



**LAFAYETTE**  
PARISH SCHOOL SYSTEM





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# School Safety Starts with Me

# TERMINOLOGY

## Functional Annexes

Focus on critical operational functions and courses of action developed to carry them out. Need to be addressed in a comprehensive plan.

Functions may be developed separately, but they need to all flow from one function to the next as needed.

## Hazard Specific Annexes

Describe the courses of action unique to a particular threat or hazard. Describe preparedness, response and recovery actions specific to a hazard.

## Training

Tabletop Exercises – analysis of an emergency situation in an informal, stress-free environment.

Functional Training – simulated exercise that tests the capability of an organization to respond to a simulated event.

Drills – used to test a single specific operation or function.

Full-Scale Exercises – simulates a real event as closely as possible.

# LA. REVISED STATUTE 17:416.16

## SCHOOL CRISIS MANAGEMENT RESPONSE PLANS

- ▶ 416.16.A(2) A school CMRP **SHALL** be prepared by each public school principal.
- ▶ 416.16.E If a school has a resource officer, he/she **SHALL** join the principal in preparing the plan and participate in any review or revision of the plan.
- ▶ 416.16.B(1) Each public school principal **SHALL** review the plan at least once annually and shall revise the plan as necessary.



# LA. REVISED STATUTE 17:416.16

(CONTINUED)

- ▶ 416.16.G Each public school principal **SHALL** provide a copy to the following individuals:
  - ▶ The president of the local school board
  - ▶ The local school superintendent
  - ▶ The sheriff of the parish where the school is located.
  
- ▶ 416.16.F Each school year, each public school principal **SHALL** be responsible for providing in-service training for all teachers and school employees pertaining to the plan.



# LA. REVISED STATUTE 17:416.16

(CONTINUED)

- ▶ 416.16.C(1) Within the first thirty (30) days of each school year, each public school principal **SHALL** conduct a safety drill to rehearse the components of the plan (including an active shooter scenario). Not later than seven (7) days after the drill, the principal **SHALL** submit a written report summarizing the details of the drill to the superintendent.
- ▶ 416.16.I(1) The governing authority of each public elementary and secondary school may adopt rules and regulations as it deems necessary.

# FIRE PREVENTION CODE

- ▶ Section 5:159 – School Fire drills;
- ▶ It shall be the duty of the fire prevention chief to require teachers of public, private and parochial schools and educational institutions to have fire drills in accordance with NFPA 1-10-2.1.2 through 10-2.1.9, NFPA 101 (101:10-7.1.1 and 101:11-7.11)
  - ▶ First 30 days all LPSS schools are required to have two (2) fire drills
  - ▶ One Fire Drill per month after the initial 30 days



# FIRE DRILLS

## PLANNED

- ▶ Alarm is activated
  - ▶ Advise class to stay seated and quiet
  - ▶ Teacher is to gather roll book and cell phone
  - ▶ Walk to the door, open it and check to make sure it is safe to exit the classroom
  - ▶ If safe, orderly have students exit the classroom
    - ▶ Teacher should be last one to exit the room
- ▶ An All Clear should be given once it is safe to re-enter the building





# FIRE DRILLS (CONTINUED)

## NOT PLANNED – EVACUATE WITH CAUTION

- ▶ Once alarm activated
  - ▶ Gather belongings and prepare students for exiting but do not exit until you have ensured the hall is safe (suspicious packages, active shooters, fire, etc)
    - ▶ Checking the hall before exiting allows you to observe any threats
    - ▶ If actual fire or smoke is near you, exit immediately
      - ▶ Report what was seen to front office
  - ▶ If it appears to be clear, the teacher should exit first
    - ▶ Stand at the door while students exit
    - ▶ Close the door after the last student has exited
  - ▶ If you notice anything suspicious
    - ▶ Get back into the classroom
    - ▶ Close & Lock the door
    - ▶ Notify front office
    - ▶ Go into “lockdown”



# FIRE DRILLS -CONTINUED

- ▶ Treat every fire drill as a real fire
  - ▶ Staff is responsible for the safety of the students
- ▶ Report the names of anyone missing
  - ▶ If there is an extra person in a group not on their roll – be sure to report this
  - ▶ Once drill is complete and return to classroom – perform a roll call again
- ▶ All classes should be at least 50 feet from the building
- ▶ Multi-story building – staging should be twice the collapsible distance



Copy of Fire Drill Report

Questions Responses Settings



## Fire Drill Report

Monthly Fire Drill

This form will collect your school's fire drill responses. Change settings

School <sup>?</sup>  
Name

1.
2.
3.
4.
5.
6.
- 

https://docs.google.com/forms/d/13i01m4JM29eEPabQD-Y\_EhEvbo3wMFD0-TqQ0x5jM/sd1/4Nz2024301341PM

# Emergency Drill

## Emergency Drill Report

Report for lock down, shelter in place, evacuation

ddearly@lpsonline.com [Switch account](#)

[Share](#)

<sup>\*</sup> Indicates required question

Email <sup>\*</sup>

Record ddearly@lpsonline.com as the email to be included with my response



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# EMERGENCY DRILLS/EXERCISES

- ▶ Lockdown
  - ▶ Shelter in Place
  - ▶ Evacuation
  - ▶ All Clear
- Types of Exercises
    - Tabletop Exercises
    - Drills
    - Functional Exercises
    - Full-Scale Exercises
    - Debriefing
  - Functional Annexes
    - Lockdown Annex
    - Evacuation Annex
    - Shelter-in-Place
    - Accounting for All Persons Annex
    - Reunification Annex
    - Communication Warning Annex



# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT



## LOCKDOWN



CLASSROOM: LOCKS, LIGHTS, OUT OF SIGHT

### STUDENTS

- Move away from sight
- Maintain Silence
- Silence your phone
- Do not open the door

### TEACHER

- Lock interior door(s)
- Turn out the lights
- Move out of sight
- Do not open the door
- Barricade the door
- Take attendance
- Use objects in the room as weapons

### STUDENTS

- Follow teacher's instructions
- Silence your phone
- Run towards closest exit
- Hide behind large objects
- Use objects in room as a weapon

### TEACHER

- Lead safety strategy
- Maintain silence
- Take attendance



## EVACUATION



GO TO ANNOUNCED LOCATION

### STUDENTS

- Bring / silence your phone
- Leave your belongings behind
- Follow instructions

### TEACHER

- Lead students to evacuation sight
- Take attendance
- Notify of missing, extra, or injured students



## SHELTER IN PLACE



INCIDENT OCCURRING IN THE SURROUNDING AREA

### STUDENTS

HAZARD	SAFETY STRATEGY
Tomado	Evacuate to shelter
Hazmat	Seal the room
Earthquake	Drop, cover, & hold
Law Enforcement related	Remain in the building
Incident/situation on campus	Shelter in place

### TEACHER

- Lead safety strategy
- Take Attendance



## ALL CLEAR



STAY IN SECURE PLACE UNTIL YOUR DOOR IS UNLOCKED

# CODES

# LOCKDOWN

# SHELTER IN

# PLACE

# EVACUATION

# ALL CLEAR



# LOCKDOWN

Used when there is an imminent threat of injury, great bodily harm, or death within the building or on the campus grounds.

- ▶ Examples:
  - ▶ Armed person
  - ▶ Active Threat
  - ▶ Shots Fired
  - ▶ Suspicious person on campus
- ▶ Who can call a lockdown
  - ▶ Any staff member who encounters a threat can initiate a “lockdown”

## LOCKDOWN DRILLS

Active Shooter Drill for Administration:

Principals/Asst Principals assigned numbers – based on their number they were assigned to a classroom

Pre-defined (table top) emergencies in each classroom – heart attack, anxiety attack, premature labor

Law Enforcement involved/evacuation

# LOCKDOWN PROCEDURES

## ▶ Classroom

- ▶ Students should go to the best tactical location in the room
  - ▶ Away from doors & windows
  - ▶ Remain in a seated position
    - ▶ OUT OF SIGHT
  - ▶ Remain Quiet
  - ▶ Stay off phone

## ▶ Cafeteria

- ▶ Run – Hide-Fight
  - ▶ Hide – manager's office, restroom, etc.
  - ▶ Fight – utilize available resources

## • Restroom

- Hide in a stall – feet up above stall door

## • Common Areas

- If threat is visible or gunfire is heard – run
- Proceed to locker room, coaches office any other safe area nearby

Required to have one active shooter drill per school year



# LOCKDOWN PROCEDURES TEACHERS

## DO

- ▶ Confirm doors are locked, closed and covered
- ▶ Turn off lights
- ▶ Confirm phones are on silent
- ▶ Account for all students

## DO NOT

- ▶ Continue to teach
- ▶ Allow students to remain at their desks
- ▶ Allow anyone in or out of the classroom

**If a student was out of class and returns DO NOT open the door.**





**Treat ALL lockdown drills as a REAL lockdown,  
regardless of the amount of time it takes to  
complete the drill.**

**During a real emergency you may be  
required to remain in lockdown for  
several hours.**



# SHELTER IN PLACE

Used when there is an incident occurring in the surrounding area or a minor issue on campus.

- ▶ Typically law enforcement related
- ▶ Incident/situation may come onto campus
- ▶ Dangerous Weather
- ▶ Medical situation
- ▶ Loose vicious animal
- ▶ Remain in building – continue normal instruction
- ▶ Functional Annex??



# EVACUATE

## FOLLOW ESTABLISHED EVACUATION PROCEDURES

- ▶ Situation will dictate location
  - ▶ On site evacuation
  - ▶ Primary evacuation point
  - ▶ Secondary evacuation point

### EXAMPLES

Bomb Threat – Fire/Explosion in the building

Gas leak – Chemical spill – power outage



# EMERGENCY EXIT BUS DRILLS

TITLE 38 EDUCATION – PART CXIII. BULLETIN 119

- ▶ One emergency exit drill shall be held during the first six (6) weeks of each school semester
  - ▶ Form T-8 must be completed and sent to the transportation department
- ▶ Three exit drills methods are required
  - ▶ Exit through the service (front) door
  - ▶ Exit through the rear emergency door
  - ▶ Passengers in the front half of the bus exit through the front door; passengers in the rear half exit through the rear emergency exit.
- ▶ It is not necessary to require exiting through windows or roof-top hatches; but how to should be explained
- ▶ Retain records of your drills



# HEARING IMPAIRED

- ▶ Consider
  - ▶ Typically will always have an interpreter
    - ▶ During testing may be an exception
  - ▶ Language levels as low as 12 months old
    - ▶ May not understand – repeat sign
    - ▶ Escort child if necessary
  - ▶ Not aware of volume level
    - ▶ Finger on lip to remind them to remain quiet



# REUNIFICATION DRILLS

## WHAT DOES YOUR DISTRICT NEED TO THINK ABOUT?

- ▶ Reunification site & backup
- ▶ Roles/Responsibilities

School site, reunification site, counselors/social workers, law enforcement, food services, security, check in/out of students, release of students, running/printing demographics, transportation, communication

- ▶ Supplies/Materials

Signage – directions & instruction, tables, chairs, snacks, water, walkie talkies/communication devices (#), website, call in number, reports/binders, pens, notebooks, safety vests, fannie packs, ID bracelets, staplers, tape, scissors

- Drill
  - Select School
  - Run reports
  - Contact buses for staging
  - Contact Reunification site/availability
  - Personnel report to reunification site
  - Run reports, gather supplies
  - Note where signage would go
  - Law enforcement/emergency personnel
  - Staff – all of our District Staff & foreign language instructors



# CARDIAC EMERGENCY RESPONSE PLAN

- ▶ Act No. 234 of the 2023 Regular Session: “Each elementary, middle and high school shall have a “cardiac emergency response plan”. . . . “a written document that establishes the specific steps to reduce death from cardiac arrest.”
  - ▶ (ee) Practicing using drills
- ▶ Team created/CPR-AED trained/Integrate local EMS/Annual Review
- ▶ Tabletop exercises can be done or Drill

# REAL LIFE

- ▶ Death Threats – named individuals
  - ▶ Extended lockdown beyond normal school day
    - ▶ Staged buses in the order they normally pick up students on campus
    - ▶ Once lockdown lifted – law enforcement went to the staging area and lead and followed our buses to the school
  - ▶ Contacted the schools that these drivers normally drove for – Elementary and Middle School and advised that alternative ways home would need to be accomplished -





# MURDER ON A BUS

## ARE YOU PREPARED?

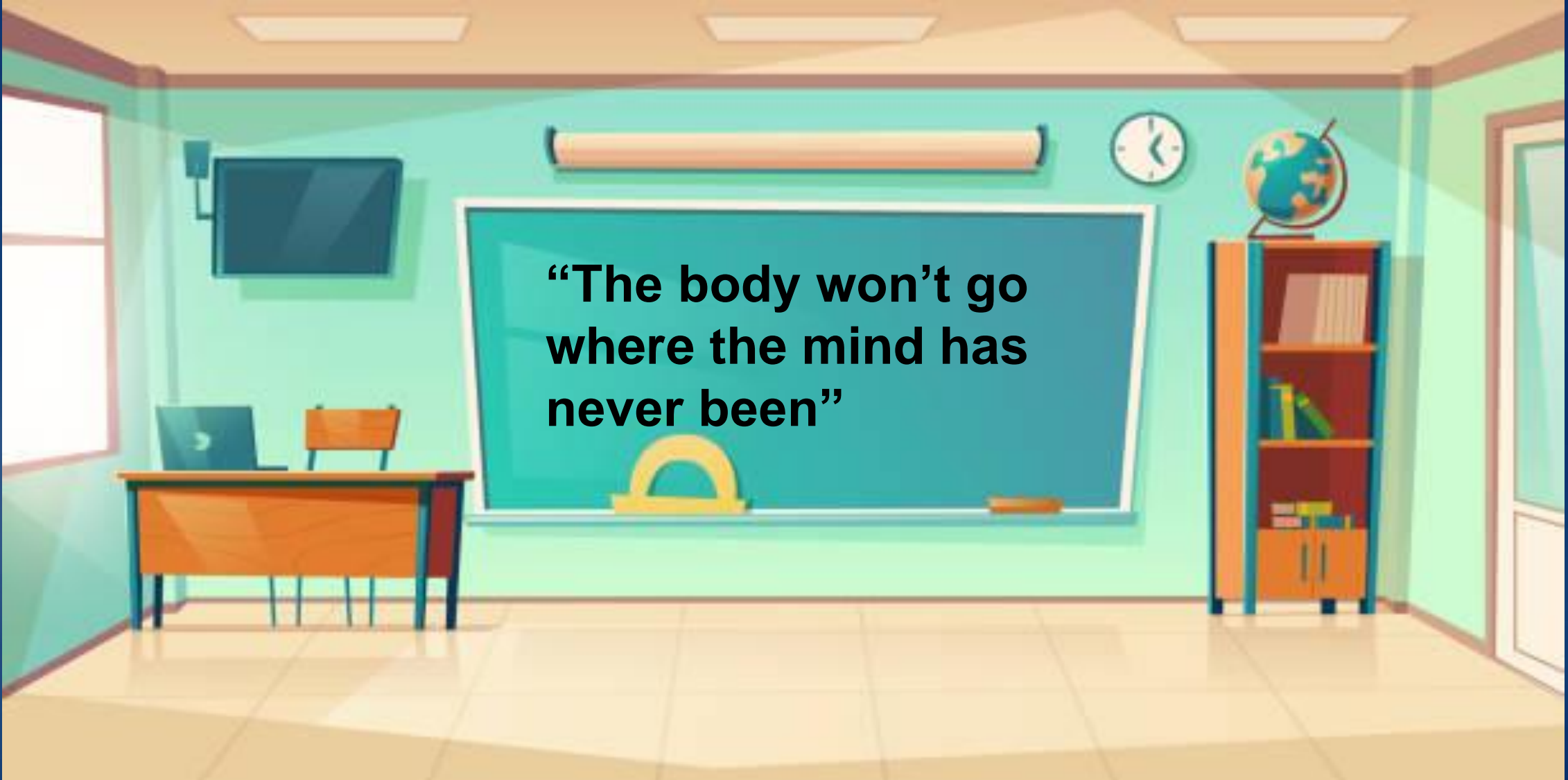
- ▶ Student shot on the steps of a bus – 2 other students on the bus and the driver
  - ▶ Law enforcement advised, immediately accessed bus cameras
  - ▶ Advised parents bus would not be picking up students
  - ▶ Team gathered at District to prepare communication with parents & faculty and next steps
  - ▶ Counselors/Social Workers at school the following day
  - ▶ Videos pulled to provide to law enforcement
  - ▶ Alleged suspects on the loose – 3 days before buses ran for specific stops



# TABLETOP EXERCISE

## MEDICAL EMERGENCY

- ▶ **Initial Impact:** A staff member runs into the nurse's office and yells out that a student is down in the gym. She doesn't know what happened because she was not there when it happened. She did overhear someone say that they were playing volleyball and the student may have gotten hit in the head and passed out.
  - ▶ What should you do?
- ▶ **First 3 minutes:** When you get to the gym you immediately find an unconscious student face down on the floor. You take vitals and find that her pulse is irregular and she has shallow breathing. The other students who witnessed the event are crying and wondering if she is dead. You ask the teacher if she knows what happened and she says she does not. "She just fell to the ground"
  - ▶ What should you do next to ensure the students' safety?
- ▶ **Five minutes:** You've already sent 2 staff members to the office for an AED. They come back and ask you if you know how to use it, because they have never used it. You tell them you have been trained and begin applying the pads. Another staff member shows up and tells you her emergency contact has been notified and were advised she is allergic to peanuts and penicillin.
  - ▶ What should you do next?
- ▶ **Afternoon:** Later that afternoon, you get a call from the student's parents at the hospital thanking you for helping. You are advised that it was due to a cardiac abnormality. Subsequently you are told that rumors are going around that the student overdosed on drugs.
  - ▶ What should you do next?



**“The body won’t go  
where the mind has  
never been”**

# QUESTIONS

