Functional Annexes

ST. JOHN THE EVANGELIST REGIONAL CATHOLIC SCHOOL

St. John the Evangelist Regional Catholic School
52 Jefferson Street
Uniontown, PA 15401
PLAN DATE: [01/02/2017]

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INTRODUCTION

Functional protocols are common procedures that may be implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building. Each functional protocol describes the purpose and responsibilities for that function. Schools should customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials will assist in development of effective procedures and protocols.

All functional annexes should address:

- Situations under which the procedures should be used.

- Who has the authority to activate the procedures?

- Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo training and participate in drills.

- Staff and bus drivers assigned to work with special needs students should undergo in depth training and drills.

- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This will help evaluate the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

Functional Annexes do not repeat but build upon the information, guidance and processes/procedures within the basic School EOP.

St. John the Evangelist Regional Catholic School does not service Infants or Toddlers. But we will make accommodations for child(ren) with disabilities and for child(ren) with medical conditions.

GENERAL GUIDANCE

In an emergency, or crisis situation, the first concern is for the physical safety and emotional well-being of the students, school personnel, and visitors.

Communication of information regarding the emergency, or crisis situation, must be clear and factual.

The following positions will meet immediately to prepares a plan to disseminate information about the emergency or crisis and constitute the School Incident Management Team.

- Superintendent
- Managing Director of the Catholic Accent
- Local Building Receptionist
- Business Manager
- School Principal
- School Nurse
- Facilities Maintenance Management
- IT Teacher
- School Receptionist

Outside professionals (legal counsel, psychologist, etc.) may be called upon for advice and support as deemed necessary by the Diocese/School Incident Management Team.

I. EVACUATION

A. Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

B. Scope

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

C. Concept of Operations

1. School Incident Commander/Principal

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.

- Notify appropriate diocesan staff that an evacuation of the school has occurred.

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

    > YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.
    > (Please refer to building specific plans)

- Determine evacuation routes based on location of the incident and type of emergency.

- Communicate changes in evacuation routes based on location and type of emergency.

- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

- Monitor the situation and provide updates and additional instructions as needed.

- During inclement weather, consider requesting buses for sheltering students.

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

2. Teachers/Staff

- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.

- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.

- Help those needing special assistance.

- Do not lock classroom doors when leaving, close door and turn off lights.

- Do not stop for student or staff belongings.

- Take class roster, phone lists, first-aid kit and other emergency supplies with you.

- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.

- Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).

- When outside the building or inside the building evacuation location, check for injuries.

- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.

- Wait for additional instructions.

3. **Office Staff**

- Take visitor log and student sign out sheet to evacuation assembly area.

- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

II. REVERSE EVACUATION

A.   Purpose

Reverse evacuation should occur when students are outside for physical education classes or recess and conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, or a hazardous material release outside of the school building.

B.   Concept of Operations

1.   School Incident Commander/Principal

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.

- Notify the diocesan office of the situation.

- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.

- Designate staff to monitor radio, Internet, and other media for information on incident conditions.

- Close and lock all exterior doors and windows.

- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD or SHELTER-IN-PLACE.

2.   Teachers/Staff

- Immediately move students back to classrooms or safe areas using the closest entry.

- No students or staff should be outside the building.

- Close and lock all exterior doors and windows.

- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.

- Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.

- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.

- Monitor the main entries until the "All Clear" is given.

III. LOCKDOWN

A.   Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern in and around the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

B.   Scope

The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. The Incident Commander/Principal may adapt variations of the lockdown procedures to accommodate the type and level of incident.

C.   Concept of Operations

1.   School Incident Commander/Principal

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

  > YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to call 9-1-1, identifies the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct the staff to stay on the phone to provide updates and additional information.

- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.

- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).

- Notify diocesan office.

2.   General Lockdown Actions

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).

- As soon as all students and staff are in the building all exterior doors shall be locked.

- Normal activity will continue within the building (unless directed otherwise).

- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.

- Report any suspicious activity observed either indoors or outdoors to the main office.

- A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

3. **Teachers**

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.

- Lock your doors and turn off lights.

- Exterior threat:

    o Close window blinds or move to an interior room with no visible access to the exterior.

- Interior threat:

    o Keep window blinds open.

    o Obscure or cover windows from the hallways into the classroom.

    o Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.

- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.

    o Keep students calm and quiet. The teacher remains in the room with the children – never leave them unattended.

- Place green or red card under classroom door and on outside window.

    o Green means everyone is safe.

    o Red means there is a problem such as an injured student or staff member.

- If confronted by the threat, staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.

- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

4. **Office Staff**

- Stay by the phones to wait for additional procedures from diocesan office and Incident Commander.

- Remotely check status of classrooms via PA, telephone, computer, or other method.

- Assist the principal or Incident Commander to establish the school command post.

5. **Custodians**

- Close and lock all delivery doors.

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

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

IV. SHELTER-IN-PLACE

A.   Purpose

Plan courses of action for when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

B.   Concept of Operations

1.   Initiate Shelter-in-Place

- Shelter-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, CARDS or COLORS)

- Announce the following:

    > YOUR ATTENTION PLEASE.

    > THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.

    > PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.

    > *Provide specific instructions for staff and students to follow*

- Instructions

    o Use clear, concise language to provide direction to the school based on the situation.

    o If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.

    o If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

- Additional Considerations for Shelter-In-Place

    o Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.

    o Seal doors and windows with plastic sheeting and tape to protect from airborne contaminates.

    o Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex(es) appropriate to respond to the situation.

    o Notify all concerned parties when the Shelter-in-Place is lifted.

V. DROP, COVER, AND HOLD

A.   Purpose

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

B.   Concept of Operations

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

1.   Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.

- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.

- Hold on to the table or desk until directed to stop.

- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Staff and students do not use the elevators to evacuate.

2.   Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.

- Drop to the ground.

- Cover their face and head with their arms.

- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

3.   Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.

- Instruct all students/staff to stay in the vehicle.

- When it is safe to do so, proceed cautiously or evacuate the vehicle.

VI. ACCOUNTING FOR ALL PERSONS

A.   Purpose

Plan the courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

B.   Scope

1.   Student Accountability

When the order is given to evacuate the building by fire alarm or announcement, the teacher will follow the following steps. Remember that student accountability is the responsibility of the teacher.

These steps may be modified by the school administration to fit the character of the school, but cannot be modified to change the purpose or result of the procedure.

- Move all students from the classroom in an orderly and quiet manner.

- The teacher is to take a copy of the class roster with them as they leave the classroom.

- Close the classroom door after the last student or occupant is out of the classroom.

- Proceed in an orderly fashion from the building to the predetermined assembly area.

- After reaching the designated safe area for the class, using the class roster, take role and check off all students that are present and note all students that are not there.

- Notify the school administrator or designee that YOUR class is out of the building and give them the status of the students, those present and those missing. This attendance check should be completed as quickly as possible.

- The school administrator will notify the responding authorities Fire, Police and or Emergency Medical Services of the student accountability results.

- No one is allowed to go back into the building to search for missing students, staff or visitors once they have left the building. The responding authorities will direct that effort.

2.   Individuals with Special Needs/Limited Mobility Accountability

- When an evacuation is required from the school, all individuals with mobility problems, that cannot evacuate the building, shall be taken to the nearest, safe Evacuation Staging Area. "All Individuals" includes students, staff, and visitors that have mobility restrictions that will keep them from evacuating the building.

- Remember that the first choice for everybody is to leave the building if it is possible to do so.

- A staff member will accompany these individuals to the nearest, safe evacuation Staging Area. Upon arriving at the staging area the staff member will immediately call/notify the administrator in charge and identify themselves as well as the names of all individuals under their care. They will remain in the staging area until notified that they may leave or until the responding authorities arrive to remove them from the building.

3.   **Staff and Visitor Accountability**

- When an evacuation of the facility is required, all staff that are not assigned to a class should leave the building, report to their designated assembly area and notify the school administration that they are safe and out of the building.

- All visitors should evacuate the building with the class or the individual staff member that they are visiting. The visitors' identity and location should be communicated to the school administrator or their designee as soon as they are safely out of the building.

- The school office staff shall take the visitor log with them as they evacuate the building and use the log to account for all visitors as they are notified that the visitors are safely out of the building.

- Teachers take their attendance rosters with them. A green card represents all are accounted for. A red card represents something is wrong or someone is missing. All teachers have walkie/talkies.

- Students will be dismissed either by intercom or by summoning them in person for dismissal to their parents

VII. COMMUNICATIONS AND WARNING

A. Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation.

B. Scope

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the managing director for communication for the Diocese of Greensburg and located in his office at the diocese.

C. Concept of Operations

1. Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

2. Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.

- Follow the communications policies and procedures established by the school.

- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.

- Develop materials for use in media briefings.

- Act as the contact for emergency responders and assist in coordination of media communications.

3. Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep

staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.

- E-mail System: An E-mail system is available to provide those who are registered to receive messages with updates during an incident.

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

- Public Address System

- Telephone Messenger System

4.   Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Public Address System

- Face to face classroom visit

- Assembly

D.   External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

1.   Communication with Parents

- Before an incident occurs, the school will:

    o   Inform parents on how to access alerts and incident information.

    o   Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**

    o   Information will be included in the **School Newsletter and Student-Parent Handbook**.

    o   Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

- In the event of an incident, the school will:

    o   Disseminate information: telephone notification system to inform parents about what is known to have happened.

- o Implement a plan to manage phone calls and parents who arrive at the school.

- o Describe how the school is handling the situation.

- o Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.

- o Inform parents and students when and where school will resume.

- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

2.   Emergency School Closing

In the case of severe weather conditions, it may become necessary to close school for the day, or duration of the storm. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using the telephone messenger system. School closings will be announced on the school website, and over the following radio and television stations:

3.   Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.

- o Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.

- o Low Impact events can be handled at the school as the number of media outlets and duration of media coverage can be expected to be low.

- o High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

- Pre-designated Media sites:

Location and Address	High or Low Impact Site
St. John Church – 50 Jefferson Street, Uniontown, PA 15401	Low
Uniontown Library – 24 Jefferson Street, Uniontown, PA 15401	High

- Provide regular updates to the media and school community.

- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.

- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**

- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

VIII. FAMILY REUNIFICATION

A.   Purpose

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

If any school building has to be evacuated for an extended period of time, students and staff members will be safely transported by bus to a designated parent-student reunification center. Parents will be informed of the reunification location through the school's notification system. Once at the reunification center, students will be released to their parents/guardians according to the school reunification procedures.

B.   Scope

The school has mutual aid agreements (MAA) in place with several alternate locations to ensure the safety and security of students, faculty, and staff. In the event students are evacuated and transported to a reunification site parents/guardians will be notified via phone, email, and text messaging.

C.   Concept of Operations

1.   School Incident Commander/Principal

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).

- Follow pre-determined procedures for releasing students.

     o   All parents picking up students must show ID

     o   Parents may only sign out their own child

- Notify a contact person at the relocation site(s) to prepare for arrival of students.

- Designate a Reunification Site Commander.

- Request the Diocesan Office to send personnel to staff the reunification site(s).

- Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

2.   Reunification Site Commander

- Establish a command post.

- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.

- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members.

- Set up an adult report area for parents/guardians to sign-in and to check identification.

- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.

- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.

- Set up a media staging area and notify the school media liaison of the location.

- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.

- Only release students to authorized persons after checking proof of identity and signing a student release form.

- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

3.   Teachers

- Provide a list of evacuated students to the reunification site staff upon arrival.

- Ensure special needs students and staffs are assisted.

- Request help if needed.

- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

D.   Other Procedures

- Outline procedures for releasing students.

- Maintain current student and staff emergency information that details special needs, such as medical or custody issues.

- Store information in a secure and readily accessible location.

- Outline parental notification methods.

The following graphic outlines the reunification process for staff. This process chart outlines the process and procedure for the reunification of students with their parent or guardian.

Upon Arrival at Reunification

Reunification Command Post
Campus staff will bring to reunification site command post signs, red/green status cards, student emergency cards, and other documentation to facilitate reunification. The school nurse will bring to reunification site student health information and student medications.

Logistics will deliver to reunification site additional radios, laptop access for information, and other supplies.

Liaison will provide to reunification command information related to missing, casualties, medical transport, security awareness, etc.

All staff report to assigned reunification post.

Parent Sign-in Gate
Be prepared to show ID-- only authorized parties can sign out students.
Sign the student out using the student release form.
Move to the Student Release Area.

Staff verifies "Requestor" for each student on Release Form.

Sign-in Staff radios/communicates to Coordinating Staff which students should be escorted to the Student Release Area.

Student Release Area
Parent/Authorized Party, the "Requestor" will wait for the Student to be brought to the area to be released.

Student will be escorted to the Student Release Area, but not released to parent until paperwork is verified.

Student is released to the Parent or Authorized Party.

If the Student is NOT with the class:
- Teacher/staff member makes notation regarding status
    - First Aid
    - Absent
    - Missing
- Teacher/Runner notifies Command Post
- Release Gate Staff is informed of student status
- Parent is directed to a Staging Area
- Reunification Liaison meets with Parent regarding Student status.
(Only parents who have completed the release process are authorized in the staging area and/or to receive student status information.)

Note: Law Enforcement reserves the right to check all vehicles and individuals entering and exiting the reunification area.

Arrive at Reunification Site

Parent Sign-in Gate
Be prepared to show ID-- *only authorized parties can sign out students.*

Move to the
Student Release Area
Be sure to keep all paper work.

Student Release Area Expectations

- Student is released to the Parent or Authorized Party only.
- Parent/Authorized will wait for the Student to be brought to the area to be released, they are not allowed into staging areas, classrooms, or other command post.

Note: Law Enforcement reserves the right to check all vehicles and individuals entering and exiting the reunification area.

IX. CONTINUITY OF OPERATIONS

A.   Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time.

B.   Concept of Operations

Delegation of authority and management responsibilities should be determined by School officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.
Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on next page.

Table 1. Essential Functions Performed by COOP Personnel

Superintendent, OCS Directors and Principal(s)	• Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal, and OCS Directors	• Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). • Reevaluate the curriculum.
Facilities Manager, Custodial Manager and the Custodial/Maintenance Staff	• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).
Business Manager, Assistant Business Manager, School Secretary/Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including school's insurance policy. • Ensure redundancy of records (records are kept at a different physical location). • Secure classroom equipment, books, and materials. • Restore administrative and record-keeping functions such as payroll, accounting and personnel records. • Retrieve, collect, and maintain personnel data. • Provide account payable and cash management services.
Counselors, Home School Visitors, and School Nurses/Nurse Assistants, Psychologists	• Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols.
Business Manager, Food Service/Cafeteria/Bus Drivers	• Determine how transportation and food services will resume.

C. **Specific Procedures**

1. **Activation and Relocation**

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The diocesan office will be notified and provided information and details regarding a relocation of operations.

2. **Alert, Notification, and Implementation Process**

The Principal/School Decision-Maker will activate the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

3. **Relocation Sites**

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

4. **Alternative Facilities**

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility for school Operations will be St. John's Parish Center. For relocation of operations and essential functions, alternative facilities are listed below:

Building	Alternate Facility	Street Address	Contact Information
St. Mary''s Office		71 Gilmore St. U'town	Father Anthony Klimko
St. Mary's School		71 Gilmore St. U'town	Father Anthony Klimko

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with school's backup data.

5. **Interoperable Communications/Backup Sites**

As noted above, the high school may be used as temporary alternative sites for short-term disruptions involving payroll and personnel actions.
With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites have been identified as noted above. The alternative sites have the infrastructure capacities and capabilities needed for continued operations. Examples of this infrastructure needs include:

- The telephones and computers are maintained, protected, and backed up offsite.

- The hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the buildings.

- The telephone lines will work even during power failures.

- The buildings also have generators for emergency power.

- The computer storage rooms housing the servers are protected by an array of optimal controls such as fire prevention, humidity controls, air conditioners, and temperature controls.

6.   Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored [identify offsite location and any important details, as appropriate]. Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

7.   Human Capital Management

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of COOP procedures:

- All COOP designated personnel as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.

- Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.

- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

8.   Reconstitution

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.

- Supervise an orderly return to the school building.

- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

X. RECOVERY

A.   Purpose

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

B.   Scope

The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

C.   Concept of Operations

1.   Academic Recovery

Learning is the primary purpose of schools, and the ability to resume academic activities is essential to a school's recovery. The resumption of academic activities begins to restore normalcy to the school environment, which can be very important in the psychological and emotional health of students.

We would plan to use St. John Church's Parish Center on a temporary basis (1 or 2 days). We could use St. Mary School or St. John Byzantine School on a more permanent basis.

2.   Physical Recovery

Documenting and keeping redundant records (back-up files, hard copies, etc.) of school assets (facilities, computers, buses, etc.) at all schools and related facilities such as diocesan offices, storage/warehouse facilities, etc.

We have all the contact information for our insurance company as well as utility company on file both digitally and hard copy.

3.   Fiscal Recovery

As principal, I would ensure that my faculty is kept appraised of all fiscal recovery. The Board of Trust Administrators will also be part of this process.

4.   Psychological and Emotional Recovery

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

Specialized Procedures

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

- **Immediately Following a Serious Injury or Death and/or Major Incident**

- o Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).

- o Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.

- o Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.

- o Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.

- o Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

- **Hospital/Funeral Arrangements**

  - o Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.

  - o Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.

  - o Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

- **Post-Incident Procedures**

  - o Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.

  - o Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

  - o Donate all remaining memorial items to charity.

  - o Discuss and approve memorials with the school board's consent.

XI. PUBLIC HEALTH, MEDICAL, AND MENTAL HEALTH

A.   Purpose

Public Health, medical and mental health courses of action will be implemented to address emergency medical (e.g., first aid), public health, and mental health counseling issues. These efforts will be coordinated with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery Annex.

B.   Scope

The school is committed to providing functional needs support services (FNSS) to help ensure children and adults, with or without disabilities, who have access and functional needs maintain their health, safety, and independence during public health and medical response.

C.   Concept of Operations

Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily for medical support will be employed during emergencies. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special training or capabilities may be asked to perform tasks other than their daily assignments.

Whenever possible, the diocese will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

1.   Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to a member of the School Emergency Management Team or a first responder agency.

The Superintendent, Principal, or designee is responsible for activating the Diocesan Public Health and Medical Plan. The Superintendent or designee will assign an Incident Commander based the command structure.

2.   Strategies

The strategies described below highlight the diocese's strategies for a public health or medical response.

- Strategy 1: Surveillance

- Strategy 2: Vector Control

- Strategy 3: Exposure

- Strategy 4: Pandemic Response

- Strategy 5: Mass Casualty Response

- Strategy 6: Behavioral Health

Each strategy describes an important piece of the school's response. Additional annexes and appendices to the plan provide supplemental detail on specialized functions.

D.   Strategy 1: Surveillance (Health related data)

School-age children prone to contracting and spreading illness due to their inconsistent use of proper hand hygiene, cough etiquette, and social distancing. Local communities must deal with on-going illnesses that continue to threaten the well-being of students and staff.

In an attempt to reduce health risk in schools the school partners with the Pennsylvania Department of Health to monitor community health through absentee rates and school nurse reports of specific illnesses.

Key components of a school-based health program include the promotion of vaccines; individual and school-wide infection control measures; and how to contain, manage, and prevent further spread of infectious diseases. The school nurse is charged with disease surveillance and reporting, coordinating with public health officials in the community.

1.   Reportable Illness

Surveillance is an essential component of any public health system and is used to monitor disease trends over time, detect illness outbreaks, and increase knowledge of risk factors.

It is recommended that schools report to the Department of Health when there are currently 70 notifiable conditions. Though it is not required for all illness to be reported, it is recommended that schools report cases of flu and norovirus if they have absentee rates greater than ten percent.

Reportable conditions will be submitted to the Department of Health for inclusion in the statewide report. Cases or suspected cases of illness that appear to be an emergency, outbreaks, exotic diseases, and/or an unusual grouping of disease must be reported to the local health department or the immediately.

2.   Notification Procedures

Disease surveillance is a collaboration that enables all levels of public health to share health information, to monitor, control, and prevent the occurrence and spread of reportable diseases.

The State, local health departments, schools, and private sector partners report a variety of information through appropriate channels. This information is used to collect, manage, share, analyze, interpret and disseminate health-related data for reportable and notifiable diseases and conditions.

E.   Strategy 2: Vector Control

The school supports campus and facility programs for pest management.

1.   Prevention

The school will monitor conditions that can lead to the breeding of pests including garbage accumulation, overgrown vegetation, and stagnant water. The school will also provide support for the control of mosquito populations around campuses and facilities, through safe integrated pest management techniques.

Provide information and education to students, staff, and parents concerning pest control measures and safety. Campuses and buildings within the school area will be monitored for potential pests.

2.   Integrated Pest Management

Integrated pest management is a strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under this

system, when it is economical and practical, multiple control tactics may be used to achieve control of pests.

Schools should have thresholds and actions plans for specific pest problems. Integrated pest management plans help schools set a standard for the management of pest.

3.   Rabies

There are several animals considered high-risk for rabies transmission.

Rabies is transmitted primarily through the bite of an infected animal. Virus particles in the animal's saliva enter a victim through the bite wound. Unless post-exposure vaccinations are administered promptly, rabies may develop. Without treatment, rabies is an ultimately fatal infection of the central nervous system.

School administrators and integrated pest management will protect students, faculty, and staff from bats associated with rabies and other potential rabies exposures.

In the event a student or staff is bitten by a suspected infected animal, immediate care is needed for the individual. If possible and safe to do so the animal should be captured and evaluated by the local animal control agency or a veterinarian.

The person who was bitten should follow the steps below:

1. Immediately wash the wound, with soap and water.

2. Report the incident to the appropriate campus personnel. This individual should contact animal control and the [local/regional] health department.

3. Capture the animal if safe to do so, and hold for animal control.

4. Notify the school nurse for wound care. If testing of the animal confirms rabies, those exposed should consult a physician.

4.   Responsibilities

Campus administrators should work with IPM staff members and animal control agencies or the Pennsylvania Department of Health. No one should capture or try to capture an animal other that designated personnel.

Campus administers should perform the following tasks to ensure the safety of students and staff.

*   Only trained personnel should remove.

*   Access to the area should be limited.

F.   Strategy 3: Exposure

To eliminate or minimize students and staff exposure to human blood or other infectious body fluids. This exposure control plan applies to all school employees and students who may come into contact with human blood or potentially infectious bodily fluids.

1.   Responsibilities

Employees of the school are expected to follow diocesan policies and procedures as they pertain to blood borne pathogens and exposure.

The School Emergency Management Team must ensure the Safety Officer or designee has ensured employees have received proper training and that an annual program review and update is performed.

The School Emergency Management Team is responsible for the program. This includes but is not limited to the coordination of training, controls, and exposure response through the appropriate channels; and maintaining needed records.

2.   Safety

As it may become necessary to administer first aid to another person who is ill or injured, staff must be aware of blood or other bodily fluids. Bodily fluids that do not contain blood included vaginal secretions, semen, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, or amniotic fluid and should be considered infectious. If a bodily fluid is present but it is not possible to detect blood, the fluid should be treated as if blood were present.

The guidelines outlined in this plan are for employees exposed to human blood, vaginal secretions, semen, or other bodily fluids and other potential infectious disease.

If an individual is exposed, they should alert their immediate supervisor and the school nurse as appropriate.

3.   Avoid Contact

Consider all blood or other potentially infections materials (OPIM) to be infectious. Blood borne illnesses include but are not limited to human immunodeficiency virus (HIV), hepatitis B virus (HBV), hepatitis C virus (HCV), and other blood borne pathogens.

- To avoid contact with blood, allow a student or injured party to tend to their own injuries as they are able. Allow them to discard the contaminated materials appropriately.

- Do not eat, drink, apply cosmetics or lip balm, or handle contact lenses in work areas where there is a reasonable likelihood of exposure to blood or OPIM.

- Do not store food or drinks in refrigerators, freezers, shelves, cabinets, countertops, or bench tops where exposure to blood, bodily fluids, or OPIM may exist.

- Use a mouthpiece resuscitation bag, pocket mask, or other ventilation device when giving rescue breathing.

4.   Personal Protection

It is important to understand what hazards blood borne pathogens present and what preventative measures you can take to limit exposure. The three main areas of protection include personal protective equipment (PPE) and housekeeping.

- Wear latex, vinyl, or plastic gloves approved for work with blood when hands are in contact with blood or OPIM. Remove gloves following proper removal procedures and discard in an approved container. Other personal protective equipment may be required. Wash hands immediately after removing gloves.

- Use self-sheathing needles or other methods to prevent needle sticks when given injections.

- Avoid mouth pipetting/suction, bending, recapping, shearing, or breaking of contaminated needles.

- Discard needles and other sharp objects in the sharps container, located in the nurse's office.

- Pick up contaminated glass and other items that could puncture protective gloves with tongs, forceps, or other items to prevent exposure.

- If there is danger of human bites, wear long sleeves or other protective clothing.

- If contact with blood or OPIM take place and/or immediately after removal of contaminated gloves, wash hands thoroughly with warm water and soap and dry hands using a single-use towel.

- If hand-washing facilities are not immediately available, wash hands with an antiseptic or hand sanitizer. Once a place to wash hands becomes available wash hands thoroughly with soap and warm water, drying with a single-use towel.

5. Cleaning

The method used for cleaning and decontamination of infected surfaces and the disposal of blood and OPIM is vital to the student and staff safety. All decontamination must include the use of an appropriate disinfecting solution.

- Minimize handling of contaminated laundry if possible-use personal protective equipment as necessary.

- Bag all contaminated materials at the area in leak-proof bags with a biohazard or color-coded label and seal the bags prior to removal. Remove contaminated clothing from the area. Place in an approved container.

- Sanitize areas contaminated by blood or OPIM immediately after contamination with an approved antibacterial solution.

G. Strategy 4: Pandemic Response

A pandemic is a widespread outbreak of an illness or disease, affecting large numbers of people. The most commonly known pandemic is the influenza or flu virus. Pandemic flu levels occur when a non-human (novel) influenza virus is spread through sustained human-to-human transmission and then spreads throughout a community.

Should a pandemic outbreak occur, a significant percentage of the population could become ill. With a large portion of the population being symptomatic, the school must consider the following:

- Attendance rates may lower for students, faculty, and staff.

- First responder resources may be limited.

- Mass gatherings may be limited in order to prevent the spread of the disease.

- School operations could be affected.

The campus safety team is responsible for the implementation and management of this plan.

1. Pandemic Phases

There are three primary periods for a pandemic: inter-pandemic period, pandemic alert, and pandemic. These periods correspond with phases that reflect the progression of the disease.

Inter-pandemic

Phase		Description
Phase 1		No new influenza has been detected in humans.
Phase 2		No new influenza subtypes have been detected in humans; however, animal cases of the illness present possible human illness.

Pandemic Alert

Phase		Description
Phase 3		Human is infected, but there is no human-to-human transmission.
Phase 4		There are small clusters of human-to-human transmission, and spread is localized.
Phase 5		Large clusters of people are ill; however, human-to-human spread is still localized.

Pandemic Period

Phase		Description
Phase 6		There is an increased and sustained transmission in the general population.

During all phases of a pandemic outbreak, the school will monitor and document the number of students and faculty who are absent and meet the definition of the illness. These numbers will help school and health officials make a decision on appropriate actions needed to maintain the health and safety of students, faculty, and staff. This documentation also determines whether the incident is increasing or decreasing in scope and whether the incident will qualify for reimbursement.

Decisions as to how and when to implement disease control measures will be made on a campus-to campus basis. The school, in coordination with the [local/regional] health department, will provide technical support and guidance to campuses regarding control measures and response activities.

2.   Mitigation

In an attempt to mitigate the effects of a pandemic the school will focus on education and prevention through health education programs. These programs will encourage the importance of personal hygiene and ensuring that all classrooms, restrooms, and public areas are equipped with an adequate supply of soap and/or hand sanitizer.

The school will follow current policies and procedures as they pertain to absences; however, students and staff will be educated to stay home if symptoms are present. The school will provide information resources to parents, students, and staff, regarding the pandemic and what steps the school is taking to keep them safe.

3.   Surveillance

In partnership with Pennsylvania Department of Health, identify ad track student absences due to illness. This allows partner agencies the opportunity for rapid detections, unusual changes and/or trends in student health, and allows for early detection and response to a pandemic.

4.   Response

During this phase the school will focus on the management of confirmed cases. This includes the process of monitoring students and staff for illness. Students and staff who are symptomatic will be sent home.

Health education procedures will continue to focus on the importance of personal hygiene. Custodial services will begin emergency sanitation procedures to include a more frequent cleaning schedule.

If there is a high number of absenteeism among students and staff, the Superintendent will determine the appropriate course of action to sustain the educational process. The safety team will alert staff to prioritize functions to ensure that basic needs and deadlines are met. Teachers should plan their lessons up to four weeks in advance in case of absence.

Response policies and procedures align with the needs of the whole community. This ensures students and staff with functional and access needs receive the supplemental services needed to maintain their day-to-day lives.

5.　Cancelation

When an incident poses an undue threat or has caused severe damage, injury or loss of life, or it appears capable of doing so, the superintendent may declare a diocesan emergency and implement all appropriate emergency procedures, up to and including curtailment or suspension of educational activities.

6.　Documentation

As is the case with any emergency, documentation is required. The extent of documentation is based on the size and scope of the incident. It is the responsibility of each school to compile, maintain, and submit documentation and reports in a timely fashion; and, to assist with preparation of situation reports, damage assessment, student accountability, after action reports and related documentation needed to ensure compliance with records management and open record requirements.

All original notes and records are legal documents that should be preserved. During activation the school EOC will maintain an incident log and documentation. Individual departments, facilities, and campuses will maintain logs of major decisions, time lines, logistical deployment, and other actions related to their areas of responsibility and accountability.

7.　Communication

The School uses Internet Web Sites, Social Media, and other technology as a notification service to inform the public of both normal and emergency operations. During a pandemic, the school will work closely with the health department to release information to the news media to provide clear and consistent information about the situation at hand and announce whether corrective or emergency actions are underway.

To the extent possible, emergency information will be related to what occurred, areas affected, impact/potential impact upon the school and its stakeholders, measures the school is taking to ensure the safety and well-being of stakeholders, information regarding expectations of stakeholders, and where to turn for more information.

8.　Continuity of Operations (COOP)

As needed, the school may need to activate the COOP plan which outlines procedures for continued function during an extended emergency. This plan outlines procedures for maintaining the following objectives.

- Essential functions, goods, and services that must be maintained under a variety of conditions.

- Essential tasks that can be performed from other locations and implementation strategies for implementing these measures.

- Essential people and materials.

- Delegation of authority.

- Personnel/human resource policies for leave, absenteeism, and payroll.

9.   Recovery

The school will continue to monitor students and staff. When the number of sick individuals begins to decrease, the school should begin the recovery phase. This phase focuses on getting students and staff back to a regular schedule.

This includes communication and health education procedures to ensure that staff, students, and parents continue personal hygiene procedures to limit the effects of future pandemic events.

Custodial staff will continue sanitation procedures to prevent a second wave from occurring.

The school will follow current policies and procedures to ensure students who missed numerous days of instruction due to illness are brought back up to speed. Counseling service for educational process as well as behavioral and mental health support will be made available to students and staff as needed.

The safety team will perform an after-action review to ensure lessons learned are captured. These lessons will be translated into a revision of this plan.

The school will then return to normal operations including the continued monitoring of students and staff for illness.

H.   Strategy 5: Mass Casualty Response

Mass casualty incidents may occur wherever people congregate—in elementary and secondary schools, on college campuses, or in other venues. Natural or man-made incidents have the potential to generate large numbers of casualties.

Most incidents only last a few minutes. Even when emergency personnel respond quickly, people are already at the scene faculty, staff, students, and volunteers are typically the first to respond.

As soon as an incident occurs several things need to happen. These include but are not limited to:

- Assess the situation, choose the appropriate response, and take immediate action.

- Take action to protect yourself so you can protect and help others.

- Take action to protect those in your immediate area.

- Communication the need for others to take immediate protective actions.

- Notify 9-1-1 for emergency responders.

- Initiate the chose response action and relates emergency protocols

- Triage injuries and apply emergency first aid as needed.

1.   Response

Response to an incident will vary depending on the situation; getting people to safety may be accomplished in different ways. School response actions are outlined in the Emergency Operation Plan.

2.   Communication

Full communication procedures are outlined in the Emergency Operations Plan. During emergencies, the school and diocese will work closely with local news media to provide clear and direct information about the situation at hand and current emergency procedures.

To the extent possible, emergency information will be related to what occurred, areas affected, impact/potential impact upon the school and its stakeholders, measures the school is taking to ensure the safety and well-being of students and staff, information regarding expectations of parents, and where to turn for more information.

3.   Triage and Emergency First Aid

Faculty, staff, students, and volunteers are typically the first on scene and therefore, may be required to render aid. As such the school's safety team has been trained in emergency first aid to preform basic life-saving measures until first responders arrive.

The school nurse may provide support as she is able but has appointed a medical response team consisting of staff members to assist as needed.

First Aid Kits are stored in the nurse's office and in the main office and contain a variety of supplies needed to sustain response until first responders arrive.

4.   First Responder Support

It is important for students, staff, and volunteers to understand what to expect when first responders arrive on the scene. Response tactics vary depending on the incident.

5.   Reunification

If any building has to be evacuated for an extended period of time, students and staff members will be safely transported by bus to a designated parent-student reunification center. The school will initiate its Family Reunification Plan located in the Functional Annexes of the Emergency Operations Plan.

6.   Transport

Once the scene is secured, first responders will work with school officials and victims on a variety of matters. This may include the transport of injured, students, staff, or volunteers.

Due to the complexities of Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) the school must maintain a single point of contact within the medical branch to ensure information is collected in real time.

With this in mind, the school will assign a liaison to the medical branch within the incident command system. This person will track in real time the primary and secondary facilities that students, staff, and volunteers may be transported.

In the event that a student has been injured and/or transported to the hospital, parents will be accompanied by a school safety team member and/or councilor. These individuals will provide needed information to the parents privately and provide mental health support as appropriate.

Based on FERPA requirements written consent must be given before information is disclosed. However, the FERPA regulations permit school officials to disclose information when there is an actual, impending, or imminent emergency, such as an articulable and significant threat.

7.   Recovery

Recovery begins during response with the primary focus being to return to the educational process. After a mass casualty incident, the focus will be on providing an environment that will help emotional recovery.

In the wake of a traumatic incident, recovery efforts will be devoted to providing counseling and support services to support emotional recovery. Counseling service will be made available through school and diocesan resources. These resources may be supplemented with local and/or regional mental health resources as needed.

Faculty and staff will receive just-in-time training so that they can assess emotional needed and support students as needed. Counselors may provide students, staff, and volunteers with needed referrals for mental health support as needed.

Students, faculty, and staff will be provided with interventions such as group discussions, support groups, and other services needed to help them cope with the emotional trauma.

Crisis teams will be available to support students, families, and community partners who need assistance for themselves or their children. Since members of the crisis response team can become overwhelmed over a long period, it is important to ensure that they are also provided with the support they need.

8.   Managing Donations

It is within human nature to want to help, as such people may want to express their condolences through cards, memorabilia, gifts and monetary donations. The school will follow current policies and procedures as they pertain to donations. This includes the early release of information concerning donations and monetary contributions.

I.   Strategy 6: Behavioral Health

Children are one of the most vulnerable populations when it comes to behavioral health impact of public health emergencies and disasters as they may lack the experience, skills, and resources to cope. Faculty and staff affected by the disaster must also deal with the stressors on their own which can impact the behavioral health of the children under their care.

Behavioral health is an integral part of the overall learning environment. It includes psychological, emotional, cognitive, developmental, and social influences on behavior, mental health, and substance abuse, and the effect of these on the school.

Behavioral factors directly and indirectly influence individual and community risks, health, resilience, and the success of emergency response and recovery strategies. In the wake of an incident in which students and staff may have experienced trauma these behavioral health aspects play an integral role in returning to the new normal.

The school's ability to respond to a disaster behavioral health concern will vary depending on the nature of the incident. Individuals who are affected may experience varying levels of stress and anxiety.

Appropriate behavioral health services will be made available for students, staff, volunteers, and community members seeking mental health support for themselves or their children. Services may include crisis counseling, critical incident stress management (CISM), or referral to other services and organizations.

1. **Whole Community**

Individuals with pre-existing behavioral health conditions who rely on the behavioral health care infrastructure to aid their well-being and independence may be greatly affected by damage to that infrastructure. Also of concern is the safety and well-being of at-risk individuals with access and functional needs.

If these issues are not appropriately addressed by caring professionals in a timely fashion they may accumulate resulting in further deterioration of behavioral health following an incident.

2. **Communications**

Communication and education is a major component of behavioral health as it influences decision making in the affected population. The diocesan public information coordinator can develop messaging that addresses the needs of the whole community, encouraging people to follow specific measures, and prevent misinformation from gaining credibility.

Appropriate messaging can educate the public on the recovery process, as to what they can expect and how to cope with the situation enhance the school's resilience.

3. **Response**

Immediately following a critical incident, the school should begin the process of providing behavioral health support to students, faculty, and staff.

School surveillance systems provide staff with valuable information concerning risks and protective factors affecting students and staff. This research identifies trends and allows practitioners to gear recovery tactics to the specific incident.

Disaster behavioral health actions during the response phase will focus on supportive, strengths-based interventions such as psychological first aid, crisis counseling, and risk communication. These interventions may be provided by behavioral health professionals within the school but in some cases may be provided by paraprofessionals, other health workers, volunteers, and laypeople who have received training in basic behavioral health support. With this in mind the school has signed into a mutual aid agreement with local and regional mental health service providers to ensure needed support is available.

4. **Local Resources**

The school may partner with Local Mental Health Authorities, community health authorities that provide services to a specific area as needed to support to students, staff, and community partners. Though these are the first resources to assist the school, State resources can be requested for major incidents.

This is done through the appropriate emergency management channels.

5. **State Resources**

Once processed, the Pennsylvania Department of Health and/or Department of Human Services may deploy the Disaster Behavioral Response Team who are charged with providing and managing disaster behavioral health preparedness, response, and recovery efforts for the state during and after a state or federally declared emergency.

XII.   SECURITY

A.   Purpose

Plan the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

B.   Scope

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

C.   Concept of Operations

1.   Courses of Action

Collaboration with Law Enforcement:

Our police station, fire station etc…have keys to the building. A lock box with keys to the building is located next to the entrance of the school. The police and firemen have the combination to this box. We have an office where the officials would be able to write reports and have internet access.

Arrival and Dismissal Safety:

All students' bus routes as well as bus arrivals and dismissals are safe. Teachers supervise the students on arrival and dismissal.

Prohibited Items:

Cell phones and all electronic devices are kept in the school office. If students are caught with them, they are confiscated by the principal. They are not returned until a parent comes into the office.

Threats:

Secretary/Person receiving the call will: Keep caller on the line as long as possible, write down any significant features of the caller's voice or mannerisms, write down the exact wording used by the caller and the time and place of call, ask where the bomb is located and when it will explode, after receiving the call dial *57 to initiate a trace, notify the building principal, direct all media inquiries to the Superintendent or designee.

Staff will: Check their respective classrooms (trash cans, file cabinets, storage cabinets), report missing chemicals, report significant findings, unusual packages or items to the principal, Keep students in the classrooms or other teaching stations, restricting movement in the corridors, remain with students, be responsible for their assigned students during the entire evacuation.

Principal will: Assess the situation using all available information, assemble the crisis team, have a limited search conducted for evidence of illegal entrance in the school, notify the following logging time of notification ~Superintendent ~911.

Superintendent will: Notify members of the administrative team, handle all media inquiries, with the principal coordinate communication to the parents and community, report missing chemicals, notify radio and TV stations of pertinent information.

Information Sharing:

We have cards and a binder on hand concerning who may and may not be informed about a student. We diligently follow the parents' instructions and directions.

2.   Strategies for Physical Building Safety

Natural surveillance

We have cameras throughout the school and within the school. All areas can be viewed by these cameras.

Natural access control

We have reflective signs on all corners of the building with the buildings address. All of our exits are clearly marked. We have every door marked with reflective numbers and letters. We have entrance signs directing all to the school office.

Territoriality reinforcement

Student work is visible throughout the school hallways and classrooms etc.

Management and maintenance

The school is very well maintained both inside and out.