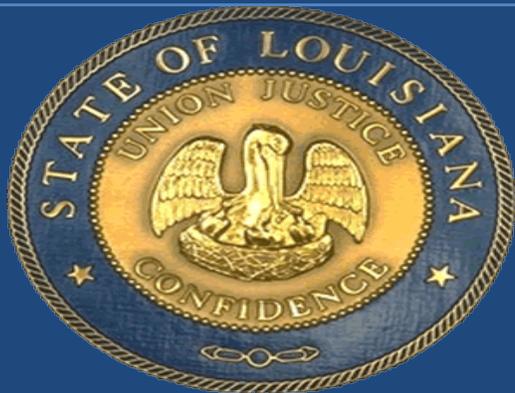


Louisiana School and Campus Safety Planning Guide



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PURPOSE

This guide is intended to be suggestive, and not mandatory, and to serve as merely one tool schools may use in evaluating the safety of the campus, students, employees, and visitors. Furthermore, the guide is in no way intended to be all inclusive of all known and unknown risks. Use of this guide is in no way intended to impute liability to the State of Louisiana, its Departments, Agencies, Boards, or Commissions, or to any officer, employee, agency, representative or volunteer thereof.

INTRODUCTION

Executive Order No. BJ 2013 – 1, *School and Campus Safety*, issued by Governor Bobby Jindal of Louisiana on January 4, 2013 established a study group to “review and assess the State of Louisiana’s current programs and plans in order to identify any necessary improvements or changes” regarding school and campus safety. The study group, co-chaired by Secretary James LeBlanc, Department of Public Safety and Corrections, and Colonel Michael Edmonson, Superintendent, Office of State Police, is comprised of representatives from the Department of Education, Department of Health and Hospitals, Department of Children and Family Services, Office of Juvenile Justice, Governor’s Office of Homeland Security and Emergency Preparedness, the Board of Elementary and Secondary Education, the Board of Regents, and the Boards of Supervisors of the Louisiana State University, Southern University, University of Louisiana, and Louisiana Community and Technical College Systems. Governor Jindal ordered the review and assessment should accomplish the following goals:

1. Identify and implement improvements within the respective authority of each State agency;
2. Identify recommendations for changes or revisions requiring legislative action prior to the deadline for filing bills to be considered during the next regular session of the Legislature; and
3. Identify and disseminate recommendations for changes or revisions requiring local action to each State agency’s local partners and interested stakeholders.

To assist local school districts with developing safety plans, LSP with input from the Department of Education and GOHSEP has developed the *Louisiana School and Campus Safety Planning Guide*. This guide was modeled after the U.S. Department of Education’s (2007) four phase model of emergency planning: Prevention/Mitigation; Preparedness; Response and Recovery. The guide was also modeled after the Colorado School Safety Resource Center’s *Comprehensive School Safety Planning: Suggested Elements for Districts and Schools*.

The Plan’s Introduction should:

- Outline the importance of having a plan and the school district’s commitment to creating a safe school environment;
- Outline the premise upon which your plan is designed (*i.e.* 4-Phases of Emergency Planning: Prevention/Mitigation; Preparedness; Response; and Recovery (U.S. Department of Education, 2007));
- Identify the need to have teams utilizing the Incident Command System (ICS);
- State the necessity of adapting the district’s plan for each unique school;
- Stress the importance of plan review and revision, and rehearsals, drills, and exercises; and

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- State the commitment to involve local and state emergency responders in the development, review, and rehearsal of emergency plans.

1. PREVENTION and MITIGATION

Prevention and mitigation are actions taken to reduce or eliminate risk to life and property from a hazardous event. Both are important for the safety of students, staff and visitors to the school. Each staff member is responsible for maintaining a safe learning and work environment. District officials and staff should be constantly evaluating their environment for potential threats, both natural and human-made. Any and all steps to mitigate a potential threat should be evaluated and implemented where possible.

1.1 Identification of Teams

Various teams will be necessary to plan and/or respond to crises. Individuals may participate on multiple teams. It is not the number of teams or number of members that is important, but that the functions described are completed.

- a. **District Safety Planning Team** – This team prepares the safety planning for the entire district/may also be trained to respond to individual schools as part of the District Crisis Response Team. Members of this team should also be prepared to provide through training or contracting both ongoing building safety assessments as well as assessments after crises.
- b. **District Crisis Response Team (ICS)** – This team will be trained to respond to crisis in the district and hold an ICS role in that response.
- c. **Building Safety Planning Team** – This team prepares the safety planning for an individual school. Members of this team should also be prepared to provide both ongoing building safety assessments as well as assessments after crises. Community emergency responders should be invited to assist with the planning by this team.
- d. **Building Crisis Response Team (ICS)** - This team provides the response to crisis in their school and may also serve on the Building Safety Planning Team. They hold ICS role designations.
- e. **Multi-Agency Crisis Planning Team** – The District Planning Team should work with community emergency responders (law enforcement and juvenile justice, fire, EMS, community mental health, victim advocates, etc.) and together form a Multi-Agency Planning Team to assist with both planning and responding as appropriate.
- f. **Threat Assessment Team** – This multidisciplinary team of no less than three members (two of whom would be on-site) should include at least one administrator, one mental health staff member, and one law enforcement professional. The team must be trained in threat assessment in accordance with district policy.
- g. **Psychological Recovery Teams** – The district will train mental health professionals district-wide to be available as the psychological recovery teams to identify and provide follow up interventions for students and staff for any building/district crisis.

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1.2 Assessment Strategies

It is recommended that every school conduct the following regular assessments to assist in planning and evaluation of safety efforts:

- a. Physical safety or vulnerability assessment of school buildings, grounds and equipment
- b. Analysis and tracking of building safety resources (*e.g.* maps, software, sticker maps, etc.)
- c. Community-at-large assessments
- d. Psychological safety assessments
 - 1) School Climate Surveys
 - 2) Youth Risk Behavior Surveys
- e. Conduct resource mapping of safety, prevention, and intervention programs already in place

1.3 Provide Adequate and Appropriate Supervision and Training

- a. Staff assignments for supervision including hallways, lavatories, bus stops, exits and entrances, playgrounds, etc.
- b. Staff training for prevention and response
- c. School Resource Officers (SRO)
- d. Visitor identification procedures

1.4 Policies and Procedures

Each district and school board is encouraged to develop and/or review safety related policies and procedures.

- a. Formally adopt the National Incident Management System (NIMS) and the Incident Command System (ICS) for school safety planning
- b. Threat assessment
- c. Discipline
- d. Harassment and bullying prevention
- e. Technology
- f. Drug and alcohol prevention
- g. School engagement and truancy
- h. Pandemic procedures
- i. Food handling procedures
- j. Mail handling procedures
- k. Policy and procedures for the use or non-use of volunteers during a crisis
- l. Other safety related policies and procedures

1.5 Provide Anonymous Reporting

Schools are encouraged to have a mechanism for students to report dangerous situations or suspicious people. Providing an anonymous means of reporting encourages those reports.

- a. Louisiana State Analytical and Fusion Exchange (LA-SAFE): la-safe.org

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- b. Other

1.6 Develop Written Interagency Information Sharing Agreements with:

- a. Local and state law enforcement and juvenile justice agencies
- b. Community mental health agencies

1.7 Increase Violence Prevention Awareness for Staff

Staff education should be provided regarding awareness, response and reporting of behavioral concerns, such as:

- a. Child abuse awareness and reporting responsibilities
- b. Mental health issues awareness
- c. Suicide prevention, response and reporting
- d. School engagement and truancy prevention
- e. Substance abuse awareness, prevention and response
- f. Violence prevention, awareness and reporting procedures
- g. Other

1.8 Provide Evidence-Based Violence Prevention Programs/Strategies to Students

Schools are encouraged to provide a continuum of evidence based prevention and intervention efforts, including:

- a. Harassment and bullying prevention
- b. Positive behavioral supports
- c. Suicide prevention
- d. Drug and alcohol prevention
- e. School engagement and truancy
- f. Social emotional learning
- g. Personal safety and safe routes to schools instruction
- h. Other

1.9 Provide Comprehensive School Health and Psychological Services

Schools are encouraged to provide resources for, or links to, comprehensive health and psychological services, such as:

- a. Health education
- b. School Nurses
- c. School Counselors
- d. School Social Workers
- e. School Psychologists
- f. Drug and alcohol services
- g. Early intervention/problem solving team

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- h. Establish connections with community mental health services
- i. Other

1.10 Additional Prevention and Mitigation Considerations Recommended by United States Department of Education

- a. Infectious disease prevention and mitigation measures
 - 1) Surveillance system in place
 - 2) Staff education
 - 3) Parent/guardian education
 - 4) Preventive hygiene
 - 5) Coordination with local health officials
 - 6) Sanitation supplies
- b. Food handling and storage precautions
 - 1) Contamination prevention
 - 2) Biosecurity measures
- c. Mail handling and delivery safety
 - 1) Consider a central location
 - 2) Staff training on safe handling

2. PREPAREDNESS

The preparedness phase includes developing an emergency plan, assigning roles and back-up roles for the plan implementation and practicing the plan. It requires planning for the worst-case scenarios in order to be ready to respond in a rapid, coordinated and effective manner when an actual crisis occurs.

2.1 Developing the District and School Comprehensive School Safety Plans and Train Teams

- School Board formally adopts NIMS and ICS;
 - District develops MOUs with community partners as outlined in the Prevention Phase; and
 - Superintendent will be responsible for final approval of all School Safety and Readiness Management Plans.
- a. Training: Train District and School Teams
 - 1) **District Safety Planning Team** will develop the district plan in collaboration with local first responders
 - 2) **Multi-Agency Crisis Planning Team** includes the District Safety Planning Team and community first responders, as needed
 - 3) This will include the annual assigning of ICS roles, back-ups and gathering contact information to the **District Crisis Response Team**.
 - 4) The school principal and **Building Safety Planning Team** will develop the plan for each site using the District Safety Planning Team and community first responders as needed.

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- 5) Each Building Safety Planning Team will assign ICS roles, back-ups and gather contact information to form the **Building Crisis Response Team**.
 - i. Recommended minimum trainings for all planning team members:
 - a. IS 100.SCa, Introduction to ICS for Schools (<http://training.fema.gov/>)
 - b. IS-362, Multi-Hazard Emergency Training for Schools (<http://training.fema.gov/>)
 - ii. Recommended minimum trainings for all response team members:
 - a. IS 100.SCa, Introduction to ICS for Schools (<http://training.fema.gov/>)
 - iii. Those with federal grants are required to complete additional trainings (see fema.gov, or contact your grant administrator)
 - iv. Designate ICS assignments, including contact information for key personnel and at least one back-up person for each role
- 6) Develop and train a Threat Assessment Team(s)
- 7) Develop and train a Psychological Recovery Team(s)
- 8) Develop a Damage Assessment Team
- 9) Identify staff members trained in CPR
- b. Update organizational and supporting information essential to the comprehensive school safety plans:
 - 1) Current floor and site plans
 - 2) Current topographic, floodplain and street maps
 - 3) Designate key operational locations including:
 - i. Incident command post
 - ii. Evacuation sites both on and off-campus
 - iii. Shelter-in-place zones
 - iv. Staging areas for emergency personnel
 - v. Media communications center
 - vi. Parent/student reunification sites
 - vii. Other
- c. Develop universal emergency actions for all students and staff
 - 1) Lockdown
 - 2) Lockout (Secured Building)
 - 3) Shelter-in-Place
 - 4) Evacuation
 - 5) Release/Reunification
- d. Develop plans and procedures for students and staff with disabilities
 - 1) Identify students and staff needing assistance
 - 2) Devise individualized plans for assistance and identify all those needed to implement plan
 - 3) Have information available to notify first responders of these individuals and designate staging areas for evacuation
 - 4) Train all appropriate students and staff necessary to assist in the event of an emergency
- e. Develop plans and procedures for field trips
 - 1) Itinerary appropriate
 - 2) Detailed permission slips with medical information
 - 3) Overnight accommodations appropriate
 - 4) Trained and adequate numbers of adult chaperones

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- 5) Emergency Management Plan for trip
- 6) Check of student insurance policies
- f. Develop plans and procedures for community users of facilities
 - 1) Policies for outside users including complimentary admission
 - 2) Duty to supervise
 - 3) Users complete a facilities or joint use agreement
 - 4) Proof of insurance with district named as additional insured on their policy
 - 5) Users have an Emergency Management Plan
 - 6) Implement a hazard reporting system

2.2 Establish Written Memoranda of Understanding for Response with the Following Agencies:

- a. Law Enforcement and Juvenile Justice
- b. Fire Department
- c. EMS
- d. Community Mental Health Agencies
- e. Other

2.3 Develop and Implement Effective Communications

- a. Interoperability
 - 1) Within district
 - 2) With emergency responders
- b. Staff communications
 - 1) Develop process
 - 2) Update contact information periodically
- c. Student communications
 - 1) Develop process and train staff to deliver messages to students
 - 2) Develop and maintain accountability procedures throughout crisis
- d. Parent communications
 - 1) Develop emergency notification process and communicate the process to parents
 - 2) Develop parent/student reunification process and communicate the process to parents
 - 3) Update parent and emergency information periodically
- e. Media communications
 - 1) Designated individual responsible for coordinating with the media
 - 2) Designated staging area

2.4 Conduct Annual Inventories of Safety Equipment and Supplies

Inventory all assets and maintain records of inventory, including:

- a. Radios
- b. Go-Kits: These kits should be packed and ready at all times and should accompany the appropriate staff person each time a drill is practiced. Types of kits include:
 - 1) Administrators' go-kits
 - 2) Medical go-kits

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- 3) Classroom go-kits
- 4) Others as needed for your population/location
 - i. The school should also have supplies on hand for an extended shelter-in-place situation with students including but not limited to: water, food, flashlights, diapers for siblings sheltering in the building, etc.

2.5 First Responders Collaboration

Make district and building emergency plans and vital information available to community first responders.

- a. Databases
- b. Commercial software packages
- c. Websites
- d. Other

2.6 Training in Universal Emergency Actions and Response for All Staff and Students

Establish your crisis team meetings, exercise and drill schedules. Emergency exercises for the four universal emergency actions (See Response 3.1) need to be conducted annually with After Action Plans and should include community emergency responders as often as possible. There are several different types of emergency exercises:

- a. **Tabletop exercise** – a group discussion guided through a simulated emergency or disaster. A thorough yet low stress group problem solving process.
- b. **Drill** – A coordinated, supervised exercise used to test a single specific operation or function. It involves deployment of equipment and personnel.
- c. **Functional Exercise**– This is a fully simulated interactive exercise that tests the capability of the school to respond to a simulated event. It focuses on coordination or multiple functions or organization. Strives for realism, short of actually deploying emergency response personnel to the scene.
- d. **Full-scale exercise** – This is an exercise that is conducted as close to reality as possible, involving all emergency response functions and requires full deployment of equipment and personnel.

2.7 Release/Reunification Planning

Release/Reunification has been identified as a particularly challenging issue for schools and it is recommended that schools focus on this during exercise development, practice and clear policy communication to parents. This process requires accurate accountability of students and release of students to authorized adults.

- a. Develop a plan

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- 1) Clearly articulate expectations
- 2) Translate information as necessary
- b. Train staff and students on the plan
- c. Communicate the plan to parents

3. RESPONSE

Although in an emergency, districts will follow the ICS, all school employees should be empowered to initiate a response. All school staff should be both well informed and routinely trained in the actions possible in an emergency.

Considerations in a Crisis Response:

- Safety of students and staff is the primary objective followed by stabilization of the scene and limiting acceleration/growth of the incident
- Schools are encouraged NOT to use code words for emergency actions but communicate calmly and clearly about the actions necessary. These actions (although your district might label them differently) need to be agreed upon ahead of time and will include:
 - Evacuation, Lockdown, Lockout/Secure the Perimeter, Shelter –in-Place
 - Any combination of the above may be necessary to meet the objectives of safety; stabilization and containing the emergency
- Emergency responders should be contacted as soon as possible even if the incident may be resolved before their arrival (more assistance rather than less)
- Notify the district authorities as soon as possible
- Triage injuries and provide emergency first aid
- Trust leadership and follow incident command including unified command when first responders arrive
- Be sure your procedures for the orderly, safe reunification of students and parents is in place, practiced and communicated annually to parents (often the most challenging aspect of emergency response for schools)
- As part of the ICS, a district public information officer (PIO) is identified
 - A crisis team member at the school site needs to be identified until the district PIO can arrive
 - A staging area away from the crisis, evacuation site or parent reunification site needs to be identified immediately. Law enforcement officers might need to be alerted for assistance in establishing this site
 - Alerting media to district announcements via the website may be part of the response
 - All information released to the media should have prior approval

3.1 Implement Protocols for Emergency Actions

All school staff, students and parents are trained in preparedness for all hazards including the protocol for parent/student reunification. It is vital to work with your first responders in planning these actions and locations.

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- a. **Lockdown** – Lockdown procedures are used to protect building occupants from potential dangers in the building or external threats that enter the building. Actions are used in situations where an actual emergency or crisis threatening the safety of building occupants is occurring or has occurred on the school campus. It may also be used when the potential for such a situation is high.
 - 1) Identify appropriate “safe” zones within the school
 - 2) Plan procedures for lock-down
- b. **Lockout/Secured Building** – Lockout procedures are used in a heightened state of security, to secure the building and protect building occupants where a higher than normal threat is present near or in the vicinity of the campus. The lockout condition is used as a preventative measure when threat of danger is outside the school building, and may be in place for a few minutes or longer periods of time, until the threat to safety is resolved. The threat might include animal sightings, criminal activity in the area or suspicious persons. Educational activities may continue within the building as decided by administration.
 - 1) Plan procedures for lockout/secure perimeter
- c. **Shelter-in-Place** – Shelter-in-place procedures are used when the building is seen as a place of safety and students and staff must remain in a school building for extended periods of time during an event such as a weather emergency, a chemical contaminant, or terrorist attack. Shelter-in-place means to take shelter where you are and isolate the inside environment from the outside environment.
 - 1) Identify appropriate “safe” zones within the school
 - 2) Plan procedures for shelter-in-place.
- d. **Evacuation** – Evacuation procedures are used in a variety of school emergency situations. An evacuation may be signaled by a fire alarm, direction over the intercom system or by the instruction of emergency personnel. A partial evacuation of a section of the building may also occur as a situation warrants. Some evacuations may involve evacuation to an off-campus site, as instructed. If evacuation is other than a fire situation and to a pre-designated safety site on campus, instructions should be given.
 - 1) Evacuation sites both on and off-campus are identified
 - 2) Evacuation sites off-campus are checked for safety compliance
 - 3) Plan procedures for evacuations
 - 4) Students/staff with special needs
 - i. All emergency action plans must take into account students and staff with physical or emotional disabilities and prepare Individualized Evacuation Plans for them

3.2 Institute Response Procedures for the Following Circumstances:

- a. Man-made Emergencies
 - 1) Bomb threats
 - 2) Hostage situations
 - 3) Intruder
 - 4) Missing student/kidnapping
 - 5) Report of a weapon on campus
 - 6) Suspicious packages
 - 7) Threats

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- 8) Weapons/violence incidents
- b. Accidents and Medical Emergencies
 - 1) Fire
 - 2) Hazardous materials
 - 3) Medical emergencies
 - i. Injury/illness/death (including student/staff appearing to be under the influence)
 - ii. Reasons to call 911
 - iii. Guidelines for medical transport
 - iv. Medical transport plan
- c. Transportation Accidents
- d. Utility failures
- e. Pandemic Response Plan
- f. Weather and Other Natural Disasters
 - 1) Weather alerts
 - 2) Snowstorms
 - 3) Thunderstorms/Flash flooding/Hail and Lightning
 - 4) Hurricanes/Tropical Storms/Tropical Depressions
 - 5) Tornados
 - 6) Earthquakes
- g. Other Specific Events
 - 1) Child Abuse
 - 2) Death of student
 - 3) Death of staff member
 - 4) Memorials at school
 - 5) Restraint/physical intervention procedures
 - 6) Self-injury and other risk behaviors
 - 7) Sexual Assault
 - 8) Suicide
 - i. Suicide threat/ideation
 - ii. Suicide attempt
 - iii. Suicide completion
 - iv. Suicide and memorials
 - 9) Site specific hazards (i.e. wild animals, terrain, etc.)

3.3 After Action Reports

After Action Reports (AAR) are written evaluations completed after exercises and all real world incidents. The process provides an opportunity to document the details of the response and to modify procedures in an ongoing effort to improve response.

4. RECOVERY

The goals of recovery are to return to education and restore the infrastructure of the school as quickly as possible. Recovery of the building begins with damage assessment and debris removal and continues until the affected area(s) are returned to pre-emergency conditions. District and school staff needs to

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be trained in assessing the emotional needs of students, staff and responders and to deal with the emotional impact of the crisis. Often it may be best to invite the crisis recovery team from outside the school immediately impacted to assist initially. This is because the school crisis recovery team may also be affected and may need to be available to sustain services to students and staff for an extended time beyond the initial crisis.

When community mental health agencies will be utilized, interagency agreements and background checks, as well as, parental permission to use such services need to be secured prior to the incident. Training community mental health personnel with the school/district recovery teams is optimal.

4.1. Physical/Structural Recovery

- a. Ensure safety at educational site
 - 1) Safety measures addressed
 - 2) Security measures visible
 - 3) Retrieval of personal belongings
- b. Assess critical infrastructure and support services and consideration of utilizing an alternative educational site
 - 1) Damage assessment team
- c. Determine availability of equipment and supplies
- d. Resume transportation and food services
- e. Insurance support
- f. Documentation including photos
- g. Liability/legal issues

4.2 Business Recovery - Business Continuity Plan (BCP) or Continuity of Operations Plan (COOP)

- a. Restore district administrative functions
- b. Ensure staff are supported
- c. Payroll system functioning
- d. Accounts payable and receivables restored
- e. Student registration in place
- f. Other records systems as needed
- g. Decision making in place for:
 - 1) School closings/alternate sites
 - 2) Restoration of business functions
 - 3) Rapid execution of contracts

4.3 Restoration of Academic Learning – primary function of schools and all other elements of recovery phase will impact academics

- a. Decision making process in place for alterations to academic locations and/or routines
- b. On-going communication with staff, students and parents

4.4 Psychological/Emotional Recovery

- a. Reaffirm Physical Health & Safety

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- b. Support Psychological Recovery
 - 1) Immediate mobilization of the District/School Psychological Recovery Teams who have been previously trained
 - i. Psychological First Aid, The National Center for Child Traumatic Stress (www.nctsn.com/nccts)
 - ii. National Association of School Psychologists
 - iii. FEMA/ICS courses IS-100.Sc and IS-362
 - 2) Teams conduct Psychological Triage
 - i. Primary level
 - ii. Secondary level
 - iii. Tertiary level
 - 3) Implementing immediate recovery also includes:
 - i. Limiting student/staff exposure to trauma
 - ii. Providing ongoing assessment of emotional needs of students, staff, families and responders and providing resources according to your crisis team's training model
 - iii. Consider establishing a "safe room" for those students needing support beyond that provided in each classroom. This will assist in returning the building to the business of education
 - iv. Communicate with students, staff, families and the media often and appropriately as timely information is important to both physical and psychological recovery
 - 4) Implement long-term recovery efforts
 - i. Utilizing school/district teams as well as appropriate community mental health agencies, including:
 - 1. Community mental health providers, victim advocates, religious leaders or other appropriate outside intervention providers
 - 2. Memoranda of Understanding should be drafted with these partners prior to needing their assistance
 - 3. Community providers should be trained with the school recovery team if you plan to use their assistance
 - 4. They should also have all background checks/clearances required of school staff
 - 5. Parent permission needs to be obtained. Students should be told they have the right to only speak with school staff, if they choose. The school board needs to determine whether a passive or active permission to use outside providers will be necessary with parents and obtain permission at the beginning of each school year. Some districts have chosen to use a passive permission outlined in the student handbook.
 - ii. Provide ongoing student updates and assessments
 - iii. Provide ongoing staff updates and assessments
 - iv. Provide necessary assistance to the caregivers
 - v. Conduct team member "debriefings"
 - vi. Continue parent communication
 - vii. Continue community information
 - viii. Carefully consider memorials – these might require a board policy so that efforts are consistent.
 - ix. Plan for anniversaries for individuals, groups and/or the entire school community

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4.5 Capture Lessons Learned and Make Necessary Revisions to All Plans

5. REFERENCES

Federal Laws, Plans, and Guidelines

A. Federal Civil Defense Act of 1950, Public Law 81-920

The Federal Civil Defense Act of 1950, which I have signed today, is designed to protect life and property in the United States in case of enemy assault. It affords the basic framework for preparations to minimize the effects of an attack on our civilian population, and to deal with the immediate emergency conditions which such an attack would create. (Harry Truman)

B. United States Code (USC), Title 42, Chapter 68, Disaster Relief, Sections 5121-5204 [Robert T. Stafford Emergency Assistance and Disaster Relief Act, Federal Public Law 93-288]

The entire United States Code referring to public health and welfare.
<http://uscode.house.gov/download/pls/42C68.txt>

C. “Guide for State and Local All-hazard Emergency Operation Planning,” Federal Emergency Management Agency

A guide meant to aid state and local emergency managers in their efforts to develop and maintain a viable all-hazard emergency operations plan. The guide is a “toolbox” of ideas and advice, not a sample emergency operations plan. Each community’s plan must be individualized to meet its particular needs. <http://www.fema.gov/pdf/plan/slg101.pdf>

D. Public Law 93-234, as amended The Flood Disaster Protection Act of 1973

To expand the national flood insurance program by substantially increasing limits of coverage and total amount of insurance authorized to be outstanding and by requiring known flood-prone communities to participate in the program, and for other purposes.

E. Public law 93-288, The Disaster Relief Act of 1974, as amended by Public Law 100-707, The Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988

The most important area of disaster management, “provides an orderly and continuing means of assistance by the Federal Government to State and local governments in carrying out their responsibilities to alleviate the suffering and damage which result from such disasters”

F. Title 44, The Code of Federal Regulations, Part 206

- 1. It is the policy of FEMA to provide an orderly and continuing means of assistance by the Federal Government to State and local governments in carrying out their responsibilities to alleviate the suffering and damage that result from major disasters and emergencies by:*

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2. *Providing Federal assistance programs for public and private losses and needs sustained in disasters;*
3. *Encouraging the development of comprehensive disaster preparedness and assistance plans, programs, capabilities, and organizations by the States and local governments;*
4. *Achieving greater coordination and responsiveness of disaster preparedness and relief programs;*
5. *Encouraging individuals, States, and local governments to obtain insurance coverage and thereby reduce their dependence on governmental assistance; and*
6. *Encouraging hazard mitigation measures, such as development of land-use and construction regulations, floodplain management, protection of wetlands, and environmental planning, to reduce losses from disasters.*

<http://www.law.cornell.edu/cfr/text/44/206.3>

G. Federal Emergency Management Agency, FEMA-64, Emergency Action Planning Guidelines for Dams, 1985.

Updated April 2004, a Federal guideline for dam safety, specifically for emergency planners.

H. Federal Emergency Management Agency, SLG 101 State and Local Guide

Same as the "Guide for State and Local All-hazard Emergency Operation Planning.

I. Federal Emergency Management Agency, SLG101A State and Local Guide

Same as the "Guide for State and Local All-hazard Emergency Operation Planning.

J. National Response Plan, 2004

Now known as the National Response Framework (Updated in 2008). Presents the guiding principles that enable all response partners to prepare for and provide a unified national response to disasters and emergencies - from the smallest incident to the largest catastrophe. The Framework establishes a comprehensive, national, all-hazards approach to domestic incident response.

K. National Incident Management System, 2004

A comprehensive, nationwide, systematic approach to incident management.

State Laws, Plans, and Guidelines

A. The Louisiana Homeland Security and Emergency Assistance and Disaster Act of 1993 as amended

1. *The director of the parish office of homeland security and emergency preparedness may request the use of public facilities, including schools for use as shelters during disasters*

Louisiana School and Campus Safety Planning Guide

2. *The director of the parish office of homeland security and emergency preparedness shall coordinate with the appropriate school board when requesting the use of facilities as public evacuation shelters*
3. *If the school normally houses animals, there must also be an evacuation plan for the animals*

B. Act 111, Emergency Interim State Executive Succession Act of 1963

C. Act 112, Emergency Interim Judicial Succession Act of 1963

D. Act 113 as amended, Emergency Interim Legislative Succession of 1963

During an attack of “unprecedented size and destructiveness” upon the U.S., State government can temporarily appoint emergency interim successors to government officials who are unavailable. This does not apply to the position of Governor.

E. The Louisiana State Administrative Plan dated 1992, as amended

The purpose of the Plan is to identify and provide guidelines and procedures in the event of a natural or manmade disaster. It provides guidance to State and Local entities as to their responsibilities. There is no specific mention of schools, however they are assumed to be used as evacuation shelters (as per other documentation here).

F. Louisiana Significant/High Hazard Dam Safety Plan 1989.

In emergency situations, the chief engineer at a dam shall employ any remedial means necessary to protect the safety of life and property.

G. Governor’s Executive Orders

H. Louisiana Emergency Operations Plan