special needs are required (i.e., medication).

3. Response

- a. Make the same preparations for each safety concern as outlined in this plan.
- b. If an unplanned event occurs, attempt to contact students' parents/guardians. Continue to do so throughout the night.
- c. Keep students in the safest part of the building.
- d. Notify appropriate personnel to ensure necessary heating/cooling of the building.
- e. Ensure that adequate food and shelter is available.

SECTION XV

COMMUNITY INPUT IN DEVELOPING THE SAFETY PLAN

Definition: This section outlines the various groups' input on developing the school safety plan.

Topics: Overview of who was involved in the process of this plan.

The Decatur County School System has worked diligently in the area of emergency preparedness. Each school within our system has formed a safety committee composed of students, parents, teachers, administrators, nutrition workers, custodians, and emergency response personnel. Their role is to inspect the facility, then develop, evaluate, improve and carry out the plan should that become necessary.

And to ensure that our plans are comprehensive and up-to-date, members continuing review and revise our plans to provide the highest and most current safety for our staff and students. These members include law enforcement agencies, fire department officials, emergency management professionals, the Superintendent and Associate Superintendent, the Safety Director, the Transportation Director, and other members as requested or needed.

SECTION XVI

AWARENESS/EDUCATION PROGRAM

Definition: This section outlines how the school can be better prepared for responding to emergencies and/or disasters through an awareness/education program.

Topics: General; Early Childhood; Elementary, Middle and High Schools; Severe Weather Awareness Week; Resources.

A. GENERAL

Students and personnel must be prepared to deal with any type of emergency/disaster. Lack of preparedness may result in non-action, panic and increased loss of life and property.

To provide emergency disaster information and develop awareness about communication and warning, emergency preparedness education programs need to be provided to students and staff. Emergency/disaster awareness and preparedness is best taught by incorporating materials into existing curriculum. As school personnel learn the realities of emergencies/disasters, numerous opportunities will occur to enlighten students' safety awareness.

The ability to successfully respond to an emergency/disaster will be greatly improved when students and staff are fully aware of such situations. Students and staff will learn safety skills to take care of themselves in an emergency.

B. EARLY CHILDHOOD

Even very young children can understand emergency preparedness information. Children need to know that emergencies can happen at any time and "how to" protect themselves. A teacher may introduce concepts of emergencies and self-help by relating information to everyday experiences. Depending upon the degree of rural or urban character of a community, a teacher should give priority to situations which children are most apt to experience in their home or school environment.

Young children should be aware of the natural phenomena and manmade hazards that cause emergencies/disasters. They should be trained in safety and protection procedures, and become acquainted with people and agencies providing emergency services. They must learn their own

sense of self-confidence in problem solving and decision making. Children should be shown “how to” help others.

1. Ideas for Teachers

- a. Take advantage of free materials developed for early childhood emergency preparedness curriculums. Contact your local Emergency Management Agency or local American Red Cross Chapter.
- b. Invite speakers from community agency functions and/or visit the local Emergency Management Agency, fire department, law enforcement agencies, and emergency medical service providers.
- c. Include emergency preparedness words such as watch and warning in Language Arts class.
- d. Prepare math problems involving emergency response time.
- e. Encourage children to draw maps of their community, designating hazardous areas.
- f. Ask children to paint murals or make collages about emergencies/disasters.
- g. Write a play about an emergency situation with a pet and let children become disaster managers, victims, first responders, and pet shelter workers.
- h. View emergency preparedness videos and discuss with the children. Contact your local Emergency Management Agency of the local American Red Cross to obtain videos.
- i. Use carefully chosen newspaper and magazines articles to illustrate disasters and their effects.
- j. Read a story involving children and an emergency situation and ask children to draw a picture about responding to the situation.
- k. Visit sites where natural change is taking place and emphasize both constructive and destructive effects of floods, fires and storms.
- l. Conduct exercises/drills with children and let them make identification badges.

C. ELEMENTARY, MIDDLE AND HIGH SCHOOLS

Students in elementary, middle and high schools can progressively view events in a continuum from cause to effect. As students mature, they are able to approach subjects of natural and manmade disasters in a more realistic, responsive manner. Curriculum should include increasingly scientific and technical information about hazards.

For adults, the words emergency and disaster often relate to graphic pictures of injury, death and/or destruction. But for both adults and children, group discussion provides an opportunity to examine fears and

realize many shared feelings. Often this results in a source of comfort and strength during an emergency or disaster. Teachers may find the study of the psychological and philosophical basis of human reaction to extreme events generates profound and satisfying discussion.

1. Ideas for Teachers

Science

- a. Relate disasters to physical change, conservation, ecology and/or environmental science.
- b. Keep weather charts and not changes on a graph.
- c. Study Georgia's vulnerability to hurricanes, tornadoes, flooding and other natural hazard phenomena, and the relationship of weather and climate to geographical location.
- d. Discuss hazards overcome and created by science and technology.
- e. Discuss "how to" prepare for hurricanes, floods, tornadoes and other natural disasters.
- f. Keep a scrapbook of newspaper clippings to illustrate the scope and effect of natural disasters and benefits of preparedness and mitigation.
- g. Examine in earth science natural forces that create disasters (i.e., faulting, volcanism, tsunamis, mass earth movements, sinkholes, etc.).
- h. Visit a media weather station and create a school weather station.
- i. Study solar and tidal effects on the earth (i.e., global warming).

Language Arts

- a. Assign novels that relate to disasters for reading and request oral or written reports.
- b. Ask students to critique various journalistic approaches to disaster reporting (i.e., sensationalism versus complete and accurate story, community updates or helpful requests for assistance).
- c. Request students examine local newspapers filed or kept on microfilm and compare past disaster reporting with the present styles of public information reporting.
- d. Conduct a historical survey of community disasters, interview older persons, and write a story for the school or local newspaper.

Math

- a. Invent a word problem using a series of formulas and math skills.

- b. Ask students to locate the epicenter of an earthquake using a world map, compass, and formulas for S and P waves.

Family and Consumer Science

- a. Study emergency mass feeding techniques, food preparation, nutritional planning for people with special needs, and water purification.
- b. Study home techniques for storage, rotation, and preparation of food during emergencies/disasters.

Social Studies

- a. Study hazards in other countries and resources required and available.
- b. Compare cultural response to hazards along the eastern coast of the U.S. and the eastern coast of Asia.
- c. Enact a play with tourists from other countries visiting the community during an emergency.
- d. Study the history and effects of disasters in the U.S. such as the San Francisco earthquake and the Chicago fire.

Biology

- a. Study the effects of radiation on biological organisms.
- b. Compare animal instincts to human reactions in time of emergency, danger and disaster.
- c. Examine ways in which animal and animal industry are affected, respond to and recover from disasters.

Health and Physical Education

- a. Offer first aid classes through the local American Red Cross Chapter or other qualified organization.
- b. Organize rescue teams and train with local volunteer rescue organizations.
- c. Discuss physical and mental health issues resulting from different types of disasters.
- d. Study emergency procedures for maintaining sanitary conditions and preserving food/water quality during disasters.

D. SEVERE WEATHER AWARENESS WEEK

Each year during the month of February, the Severe Weather Awareness Week is conducted. Contact your local Emergency Management Agency or the National Weather Service for exact dates. This week is designed to bring awareness to severe weather events (specifically tornadoes) that affect the State of Georgia. This timeline is chosen as a prelude to the primary tornado season that begins in March and usually ends in May.

- a. Provide students with emergency preparedness information and conduct different activities and exercise/drills throughout the week.
- b. Emergency responder outdoor exhibits and interactive demonstrations (i.e., fire department, emergency medical services, police department, local emergency management agency, utility companies, forestry commission, etc.).
- c. Request students draw, paint, color and make murals to depict emergency preparedness and mitigation activities, and display in areas such as the cafeteria, Parent-Teacher Association meeting room and shopping center.
- d. Stage a mock emergency such as a tornado or flood with students and teachers acting as victims and first responders.
- e. Engage students dressed in old clothes in physical activities associated with emergency response and recovery work from evacuation to crisis counseling.

E. RESOURCES

In addition to the resources available through school media centers or public libraries, there are booklets, pamphlets, periodicals, and videos concerning natural and manmade disasters available through volunteer organizations, and federal, state and local agencies.

1. Volunteer Organizations

Since most of the resources available through volunteer agencies vary according to the type of disaster, contact these groups individually and/or request a catalog of listing of resource materials and costs. Contact your local Emergency Management Agency for a complete listing.

- Local American Red Cross Chapter
- The Salvation Army
- United Way
- Georgia Baptist Association

2. Local Agencies

In Georgia, community agencies are the first responders to any type of emergency or disaster. These agencies are an invaluable resource and often have materials available to distribute or loan.

- Emergency Management Agencies
- Fire Departments
- Police/Sheriff Departments
- Emergency Medical Services
- County Health Departments
- Community Mental Health Boards
- County Department of Family and Children Services
- 911 Communications Centers

3. State and Federal Agencies

State and federal agencies produce many materials, videos and other publications that are available to communities. Through catalogs, web sites and other listings, they provide a vast array of information, materials and training. Listed below is only a partial listing of state and federal agencies. Please contact your local Emergency Management Agency for a complete listing.

- Georgia Emergency Management Agency
- Department of Public Safety
- Georgia Forestry Commission
- Georgia Department of Human Resources
- Federal Emergency Management Agency
- Environmental Protection Agency

SECTION XVII

APPENDICES

Definition: This section provides copies of the various checklists, forms and lists to assist in responding/preparing for a crisis at a school.

Topics: Floor Plan Checklist; Site Plan Checklist; Bomb Threat Checklist; Emergency Evacuation Kit Checklist (To Go Kit); Bus Occupants Sheet; Student Release Sheet; Emergency Phone Numbers; Shelter Information; Sample Media Press Releases; Senate Bill 74.



EDUCATION FACILITY FLOOR PLAN & SITE PLAN CHECK LIST

The following are considerations to be included in a school floor plan and/or schematics to assist public safety personnel in their respective response efforts:

- All hallways and classrooms are clearly identified and labeled (on plan and doorways)
- All school wings should be clearly labeled (on plan and the exterior of the building)
- All access doors to adjoining rooms identified
- All special education classrooms and science labs labeled
- All custodian closets, book rooms, lounge areas, and workrooms are labeled (ex. room 123A)
- Location of hazardous materials/chemicals storage
- Locations of all interior hallway doors
- Location of central power control access panel identified
- Location of main physical plant identified-HVAC shutoff identified
- Location of any other utility control access points
- Location of connection to external water source.
- Location of master keys to facility
- Location of all fire extinguishers
- Location of emergency evacuation kits (preferably two per building)
- Location of all roof access points identified (exterior and interior)
- Location of any cat-walk or rafter access points
- Location of internal intrusion alarm panels and access codes (keep private)
- Internal/External video camera locations identified
- Video camera monitoring sites labeled
- Location of cable/satellite TV access control
- Location of audio monitoring system(s) (PA system)
- Location and instructions on how to disable fire sprinkler system and audible alarms
- Location of school phones and pay phones and all numbers listed
- Building evacuation routes identified (in addition, fire and tornado plans should be posted in every room)

Note: The information contained in this document and the document itself may be reprinted and distributed only in its presented entirety. Any change or modification to the information contained herein is not authorized. The Georgia Emergency Management Agency-Homeland Security School Safety Unit intends for the latest and most accurate information to be distributed to its partners in school safety for their use and benefit. Readers should consult their own internal policies as well as any applicable rules, laws, or regulations before implementing these recommendations. This document is presented by, and may be reprinted or distributed with permission from the GEMA-Homeland Security School Safety Unit.



GEMA SCHOOL SAFETY UNIT

Bomb Threat Checklist

Ask the Caller:

1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

Exact Wording of Bomb Threat?

Caller Information:

Sex: _____ Race: _____ Age: _____

Length of Call: _____

Caller's Voice:

Calm	_____	Nasal	_____	Slurred	_____
Soft	_____	Angry	_____	Whispered	_____
Stutter	_____	Loud	_____	Accent	_____
Excited	_____	Lisp	_____	Disguised	_____
Laughter	_____	Slow	_____	Cracking	_____
Raspy	_____	Crying	_____	Normal	_____

Familiar: (If voice is familiar, who did it sound like?) _____

Background Sounds:

Traffic	_____	Voices	_____
Music	_____	House Noises	_____
Static	_____	Clear	_____
Office Noises	_____	Factory	_____
Long Distance	_____	Machinery	_____
PA System	_____		
Other (describe):	_____		

Threat Language:

Well Spoken	_____	Incoherent	_____
Offensive Words	_____	Message Read	_____
Taped	_____	Irrational	_____

Notes:

Agencies Notified:

	Initials
911/Law Enforcement/Fire	_____
Superintendent's Office:	_____
Emergency Management Agency:	_____

Call Received by:

Name: _____

Title/Position: _____

Telephone Number: _____

Date: _____



Emergency Evacuation Kits

Introduction:

All schools should develop an emergency evacuation kit to be taken from the school during an emergency evacuation. It is essential that this kit be kept updated. The kit should be kept in the administrator's office. This kit will become the portable "command center" for the lead school administrator during the first critical minutes of any crisis which require the evacuation of the facility. The administrator or a designated staff member should take the kit whenever the building is evacuated. The information in the kit will allow the administrator to quickly integrate in the public safety response structure and provide critical information needed by responding agencies. This kit should also be taken during drills for consistency with response protocols. A second duplicate kit should be compiled and should be taken by an administrator or designated staff person to the family reunification site during the evacuation, should this procedure be implemented. Emergency evacuation kits should be stored in an out of site location so as not to be readily accessible by an offender such as a burglar or hostage taker.

Response Protocol:

The kit should quickly be taken to the area where first responders will arrive. The lead school administrator should assist the public safety incident scene commander, who is designated to be in charge of the scene. For legal, technical, and practical reasons, school officials should never attempt to assume the role of incident commander. The administrator should ensure that command of the scene is transferred to the appropriate public safety official immediately upon arrival according to plans. A second administrator should proceed with the duplicate emergency evacuation kit to the evacuation or family reunification site. This will facilitate the transferring of custody of students to parents or guardians efficiently. The student contact information will ensure that non-custodial parents and others who are not authorized to have access to a child do not exploit the crisis situation. The school administrator at each emergency site (incident scene and family reunification site) should quickly make contact with the public safety site commander and ensure that they have access to the information contained in the kit. It is best that the kit remain under the supervision of the school official, as public safety representatives will not be familiar with the information in the box and will often need a school staff member to find and interpret the information that is needed. A properly assembled kit that contains updated information can help school officials and public safety responders dramatically improve the way in which a crisis situation is handled.

Suggestions for Your Emergency Evacuation Kit:

1. A copy of the school emergency operations plan
2. Student release/sign-out sheets
3. A copy of the facility tactical site survey
4. Building floor plan with utility shut offs and detailed instructions on disablement
5. Site plan information highlighting mobile units, fenced areas, fuel storage, etc.
6. Bus routes and driver contact information
7. Emergency telephone numbers of assistance agencies
8. Copies of photographs of the facility (exterior and interior photo album tour)
9. Copy of video/CD-Rom with photos depicting exterior and interior of the building
10. Copies of all student and staff emergency contact/release cards
11. Emergency Medical Information regarding students and staff
12. Copy of school or district personnel directory with phone contact information
13. A copy of the most recent school yearbook
14. Student/Staff photo sheet (check with yearbook photographer)
15. Special needs students' information
16. Flashlight and extra batteries
17. Bullhorn and appropriate batteries
18. School response team vests
19. Cell phone and/or portable radio
20. AM/FM Radio with extra batteries
21. Extra Laptop (as available)
22. Current county phone book
23. City/County maps
24. First Aid Kit
25. Light Sticks



SCHOOL BUS SAFETY

School buses travel over 4 billion miles a year and transport 24 million students*. With the numbers continuing to increase, so does the responsibility for ensuring the safety of the passengers of the bus and other motorists on the roadways. It is imperative that the School System Transportation Department implement and maintain a current transportation policy. All drivers should know and follow their departmental policy.

The following are a few supplemental suggestions to help aid overall bus safety.

- Always conduct a thorough inspection of the bus prior to and at the completion of routes. Look for suspicious items, drugs, weapons, or contraband in and around your bus.
- Frequently check all camera and communications equipment to ensure operability.
- Ensure that all bus riders and their parents/guardians are familiar with bus rules and expectations for behavior on school buses. These rules and procedures should be included within your district's student discipline code.
- Remain calm when faced with an emergency. Students look to you for guidance.
- Know your severe weather procedures and pre-identify shelter areas along your route.
- Identify areas on your route that require special attention such as railroad crossings, industrial intersections, and areas known for gang activity.
- If an emergency occurs and students are released, ensure that emergency release forms are completed.
- Make sure that buses are always parked in well lighted areas. Ensure that buses are always secured and the keys are removed from the vehicles.
- Maintain an accurate roster of bus riders. Ensure that a copy of this roster is located on the bus as well as at your transportation department.
- Know your passengers and their appropriate stop.
- Try to develop a rapport with your passengers.
- Drivers and monitors should maintain current CPR and First Aid certifications.
- Contact your local GEMA School Safety Coordinator for training pertaining to school bus safety risks (i.e. active shooters, concealed weapons, gangs, etc...).



SCHOOL BUS EMERGENCY KIT SUGGESTIONS

School buses are susceptible to many types of emergency situations throughout the day. The list below highlights suggestions for a school bus emergency evacuation kit that can be kept to help respond to and mitigate potential emergency situations that drivers may encounter. A backpack is a useful way to store and carry some of the items in your kit since it would leave the driver's hands free. This kit should be checked and updated on a regular basis using an inventory sheet. Check with your transportation director and local public safety agencies for additional items that should be included in your kit.

- School System Transportation Emergency Procedures or Policies
(Includes Potential Severe Weather Sheltering Sites)
- First aid kit
- Fire extinguisher
- State map
- Paper, pencil and clipboard (to document incident or victim information)
- Copy of school or district personnel directory with phone contact information
- Student emergency checkout cards
- Student emergency contact & medical information
- Special Needs Students' Information
- Roster: including names of students and their addresses
- Flashlight with extra batteries
- Light sticks
- Reflective traffic vest
- Orange reflective triangles
- Back-up communication capability
- Field trip permission slips and roster (as applicable)
- Emergency contact information on all chaperones or teachers for field trips
- Disposable camera

Note: The information contained in this document and the document itself may be reprinted and distributed only in its presented entirety. Any change or modification to the information contained herein is not authorized. The Georgia Emergency Management Agency-Homeland Security School Safety Unit intends for the latest and most accurate

DECATUR COUNTY BOARD OF EDUCATION EMERGENCY NUMBERS
BOARD OF EDUCATION - MAIN PHONE NUMBER 248-2200

NAME	WORK #	WORK CELL	PERSONAL CELL	HOME /ALT. #
Dr. Fred Rayfield, Supt.	248-2813	229-726-6833		229-515-3218
Jerry Mills, Maint. Dir.	248-2245	229-400-5667		229-246-8907
COUNTY OFFICE PERSONNEL				
Dr. Suzi Bonifay	248-2809	229-416-6195		229-246-1726
Dr. Linda Lumpkin	248-2806	229-254-7305	229-243-4150	229-243-0060
Susan Johnson	248-2811	229-400-5694		229-246-7544
Dr. April Aldridge	248-2836	229-220-4775		229-243-8821
Randy Covington	248-2825	229-224-7739		229-294-4484
Steve Dunn	248-2801	229-416-7010	229-220-1048	229-248-8444
Tim Matthews	248-2812		229-220-3025	229-246-5163
Catherine Gossett	248-2826	229-416-7964		229-246-4630
Debbie Purcell	243-5321		229-220-0311	229-246-8440
Eddie Johnson	254-4013	229-254-4013	229-220-6518	
PRINCIPALS				
Dr. Lillie Brown	248-2253		229-220-2673	229-246-8806
Dr. Larry Clark	248-2218		229-220-7281	229-246-7281
Tommie Howell	248-2230	229-400-5665		229-246-7487
Roy Mathews	248-2224	229-400-5678	229-400-8889	
Allyson Matthews	248-2821		229-254-0824	229-246-5163
Dr. Marvin Thomas	248-2206		229-726-8188	229-248-0947
Kathy Varner	248-2215		229-220-7169	229-246-7070
Jennifer Wilkinson (Interim)	248-2212		229-220-8627	229-220-8627
NBLC DIRECTOR				
Michael Austin	243-6827		229-220-8059	229-246-7318
PLC DIRECTOR				
Dana Bryant	248-2221		229-220-1663	
21st CENTURY DIRECTOR				
Estella Bryant	248-2841		229-400-3800	
RESOURCE OFFICERS				
Paul Gordon - (BHS)	248-2230	229-726-7975	229-205-5466	
Maurice Gaines - (HMS)	248-2224	229-726-8008	229-400-0712	229-248-0699
Eric Duke - (BHS)	248-2230	229-400-5693	229-400-0612	
Travis Martin - (BMS)	248-2206	229-220-1800		229-861-3472
TRANSPORTATION				
Farrell Lawrence	248-2204	229-400-5661		229-454-7786
Cindy Logue	248-2204	229-400-5662	229-220-4404	
Geary Stevens	248-2204	229-400-5668		229-246-3581
MEDIA - TV/RADIO STATIONS				
WALB-TV - Albany	229-446-9252			
WCTV 6- Tallahassee	850-893-6666			
WMGR-930AM Radio	229-246-2002			

**DECATUR COUNTY BOARD OF EDUCATION EMERGENCY NUMBERS
CONTINUED**

MEDIA - TV/RADIO STATIONS (CONTINUED)

Live 101.9 - Kevin Dowdy	246-7776		229-416-6021	
Post Searchlight - Jeff Findley	246-2827			

BOARD OF EDUCATION MEMBERS

Bobby Barber			229-220-2162	229-248-1815
Kelvin Bouie			229-220-1598	229-465-3740
Sydney Cochran	246-6600		229-254-2979	229-246-5901
Jacky Grubbs	248-5726		229-221-3969	229-246-0315
Randall Jones	246-3700		229-400-0958	
Winston Rollins	229-227-2708		229-400-4154	229-243-0801

CITY OF BAINBRIDGE & DECATUR COUNTY

Chris Hobby, City Mgr.	248-2000 Ext. 102			
Col. Breedlove, County Administrator	248-3030			

SAMPLE PRESS RELEASE

Today administration at _____ declared a state of emergency at _____ AM/ PM based on an evaluation of the current conditions that were occurring at _____. At approximately _____ AM/PM school officials stated that the following situation occurred at _____:

These actions made it necessary for administration, faculty, staff and students to take emergency action. At this time there is no other information available. For further information please contact a school administrator or the county office at 229-248-XXXX or 229-248-2200.



CRISIS COMMUNICATION CHECKLIST FOR SCHOOLS

Crisis incidents require that a clear and concise message be delivered to both the school community and the community at large. The following are suggestions for developing and maintaining a consistent and informative message.

- A school spokesperson should be designated for the crisis site. This person should be familiar with the school's safety plan.
- A public information officer should be designated to assist the school spokesperson in facilitating media inquiries. This person should be trained to work with the media.
- Media contact numbers and fax numbers should be placed in the Emergency Evacuation Kit and periodically checked for accuracy.
- Mutual aid agreements should be established with other agencies or school systems to provide additional public information officers as needed.
- A media staging area should be determined. The site should (if possible) provide a good camera view of the school, yet is located away from response operations, the incident command center, and the family reunification site.
- A location for media briefings should be identified.
- The school will meet with law enforcement to become familiar with what information may or may not be released during a criminal incident on campus.
- Fact sheets with background information about the school have been created.
- School personnel should meet with local media representatives to discuss ways that the media can support crisis response efforts. Schools may want to conduct training to acquaint administrators with the process of making statements during a crisis.
- Implement a system to post updated press releases on the school's Web site during a crisis.



SCHOOL SAFETY LAWS

In addition to everyday laws enforced in your community, which include schools, the State of Georgia has specific laws that apply directly to the school safety zone. By enforcing stricter penalties, these laws help schools to enforce rules that contribute to the overall safety of the school.

OCGA 20-2-1180: Loitering in a School Safety Zone. This statute requires visitors of a public or private school to check in at the designated location and give the reason for their visit. Use this law to stop gang members, drug dealers or other dangerous groups from operating near your school.

OCGA 20-2-1181: Disrupting a Public School. Removing disorderly individuals can help control dangerous behavior. This code section provides that any person who disrupts or interferes with the operation of a public school shall be guilty of a misdemeanor of a high and aggravated nature. Among other things, this is widely used for bomb threats.

OCGA 20-2-1182: Persons Other Than Students Who Insult or Abuse Teachers in the Presence of Pupils. Use this law to deal with parents, guardians or others who are not students at your school who insult, abuse, or upbraid teachers, administrators or bus drivers after being advised of the presence of minor children. Anyone who fails to leave the premises after being advised to do so is guilty of a misdemeanor.

OCGA 20-2-1184: Failure to Report Criminal Activity. This law requires that any teacher or other employee of a public or private school who has reasonable cause to believe that a student at that school has committed an act on school property or during any school function, which is prohibited by any of the following statutes: 16-5-21, 16-5-24, Chapter 6 of Title 16, 16-11-127, 16-11-127.1, 16-11-132 and 16-13-30, shall report the act to his or her immediate supervisor, who shall then notify the appropriate superintendent, the police authority, and district attorney. Any person who knowingly violates this code section will be guilty of a misdemeanor.

OCGA 16-11-127.1: Possession of a Weapon on School Property. This statute provides penalties for possession of a wide range of weapons on school property for those persons who are not authorized under the law to be in possession. "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher. Refer to the Official Georgia Code Annotated for additional information.

OCGA 16-5-61: Hazing. This law prohibits any person to "haze" any student in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization. "Haze" means to subject a student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity. Any person who violates this code section shall be guilty of a misdemeanor of a high and aggravated nature.

OCGA 16-13-32.4: Drug-Free School Zones. This law states it is illegal to manufacture, distribute, dispense, or possess with intent to distribute a controlled substance or marijuana on or within a school safety zone. This law provides an additional charge to any person(s) who is already charged under OCGA 16-13-30.

OCGA 3-3-21.1: Possession of Alcoholic Beverages on Public School Grounds. This law makes it illegal to possess alcoholic beverages on any public school grounds.

In addition to the laws described above, some penalties for other crimes committed upon schools grounds against students or school personnel are enforced with stronger penalties, including greater minimum incarceration times. Examples of these crimes include, but not limited to, the various degrees of assault and battery crimes.