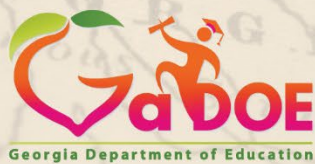


SCHOOL SAFETY PLAN GUIDE

FOR GEORGIA PUBLIC SCHOOLS

Georgia Emergency Management and Homeland Security Agency
Georgia Department of Education



PURPOSE

During an emergency, schools face unusual demands while having to maintain day-to-day operations. They must adapt to unexpected and unpredictable circumstances. By Georgia law, each public school in the state is required to develop a school safety plan “to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. Such plan shall also address preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism” (Official Code of Georgia Annotated (O.C.G.A.) § 20-2-1185).

This guide is designed to be a resource tool that provides recommendations to schools in the development of their School Safety Plan. Each school is encouraged to use the recommendations provided in conjunction with local resources and policies to develop its own School Safety Plan. The Georgia Department of Education and the Georgia Emergency Management and Homeland Security Agency staff are available to review School Safety Plans and provide site risk assessments, along with other technical assistance regarding school safety and security procedures.

Please contact the Georgia Emergency Management and Homeland Security Agency at gema-schoolsafety@gema.ga.gov for additional information



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LOCAL AREA COORDINATORS

The Homeland Security Coordinator (HSC) serves local area schools by providing guidance and technical assistance on matters of emergency management and preparedness as schools develop their School Safety Plans. The HSC is the conduit to the Georgia Emergency Management and Homeland Security Agency (GEMA/HS). An HSC's primary goal is to provide services and assistance, as outlined in Georgia Code O.C.G.A. § 20-2-1185. Training and technical assistance is also provided through contact between the local area school system and the HSC or by contacting GEMA/HS.

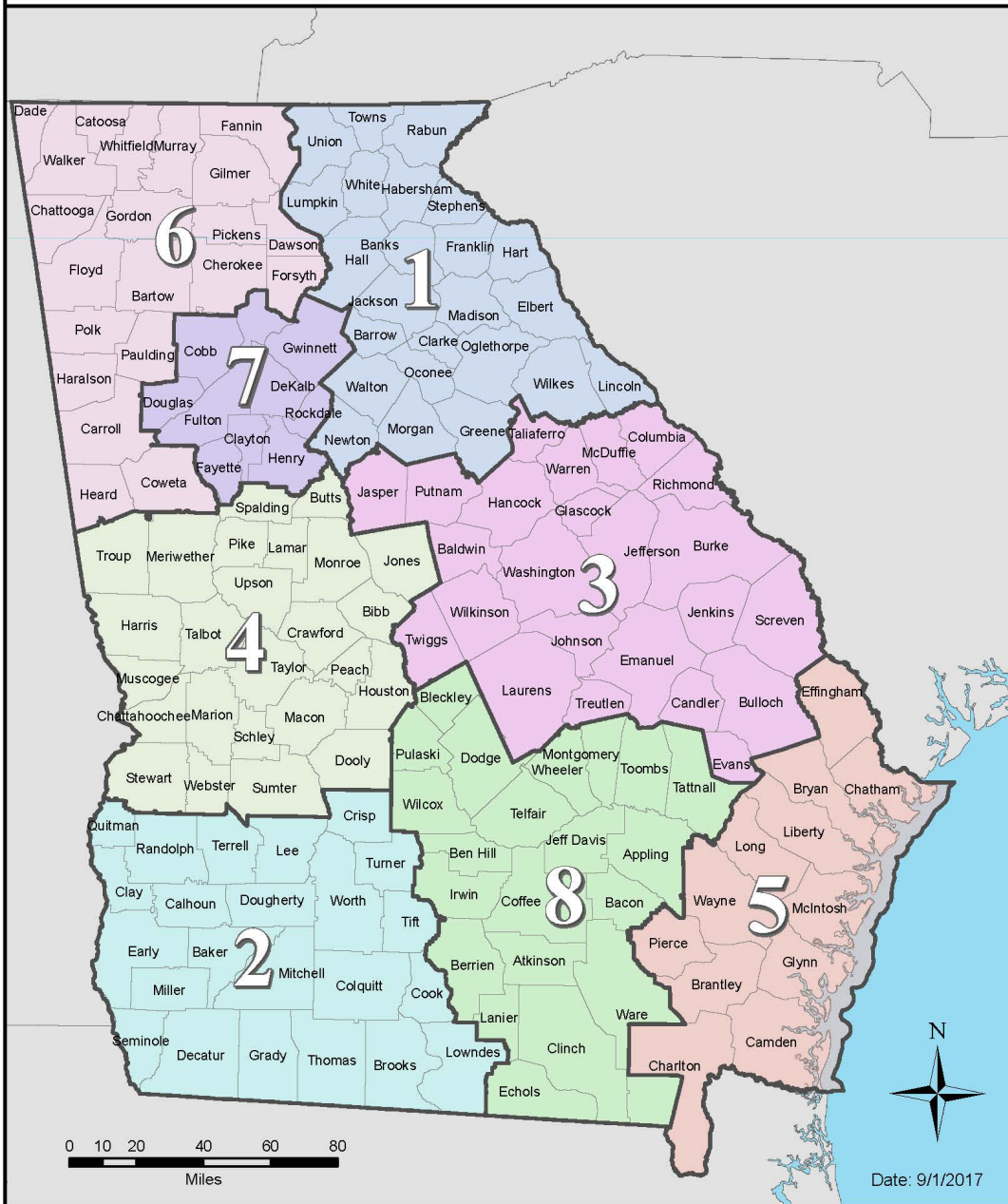
Georgia law states that GEMA/HS must provide training and technical assistance on emergency management and safe school operations to public school systems throughout the state. It may also provide this assistance to private school systems and independent private schools in Georgia. This training and technical assistance must include but not be limited to crisis response team development, site surveys and safety audits, crisis management planning, exercise design, safe school planning, emergency operations planning, search and seizure, bomb threat management, and model school safety plans.

Furthermore, as an agent of the Georgia Homeland Security Task Force, the HSC is a sworn law enforcement agent who provides investigatory assistance and resource allocation for actionable articulable threats to life that affect schools in Georgia. The HSC can help with identifying key components within the school safety plan such as the threat assessment and management process addressing threats of violence.





Georgia Emergency Management and Homeland Security Agency Field and Homeland Security Coordinator Areas



Georgia is divided into eight GEMA/HS coordinator areas.
Use this map to identify your school's region.

Contact your HSC by email at gema-schoolsafety@gema.ga.gov.



TRAINING AND SERVICES

In an effort to share knowledge and best practices, GEMA/HS and the Georgia Department of Education (GaDOE) provide training related to school emergency planning as outlined in the Georgia Code O.C.G.A. 20-2-1185 (a)(1): *Training school administrators, teachers, and support staff, including, but not limited to, school resource officers, security officers, secretaries, custodians, and bus drivers, on school violence prevention, school security, school threat assessment, mental health awareness, and school emergency planning best practices.* It is required that School Safety Plans include details regarding safety and emergency preparedness training. This section provides information on training and services available through GEMA/HS and GaDOE.

In addition, the Homeland Security Division of GEMA/HS provides Behavioral Threat Assessment training for schools. Furthermore, GEMA/HS is the lead agency for regional Behavioral Threat Assessment Teams to provide for assistance and consultation. This training and service is coordinated through your GEMA/HS area's Homeland Security Coordinator.

Training is available across several Emergency planning areas, including school violence prevention, school security, school site threat assessment, mental health awareness, and school emergency planning. For more information on GEMA/HS training, visit gema.georgia.gov/school-safety-training. For information from GaDOE on emergency preparedness and training, visit www.gadoe.org/wholechild/Pages/Emergency-Preparedness-and-Response.aspx.

GEMA/HS TRAINING OPTIONS

- Bomb Threat Management
- Bus Safety Awareness
- Civilian Response to Active Shooter Events (CRASE)
- De-escalation for Schools
- School Safety Assessment
- Severe Weather
- Site Threat Access & Response (STAR) Audit
- Stop the Bleed
- Suspicious Activity Reporting
- Visual Weapons Screening

GADOE TRAINING OPTIONS

- Suicide Prevention and Awareness
- Mental Health Awareness Training
- Whole Child Model School Certification



YOUR SCHOOL SAFETY PLAN

The school safety plan is a document that will be used to create a culture of emergency preparedness and disaster response when emergencies occur at a school. Local emergency management agencies (EMAs), community stakeholders, school administrators, staff, and students should be aware of the document's contents and the roles they play in the plan. Consistent training and awareness are strongly encouraged to create and sustain a high level of emergency preparedness and the ability to respond.

On April 13th, 2023, Governor Brian Kemp signed into law the Safe Schools Act (House Bill 147). Amendments to Chapter 2 of Title 20 Section 1185 Subsection (a) of the Official Code of Georgia Annotated, relating to elementary and secondary education, so as to require School Safety Plans to be submitted to the Georgia Emergency Management and Homeland Security Agency.

(a) Every public school shall prepare a school safety plan to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. Such plan shall also address preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism. School safety plans of public schools shall be prepared with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, community leaders, other school employees and school district employees, and local law enforcement, juvenile court, fire service, public safety, and emergency management agencies. As part of such plans, public schools shall provide for the coordination with local law enforcement agencies and the local juvenile court system.

School safety plans shall include, at a minimum, the following strategy areas:

- (1) Training school administrators, teachers, and support staff, including, but not limited to, school resource officers, security officers, secretaries, custodians, and bus drivers, on school violence prevention, school security, school threat assessment, mental health awareness, and school emergency planning best practices*
- (2) Evaluating and refining school security measures*
- (3) Updating and exercising school emergency preparedness plans*
- (4) Strengthening partnerships with public safety officials*
- (5) Creating enhanced crisis communications plans and social media strategies.*

School safety plans of private schools may be prepared with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, other school employees, and local law enforcement, fire service, public safety, and emergency management agencies. Such plans shall be reviewed and, if necessary, updated annually. Such plans of public schools shall be submitted to the local emergency management agency, and the local law enforcement agency, and the Georgia Emergency Management and Homeland Security Agency for approval.



The following resources are available to help schools create their School Safety Plans:

- School Safety Plan Guide – This document.
- School Safety Plan Template – A tool to help schools document and share their emergency preparedness plan. Schools are not required to use this template, but it does detail safety features/challenges unique to schools in efforts to prevent and mitigate safety issues.

PREPARING TO COMPLETE THE SCHOOL SAFETY PLAN TEMPLATE

The following preliminary steps will help you successfully and efficiently complete the template.

1. School personnel involved in the school safety planning process should review the template.
2. When developing your School Safety Plan, it is recommended that you collaborate with stakeholders (e.g., local EMAs, public safety, law enforcement, community partners, etc.). Schools should include within the plan a current list of stakeholders and their contact information (see the School Safety Plan Development Team page in the template).
3. To facilitate the planning process, stakeholders should gather relevant documents and information, such as blueprints of your school, emergency check-out procedures, and maps of evacuation routes.

COMPLETING THE SCHOOL SAFETY PLAN TEMPLATE

Planning stakeholders should be prepared to dedicate time to completing the School Safety Plan Template. An effective plan will contain and reference many details. It is suggested that planning stakeholders are thorough in their preparation and completion of the template. The information provided within this guide corresponds with the accompanying template. It is intended to provide context and descriptions to aid planning stakeholders in the development of the School Safety Plan.

SCHOOL SAFETY PLAN DEVELOPMENT TEAM

The School Safety Plan Development Team should be a comprehensive team that includes all stakeholders responsible for each component of your School Safety Plan. These stakeholders should include school personnel, students, local EMA representatives, law enforcement personnel, and other community partners. It is important to include the following contact information for the stakeholders involved in the school safety planning process: name, phone numbers, email addresses, and the organizations they represent.



SCHOOL CRISIS PLAN ROLES, RESPONSIBILITIES, AND DESIGNATED LOCATIONS

A crisis is defined as a sudden and unexpected event leading to a disruption of operations at a school or a school-sponsored event (i.e., field trip, sporting event, extracurricular activities), also considered an emergency situation. Crises may be natural (weather related) or manmade (e.g., cyber threats, hazardous materials exposure, active attacks). As with any emergency, crisis mitigation strategies are important components to the School Safety Plan.

This section of the plan identifies each school personnel assigned to specific safety tasks and details the locations for gathering during a crisis. Schools should consider developing, maintaining, and exercising the plan as it prepares school personnel to implement emergency preparedness throughout the school year. The plan provides details about the school personnel trained in emergency planning programs, including training such as first aid and CPR. The plan should also offer details about activities performed by teachers and students to rehearse how they will react to a crisis. Various types of drills, for example severe fire drills or intruder alert drills, should be tracked. Use the Training Record within the template to record the names and dates of the individuals who have received training.

The following information should be captured in this section of the School Safety Plan:

1. School personnel who will carry out specific safety tasks and who have been thoroughly trained in those safety areas.
2. School personnel identified and trained to conduct response activities inside and outside of the building as well as other emergency response tasks.
3. Alternate school personnel identified and trained on their emergency response tasks.

It is important for school administrators to remember the selection of school personnel. These key personnel must be committed to carrying out these tasks during the course of an emergency. In addition to being responsible for conducting the task, school personnel must be thoroughly trained in all areas pertaining to the safety task. Therefore, careful attention to identifying school personnel and confirming training are key planning items.



EMERGENCY EVACUATION PROTOCOL

The need for a school evacuation can occur suddenly, requiring school personnel and students to be able to leave school premises as quickly and as safely as possible. This section presents best practices and recommendations for creating an emergency evacuation protocol that identifies exit strategies, designated safe locations, and the school personnel who will conduct the evacuation.

Once an emergency evacuation protocol has been developed, it is important for school personnel and students to understand it and practice it throughout the year.

When formulating your emergency evacuation protocol, consider the following strategies in your School Safety Plan to ensure the safe evacuation of the school or to transition building occupants to secure locations in the event of an emergency:

1. Key elements of a safe emergency evacuation protocol include developing and sharing maps of school buildings, identifying safe locations, and ensuring effective communication and coordination with local EMAs, the central office, and other community stakeholders.
2. School administrators should consider scheduling revisions and updates to their School Safety Plan throughout the year as each school system is different. Those who are developing this plan should maintain current, clear, and concise emergency evacuation protocols.

It is *recommended* that the following items be included in your emergency evacuation protocol.

- An assembly area and alternative assembly area communicated with school personnel. The location should be at least 1,000 feet away from the school in the event it becomes necessary to evacuate the school campus (e.g., the baseball field).
- An evacuation plan, inclusive of evacuation routes to the assembly area(s) is developed and distributed to school personnel along with designated alternative assembly area(s) in the event the primary areas have been compromised.
- An evacuation transportation plan for persons with disabilities, developed and distributed to school personnel.
- Physical copies of the current evacuation plan, along with a plan for persons with disabilities, developed and distributed to school personnel.
- Procedures to monitor and assess the feasibility of a return to normal operations.
- Procedures to periodically test the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.



- A plan to have maps posted within eye level of students indicating primary and secondary evacuation routes in all classrooms and common areas.
- A plan for teachers to bring their “Go Kit” with them to the assembly areas (refer to the [“Go Kit”](#) purpose and content located on Emergency Kits and Devices page of this guide).
- A plan for teachers to verify that students are out of the classrooms, restrooms, and workrooms.
- Procedures for teachers to guide students to the designated assembly area(s).
- Procedures for teachers to verify the presence of all students at the assembly area(s) and immediately report students who are not present to school administrators.
- A procedure for teachers to remain with their students until administrators sound the all-clear signal.
- Procedures for school personnel to collect critical information to manage and monitor students at the assembly areas.
- A plan for school personnel to take the emergency kit(s) to the assembly area(s).
- A plan for school personnel to collect lists of unaccounted for students from teachers, to compare with the daily attendance absentee lists, and share it with emergency response personnel (*If possible, include photos of students*).
- A procedure to communicate and confirm that the building has been cleared.
- A plan for school personnel to maintain contact with police/fire department(s) to stay informed about the conditions at the school site.
- **Reverse Evacuation Procedures:** A procedure to remove all students and personnel from assembly areas and back into the school, if applicable. Evacuation routes to the assembly areas on an evacuation plan are identified and are at students’ eye level.
- A procedure to inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan, with additional copies available.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding your emergency evacuation protocol. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about local area coordinators.

ADDITIONAL INFORMATION: The Georgia Office of the Insurance and Safety Fire Commissioner provides additional information about fire safety for schools on its website: oci.georgia.gov/safety-fire-reporting-education.



EMERGENCY KITS AND DEVICES

Emergency kits and devices are emergency items to ensure school personnel and students can deal with illness and injury. The kits should include water, breathing protection devices, emergency lights and tools, food, and first aid supplies. It is recommended your school have readily available the following emergency kits: emergency evacuation kit, first aid kit, go kit, stop the bleed kit, and other emergency preparedness kits, along with specialty devices such as an automated external defibrillator (AED) within the school facilities.

This section provides school administrators with recommended emergency kit details to be considered when developing the School Safety Plan. Potential emergency kit contents are listed in the subsections below. School administrators can review these lists and determine the items needed for their schools.

EMERGENCY EVACUATION KIT

During an emergency evacuation, teachers and school personnel should retrieve the nearest box or bag containing the equipment, supplies, and medications needed to provide an initial assessment to manage life-threatening conditions. Emergency evacuation kits should be housed in two separate locations: one in the office area and one at the opposite end of the school. Kits should be easy to transport from one area to another during an emergency. For example, a kit could be housed in a cooler, suitcase, and pelican case that is waterproof, durable, and easy to access. Schools should include details regarding designated locations for the evacuation site and the family assistance center. Kits should be checked twice a year.

Your emergency evacuation kit may include the following:

- A copy of the School Safety Plan
- Writing tablets and pens/pencils, permanent markers
- Plain white peel-off name tag stickers
- Student release forms/sign-in and sign-out sheets (paper copy)
- Copy of the School Facility Plan, which should be included in the School Safety Plan
- Floor plan of the building with key (paper copy)
- Site plan of the grounds and surrounding areas (photographs)
- Photographs and/or video depicting the interior/exterior of each building
- Copies of student/staff emergency contact/release information (paper copy)
- Emergency phone numbers of assistance agencies
- Hardcopy of the most recent yearbook, if possible
- List of students and school personnel, including bus drivers, teachers, and administrators
- Flashlight and extra batteries
- Bullhorn and extra batteries
- Cellphone and/or walkie-talkie with chargers
- Wi-Fi hotspot with charging cord/batteries
- Supplies for students with disabilities (e.g., medications, assistive devices, etc.)
- Basic first aid kit, Stop-the-Bleed/Trauma Kit



FIRST AID KIT

A first aid kit should be included in your School Safety Plan. It should include items for treating minor cuts and burns. The kit can also be used to assist school personnel with managing more serious medical emergencies until first responders arrive. It may also be useful to keep a basic first aid manual within each first aid kit. Medicines should be checked routinely, and expiration dates monitored. The school nurse should have a copy of students' medications, including name, dosage, and purpose of each medication.

Your first aid kit may include the following:

- Bandages in a variety of different sizes and shapes
- Small, medium, and large sterile gauze dressing
- At least two sterile eye dressings, Eye wash and eye bath
- Triangular bandages, Crêpe rolled bandages
- Safety pins, Tweezers, Scissors, Tape
- Disposable sterile gloves
- Alcohol-free cleansing wipes, Antiseptic cream
- Thermometer (preferably digital)
- Skin rash cream (hydrocortisone or calendula), Cream to relieve insect bites and stings
- Painkillers such as paracetamol (or infant paracetamol for children), aspirin (not to be given to children under 16), or ibuprofen.
- Distilled water for cleaning wounds
- Basic first aid manual or instruction booklet
- Medications

GO KIT

Each teacher should have a go kit that is ready to transport in the event of an emergency. For example, a go kit might be housed in a small backpack.

Go kits may include the following:

- Class rosters with photos
- Supplies and emergency equipment
- Student sign-out sheets for dismissal to parents/guardians
- Snacks/glucose/diabetic supplies/epi-pens
- Student prescriptions and other medications (list of student allergies in HIPAA compliance form)
- Supplies for students with disabilities
- Copies of student/staff emergency contact information
- First aid kit (bandages, tape, alcohol swabs)
- List of emergency medical information for students/staff to include medications, allergies, supplies, etc.



STOP THE BLEED KIT

A stop the bleed kit contains items school personnel would need to aid individuals who are severely bleeding.

Your stop the bleed kit may include the following:

- Tourniquet
- Responder emergency trauma dressing
- Wound packing gauze
- 2 pairs of nitrile gloves
- Trauma shears
- Permanent marker (small)
- Just-in-time instruction card
- Bleeding control patch
- Red nylon bag

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

An AED is a medical device designed to analyze a person's heart rhythm and deliver an electric shock to those experiencing ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest.

OTHER DEVICES

Other devices may include any medical assistive devices to aid in emergency response. Each device should be housed in a clearly visible, easily accessible area of the school building.

School administrators should consider the above emergency kits and devices deemed essential for their school. Contact your local Homeland Security Coordinator for additional assistance with kits.

ADDITIONAL INFORMATION: GEMA/HS or local emergency management staff can provide additional information about emergency kits and devices. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



FAMILY ASSISTANCE PROTOCOL

A family assistance protocol is designed to provide information to families during and after an emergency or crisis. This protocol helps ensure the safety of students and the dissemination of accurate information to families.

It is recommended that the following items be included in your family assistance protocol.

- A plan to direct parents/guardians to the assembly area(s), to verify their guardianship of the student, pick up the student, and sign for the release of the student.
- A procedure to instruct parents/guardians on leaving the site to make room for others once they have signed their student out.
- Plans for the notification of school transportation to begin routing school buses to the assembly area(s)
- Plans for notification of local law enforcement/emergency agencies of the incident and inform them of traffic-routing procedures of school buses.
- A process for identifying a news media area and providing detailed instructions to be read to the public in order to direct concerned relatives to the assembly area(s)
- Plans to maintain a manifest for each school bus to account for all students riding buses.
- A plan for assembling school personnel and students in designated assembly areas
- A procedure for monitoring students who are being picked up by authorized individuals.
- Plans to inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan with additional copies available.

TRAINING: GEMA/HS or local emergency management staff can provide guidance on the family assistance protocol. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



ACCIDENT OR ILLNESS

An accident or illness is an abnormal condition, disorder, or event that could result in an injury to students or school personnel. Examples include, but are not limited to, a cut, fracture, sprain, and acute and chronic illnesses, such as a skin disease, respiratory disorder, or poisoning. This section provides recommendations for school administrators regarding an accident or illness.

Response activities are listed, along with procedures for documenting the names and locations of school personnel trained in CPR and other first aid procedures.

It is recommended that the following items be included in your accident or illness procedures.

- The names and location of staff members certified or currently trained in first aid, CPR, Stop the Bleed, using the AED, and any other accident or illness related training. This information should be made available to every school employee in the building. *Schools should consider adding signage to classroom doors indicating if school personnel are trained in first aid, CPR, AED, and other emergency response procedures. Specific school personnel names should not be included on signage.*

RESPONSE

- School personnel should immediately call 911 and appropriate emergency personnel.
- Establish a plan for maintaining a readily available AED and fully stocked first aid, go, and stop the bleed kits in different areas of the school building.
- Develop plans for contacting first aid and CPR trained staff.
- *Schools should consider adding signage to classroom doors indicating if school personnel are trained in first aid, CPR, AED, and other emergency response procedures.*
- Establish a plan for the school nurse to identify and document any injury or illness to students or staff and determine if isolation and/or contacting the local public health department is necessary.
- Establish procedures to control access to the area where the impacted student(s) is receiving assistance.
- Develop contact procedures for notifying parents/guardians or other family members of the impacted student.
- Design plans to initiate emergency check-out procedures for parents/guardians to check students out of school during an emergency or crisis.
- Create a process for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding accident/illness procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



BOMB THREAT/BOMB

School administrators should consider specific procedures in the event of a bomb threat issued to the school and/or the placement of a bomb on school premises. A bomb threat is generally defined as a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, regardless of whether such a device actually exists. The placement of a bomb on school premises involves a potential explosion associated with an extremely vigorous outward release of energy, usually with the generation of high temperatures and release of high-pressure gases.

This section provides information about bomb threat response and recommended procedures for dealing with bombs placed on school premises. It is important to remember the following:

1. Contact local public safety/law enforcement personnel for bomb threats.
2. Have a copy of the Bomb Threat Assessment Questionnaire (Call Checklist) next to each school phone. The checklist is a separate document that should be provided to law enforcement personnel and will become evidence (*refer to <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Bomb-Threat-Assessment-Questionnaire.pdf>*).
3. The person receiving the threat should not hang up or disconnect from the individual making the threat.

DAILY PRECAUTIONS

- A plan to routinely check school areas for any suspicious items
- Procedures on what to do if school personnel find a suspicious item that emphasize that the item should never be moved or touched
- Notification procedures for school administrators to contact law enforcement when a suspicious item is found on the premises
- Isolation plans for the suspicious item until law enforcement personnel have assessed the item
- Plans for lockdown of classrooms and other rooms when not in use
- Plans for locking all doors after cleaning classrooms and other areas
- Detailed procedures on how school personnel should respond to a bomb threat
- Procedures for the special evacuation needs of persons with disabilities
- Check-out procedures ready to initiate for parents/guardians to check students out of school during the emergency or crisis
- Plans for calling and updating the district central office
- Procedures for administrative staff and/or the public information officer to prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate



THREAT RESPONSE

- Call 911 immediately.
- Conduct a credibility assessment in conjunction with local public safety personnel, followed by a threat assessment. If it is a credible threat, consult with local authorities and begin to activate the emergency evacuation protocol.
- Move students and school personnel to predetermined locations and/or barriers that have been identified through Bomb Threat Response Training.
- Redirect students to alternative locations, if the predetermined routes pass near the location of the bomb or device.
- Ensure that all school personnel and students have left the building. Include checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums. Confirm that the building has been cleared.
- Take the emergency evacuation kit to the predetermined location.
- Account for all students by checking with teachers in the predetermined locations.
- School personnel and students should remain in the designated predetermined locations until the all-clear signal is sent or unless the area is deemed unsafe.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding your bomb threat/bomb procedure. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the Local Area Coordinators.





BOMB THREAT ASSESSMENT QUESTIONNAIRE

Date: _____ Time: _____ Incoming phone number: _____

Ask the Caller:

1. Where is the bomb right now?
2. What will cause the bomb to explode?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What does the bomb look like?
6. Who placed the bomb?
7. Why was the bomb placed?
8. How do you know this information?
9. What is your name?

Exact Wording of Bomb Threat?

Caller Information	Caller's Voice	Background Sounds:	Threat Language:
Sex: _____	Calm Nasal Slurred	Traffic Voices	Well Spoken
Race: _____	Soft Angry Whispered	Music Static	Offensive Words
Age: _____	Stuttered Lisp Accent	Clear Machinery Noises	Taped
Length of Call: _____	Excited Loud Disguised	Factory Noises Long Distance	Incoherent
	Laughter Slow Cracking	PA System Crowd/Others	Message Read
	Familiar : (Who did it sound like?) _____	Other Information about background: _____	Irrational

Agencies Notified:

911/ Law Enforcement/Fire

Superintendent's Office

Emergency Management Agency

GEMHSA School Safety Coordinator

Call Received by:

Name: _____

Title/Position: _____

Additional Information:

Note: The information contained in this document and the document itself may be reprinted and distributed only in its presented entirety. Any change or modification to the information contained herein is not authorized. The GEMA/Homeland Security School Safety Unit intends for the latest and most accurate information to be distributed to its partners in school safety for their use and benefit. Readers should consult their own internal policies as well as any applicable rules, laws, or regulations before implementing these recommendations. This document is presented by, and may be reprinted or distributed with permission from the GEMA/Homeland Security School Safety Unit.

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GEMA/Homeland Security Field Operations
School Safety Unit



SUSPICIOUS PACKAGE

A suspicious package is any package causing concern as to its content because of its appearance or labeling. Some characteristics of suspicious packages and envelopes may include inappropriate or unusual labeling; excessive postage; handwritten notes (e.g., “to be opened by Mr. Smith”), poorly typed addresses; or leaks, stains, sharp points, or wires; enhanced weight; or ticking sounds. This section provides school administrators with recommendations for developing procedures surrounding a suspicious package on school premises.

It is recommended the following items be included in your suspicious package procedures.

- Procedures on how to recognize and handle suspicious packages, with emphasis that the suspicious package should never be moved or touched
- Procedure to conduct a credibility assessment in conjunction with local public safety personnel, followed by a threat assessment
- A process for routinely checking school areas for any suspicious package(s)
- A plan for school administrators to call 911 to notify law enforcement when a suspicious item has been located on school premises
- A procedure to isolate the area until law enforcement personnel have assessed the item and/or suspicious packages

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding your suspicious package procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



SHELTER-IN-PLACE

During an emergency, whether a natural or manmade disaster, schools may be required to shelter-in-place or close. This section provides schools an opportunity to detail their shelter-in-place procedures for building occupants when a closure is necessary during the school day and for sheltering at the school overnight. The template contains a checklist of recommended safety precautions.

It is recommended that the following items be included in your shelter-in-place procedures.

PRECAUTIONS BEFORE THE SCHOOL DAY

- Procedures to instruct school personnel on where to find school closure information (e.g., social media, tv station, radio) and look for text messages for information about school closures.
- Notification procedures to inform parents/guardians of school closures.

CLOSURE DURING THE SCHOOL DAY

- A procedure to check on the condition of buildings and surrounding neighborhoods
- A procedure to notify the central office of building, neighborhood, and weather conditions
- Plans to keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.)
- Plans to inform parents/guardian of early school closures
- Plans for contacting school bus drivers regarding picking up students during the school day
- Procedures to ensure all students and school personnel have left the building
- Procedures to secure the building and grounds

SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- Plans for school personnel to monitor and provide updates on weather conditions that may create the necessity for overnight housing
- Plans for school personnel to secure the building and limit student movement
- Plans for school personnel in the building to prepare for implementing the shelter-in-place procedures
- Procedures to ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and first aid kits.
- Procedures to notify local EMAs and public safety personnel



- A procedure to contact the central office and the news media. School personnel should refer to the local school system media protocols regarding predetermined news media information
- A procedure for contacting the Service Center for HVAC and other system control points that are centralize, to ensure the school’s climate control system is **not** turned off. A procedure for additional accommodations regarding power outages (e.g., identify supplies for overnight housing such as generators, cots, and food)
- A procedure for school personnel to contact parents/guardians
- Plans to secure designated areas of the building to house students and school personnel during the shelter-in-place
- A procedure to set up an indoor security perimeter and to designate areas of the building that are off-limits for students as a measure to ensure safety. School personnel should be assigned supervision duties and shifts during the night to account for and supervise all students

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding shelter-in-place procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

OUTAGE/UTILITY FAILURE

At times, schools experience an outage/utility failure. Procedures should be in place for managing these occurrences.

It is recommended that the following items be included in your outage/utility failure procedure.

- Procedure to ensure school personnel are aware of how to find the power shut off and turn it off when an emergency occurs.
- Procedure to secure the affected area and keep students away.
- Procedure to contact designated emergency officials and/or law enforcement.



DEATH AT SCHOOL

Schools should be prepared in the event of a death during a school day. Listed below are some considerations for developing these procedures:

- Secure the area to keep students away.
- Contact designated emergency officials and/or law enforcement.
- Implement other safety procedures as necessary.
- Communicate with parents/guardians and the news media.

It is recommended that the following items be included in your death at school procedures.

- A procedure for administrative staff to contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the death of a staff member or student
- A plan to maintain the current list of names and location of school personnel trained in Suicide Awareness and ensure the list is available to all employees in the building
- A procedure to contact emergency and/or law enforcement personnel
- Procedures to secure the area and keep all students away
- A process to implement lockdown procedures by school personnel
- Include notification protocol in procedures.
- A plan to notify school personnel and to immediately contact the central office
- Procedures to manage internal and external communications, including the news media. Schools should follow the local school system's procedures for media contact
- Procedures to communicate, respond to, and monitor student/staff reactions and coordinate with counseling staff for grief and fear resources

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding death at school procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



THREAT OR OCCURRENCE OF SUICIDE AT SCHOOL

A threat or occurrence of suicide at school could involve any interpersonal action, verbal or nonverbal, without a direct self-injurious component, that a reasonable person would interpret as communicating or suggesting suicidal behavior may occur in the near future.

The Homeland Security Division of GEMA/HS provides Behavioral Threat Assessment training for schools. GEMA/HS is the lead agency for regional Behavioral Threat Assessment Teams to provide case management assistance and consultation. This training and service is coordinated through the GEMA/HS Area Homeland Security Coordinator and may be useful to schools as they formulate procedures involved with the behavioral nature of a threat or occurrence of suicide at school.

This section offers information about developing procedures for handling a suicide or a threat of suicide as well as recommended suicide awareness guides provided by the Georgia Department of Education. The School Safety Plan Template provides information on developing guidelines for effective comprehensive support programs for individuals bereaved by suicide and procedures for providing counseling services to students and staff. Schools should review the Georgia Code O.C.G.A. § 20-2-779.1 (a)(1) statute addressing suicide prevention and awareness.

It is recommended that the following items be included in your threat or occurrence of suicide at school procedures.

- A plan for coordinating response activities to a threat of suicide or occurrence at school
- Procedures for administrative staff to contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the suicide or threat of suicide
- Plans to have school personnel trained in suicide awareness. It is recommended each school refer to the *After a Suicide Toolkit for Schools*, which can be found at sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf
- Plans to document the names and location of school personnel currently trained in suicide awareness and make this list available to every school employee in the building
- A procedure to ensure contact with emergency and/or law enforcement personnel
- A procedure to secure the area and keep all students away
- Procedures to ensure contact with parents/guardians or other family members to inform them of the student/staff suicide or threat of suicide
- Procedures for notifying appropriate school personnel and immediately contacting the central office.



- Procedures to communicate, respond to, and monitor student/staff reactions to the threat or occurrence of suicide in order to coordinate with counseling staff.
- Procedures for emergency check-out procedures, which includes requiring identification and using student attendance logs.
- A plan to collect appropriate resources necessary to respond to students/staff grief and fear (It is recommended that each school access the *After a Suicide Toolkit for Schools*, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>)

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding threat or occurrence of suicide at school procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

ADDITIONAL INFORMATION: Schools may access additional suicide awareness and prevention resources from the Georgia Department of Education. For more information, visit www.gadoe.org/wholechild/Pages/home.aspx



FIRE

Fire or smoke in the school requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices. The website of the Georgia Office of the Insurance and Safety Fire Commissioner provides information about safety fire reporting and education. As outlined in Georgia Life Safety Code (O.C.G.A. §11-7-.1), all public and private schools must conduct monthly fire drills while in session. School principals or their designee can report school drills through the online State School Emergency Drill Reporting System by visiting gaoisfc.imagetrendlicense.com/lms/public/portal#/lookup/schooldrills.

It is recommended that the following actions be included in your fire protocol.

PREPAREDNESS

- A procedure to ensure all school personnel and students have practiced fire drills and evacuation procedures at least once a month, which includes the use of alternative evacuation routes as a part of preparedness best practices
- A procedure to ensure the fire alarm system is inspected and operational
- Plans for school personnel to receive training on how to use a fire extinguisher
- Plans to monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected
- Procedures for school personnel to be trained to account for all students by checking with teachers in the assembly area(s)
- Procedures for school personnel to survey students at the assembly area(s) to check for injuries or trauma
- Procedures ensuring school personnel and students have been trained to remain in the assembly area(s) until the all-clear signal/message is sent
- A plan for emergency check-out procedures, which includes requiring identification and using student attendance logs

RESPONSE

- Call 911 immediately.
- Initiate the emergency evacuation protocol and evacuation of persons with disabilities through the designated evacuation routes and plans.
- Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities.
- Take the emergency evacuation kit, first aid kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).

ADDITIONAL INFORMATION: School administration should refer to their local system's fire procedures and Georgia Office of the Insurance and Safety Fire Commissioner, Safety Fire Reporting and Education at oci.georgia.gov/safety-fire-reporting-education.



HAZARDOUS MATERIAL THREAT/ACCIDENT

Hazardous materials may include exposure or threat of exposure to explosive, flammable, combustible, corrosive, oxidizing, toxic, infectious, or radioactive materials on school premises. This section assists schools with preparedness procedures to address exposure or the threat of exposure involving hazardous materials inside and outside of school buildings.

Biological threats may involve an infectious disease with the potential to spread and cause an outbreak. Infectious diseases are illnesses caused by germs (such as bacteria and viruses). Hazard materials threats can be grouped into five general categories: chemical, biological, radiological, nuclear, or explosive. The recommendations below include potential responses to the receipt of a threat or actual bacteria- or micro-organism-laced letter, box, container, or envelope.

It is recommended that the following items be included in your hazardous material threat/accident procedures.

PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- Identify potential hazardous material sites and share this information with local emergency management personnel (e.g., above-ground industrial storage containers, railroad tracks, etc.).
- Establish procedures to determine evacuation routes for building occupants during an emergency evacuation due to a hazardous material.
- Develop procedures to assemble school buses for an emergency evacuation.
- Assist persons with a disability through the evacuation.
- Establish safe routes and assembly areas for staff and students **inside** and **outside** of the building that include persons with disabilities.
- All chemicals located within the building have been identified on each school's Safety Data Sheets and are properly stored.
- Establish procedures to initiate emergency check-out that includes an orderly check-out process requiring identification and using student attendance logs.
- Develop a procedure for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents/guardians of the incident when appropriate.

PREPARATION – INSIDE THE BUILDING

- Call 911 immediately.
- Establish procedures to immediately remove students and school personnel from the area.



- Develop procedures to initiate an emergency evacuation following the designated emergency evacuation routes and plans.
- Assign school personnel to assist persons with disabilities through the evacuation.
- Establish procedures to seal off the area(s) around and near the accident.
- School personnel have been trained to avoid any contact with hazardous material.
- Develop procedures to immediately shut down air-conditioning and ventilation units.
- Create a plan for training to school personnel on how to provide emergency responders with a list of chemicals in the building, including Safety Data Sheets.
- Procedures are in place to decontaminate students and school personnel.

PREPARATION – OUTSIDE THE BUILDING

Schools usually receive notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at 911 and contact the local public safety department. If the notice comes from *emergency sources*, the procedures outlined in the Outside Building Response section should be immediately initiated.

- Establish procedures to remove all students and school personnel from athletic fields and playground areas and back into the school.
- Designate school personnel to implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
- School personnel should be trained to account for all students.
- Designate school personnel to contact transportation to keep school buses out of the hazardous material accident/threat area.
- Establish procedures to inform school personnel of precautionary measures being taken due to a report of an incident near the school.
- Develop procedures to close all windows and outside doors.
- Establish protocols for shutting down air-conditioning and ventilation units and/or contacting the facilities director to do so. School personnel will also need to prepare to move students away from windows and doors.
- Establish procedures to quickly evacuate based on directions from emergency personnel.
- Develop procedures for having staff member trained in first aid on alert.
- Establish procedures to remain in lockdown mode until the all-clear signal/message is received from emergency personnel.
- Determine the process for inspecting the building after the incident for any contamination.



BIOLOGICAL THREAT

- School personnel who handle mail and packages should be trained to recognize unusual packages or letters, as the school may be the recipient of or a threat to receive a bacteria- or micro-organism-laced letter, box, container, or envelope. (For example, they should look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-cancelled postage; handwritten notes such as “to be opened by Mr. Smith”; or leaks, stains, or sharp points).
- Students and volunteers are NOT allowed to open or handle school mail.
- School personnel are trained to call 911 to report a suspicious package.
- School personnel are trained to isolate the letter or package and leave the area.
- Procedures are in place to evacuate and seal off the area of building (*refer to the [Emergency Evacuation Protocol](#)*).
- School personnel are assigned to actively prevent others from entering the area.
- Procedures are in place to isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package. This information should be given to first responders, health officials, and local EMAs.
- A protocol is established to determine if the school is safe to return to normal operations in coordination with local EMAs.
- Procedures are in place to notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding hazardous materials threat/accident procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



INTRUDER/SUSPICIOUS PERSON

An intruder or suspicious person on school premises may involve someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school. This section includes recommendations for designating school personnel to conduct periodic checks of all exterior doors to ensure they are secured and other safety procedures to assist in preventing intruders/suspicious persons from accessing school grounds.

It is recommended that the following items be included in your intruder/suspicious person procedures.

- Call 911, if deemed necessary
- Procedures to immediately order a lockdown upon notice of an intruder/suspicious persons. *School administrators should consider granting authority to front office staff to order a lockdown without first receiving permission from the principal*
- Plans for keeping all exterior doors locked and having signs telling visitors to use the main entrance
- Plans for school personnel to periodically check all exterior doors to ensure they are secured (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*)
- Procedures to prevent unauthorized direct access to school facilities. Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious person from the campus at all times
- Procedures for using a visitor identification name tag system. Visitor tags should be disposable
- Procedures to monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding intruder/suspicious person procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



HOSTAGE/BARRICADE

A hostage situation involves a person seized or held as security for the fulfillment of a condition. A barricade is a designated perimeter established for the purpose of seizing or holding as security for the fulfillment of a condition. The template provides a checklist outlining procedures for contacting school personnel and students, calling 911, and implementing lockdown procedures and all other emergency response activities related to a hostage or barricade event on school premises.

It is recommended that the following items be included in your hostage/barricade procedures.

- Direction to call 911
- Procedures instructing school personnel and students not to open locked doors for persons trying to enter the building from the outside
- Procedures to immediately order a lockdown
- Procedures to notify school personnel on playgrounds/athletic fields of the lockdown and to provide them with instructions
- Procedures to notify school bus drivers to remain away from the school.
- A plan for school personnel and students to remain in classrooms until the all-clear signal/message is given
- A plan to notify school personnel and students to remain calm and quiet in such emergency situations
- Procedures instructing school personnel and students not in a classroom to seek protection in a nearby classroom as lockdown procedures are initiated
- Procedures to monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement
- A procedure instructing school personnel to remain in lockdown mode until the all-clear signal/message is received
- A procedure to initiate an orderly emergency check-out process requiring identification and using student attendance logs
- A plan for communicating with parents/guardians

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding hostage/barricade procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the Local Area Coordinators.



STUDENT DISRUPTION/CIVIL DISTURBANCE

Student disruptions and civil disturbances may include student walkouts or protests. Parents and community members might also attempt to protest at the school. This section provides recommendations for school administrators to consider in the development of their School Safety Plans regarding best practices for responding to these disturbances. The template provides a checklist of response activities, including designating school personnel who are trained to report disturbances, coordinating with law enforcement, and implementing additional procedures with law enforcement to handle student disruptions and civil disturbances at various levels. Disturbances can be categorized into three levels:

- Level 1 Disturbance:** Disruption is confined to one area and is no threat to students/staff
- Level 2 Disturbance:** Disruption forces are moving or are in multiple locations and/or pose a threat to students/staff
- Level 3 Disturbance:** Disruption is widespread and is a serious threat to students/staff

It is recommended that the following items be included in your student disruption/civil disturbance procedures.

- School personnel are trained on the three levels of disturbance and appropriate actions for each level.
- School personnel are instructed to call 911 for Level 2 or 3 disturbances.
- School personnel are trained on how to report disturbances.
- School personnel are trained on how to isolate the disruption.
- School personnel are trained on how to clear the immediate area, including restrooms and hallways.
- Procedures are in place to order and implement a lockdown for Level 2 or 3 disturbances.
- Procedures have been established to assemble staff members trained in CPR and first aid, if needed.
- School personnel are trained on how to de-escalate angry students or a crowd of students without endangering their safety.
- School personnel are trained to prevent students from going to their lockers or vehicles during or after a disturbance.
- Procedures are in place to closely supervise students during dismissal and boarding of buses after a disturbance.



- Procedures are established to coordinate with police to ensure adequate protection of students and school personnel following Level 2 or 3 disturbances until everyone has left the premises.
- Procedures are in place to initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Procedures are established for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding student disruption/civil disturbance procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

This section addresses student runaways, abductions, and missing students through preparation and response procedures for accountability of students throughout the school day and how to determine the status of students, parent/guardian notifications, and additional strategic recommendations.

It is recommended that the following items be included in your student runaway, abduction, or missing student procedures.

PREPARATION

- Procedures to account for every student during the school day
- Procedures for daily attendance and notification of parents when students are absent
- Procedures for maintaining field trip student rosters on each bus, with a copy sent to the school
- Procedures to account for all students at the field trip destination upon arrival and prior to departure
- A procedure for school personnel to report any suspicious persons loitering on or near the school campus
- Procedures to limit access to the building and require identification, along with accountability procedures for adults who enter the school
- Procedures for initiating emergency check-out to release students to parents or guardians

RESPONSE

(State law prohibits the exchange of child custody on school property.)

- Call 911 immediately.
- Establish a plan instructing school personnel on how to handle a missing child or abduction.
- Provide a description or picture of the missing student immediately to law enforcement.
- Follow notification procedures to keep parents/guardians informed.
- Procedures are in place to notify transportation if the student normally rides the bus.
- Establish a procedure for conducting a room-by-room search for the student and other potential hiding areas.
- Procedures are in place to survey students from the missing student's class for information.
- Closely monitor siblings of the missing student, following established procedures.
- Procedures are in place to notify other schools if siblings of the missing student attend a different school.



- Follow procedures to secure the perimeter of the building.
- Establish procedures to curtail outside activities until the situation has stabilized.
- Emergency check-out procedures are in place that include an orderly check-out process requiring identification and using student attendance logs.
- Procedures have been established to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding Student runaway/abduction/missing student procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



REPORT OF WEAPON ON CAMPUS

This section addresses procedures for responding to a report of a weapon on campus for all appropriate school personnel and law enforcement officials following Georgia Code O.C.G.A. § 16-11-127.1. This 2010 statute addresses weapons carried within school safety zones, at school functions, or on school property. The law requires notification to law enforcement upon receiving information of a weapon on school premises. *It is recommended that the following items be included in your procedures for reporting a weapon on campus.*

- Procedures to immediately inform the school resource officer or call 911 if a weapon is suspected on a student
- Procedures for the school resource officer or other law enforcement officer to be contacted with information about the student, location of the student, and the possible weapon
- Procedures for the school resource officer or other law enforcement officer, along with an administrator, to escort the suspected student
- Procedures for school personnel to carry all of the student's belongings at a safe distance
- Procedures that instruct school personnel to have the student walk in front of the escort, never allowing the student to walk behind any member of the escort
- Procedures to ensure the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go into a classroom or restroom while on the way to a private area
- Procedures to allow the school resource officer or other law enforcement official to follow their procedures for search and seizure
- A procedure that instructs school personnel, other than school resource officers, to NEVER attempt to unload or handle a firearm
- Procedure to show the school resource officer or other law enforcement officer the student's locker or vehicle. School personnel should never open the locker or vehicle of a student who is suspected of possessing a weapon
- A procedure instructing school personnel to never confront or attempt to disarm a student who is suspected of possessing a weapon
- Plans telling school personnel to follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area, because the approach to the student should be carefully planned
- A plan to initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs
- Procedures for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate



ACTIVE ATTACK

An active event involves weaponry, and active shooter events additionally include vehicle attacks, knife attacks, and any other type of event in which the primary concern is an attempt at mass murder. Active attacks are emergency situations in which an individual(s) is actively killing or attempting to kill multiple people. It is important for schools to maintain protocols consistent with those of their local law enforcement agency. The following recommendations regarding active attack situations should be used to develop a protocol in line with the policies of your local law enforcement agency. More specifically, this section emphasizes that schools review their lockdown procedures.

It is recommended that the following items be included in your active attack protocol.

- A plan to refer to the preferred protocols and expectations of the local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency
- Procedures to immediately implement the active attack protocol by all trained school personnel
- A plan to immediately order a lockdown and initiate lockdown procedures
- Procedures instructing school personnel who have been trained on and have practiced active shooter response to implement the active attacks protocol.
- Procedures to lock exterior doors and to have signs advising visitors to use the main entrance
- A procedure to have designated school personnel to periodically check all exterior doors to ensure that they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*)
- Procedures to prevent unauthorized access to school facilities. For example, to prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper id.
- Procedures for announcing a lockdown
- A plan for school personnel and students to follow lockdown procedures
- A plan to have building occupants remain in lockdown for an extended period
- Procedures to ensure active shooter trainings are available to school personnel and provide opportunities to practice active shooter response. Options are available for providing response trainings for school personnel. GEMA/HS provides the *Civilian Response to Active Shooter Events* (CRASE) and schools may contact their local Homeland Area Security Coordinator for additional information

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding active attack protocol. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



TORNADO

A tornado is a violently rotating column of air touching the ground, usually attached to the base of a thunderstorm. Spawned from powerful thunderstorms, tornadoes can cause fatalities and devastate a school system or neighborhood in seconds. This section describes the difference between a tornado watch and tornado warning, while additionally addressing preparedness and response procedures for school administration to consider when developing their School Safety Plan.

It is recommended that the following items be included in your tornado procedures.

DEFINITIONS

1. A Tornado **WATCH** indicates that weather conditions are favorable for a tornado in and near the watch area.
 - A tornado watch may quickly turn into a tornado or severe thunderstorm warning.
 - Students and school personnel should be moved from all mobile classrooms to the main building.
 - School personnel should coordinate with local EMA regarding procedures for events at athletic fields and other outdoor areas.
 - School personnel should have plans in place to communicate rerouting bus and other transportation during a tornado watch.
2. A Tornado **WARNING** signals that a tornado has been sighted or indicated by weather radar in or near the coverage area.
 - A watch may not be issued prior to a warning.
 - Protective measures must be taken immediately, including moving students from all mobile classrooms to the main building.
 - School personnel should coordinate with local EMA regarding procedures for events at athletic fields and other outdoor areas.
 - School personnel should have plans in place to communicate rerouting bus and other transportation during a tornado watch.

PREPAREDNESS

- At least twice a year, school personnel and students should practice mandatory severe weather drills (see *the National Weather Service Severe Weather Preparedness Guide for Schools*: www.weather.gov/grb/schools).
- Each school building should have a weather-monitoring device to alert staff of tornado watches and warnings.
- A plan for school personnel to secure weather radios, maintain batteries, and to conduct monthly testing for each radio.
- A procedure to ensure that school personnel understand the difference between a watch and a warning.



- A procedure to designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.).
- Procedures to develop and update diagrams of the building with marked safe areas provided to school personnel that include the quickest routes to access the safest areas.
- A plan detailing which areas to avoid during a tornado watch or warning such as the gym and other areas with wide roof spans and glass.
- A communication plan to quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

RESPONSE TO WATCH

- A procedure to move students to predesignated safe areas
- Procedures to communicate weather conditions to all areas and a plan to coordinate response activities
- Procedures to communicate to bus drivers and personnel outside the building to notify them of the tornado watch
- Procedures to begin securing the building by closing windows and doors
- A plan for school personnel and students to seek cover in the predesignated safe areas and to take a protective seated position with hands/arms covering the head, neck, and face
- A plan for school personnel to secure or store articles, when possible, that may become missiles indoors
- A plan to coordinate school personnel who have been trained in CPR and first aid to be assigned to the predesignated safe areas
- Procedures to prohibit school personnel and students from leaving the building during a watch
- A plan to instruct teachers to keep their class rosters with them during the drill and to remain with the class to be sure all students are present and are taking safety precautions
- Procedures for deciding if and when students can be released from school
- A plan for school personnel and students to remain in the safe areas until the all-clear is given
- Procedures to inspect the building after the tornado and before students return to the school
- A procedure to determine the implementation of early dismissal procedures
- A procedure for student check-outs requiring identification and the use of student attendance logs
- A procedure for determining whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school



RESPONSE TO WARNING

- A procedure to move students to predesignated safe areas
- Procedures to communicate weather conditions to all areas and a plan to coordinate response activities
- Procedures to communicate to bus drivers and personnel outside the building to notify them of the tornado warning
- Procedures to begin securing the building by closing windows and doors
- A plan for school personnel and students to seek cover in the predesignated safe areas and to take a protective seated position with hands/arms covering the head, neck, and face
- A plan for school personnel to secure or store articles, when possible, that may become missiles indoors
- A plan to coordinate school personnel who have been trained in CPR and first aid to be assigned to the predesignated safe areas
- Procedures to prohibit school personnel and students from leaving the building during a warning
- A plan to instruct teachers to keep their class rosters with them during the drill and to remain with the class to be sure all students are present and are taking safety precautions
- Procedures to decide if and when students can be released from school (*Students should not be released during an active tornado warning*)
- A plan for school personnel and students to remain in the safe areas until the all-clear is given
- Procedures to inspect the building after the tornado and before students return to the school
- A procedure for determining whether to initiate early dismissal
- A procedure for student check-outs requiring identification and the use of student attendance logs
- A procedure to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school

TRAINING: GEMA/HS or local emergency management staff can provide guidance regarding tornado and other severe weather procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



FLOODING

Flooding involves the overflow of water onto normally dry land. A flood is caused by the inundation of rising water in an existing waterway, such as a river, stream, or drainage ditch. Flooding can also be caused by the ponding of water at or near the point where rain fell. Flooding is a longer-term event than flash flooding: it may last days or weeks. Flash flooding typically begins within six hours and often within three hours of heavy rainfall. School personnel should coordinate with their local EMA regarding flooding procedures and have designated school personnel to monitor weather conditions in the affected areas.

This section addresses flooding by providing evacuation procedures and additional emergency preparedness recommendations for schools to use in the development of their School Safety Plan.

It is recommended that the following items be included in your flooding procedures.

- A plan for the school to coordinate with the local EMA on local flood plains
- A plan for school personnel to monitor weather conditions in the affected areas via radio, internet, or television broadcasts
- Procedures to shut off the water at mains to prevent contaminated water from backing up into the school water supply system
- Procedures for determining alternative transportation routes to avoid flood-prone areas
- A plan to closely monitor dismissal procedures to keep students away from flooded areas, flooding, or possible flood areas
- A procedure to immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding, or if students cannot be evacuated, implement shelter-in-place procedures
- Procedures to immediately and appropriately respond to a flash flood
- A procedure detailing how and where to relocate students from low-lying levels/areas during a flooding event
- A protocol for determining whether the school is safe to return to normal operations



- Procedures to notify school personnel and parents/guardians about the status of the school during and after the event

TRAINING: GEMA/HS, the National Weather Service, local emergency management, or local law enforcement staff can provide information about flooding and other severe weather situations. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

ADDITIONAL INFORMATION: The Federal Emergency Management Agency (FEMA) provides information about flood maps accessible at www.fema.gov/flood-maps, and the Georgia Flood Map Program can be found at www.georgiadfirm.com/#.

EARTHQUAKE

Parts of Georgia are in a moderate-expected earthquake damage zone according to the US Geological Survey. Therefore, school administration should be prepared to implement disaster response procedures in the event of an earthquake and should coordinate with their local emergency management agency.

This section addresses an earthquake event and provides recommendations for school administration to use in the development of their School Safety Plan. Recommendations include suggested procedures to train students and school personnel on how to take cover under desks, when possible, and cover their heads and necks, along with additional earthquake response procedures.

It is recommended that the following items be included in your earthquake procedures.

- A plan for school personnel to coordinate with the local EMA
- A procedure for school personnel and students to take cover under desks, when possible, and cover their heads and necks
- A procedure for school personnel to stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall
- A procedure for school personnel to move students away from windows and relocate to the hallways or stairwells
- A procedure for school personnel to immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation procedures, including accounting for all students and school personnel
- Procedures for school personnel to move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall
- Procedures for school personnel to stay away from the building and to not re-enter the building after an earthquake



- Procedures for conducting a building inspection prior to school personnel and students being allowed to re-enter the building
- A protocol to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school

TRAINING: GEMA/HS, the National Weather Service, local emergency management, or local law enforcement staff can provide information for earthquake and other severe weather situations. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

HURRICANE/TROPICAL STORM/DEPRESSION

A hurricane is a large rotating storm with high-speed winds that forms over warm waters in tropical areas. Hurricanes have sustained winds of at least 74 miles per hour and an area of low air pressure in the center called the eye. A tropical storm is a circular storm that forms over warm waters. When it hits land, it typically brings heavy rains and strong winds that can destroy buildings and rip out trees by their roots. Tropical depressions include an atmospheric low-pressure system originating in the tropics, specifically, a tropical cyclone in which the maximum sustained wind speed is 38 miles per hour (62 kilometers per hour) or less.

Schools may consider the following recommendations for inclusion in the hurricane/tropical storms/depression section of their School Safety Plan. Procedures involving securing school grounds and facilities, monitoring weather reports, coordinating with the local EMA continuously, and other disaster response activities should be considered for this section.

It is recommended that the following items be included in your hurricane/tropical storms/depression procedures.

- Procedures to secure the grounds and facilities prior to the storm making landfall
- Procedures to monitor weather reports and coordinate with the local EMA continuously
- A procedure to work with GEMA/HS to develop a plan for providing temporary shelter and for check-in/out procedures for evacuees
- A procedure to coordinate with the local EMA to carefully survey the building after the hurricane has passed to assess danger post event
- A training plan to ensure school personnel do not enter the building until an assessment has been completed by the local EMA



- A protocol to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school

TRAINING: GEMA/HS, the National Weather Service, local emergency management, or local law enforcement staff can provide information for hurricane/tropical storm/depression procedures. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

ADDITIONAL INFORMATION: GEMA/HS can be a source for building preparations. If your school has buildings that are designated as evacuation shelters, procedures are in place to work with local emergency management and other stakeholders such as the Red Cross. For assistance, please contact your local Homeland Security Coordinator at the email address above.

PANDEMIC AND EPIDEMIC

Pandemics and epidemics are similar. An epidemic is defined as a disease outbreak specific to one city, region, or country, and it typically starts and spreads rapidly. A pandemic is a type of epidemic that has spread worldwide, affecting many countries and continents. This section provides emergency response recommendations for pandemics and epidemics that school administration may want to include in their School Safety Plan.

The information in this section provides sample planning components based on operational actions. Actions are divided into seven levels, depending on the seriousness of the epidemic/pandemic. Schools should base their School Safety Plan details on local pandemic protocols, which may outline other planning components at different event levels. This section provides suggestions and examples for activities and operational plans for emergency response.

It is recommended that the following items be included in your pandemic and epidemic protocols.

LEVEL 0: PREVENTION AND PREPARATION

- Place posters on hand washing and infection control in schools and on website.
- Provide information to schools, parents, and staff about hand sanitizers, cough and sneeze etiquette, signs, and symptoms.
- Ensure your custodial staff has appropriate training on properly cleaning and disinfecting work and play areas.
- Ensure schools and departments have adequate supplies.
- Establish and test emergency communication protocols with a staff contact “tree.”
- Provide information to staff and parents on pandemic planning for families.



- Develop plans for operating with a staff workforce reduction.
- Develop plans to secure buildings, information technology, and financial functions.
- Develop alternatives to closing schools.
- Develop plans for educational continuity if schools close.
- Plan for full school district closure and partial-school closure.
- Develop a mental health plan for students and staff in conjunction with local mental health services staff to implement during a pandemic event and during the recovery phase. The plan should include post-traumatic stress syndrome counseling.
- Apply all plans and procedures to afterschool programs.

LEVEL 1: SUSPECTED HUMAN-TO-HUMAN OUTBREAK

- Review the pandemic plan for preparedness and provide ongoing communication to key staff on their roles and responsibilities.
- Maintain infection control precautionary measures.
- Keep staff and parents current with updates through the school district website and cable access channel.
- Ensure all staff and external contact information is current, including direct lines to the local health department.
- Alert all principals of the pandemic status and remind them that the event level may escalate rapidly to the next level or levels.
- Do not enroll students from out-of-country or out-of-state without appropriate immunization records. Follow the immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Place Incident Command Center staff on standby.
- Inform community agencies to assist families who may not have regular access to food or who may have a language barrier that would impede their efforts to seek assistance.
- Apply all procedures to afterschool programs.

LEVEL 2: CONFIRMED HUMAN-TO-HUMAN OUTBREAK

- Provide ongoing communication to key staff on their roles and responsibilities.
- Maintain infection control precautionary measures.
- Alert all principals of Event Level 2 status and remind them that the event level may escalate rapidly to the next level or levels.
- Monitor student and staff attendance daily and report to the local health department any school where student and/or staff attendance drops.
- Do not enroll any students without appropriate immunization records. Follow immunization and other health guidelines provided by the local health department, the



Georgia Division of Public Health, and/or the US Department of Health and Human Services.

- Develop a continuous direct link to your local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs overseas.
- Keep relevant groups informed through a cable access channel, emails, newsletters, fact sheets, social media, and websites.
- Remind staff, students, and parents of good hygiene practices.
- Review all out-of-state (in-country) travel and be prepared to cancel all out-of-state field trips. Alert parents that future field trips may be cancelled.
- Prepare to implement educational continuity plans.

LEVEL 3: WIDESPREAD HUMAN OUTBREAK

- Activate the Incident Command Center and pre-stage 24/7 manning of the center. Bring in extra phones (and cell phones), laptops, and other computers. Meet with Incident Command Center staff to prepare for rapid escalation of the outbreak in North America. Remind staff of roles and responsibilities and importance of access at any time.
- Activate the daily direct link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Alert all principals of Event Level 3 status and remind them that the event level may escalate rapidly to the next level or levels.
- Monitor student and staff attendance daily and report to the local health department.
- Alert central office staff to possible full school district or partial-school closure and cancellation of extracurricular activities.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Sanitize schools and buses daily, as per local health department guidelines; implement a sanitizing verification process.
- Isolate ill students and staff in predetermined locations in the school with supervision until they can be sent home or picked up by authorized persons.
- Pre-stage the Crisis Response Team(s) to discuss updated pandemic information and a possible timeline for activation of the team (or teams).
- Apply all procedures to afterschool programs.



LEVEL 4: EXPANDED HUMAN OUTBREAK

- Fully activate the Incident Command Center for all direct report staff, with a direct link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Alert Secondary Incident Command Center staff, in case primary staff members are unable to man the Incident Command Center.
- Activate an information hotline (or social media) for parents and staff; update hotline information daily (at least) and website information, and provide social media updates.
- Activate the Crisis Response Team(s) for student and staff psychological support.
- Closely monitor staff and student attendance and provide reports to the local health department twice daily and to the Incident Command Center.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Pre-stage alternatives to school closure.
- Isolate and send home staff or students with flu-like symptoms.
- Designate a school bus to transport sick students home should parents be unable to come to the school.
- Alter the school cleaning routines by maintenance staff.
- Apply all procedures to afterschool programs.

LEVEL 5: EXPANDED (LOCAL) OUTBREAK

- Maintain the daily link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Prepare for communication links from public health and/or GaDOE.
- Institute partial-school or full-school closure or alternatives to closure, as recommended by public health.
- All field trips should be cancelled or called back, including local field trips. Cancel all extracurricular activities and competitive sports and other events.
- Prepare educational continuity plans.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Expand hotline staff and update hotline information and website information, and provide social media updates; provide updates from the public health department.



- Isolate and send home staff or students with symptoms, utilizing supervised isolation areas in the school. Access to this room should be strictly limited and monitored.
- Absences should be reported to the school attendance office throughout the day.
- Access to the school building should be limited.
- Activate social distancing strategies.
- Expand school cleaning routines by maintenance staff.
- Apply all procedures to afterschool programs.

LEVEL 6: HEALTH EMERGENCY

- Based on a directive from public health, the governor, or a joint decision between public health and the local school system, the superintendent orders a partial closure of schools. Depending on circumstances, it may be one or more schools.
- Confirm closures with GaDOE.
- Inform the public and school district employees using all means of communication, and coordinate news release with public health and GaDOE.
- Secure all buildings.
- School system police or other law enforcement agencies should check all buildings and establish periodic patrols during the school closure period.
- All perishable food items should be disposed of unless the cafeteria remains open for public access.
- Check all alarm and surveillance systems.
- Secure all school buses and service vehicles.
- Maintain communication with the local health department.
- When possible, collaborate with local agencies to assist families.
- Activate educational continuity plans.

LEVELS 7: RECOVERY – TAKING STEPS TO REOPEN SCHOOLS

- Based on communication with public health and authorization to start the process of recovery, the school district will begin the initial stages of preparing to reopen schools.
- When possible, the Crisis Response Team staff will meet to activate the mental health plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.
- Inspect all buses.
- Determine information technology status and operational needs.
- Inspect all school cafeterias and buildings with the assistance of the local health department.



- Expand school cleaning routines by maintenance staff.
- Establish a timeline and staffing threshold for opening schools and other buildings for staff.
- Re-activate information hotlines and social media as soon as possible.
- Revise/update the school year calendar and share it with staff, parents, and news media.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- When schools reopen, activate social distancing strategies to minimize possible reinfection spread.

TRAINING: GEMA/HS can provide information about pandemic and epidemic protocols. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

ADDITIONAL INFORMATION: GADOE provides pandemic planning. Information for Georgia public school districts can be found here: www.gadoe.org/wholechild/Documents/Georgia%20DOE%20Information%20for%20Pandemic%20Planning_March%202024%202020.pdf. It is recommended that schools review the information contained in this document to assist in developing their pandemic and epidemic protocols.



CYBERSECURITY AND OTHER COMPUTER INTRUSIONS

Cybersecurity is the application of technologies, processes, and controls to protect systems, networks, programs, devices, and data from cyberattacks. It aims to reduce the risk of cyberattacks and protect against the unauthorized exploitation of systems, networks, and technologies. Data, programs, and processes may include sensitive data, personally identifiable information, protected health information, personal information, intellectual property, data, and governmental and industry information systems.

This section provides information specific to school administration's cybersecurity measures. Recommendations provided include details on how school personnel can respond to cyberattacks and computer fortification suggestions for critical infrastructure and strengthening computer protocols.

The Georgia Cyber-Security Incident Reporting System provides a secure means of reporting computer security incidents to the Georgia Emergency Management and Homeland Security Agency. This system assists analysts in providing timely handling of your security incidents as well as the ability to conduct improved analysis. Any reports or records produced pursuant to this Code section shall not be subject to public inspection or disclosure under Article 4 of Chapter 18 of Title 50. <https://gagema.powerappsportals.us/>

Title 38-3-22.2 of the Official Code of Georgia Annotated requires:

The executive, judicial, or legislative branch of this state and any department, agency, board, bureau, office, commission, public corporation, and authority thereof; Every county, municipal corporation, school district, or other political subdivision of this state; Every department, agency, board, bureau, office, commission, authority, or similar body of each such county, municipal corporation, or other political subdivision of this state; and Every city, county, regional, or other authority established pursuant to the laws of this state.

To report to the director of emergency management and homeland security, or his or her designee any cyber-attack incident, data breach, or identified use of malware on an agency or computer or network determined by the director to be the type of cyber-attack, data breach, or use of malware to create a life-safety event, substantially impact the security of data and information systems, or affect critical systems, equipment, or service delivery.

Every utility shall report to the director of emergency management and homeland security, or his or her designee, any cyber-attack incident, data breach, or identified use of malware on a utility computer or network as such information is required to be reported to the United States government or any agency thereof. Within two hours of making such report to the United States government or any agency thereof, the utility shall provide substantially the same information to the director of emergency management and homeland security or his or her designee.



It is recommended that the following items be included in your protocols for cybersecurity and other computer intrusions.

- Define access to data and demographic information for designated school personnel.
- Develop strategies and describe the concept of appropriate access to private information such as student demographics and grade data.
- Establish a concept for access control and how to limit access to school data to only authorized users.
- Determine the equipment needed to access servers and network connections.
- Identify specific network components and the roles of these connected network components.
- Create a plan for school personnel to utilize appropriate networks.
- Develop a plan for school personnel to store and share information using cloud computing.
- Demonstrate safe cloud computing practices among school personnel.
- Develop a plan to compare and contrast the concepts surrounding access control.
- Establish the difference between online and local use of computing devices within the school.
- Determine a plan for network communication.
- Develop a procedure to differentiate between a network device's MAC and IP addresses.
- Create a plan to compare and contrast network topologies.
- Establish layers within the OSI networking model appropriate for your school.

TRAINING: GEMA/HS can provide information about cybersecurity and other computer intrusions protocols. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.

ADDITIONAL INFORMATION: CYBER.ORG is a cybersecurity workforce development organization that targets K-12 students with cyber career awareness, curricular resources, and teacher professional development. The US Department of Homeland Security (DHS) supports CYBER.ORG through a grant from the Cybersecurity Infrastructure and Security Agency to develop and distribute cybersecurity education. It is recommended that schools review the information contained in this document to assist in developing their protocols for cybersecurity and other computer intrusions.



PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

In this section, schools can detail emergency response plans that are unique to that particular school. For example, this section might include response activities resulting from a location close to railroad tracks, above-ground storage tanks (or an industrial park), an airport, correctional facilities, expressways, tractor-trailer truck routes, rivers, flood plains, and all other situations unique to the school. School Safety Plans should include protocols developed for these special situations.

School personnel should coordinate with their GEMA/HS Homeland Security Coordinator and local EMA personnel.

TRAINING: GEMA/HS can provide information regarding preparedness and response protocols for other situations. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 8 of this guide provides information about the local area coordinators.



SCHOOL SAFETY PLAN COMPLETION CHECKLIST

The School Safety Plan Completion Checklist provides recommended emergency preparedness and disaster response strategies, plans, documentation, items, and other safety tasks for school administration to use as they finalize their School Safety Plans. This section outlines the following school safety plan components: local school system media protocols; blueprints of your school; kit descriptions; school personnel trained in areas such as CPR, first aid, AED, Stop the Bleed, or Suicide Prevention; local fire procedures; training for chemical spills/decontamination; emergency check-out procedures; maps of evacuation routes; lockdown recommendations; parent/guardian communication protocols; and school procedures for student runaways, abductions, and missing students.

Schools should consider acknowledging all school personnel involved in the development of the School Safety Plan. School Safety Plan Development Team Members may include the following:

- Collaboration between school and public safety
- Community leaders and other stakeholders
- Local law enforcement and emergency management agencies
- Secretaries
- Custodians
- School nurse
- School district employees
- All other school employees
- Juvenile court
- Fire service
- Public safety

It is recommended that schools refer to terms and definitions, attachments, and reference links provided throughout this School Safety Plan Guide and the accompanying template for additional information. Schools should consider the following helpful hints when completing their School Safety Plans:

- Do not cut and paste.
- Make sure all contact information is up to date.
- Schools are highly recommended to coordinate with other agencies.
- Drill and exercise. (Do not allow safety plans to just remain on the shelf.)
- Training (Make sure school personnel/substitute teachers are consistently trained.)



TERMS AND DEFINITIONS

This guide defines several terms that school personnel are likely to use in their School Safety Plans. This section compiles all terms and definitions provided throughout this guide.

- **Accident**: An accident is an abnormal condition, disorder, or event that could result in an injury to students or school personnel.
- **Active Attack**: An active attack involves weaponry, and active shooter events additionally include vehicle attacks, knife attacks, and any other events in which the primary concern is an attempt at mass murder.
- **Automated External Defibrillator (AED)**: An AED is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest.
- **Barricade**: A barricade is a designated perimeter established for the purpose of seizing or holding as security for the fulfillment of a condition.
- **Biological Threat**: Biological threats may involve an infectious disease with the potential to spread and cause an outbreak. Infectious diseases are illnesses caused by germs (such as bacteria and viruses).
- **Bomb**: A bomb or explosive device creates an explosion associated with an extremely vigorous outward release of energy, usually with the generation of high temperatures and the release of high-pressure gases.
- **Bomb Threat**: A bomb threat is generally defined as a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, regardless of whether such a device actually exists.
- **Crisis**: A sudden and unexpected event leading to a disruption of operations at a school or a school-sponsored event (e.g., field trip, sporting event, extracurricular activities), also considered an emergency situation. Crises may be natural (weather related) or manmade (e.g., cyber threats, hazardous materials exposure, active shooter).
- **Civil Disturbances**: Examples of civil disturbances may include student walkouts, student protests, or parents/community members upset over a ruling. Disturbances are categorized into the following levels:
 - **Level 1 Disturbance**: Disruption is confined to one area and poses no threat to students/staff.
 - **Level 2 Disturbance**: Disruption forces are moving or in multiple locations and/or pose a threat to students/staff.
 - **Level 3 Disturbance**: Disruption is widespread and is a serious threat to students/staff.
- **Cybersecurity**: The application of technologies, processes, and controls to protect systems, networks, programs, devices, and data from cyberattacks.



- **Depressions:** Weather events that include an atmospheric low-pressure system originating in the tropics, specifically, a tropical cyclone in which the maximum sustained wind speed is 38 miles per hour (62 kilometers per hour) or less.
- **Emergency Kits:** Boxes and containers that are easily transportable and include basic emergency items to ensure school personnel and students can deal with illness and injury. These kits contain water, breathing protection devices, emergency lights and tools, snacks, and first aid supplies.
- **Epidemic:** An epidemic is a disease outbreak specific to one city, region, or country that typically starts and spreads rapidly.
- **Flooding:** Flooding involves the overflow of water onto normally dry land. Flooding is the inundation of a normally dry area caused by rising water in an existing waterway, such as a river, stream, or drainage ditch.
- **Flash Floods:** Flash floods typically begin within six hours and often within three hours of heavy rainfall.
- **Hazardous Materials:** Hazardous materials include explosive, flammable, combustible, corrosive, oxidizing, toxic, infectious, or radioactive materials that are exposed on school premises.
- **Homeland Security Coordinator (HSC):** The HSC serves local area schools by providing guidance and technical assistance on matters of emergency management and preparedness as schools develop their School Safety Plans.
- **Hostage:** A hostage situation involves a person seized or held as security for the fulfillment of a condition.
- **Hurricane:** A hurricane is a large rotating storm with high-speed winds that forms over warm waters in tropical areas. Hurricanes have sustained winds of at least 74 miles per hour and an area of low air pressure in the center called the eye.
- **Illness:** An illness is an abnormal condition, disorder, or event that could result in an injury to students or school personnel. Examples include a cut, fracture, sprain, and/or acute and chronic illnesses, such as a skin disease, respiratory disorder, or poisoning.
- **Intruder:** An intruder is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building.
- **Pandemic:** A pandemic is a type of epidemic that has spread worldwide, affecting many countries and continents.
- **Student Disruptions:** Student disruptions may include student walkouts or protests.
- **Suspicious Package:** Suspicious packages include any package causing concern as to its content because of its appearance or labeling.
- **Suspicious Person:** A suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building.
- **Threat/Occurrence of Suicide:** A threat or occurrence of suicide may involve any interpersonal action, verbal or nonverbal, without a direct self-injurious component, that



a reasonable person would interpret as communicating or suggesting suicidal behavior may occur in the near future.

- **Tornado**: A tornado is a violently rotating column of air touching the ground, usually attached to the base of a thunderstorm.
- **Tornado Warning**: A tornado warning signals that a tornado has been sighted or indicated by weather radar in or near the coverage area.
- **Tornado Watch**: A tornado watch indicates that weather conditions are favorable for a tornado, in and near the watch area.
- **Tropical Storm**: A tropical storm is a circular storm that forms over warm waters. When it hits land, it typically brings heavy rains and strong winds that can destroy buildings and rip out trees by their roots.
- **Unified Command**: In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, unified command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.

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