

School Safety Plan

**Bainbridge High School
2017-18**

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SECTION I

INTRODUCTION

Definition: Provides an overview of the school system's progressive course of action to ensure the highest level of safety and wellbeing of its students, staff and visitors.

Topics: Mission Statement; Authority; Purpose.

A. MISSION STATEMENT

It is the goal of Bainbridge High School to protect the health and safety of each student, faculty/staff member, and visitor during the time that they spend at our school's facilities and grounds. This goal can be met through the development and implementation of a comprehensive and effective safety plan that proactively seeks to identify and correct unsafe conditions and eliminate the impact that such conditions would, no doubt, have on the daily activities and functions. The safety plan will also provide guidelines for dealing with emergency or crisis situations, should they arise. Such a program can benefit the high school community by reducing the risk of injury and/or health hazards and providing a secure environment for the aforementioned stakeholders that daily utilize our campus. Bainbridge High School pledges to make every reasonable effort to promote, create, and maintain a safe and healthful environment. This we believe can be realized by the application of basic safety and sound management practices, along with the adherence to applicable federal, state, and local codes, laws, and standards.

B. AUTHORITY

State Board Policy EBB, Emergency Preparedness Plan and Senate Bill 74 requires that personnel and students in every public school in Georgia be aware of the hazards which threaten their lives and safety, and be prepared to take appropriate action in the event of any imminent or actual disaster. School personnel must also be aware of their roles in working with local emergency responders, parents, students, teachers, community leaders and other local agencies when planning for or responding to local emergency crisis or disasters.

The policy requires that every local school system and every school in the system develop, periodically update, and implement a written emergency preparedness plan. The Decatur County Board of Education has developed this

comprehensive program to be used as a guideline in the event of emergencies. This system-wide protocol will be used by every school to outline their emergency procedures.

A copy of this written plan will be kept in the Superintendent's office, Director of Safety and Security's Office, and at each school's Principal's office. A copy will also be kept in applicable departments and outside agencies where necessary.

A condensed version of this plan will be placed in a flip chart. Copies of the flip charts will be given to all administrators, other system employees as needed and to outside groups that utilize the campus for other purposes.

C. PURPOSE

The safety of students and staff is a primary responsibility of the school staff and system-wide personnel. These emergency/crisis procedures are implemented to save lives and prevent injuries in case of an imminent or actual disaster, or on-site emergencies, and during non-instructional and field trip events.

Administrative and professional school personnel have the specific task of preparing and implementing an emergency preparedness/crisis plan for each school site. A well thought out and rehearsed disaster plan is an excellent beginning in raising the consciousness of students, school personnel, and system personnel to the reality of life-threatening hazards, while training them in lifesaving techniques.

SECTION II

SCHOOL DEMOGRAPHICS

Definition: Outlines the specific characteristics and details of individual schools within the school system.

Topics: Name and Location; Administrators' Name and Positions; Size and Type; Number of Students and Staff; Number of Rooms; Shelter Information; List of Hazardous Materials; Maps.

A. NAME AND LOCATION

Name of School: Bainbridge High School
Address: One Bearcat Boulevard
City, State, Zip: Bainbridge, GA 39819
Telephone Number: 229-248-2230
Fax Number: 229-248-2260
Email Address: rmathews@dcooe.com

After Hours Contacts:

Roy Mathews (229)400-8889
David Mackey (229)220-6338
Christine Pugh (229)524-8061
Sean Johnson (229)220-5552
Scott Miller (229)416-4251
James Harris (850)875-4978
Vonda Hubbard (229)294-7260

Directions to the School:

From Tallahassee: North on Monroe St./US 27 through Havana, FL and Attapulgus, GA. Take a right on the by-pass (third traffic light after entering Bainbridge city limits on US 27) and exit on Shotwell Street/84 E. Travel 3.2 miles east past Bainbridge College on Shotwell Street/84 E (past the intersection of Shotwell/84 E and Whigham Dairy Road. Bainbridge High School will be on the right. Turn right into the second entrance (Bearcat Boulevard) and then right again (Alumni Drive).

From Climax (84 W), travel 2.9 miles west from the caution light. Turn left into the first entrance (Bearcat Boulevard) and then right (Alumni Drive).

Global Position System (GPS) Points:

Latitude 84° 28' 51.457" W Longitude 30° 53' 37.511" N

B. ADMINISTRATORS' NAME AND POSITIONS

Superintendent: Mr. Tim Cochran

Assistant Superintendents:

Ms. Kathy Varner

Dr. April Aldridge

Mr. John Wooden

Principal: Mr. Roy Mathews

Assistant Principals:

Mr. David Mackey

Dr. Christine Pugh

Mr. Sean Johnson

Mr. Scott Miller

Mr. James Harris

Ms. Vonda Hubbard, CTAE

Others:

Mr. Stan Killough, Athletic Director

Ms. Jennifer Voyles, Guidance

Ms. Patti Lowe, Guidance

Ms. Stephanie Green, Guidance

Ms. Darlene Melton, Guidance

C. SIZE AND TYPE

Size: 389,000 Sq. Ft.

of Floors: 2

of Exits: 72

Type: Comprehensive 9-12 Public High School

D. NUMBER OF STUDENTS/STAFF

Students:	9 th Grade:	437
	10 th Grade:	365
	11 th Grade:	332
	12 th Grade:	301
	Total # of Students:	1435

Staff:	Administrators:	8
	Counselors:	4
	Teachers:	86
	Clerical:	9
	Paraprofessionals:	19
	Police Officers:	2
	Lunchroom:	15
	School Nurse:	1
	Custodians:	13
	Media Specialist:	1

Total # of Staff: 158

Total Number of Individuals 1593

E. NUMBER OF ROOMS

Interior Classrooms 103
Portable Classrooms 0
Misc. Rooms (offices, gym, lunchroom) 196
Total # of Rooms 299

F. SHELTER INFORMATION

Is this school a designated shelter? Yes
Is this school an approved American Red Cross shelter? Yes
Does this school have special needs capability? Yes
Does this school shelter pets if needed or requested? Yes
What is the shelter capacity at this school? 705

G. LIST OF HAZARDOUS MATERIALS

<u>Name of Chemical</u>	<u>Quantity</u>	<u>Location</u>
Sulfur (Powder)	2 containers	3204/3206
Sulfur (Lump)	1 container	3204/3206
Phosphorus	1 container	3204/3206
Arsenic	1 container	3204/3206
Phosphorus Pentoxide	1 container	3204/3206
Iodine Solution	1 bottle	3204/3206
Potassium Iodide Solution	1 bottle	3204/3206
Sodium Iodide	1 bottle	3204/3206
Sodium Acetate	2 bottles	3204/3206
Potassium Bromide	1 bottle	3204/3206
Sodium Bromide	1 bottle	3204/3206
Copper Sulfate	1 bottle	3204/3206
Calcium Fluoride	2 bottles	3204/3206
Potassium Sulfate	3 bottles	3204/3206
Calcium Sulfate	2 bottles	3204/3206
Aluminum Sulfate	1 bottle	3204/3206
Sodium Sulfate	2 bottles	3204/3206
Lithium Sulfate	1 bottle	3204/3206
Sodium Phosphate	1 bottle	3204/3206
Sodium Thiosulfate	1 bottle	3204/3206
Sodium Meta-bisulfite	1 bottle	3204/3206
Potassium Iodide	2 bottles	3204/3206
Iodine Solution	1 bottle	3204/3206
Potassium Iodate	2 bottles	3204/3206
Calcium Chloride	7 bottles	3204/3206
Potassium Chloride	1 bottle	3204/3206
Antimony III Chloride	1 bottle	3204/3206

Copper II Chloride	1 bottle	3204/3206
Ammonium Chloride	1 bottle	3204/3206
Ferric Chloride	2 bottles	3204/3206
Cobalt Chloride Solution	1 bottle	3204/3206
Lithium Chloride	1 bottle	3204/3206
Strontium Chloride	1 bottle	3204/3206
Nickel Chloride	2 bottles	3204/3206
Stannous Chloride	1 bottle	3204/3206
Zinc Chloride	1 bottle	3204/3206
Aluminum Sodium Sulfate	1 bottle	3204/3206
Calcium Phosphate	1 bottle	3204/3206
Sodium Phosphate Monobasic	2 bottles	3204/3206
Sodium Phosphate Dibasic	3 bottles	3204/3206
Sodium Phosphate Tribasic	1 bottle	3204/3206
Aluminum Potassium Sulfate	2 bottles	3204/3206
Ammonium Sulfate	2 bottles	3204/3206
Ferrous Ammonium Sulfate	2 bottles	3204/3206
Ferrous Sulfide	1 bottle	3204/3206
Sodium Sulfite	4 bottles	3204/3206
Sodium Tartrate	1 bottle	3204/3206
Manganese Sulfate Monohydrate	1 bottle	3204/3206
Iron Ammonium Sulfate	1 bottle	3204/3206
Sodium Metal	1 can	3204/3206
Mossy Zinc	1 bottle	3204/3206
Granular Zinc	1 bottle	3204/3206
Zinc Cubes	1 bottle	3204/3206
Aluminum	3 bottles	3204/3206
Antimony	3 bottles	3204/3206
Bismuth	2 bottles	3204/3206
Calcium	1 bottle	3204/3206
Copper	1 bottle	3204/3206
Copper Strips	1 bag	3204/3206
Copper Wire	1 roll	3204/3206
Magnesium Turnings	1 bottle	3204/3206
Magnesium Ribbon	1 package	3204/3206
Iron Strips	1 bag	3204/3206
Iron Filings	4 bottles	3204/3206
Tin Metal	1 bottle	3204/3206
Nichrome Wire	2 rolls	3204/3206
Nickel Chromium Wire	1 roll	3204/3206
Calcium Carbide	1 bottle	3204/3206
Potassium Bitartrate	1 bottle	3204/3206
Copper II Nitrate	2 bottles	3204/3206
Lead Nitrate	2 bottles	3204/3206
Lead II Nitrate	1 bottle	3204/3206
Magnesium Nitrate	2 bottles	3204/3206

Sodium Nitrate	1 bottle	3204/3206
Zinc Nitrate	2 bottles	3204/3206
Silver Nitrate Crystals	1 bottle	3204/3206
Calcium Carbonate	2 bottles	3204/3206
Sand	1 container	3204/3206
Marble Chips	1 bottle	3204/3206
Sodium Carbonate	2 bottles	3204/3206
Sodium Bicarbonate	1 bottle	3204/3206
Ammonium Carbonate	2 bottles	3204/3206
Cupric Carbonate	1 bottle	3204/3206
Lithium Carbonate	1 bottle	3204/3206
Manganese Dioxide	1 bottle	3204/3206
Calcium Oxide	2 bottles	3204/3206
Stannic Oxide	1 bottle	3204/3206
Ferric Oxide	1 bottle	3204/3206
Sodium Silicate	2 bottles	3204/3206
Ottawa Sand	1 container	3204/3206
Aluminum Hydroxide	1 bottle	3204/3206
Ammonium Hydroxide	2 bottles	3204/3206
Sodium Hydroxide	4 bottles	3204/3206
Magnesium Hydroxide	1 bottle	3204/3206
Charcoal (Granular)	3 containers	3204/3206
Charcoal (Lump)	1 bag	3204/3206
Graphite	2 containers	3204/3206
Carborundum	1 container	3204/3206
Hydrogen Peroxide	2 bottles	3204/3206
Salicylic Acid	1 bottle	3204/3206
Sodium Borate	2 bottles	3204/3206
Potassium Iodate Solution	1 bottle	3204/3206
Calcium Chloride	1 bottle	3204/3206
Lycopodium	1 bottle	3204/3206
Benedict's Solution	3 bottles	3204/3206
Bromethyl Blue	2 bottles	3204/3206
Methylene Blue	5 bottles	3204/3206
Sudan III	1 bottle	3204/3206
Neutral Red Stain	1 bottle	3204/3206
Crystal Violet	1 bottle	3204/3206
Congo Red	2 bottles	3204/3206
Janus Green B Stain	1 bottle	3204/3206
Iodine Solution	1 bottle	3204/3206
Phenol Red (Powder)	1 bottle	3204/3206
Methyl Orange	2 bottles	3204/3206
Biuret Reagent	1 bottle	3204/3206
Methyl Green	1 bottle	3204/3206
Wright's Staining solution	1 bottle	3204/3206
Wright's Stain Buffer	1 bottle	3204/3206

Eosin Y	1 bottle	3204/3206
Phenolphthalein	1 bottle	3204/3206
Ammonium Nitrate	1 bag	3204/3206
Dextrose	1 bottle	3204/3206
Phenolphthalein Agar	2 bottles	3204/3206
Bleach	1 bottle	3204/3206
Buffer Solution (pH 4)	3 bottles	3204/3206
Buffer Solution (pH 7)	1 bottle	3204/3206
Buffer Solution (pH 10)	2 bottles	3204/3206
Potassium Iodide	1 bottle	3204/3206
Hydrochloric Acid	2 bottles/9 drop bottles	3204/3206
Nitric Acid	1 bottle	3204/3206
Sulfuric Acid	1 bottle	3204/3206
Acetone	2 cans	3204/3206
Isopropyl Alcohol	3 bottles	3204/3206
Methanol	1 bottle	3204/3206
Glycerin	7 bottles	3204/3206
Ethyl Acetate	2 bottles	3204/3206
Argon	6 cylinders	4131
Oxygen	4 cylinders	4131
Acetylene	4 cylinders	4131
Helium	1 cylinder	4131
Propane	2 (5 gal) tanks	4131
	1 (500 gal) tank	Science Wing
	1 (250 gal) tank	Lunchroom

H. MAPS

1. Campus/Surrounding Areas
2. Fire Exit Routes and Evacuation Assembly Areas
3. Communication Equipment Locations – All classrooms are equipped with telephones and intercoms; offices have telephones; Administrators and SPO's carry radios with them at all times.
4. Emergency Equipment Locations – Fire alarm pull stations and extinguishers located on each wing
5. Medical Equipment Locations
6. Hazardous Materials Locations

SECTION III

SAFETY COMMITTEE COMPOSITION

Definition: Includes information regarding the school's safety committee who oversees the safety concerns of each respective school.

Topics: Safety Committee Members; Meeting Dates; Employees Trained CPR/First Aid; Location of First Aid Kits; Location of To Go Kits.

In the continued pursuit to ensure the highest safety possible for students and staff, a Safety Committee has been established for each respective school. Committee members work together to review and evaluate the safety concerns affecting the school environment. Members hold their positions on an annual school-year basis and have a minimum of four (4) meetings per school year.

A. SAFETY COMMITTEE MEMBERS

<u>Name</u>	<u>Title</u>
Mr. Roy Mathews	Principal
Mr. James Harris	AP
Mr. Maurice Gaines	SPO
Mr. Eric Duke	SPO
Ms. Pam Bland	Healthcare Science
Dr. Farish Mulkey	Faculty
Ms. Heather Savage	Faculty
Ms. Sheila Taylor	Faculty
Ms. Brandy Howard	School Nurse
Ms. Vonda Hubbard	CTAE Director

B. MEETING DATES

September 13	Wednesday	3:00
November 15	Wednesday	3:00
January 10	Wednesday	3:00
April 11	Wednesday	3:00

C. EMPLOYEES TRAINED IN CPR/FIRST AID

Is the principal familiar with first-aid techniques? Yes
Other Members:

Roy Mathews	Scott Miller
James Harris	David Mackey

Pam Bland	Tandria Phillips
Eric Duke	Amy Thomas
Jeff Littleton	Tracy Poppell
Sean Johnson	Johnissa Wells
Stephanie Green	Terry Smith
Michelle Miller	Mark Lashley
Rex Wade	Mechelle Pait
Erica Farmer	Larry Cosby
Tom Wheeler	Chris Poppell
Flint King	Maurice Gaines

D. LOCATION OF FIRST AID KITS

School Nurse's office; First Aid classroom; Gymnasium offices

E. LOCATION OF MEDIA TO GO KITS

Administrative office

F. LOCATION OF EMERGENCY TO GO KITS

Administrative office

SECTION IV

EMERGENCY MANAGEMENT TEAM AND CRISIS MANAGEMENT

Definition: Information regarding the emergency management team members and crisis management issues in responding to a crisis that affects a school.

Topics: Emergency Management Team Members; Chain of Command; Dissemination of Information; Identification of Injured and Deceased; Identification Badges; Dates Drills Conducted; Dates Plan Evaluated.

A. EMERGENCY MANAGEMENT TEAM MEMBERS

1. System Coordinator: Mr. Tim Cochran
2. Assistant Coordinators: Mr. Jerry Mills
Other Members:
Overall Operations – Mr. James Harris
Hospital Contact – Ms. Brandy Howard
Investigation – Mr. Maurice Gaines
Student Records – Ms. Johnissa Wells
Telephones, Attendance Records – Ms. Marcie Jones and Ms. Diane Grubbs

B. CHAIN OF COMMAND

1. System Level: Mr. Tim Cochran, Superintendent
Dr. April Aldridge, Assistant Superintendent
2. School Level: Mr. Roy Mathews, Principal
James Harris, Assistant Principal

C. DISSEMINATION OF INFORMATION

1. Location of System's News Media Area: Guidance office.
2. Designated News Media Spokesperson:

Mr. Tim Cochran, Superintendent
Mr. Roy Mathews, Principal
3. Means of Communication:

- a. Primary Means: DCBOE Radio Frequency/Email System
- b. Alternate Means: Telephone

D. IDENTIFICATION OF INJURED AND DECEASED

The following individuals will be responsible for identifying injuries and fatalities. They will be assisted by other teachers, as needed. These people will form the triage team, which will identify, classify and group the injured people according to the need for attention (injured or deceased).

<u>Name</u>	<u>Title</u>
Ms. Brandy Howard	School Nurse
Ms. Pam Bland	Healthcare Science
Ms. Nancy Griffin	Faculty
Mr. Jeff Littleton	Head Football Coach
Mr. Stan Killough	Athletic Director
Ms. Claudia Montague	Librarian

E. IDENTIFICATION OF BADGES

All school faculty and staff members are issued identification badges.

F. DATES DRILLS CONDUCTED:

Fall, Winter and/or Spring. Projected dates are:

August 15	1st Block	Fire
August 17	2nd Block	Fire
September 5	4th Block	Fire
October 11	1st Block	Fire
November 9	2nd Block	Severe Weather
December 5	4th Block	Fire
January 11	1st Block	Fire
February 7	2nd Block	Severe Weather
March 13	3rd Block	Fire
April 10	4th Block	Fire
May 8	1st Block	Fire

G. DATES PLAN EVALUATED

Annually. Projected review timeline is September/October of each school year.

SECTION V

RELOCATION SITES/STAGING AREAS

NOTE: *Because of safety concerns in relocating occupants and/or setting up staging areas, the following information should be held in strict confidence and be provided only to authorized personnel.*

Definition:	Outlines information regarding staging areas in the event a crisis affects a school and/or if the school's occupants have be relocated.
Topics:	Emergency Relocation Sites; Incident Command Center; Family Reunification Staging Area; Media Staging Area; Public Safety Staging Area; Bus Evacuation Staging Area; Miscellaneous Staging Areas.

A. EMERGENCY RELOCATION SITES

Primary Site

Baseball Field

Secondary Site

Baseball/Softball Complex

Individuals responsible for the Emergency Relocation Sites:

Individual's Name

Mr. Scott Miller, AP

Responsible For

Site coordination and information

Mr. Eric Duke, SPO

Communication with First Responders

Mr. Jerry Mills

Facilities

Mr. Steve Caulder

Transportation

B. INCIDENT COMMAND CENTER

Mr. Roy Mathews, BHS Principal, will serve as the incident commander and will be in charge of coordinating the response operations among all of the responding agencies. The public assistance agencies listed below represent a unified command structure.

Primary Site

Administrative Office

Secondary Site

Guidance Office

Agency Person in Charge

Mr. Jerry Carter, Chief
Mr. Wiley Griffin, Sheriff
Mr. Charlie McCann
Ms. Tonya Griffin

Agency Name

Bainbridge Public Safety
Decatur County Sheriff's Office
DOCO Fire and Rescue
Emergency Management (911)

C. FAMILY REUNIFICATION STAGING AREA

In the event of an emergency, all concerned parents, guardians, relatives and loved ones will be directed to the Family Reunification Area.

Primary Site

Alumni Drive (front of school)

Secondary Site

Soccer Practice Field

Individuals responsible for the Family Reunification Staging Area:

Individual's Name

Mr. Maurice Gaines, SPO

Responsible For

Coordinating assistance from Public Safety and additional SPD's; controlling traffic entrance and exit

D. MEDIA STAGING AREA

All media will be required to report to and remain in the Media Staging Area. They will not be permitted into other areas and/or to roam freely through the facility.

Primary Site

Guidance Office

Secondary Site

Administrative Office

Individuals responsible for the Media Staging Area:

Individual's Name

Mr. Roy Mathews
Ms. Stephanie Green

Responsible For

Media information dissemination
Assist Mr. Mathews

E. PUBLIC SAFETY STAGING AREA

Primary Site

Teacher Parking Lot

Secondary Site

Track and Infield Area

Individuals responsible for the Public Safety Staging Area:

Individual's Name
Mr. Jerry Carter
Mr. Maurice Gaines, SPO

Responsible For
Public Safety Director
Public Safety Coordination

F. BUS EVACUATION STAGING AREA

Primary Site
Rear of Cafeteria

Secondary Site
West Bearcat Boulevard

Individuals responsible for the Bus Evacuation Staging Area:

Individual's Name
Mr. Steve Caulder
Mr. James Harris

Responsible For
DCBOE Transportation Director
Coordination of Buses

G. MISCELLANEOUS STAGING AREAS

Helipad(s) - Football Practice Field and Student Parking Lot

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 LEVELS AND PROCEDURES

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

- a. Examples of situations where Impending Severe Weather 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. Level 1 Lockdown

- Lock all exterior doors; lock and monitor main access door.
- Monitor movement of students, particularly between classes.
- Students and staff remain in the building.
- Movement is limited.
- Block visibility into the classrooms from exterior windows and doors.

Example: threat is exterior to the school; criminal activity in the area of the school; armed suspect fleeing the police.

4. Level 2 Lockdown

- Close and lock all exterior doors as well as classroom doors. Cover window in door.
- Open exterior window blinds or curtains to all exterior visibility into the classrooms.
- Conduct accountability procedures.
- Staff and Students do not leave the classrooms.
- Continue instruction or normal activities within the classroom.
- Do not contact the office unless you have pertinent information or an emergency.
- Announce for all visitors/vendors inside the building to return to the office.

Example: Threat is inside the school; an angry parent or student that is verbally upset and agitated but not physically threatening at the current time.

5. Level 3 Lockdown

- Close and lock all classroom doors immediately. Cover window in door.
- All persons move out of sight within the locked room (e.g. next to interior walls, under desks, under tables). Turn off lights if visibility is possible from interior windows and doors.
- Open exterior window blinds or curtains to allow exterior visibility into the classroom.
- Remain silent.

- School officials are to get into lockdown position also.
Example: Threat is inside; threatening person is at school, possible weapon involved/active shooter (student/parent/staff).

6. Return to Normal Operations

- Once danger has passed, the building administrator may be able to put the school back to normal.
- The return to normal protocol should be used when:
 - There is no indication that an above normal level of danger exists.
 - Further measures such as evacuation will not be needed.
 - It is possible for the functions of the school or department to continue.
- The building administrator will announce that the Return to Normal Operations is now in effect via the intercom system.
- 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.
- 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 administrator for guidance in this area.

7. Fire Alarm (Ringling of the Fire Alarm)

- 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.
- 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.
- 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.
- 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, or other terminology using the public address system. The administration team will use available 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 remain with their class until the administrator sounds an "all clear" signal.
- h. 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.
- i. Administrators will gather lists of unaccounted students from staff members to provide to the lead administrator and emergency response personnel.
- j. Identify the location of classes in the assembly area to facilitate the orderly location of students for parents wishing to pick up their children.
- k. Direct parents to the family reunification site to pick up students.

- l. Maintain contact with police/fire departments to stay informed about conditions at the school site.
- m. 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 Assistant Superintendent for Operations.
- 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 and/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

- 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

- 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. Assistant Superintendent of Operations

- a. Report to the Associate 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

- 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

- 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

- 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

- 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

- 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. Director of Instruction

- 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. The Network Manager

- 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

- 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 Staff Development

- a. Report to the Assistant Superintendent of Human Relations at the central office.
- b. Complete tasks assigned by the Assistant Superintendent of Human Relations.

13. Director of Federal Projects

- 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.

14. Director of Food Services

- 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.

15. Information Systems Staff

- 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.

16. 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.

17. 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.

18. 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.

19. 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 Board of Education staff considers the parents of its student's 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 backup, 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 Decatur County Board of Education office. 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/or 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.

B. 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, and 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.

C. 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.
 - 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 (SPD) and/or administrator should be notified immediately when an intruder/suspicious person is on school property. Provide the SPD/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 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 be done safely, and report his location to the SPD/administrator.
- d. Institute the appropriate 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 necessary, implement the appropriate lockdown procedure if an additional threat or danger is perceived.
- c. Notify the SPD 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 SPD and/or call 911 for law enforcement assistance.
- c. Initiate the appropriate lockdown procedure 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 SPD and/or call 911 for law enforcement assistance.
- b. If a weapon is suspected:
 - Have the SPD 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 SPD 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 SPD and/or police officers, consider the following options and notify staff:
 - Announce the appropriate lockdown procedure.
 - 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 SPD 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 SPD 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 lockdown levels 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 the appropriate lockdown procedure 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 SPD 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 if 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, SPD 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 SPD.
- 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-scarifiers, 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 (SPD) and/or administrator should be notified immediately when an intruder/suspicious person is on school property. Provide the SPD/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 SPD/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 SPD 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 SPD, 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 SPD, 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 the appropriate Level response 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 CONTININATION

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 SPD, 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 SPD 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

- a. 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.
- b. 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).
- 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.

2. Preparation

Equipment

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

Evacuation Plans

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

Home Economics

- 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