

Promulgation Statement

Jefferson ISD is committed to the safety and security of students, faculty, staff, and visitors in its facilities. Officials of Jefferson ISD, along with local government officials and cooperating volunteer and private organizations, have planned collaboratively to develop an emergency operations plan in order to address the four phases of emergency management – prevention/mitigation, preparedness, response, and recovery. The plan that follows, when implemented with fidelity and updated annually, is intended to assist school administration in accomplishing one of their primary responsibilities – protecting lives and property of students, staff, and visitors.

Mission and Goals

1. The mission of Jefferson ISD in an emergency/disaster is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from incidents, emergencies, and disasters
2. The goals of Jefferson ISD are to:
 - a. Provide emergency management for students, staff, and visitors to school facilities through planning, training, drilling/exercising, and equipping to level of scale and funding
 - b. Coordinate the use of school and community resources through the four phases of emergency management
 - c. Restore normalcy, including continuity of operations and psychological recovery
 - d. Provide detailed and accurate documentation of emergencies and After Action Reports to aid in the recovery process as well as to prevent/mitigate, prepare for, respond to, and recover from future incidents more effectively.

Shelter-In-Place

Purpose:

Shelter-in-place is designed to quickly protect students in areas that can be sealed from outside contaminants.

When to Use:

When there are harmful toxins in the air.

Command or Signal:

“Shelter-in-Place”

Procedures:

Move from large common areas to rooms that can be sealed

Close and lock doors and windows

Turn off air conditioning/heating

Cover all air vents and doorways

Distribute safety masks

Get go-kit and grade book

Move everyone to a corner of the room away from doors and windows

Sit quietly on the floor and wait for instructions

Evacuation

Purpose:

To keep people safe by leaving the building.

When to Use:

Anytime that it is safer to be outside than inside, (eg. fire, bomb (threat), utility or structural problem).

Command or Signal:

“Evacuate the Building”, Fire Drill, or Fire Alarm.

Procedures:

Close and lock doors and windows

Get go-kit and grade book

Move safely and quietly to the pre-determined area (see the map on the door or wall for pre-determined location)

Check for injuries

Take attendance

Keep students calm and quiet

Wait for further instructions

Reverse Evacuation

Purpose:

Reverse evacuation is designed to move people who are outside to safety inside, away from potential threats.

When to Use:

Incidents such as lightning, vicious animals in the vicinity, nearby criminal activity, harmful airborne toxins, or any other external threat.

Command or Signal:

“Reverse Evacuation”

Procedures:

Get all students together

Orderly proceed to the nearest entry to building

Once inside, take attendance

Make sure that the outside door is locked behind you

Proceed to classroom and wait for further instructions

Lockdown

Purpose:

Lockdown is designed to quickly protect students from outside threats.

When to Use:

Intruder (active shooter) in the building, lost or missing student, emergency personnel in building, nearby criminal activity, any other external or internal threats.

Command or Signal:

“Lockdown”, “Barricade” or “Lockdown and Barricade”

Procedures:

Close and lock doors and windows

Turn off all lights and computer monitors

Move away from doors and windows

Get go-kit and grade book

Account for all students

Silence all cell phones

Barricade:

Place anything heavy in front of door

Stack desks, shelves, chairs, etc. in front of door

Everyone get an object in preparation to counter attack

Keep students calm, quiet and away from doors and windows

Wait for more information

Tornado/Severe Weather

Purpose:

To mitigate injuries and damages caused by tornados or severe weather.

When to Use:

Tornado warnings, tornado watches, flash floods, wildfires, and severe thunderstorms.

Command or Signal:

“Severe Weather” or “Tornado”

Procedures:

Move away from doors and windows

Get go-kit and grade book

Move to corner of the room away from doors and windows

Take roll count of students

Keep students calm and quiet

Training, Drills and Exercises

The schools understand the importance of training, drills, and exercises in the overall emergency management program. To ensure school personnel and community responders are aware of their duties and responsibilities as outlined in this plan, using the most current procedures, the following training, drills and exercise actions will occur:

- a) Emergency management training will be conducted for all personnel to the level of function. In case of academic staff, training should coincide with the first in-service day of the school year. Additional training will be scheduled throughout the year. Training for the remainder of the support staff shall be held at a time that will allow for maximum attendance. It is important that all staff receive training on appropriate portions of this plan. Specialized training for specific individuals may vary based upon position, or other emergency management duties and special knowledge or skills.

- b) Information addressed in training sessions includes: Relevant instruction in all four phases of emergency management, revisions of plans and procedures, changes in duties and responsibilities of faculty and staff, as well as revisions to annexes and attachments. Input from all employees, parents, students, and collaborative partners is encouraged.

c) We will conduct at least 1 evacuation drill for each school year, 1 fire drill for each month, 2 lockdown drills during the school year, at least 2 severe weather drills each year, at least 1 active shooter drill, and at least one tabletop exercise mapped to hazards likely to be experienced by the district. A record of drills and exercises, along with After-Action Reports will be maintained, including types of drills and exercises.

Citizen Response to a Violent Intruder

Alert **L**ockdown **I**nform **C**ounter **E**vacuate

Are they prepared for when Today is not like Yesterday?...

A.L.I.C.E. Advantages:

- Integrates technology with human action
- Provides a plan of action to increase the chance of survival, increase confidence, and reduce fear
- Vastly diminishes the odds of success of the intruder

A.L.I.C.E. IS...

Common Sense, but not Common Knowledge!

A – Alert

- Lockdown, lockdown
- Who
- What
- Where
- Use plain language
- It may not be verbal

L – Lockdown (A good starting point)

- Doors locked by policy
- Lights out and windows covered
- Use other ways to secure classroom
- Barricade

I – Inform

- Listen for updated information
- Listen for announcements over PA system
- Check social media for updates

C – Counter

- Used only as a last resort
- Be prepared
- Distract –most intruders are not well trained
- Swarm and take down if necessary

E – Evacuate

- Is this the best option? In most cases, YES!
- Based on up-to-date information
- Think about exit strategies prior to emergency
- Where do you evacuate to?... CRP – Community Rally Point



"In any moment of decision the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing"

Theodore Roosevelt

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