



Model Kansas School District Emergency Operations Plan

**Developed by
Kansas Center for Safe & Prepared
Schools Working Group**

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Dedication

Kansas concurrent resolution #5018 (1999) urges that all public and private schools create and update their school crisis plans. For many years, a school crisis management plan consisted of procedures and activities dealing with the sudden death of a student, faculty or community member. In the post 9-11 world of today, there is a growing awareness and sense of responsibility that schools must prepare to face all hazards. All hazards are those that are people caused, natural disasters and technological or hazardous materials incidents.

On a typical day, 20 -25 percent of our population is in a school setting. We are learning that all educational settings are vulnerable to threats, hazards and disasters that have the potential to disrupt normal school operations and put its occupants at risk.

During 2010 and 2011, the Kansas Center for Safe and Prepared Schools (KC-SPS) asked a group of Kansas school leaders to form a working group that would create a template of a school Emergency Operations Plan (EOP) that could be used by all schools. This EOP is designed to be compliant with the latest concepts of the **National Incident Management Plan (NIMS) and the Incident Command Systems (ICS)**. NIMS and ICS are organizational management plans and procedures used by professionals in emergency management and the first responder's community.

These Kansas School Leaders have come from large and small schools, rural, suburban and urban districts from across our state. They have shown enthusiasm, insight, creativity and a passion for school safety and preparedness that will benefit all schools in our state. They have unselfishly given of their times and talents to help create this template. In alphabetical order these school leaders are: Mr. Ron Brown – Topeka; Dr. Bob Diepenbrock – Kingman-Norwich; Mr. Brent Garrison – Kingman-Norwich; Ms. Michele Jones – Manhattan; Dr. Nancy Kiltz - Salina; Ms. Kim Mercer – Winfield; Mr. Robert Mueller – Atchison; Mr. Rob Reynolds – Douglass; Mrs. Amy Sloan – Leavenworth; Mrs. Judy Strom – Riley County; Mr. Jerry Tenbrink - Attorney General's Office and Mr. Ken Winter - Douglass. Dr. Bob Hull, Director of KC-SPS served as chair of this working group.

On behalf of the students, staff and patrons of Kansas schools, I thank them for their work and dedication in creating this template. This document when implemented in local school districts will make a difference during those times when the crisis occurs.

We also want to recognize the visionary support of Major General Tod Bunting, Kansas' TAG (Retired). Without the pragmatic insight of General Bunting, the Kansas Center for Safe and Prepared Schools would not be in existence. We are also indebted to Major General Lee Tafanelli who has continued the support of KC-SPS during extremely challenging fiscal times. In addition, we appreciate the leadership of Senator Jay Emler who has been a positive and supportive voice championing the causes of KC-SPS. Finally, we want to recognize our colleagues at the Kansas Department of Education who have assisted us with grant funding to provide training of school district personnel in constructing and implementing an EOP in their home District.

Dr. Bob Hull, Director of KC-SPS

Kansas Model School Emergency Operations Plan

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I. Basic School District Emergency Operations Plan

a. Introduction

All educational institutions are vulnerable to threats, hazards and disasters which have the potential to cascade into emergencies or disasters. It is critical for school officials along with first responders, emergency management and local government officials to prevent or mitigate, plan for, respond to and recover from these potential incidents.

The intent of an emergency operations plan is to provide an overview of the School District's approach to emergency operations. It describes the School District, its emergency response policies, procedures and assigns tasks. The primary audience for this plan is the Superintendent's staff, key administrators and policy makers (Board Members). This plan will help serve as the foundation for the more operationally oriented building level plans.

b. Promulgation Statement and Approval

The Sunflower School District is committed to the safety and preparedness of its students, staff and its visitors. In support of this commitment, the Board of Education has asked for a thorough review of this District's Emergency Operations Plans (EOP). The EOP that follows will assist this District in saving lives, minimizing property damage and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in the All-Hazards approach to school crisis management. This is to verify that Sunflower's Emergency Operations Plan is hereby approved, is in force and supersedes all previous editions.

Superintendent

Date

Board of Education President

Date

Clerk of the Board

Date

c. Record of Changes

It is recommended this EOP be reviewed annually by the Superintendent's leadership team and the Board of Education. All changes to the plan will be recorded in this document using the following form.

Page/Section Of Change	Brief Description Of Change	Changed Entered By	Date of Change

d. Record of Distribution

Specific community partners shall receive a copy of this EOP. The following is a list of agencies who have received this plan (e. g. Fire, EMS, Law Enforcement, Emergency Mgt. , Educational Cooperatives).

<u>Agency</u>	<u>Title of and Person Receiving Plan</u>	<u>Date</u>

e. Purpose

The purpose of this plan is to identify, guide and support the actions of this school district and its employees when responding to incidents as outlined in this document. These guidelines are meant to be flexible, revised and expanded to meet the needs of each school and situation. The contents of this plan must be regularly practiced with training provided to faculty and staff who will carry out the responsibilities of this plan. In addition, an after-action review and improvement plan should be completed following each drill/incident.

f. Scope of the Plan

This school district plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school confined emergency to a wide scale community disaster. This plan uses the 4 phases of emergency management as its foundational guide. These phases are:

1. Mitigation/Prevention - On going activities aimed at eliminating or reducing the risk of hazards and vulnerabilities.
2. Preparedness/Planning - Activity that improves the coordination and develops the capacity of response actions
3. Response - Period of time shortly before, during and after an incident when activities are conducted in order to save lives, minimize property damage and protect the environment
4. Recovery – Actions taken when the immediate threat to life and property has passed that allows the return to normal operations. These actions are both short term and long term in nature.

g. Situation Overview

1. Discuss location and size of school district (See Appendix 2)
2. Discuss the general school population
3. List the number of school facilities and land uses
4. Discuss special/functional needs population(s)

h. Hazard Analysis Summary and Mitigation Overview

1. Briefly overview the results of the hazards identification results used by the District.
2. Contact the county emergency manager for the county hazard analysis/mitigation plan.

Potential Hazard	Action Needed To Mitigate	Person Responsible	Date Completed

i. Planning Assumptions and Limitations

1. This School District will continue to be exposed to threats, hazards and disasters which have the potential to impact normal school operations and cascade into an emergency or disaster situation
2. An emergency or disaster may occur at any time with little or no warning
3. Following a major or catastrophic incident, emergency response agencies may become overwhelmed and schools may be dependent upon their own resources for up to 3 days
4. Proper implementation of this EOP can prevent or reduce emergency related losses
5. A spirit of volunteerism among the employees of this District and other citizens will result in a better response supporting emergency response efforts

Limitations

- a) There is no guarantee that this plan provides a perfect management response to an emergency
- b) This plan adopts the all-hazard approach, yet is not expected to address every possible scenario that may occur

j. Concept of Operations

1. *Initial Response.* School personnel will be the first responders during the initial phases of an incident. Staff is expected to take charge and manage the incident until someone more qualified with legal authority can assume responsibility. On District level situations, the Superintendent or their designee will activate the EOP. On Building level situations, the building administrator or their designee will activate the EOP.
2. *Coordination.* This school district will coordinate with all responding agencies (local, state & federal). The development of this plan and its contents will be in coordination with the proper responding agencies.
3. *Adoption of the National Incident Management System (NIMS).* NIMS is a set of principles that provides a systematic approach guiding agencies at all levels to work seamlessly to prevent, plan for, respond to and recover from the effects of

incidents that will preserve life, protect property and preserve the environment. The role of NIMS is to assist those involved in incident response/recovery understanding their roles and responsibilities. According to Homeland Security Presidential Directive 5 and the US Department of Education, schools are among local agencies that must adopt NIMS if they are to receive federal grants. As such, personnel of this school district will take course in NIMS and ICS (Incident Command System)

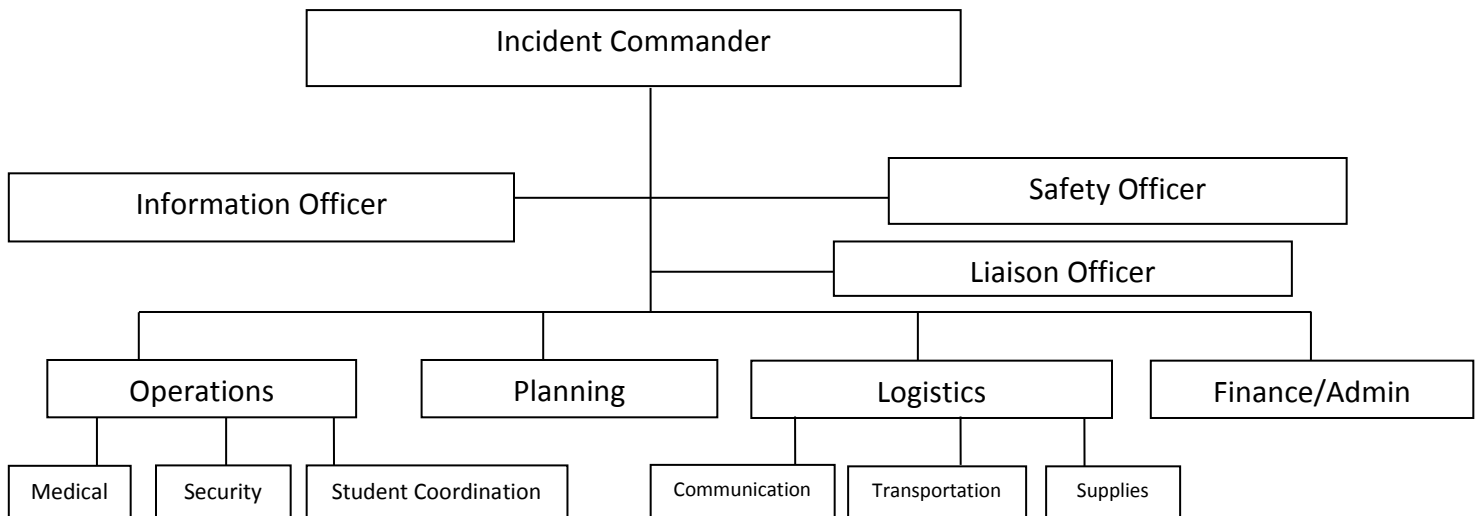
4. *Implement the Incident Command System (ICS).* The incident command system is a standardized on scene emergency management system designed to provide an integrated organizational structure to the scene. ICS is used for all kinds of emergencies and is applicable to all size incidents

k. **Organization and Assignment of Responsibilities**

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of what to do.
- The following is an organizational chart of an ICS compliant District or Building Crisis Management Team.

Incident Command in A School District Setting



ICS Position Responsibilities

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety Officer	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison Officer	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions, i. e. , lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
Financial/Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

ICS Position Responsibilities

Title	Name Location and Phone Numbers	Alternate Name Location and Phone Numbers
Incident Command: Principal		
Safety:		
Public Information:		
Liaison:		
Planning/Intelligence Chief:		
Operations – Security:		
Operations – Medical:		
Operations – Student Coordinator:		
Operations – Logistics Chief:		
Logistics – Communication:		
Logistics – Supplies (food, water, etc.):		
Administration and Finance – Documentation:		

District Employee- School district employees have everyday responsibilities in their normal school work assignment. During an emergency, school district employees will have additional responsibilities. It is imperative that they be familiar with their roles and responsibilities during an emergency situation.

1. Superintendent/District Administrators
The Superintendent's role during an emergency varies with each situation. They usually are the direct link with the policy makers in the District who formulate or implement policies related to the situation. They may also have an important role in the internal and external communication process. Their role requires flexibility to provide leadership and timely decision making as needed in the District.
2. The Principal or Building Administrator
The Building Administrator often serves as the Incident Commander. At times the building administrator may delegate this responsibility to an appropriate staff member. At all times the building administrator retains the overall responsibility for the safety of students and staff. The Building Administrator also coordinates between the District Office and the situation
3. Building Crisis Team
Each Building in the District shall have a crisis management team. The team shall be organized in compliance with the principles of ICS. Crisis team members should:
 - a. Have the ability, training and resources to carry out their responsibilities
 - b. Be familiar with all aspects of the crisis management plan
 - c. Understand the ICS structure
 - d. Possess the ability to remain calm and work effectively in emergencies
 - e. Have the trust and confidence of their colleagues
 - f. Demonstrate good communication and collaboration skills
4. Board of Education
The Board of Education usually has executive responsibilities during a school emergency. Examples of this would be to review or enact policy, statutes and procedures to aid and support the response to the situation.
5. Teachers
Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.
6. Para-professionals
Para's responsibilities include assisting with teachers as directed
7. Mental Health
Mental Health professionals include counselors, social workers and psychologists. They will assist with the overall direction of the incident management as directed.
8. School Nurses/Health Assistants
Health professionals will administer first aid and render treatment as needed. They will also supervise others who administer first aid. They will organize and distribute medical supplies.

9. School Administrative Professionals
Administrative professionals will receive and provide consistent information. They will assist with essential school records. They will perform other assignments as directed.
10. Custodial/Maintenance Personnel
Custodial/Maintenance will survey and report the condition of the building to the Incident Commander. They will manage utilities shutoff valves. They will provide damage control as needed. They will assist in use and distribution of supplies and equipment needed. They will perform other duties as needed.
11. Food Service Workers
Food service personnel will use, prepare and serve food and water as needed. They will perform other duties as needed.
12. Bus Drivers
Bus drivers will supervise the care of student if disaster occurs while the students are on the bus. They will transport students as directed. They will perform other duties as needed.
13. Other Staff
Other staff will report to the Incident Commander as requested and needed.
14. Students
Students will cooperate and fully participate in all drills, exercises and during an actual incident. They will learn to be responsible for themselves and others in an incident. They will report situations of concern. They will develop and awareness of the potential threats, hazards and disasters that could impact the school.
15. Parents/Guardians
Parents will encourage and support safety, prevention and preparedness programs within the school. They will provide schools with requested necessary information during a school incident. They will practice preparedness and safety measures in their homes with their family.

I. Direction and Control

1. The Superintendent (their designee) is responsible for establishing the objectives and providing general guidance for emergency response operations.
2. The Incident Commander will manage the emergency response from the Incident Command Post until local emergency response services arrive.
3. The school's EOP will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
4. This district will implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

m. Communications

1. Internal Communications.
 - a. Staff members. Internal communications with staff members shall be timely and intentional keeping them informed as new developments occur. Methods used may be telephone trees, electronic devices and staff meetings.
 - b. The IC will communicate with the District Office
 - c. Communication with staff in other buildings will occur as needed
2. External Communications
 - a. Communications with first responders will be established informing them of critical information needed to respond to the situation
 - b. Several methods of communication important information to parents/guardians will be established and implemented
 - c. Communication with the media shall be coordinated through the District's PIO or designated communication person
3. Communication Tools
 - a. Several methods of communication shall be established for use. Examples of these are:
 - * Standard telephones
 - * Cell phones
 - * Intercom systems
 - * Electronic megaphones
 - * 2 Way radios
 - * Computers
 - * Fax Machines
 - * Alarm Systems
 - * Whistles
 - * Reverse 911 calling systems
 - * Social media avenues
 - * Others

n. Administration and Logistics Support

This district shall keep all records necessary to document the response to and recovery from a disaster. The rationale for establishing these records is to create a historical record, recover costs, address insurance or other needs and develop mitigation strategies. Specific categories of reports should include among others:

1. Initial report of the incident
2. Situation report at regular time intervals
3. Activity logs of responders
4. Incident costs (equipment, supplies, personnel & other resource costs)
5. After action report upon conclusion of the incident
6. All pre-negotiated agreements and contracts are included in appendices II

a. Logistics are the mechanisms used to identify and acquire resources needed during an emergency operation. This District has identified and has an agreement with the following agencies:

1. Local community resources (i. e. – shelter & reunification)
2. Other School Districts
3. Regional Service Centers
4. Other agencies

o. Plan Development and Maintenance

The Superintendent and the Board of Education are responsible for the overall development and completion of this Emergency Operations Plan. This responsibility may be delegated to the District's Emergency Coordinator or designee of the Superintendent. Specific responsibilities to maintain the plan are:

1. Annual review of the plan with approval of necessary changes
2. Distribution and record of the plan
3. Assignment of personnel to fulfill roles & responsibilities of the plan
4. This plan shall be exercised at least annually.
5. This plan will require frequent training opportunities in accordance with state regulations, so staff and students will know how to respond in emergency situations.
6. Methods of how the students, parents, and public can be informed of parts of the plan

p. Authorities and References

This plan has been developed with guidance from the following:

Federal Sources:

1. Robert T. Stafford Disaster and Emergency Assistance Act of 1988
2. Homeland Security Act of 2002
3. The Code of Federal Regulations, Title 44, Chapter 1 (October 1, 2002)
4. Homeland Security Presidential Directive 5 (February 2003)
5. Homeland Security Presidential Directive 7 (December 2003)
6. Homeland Security Presidential Directive 8 (December 2003)
7. National Security Presidential Directives 20 & 51 (May 2007)
8. Others

State Sources:

1. Concurrent Resolution #5018 (1999)
2. Concurrent Resolution #5008 (2003)
3. KSDE Regulations
4. Others

Local:

1. Sunflower Board of Education Policies
2. Local Community Ordinances
3. Others

II. The Functional Annexes

Functional annexes describe methods and procedures used by this school district that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency situation.

- a. **Direction and Control** – the initial coordination of responses to emergency operations will be undertaken by the administrator in charge or by the person assuming the role of the incident commander.
 1. In advance of an emergency situation, each school building should establish an Incident Command Post. The incident command post is the location at which on site tactical or operational command functions are performed. The incident command post for this building is:

Building Name	On-site (Room or Location)	Off-site (Address)

2. In a larger scale emergency, each school district should establish a **District** Emergency Operations Center (EOC). The EOC is the physical location where the coordination of information and resources that support the incident management takes place. This district has established _____ as its EOC location. The alternative EOC location is _____.
- b. **Incident Notification and Assessment** – when first arriving upon the incident or scene:
 1. Make sure the scene is safe before entering
 2. Assess the situation gathering critical information
 3. Provide clear and concise information to persons in the immediate scene who can assist, for first responders, and additional school personnel who may provide assistance
 4. Render aid and assistance to persons or the situation as needed
 5. If possible, write down (or have someone assist in this task) the time, place, description of the situation, actions taken and other important information from the scene (See site status report, p. ___ or alternate ICS form).
- c. **Crisis Management Action Outline and Universal Emergency Procedures**

This school district's emergency operation plans are based upon the all-hazards approach. The all-hazards approach is based upon the *three* major strands of likely emergencies in the *people* caused, *natural* disasters and *technological or physical plant* failure categories.

EMERGENCY MANAGEMENT ACTION OUTLINE

6/17/2011

PEOPLE CRISIS	NATURAL DISASTER	PHYSICAL PLANT & TECHNOLOGICAL HAZARDS
<u>Activity Trips (Bus Emergency)</u> 1. Assess and confirm information – know precise location 2. Use predetermined communication devices & telephone numbers 3. Notify Building Administration of situation 4. Locate, refer to & use crisis information and resources on hand 5. Account for all persons on trip 6. If bus emergency occurs follow bus evacuation procedures <u>Assault</u> 1. Confirm information & report to Building Office 2. Assess & report status of victim 3. Provide accurate information on assailant and their location 4. Provide first aid as needed and/or Call 911 as needed 5. Notify District Office <u>Bomb Threats</u> 1. Notify Building Administration/Notify District Office 2. Call 911 and report the threat 3. Complete the Bomb Threat Checklist 4. Evaluate the validity of the threat. Is the threat credible? 5. Building/area search without evacuation (overt/covert) 6. Evacuate and search if deemed appropriate 7. Upgrade if a suspicious package is discovered by search team <u>Death of a student/staff</u> 1. Confirm information 2. Call District Office 3. Assemble Crisis Management Team 4. Notify staff 5. Obtain personal data 6. Secure personal items <u>Disruptions/Intruder/Missing Child or Abduction</u> 1. Assess (confirm) situation/call 911 as needed 2. Secure building/take attendance 3. Call District Office 4. Assemble Crisis Management Team 5. Notify staff/use pre-arranged codes 6. Notify parents <u>Medical Emergencies</u> 1. Assess situation - Determine if situation affects total school population, small group, or individual 2. Determine if emergency medical personnel are required. If so, call 911 and District Office with crisis information 3. Initiate CPR/First Aid/AED as needed 4. Assemble Crisis Management Team 5. Notify staff 6. Determine status of students not affected <u>Poisoning</u> 1. Call 911 2. Call Poison Center Hotline 1-800-222-1222 3. Activate building medical staff 4. Utilize building knowledge (MSDS Sheets or Computer) 5. Call District Office/Locate emergency contact information of participants	<u>Earthquake</u> 1. Sound alarms – provide notification 2. Evacuate building or take protective positions 3. Assemble Crisis Management Team 4. Call Service Center with crisis information 5. Call District Office 6. Activate building crisis plan <u>Fire</u> 1. Sound alarms 2. Evacuate building 3. Call 911 4. Take attendance at designated place 5. Assemble Crisis Management Team 6. Call Service Center with crisis information 7. Call District Office <u>Lightning</u> 1. Take cover inside the nearest safe structure. 2. If outside and no shelter is available, immediately crouch into a ball position with feet on the ground. 3. Stay away from trees or other tall isolated structures. <u>Pandemic</u> 1. Check with local, county & state health officials for latest info 2. Stay home with flu like symptoms 3. If in school - separate sick students and staff 4. Emphasize hand hygiene & respiratory etiquette 5. Routinely clean areas that students & staff touch 6. Those with high risks seek early treatment <u>Severe Weather and Floods</u> 1. Confirm information 2. Post observers as warranted 3. Assemble Crisis Management Team 4. Call 911 (if needed) 5. Call Service Center with crisis information 6. Call District Office 7. Activate building crisis plan for severe weather <u>Tornado</u> 1. Sound alarms – provide notification 2. Take protective positions 3. Assemble Crisis Management Team 4. Call 911 as needed 5. Call Service Center with crisis information 6. Call District Office 7. Activate building crisis plan <div style="border: 1px solid black; padding: 10px; text-align: center;"> ** When in doubt, call 911 ** **Access situation & Confirm Information** **Record Information about crisis incident** ** Plan time for debriefing after crisis ** ** Refer to crisis manual (EOP) for additional details ** **Any time you evacuate the building, take attendance** </div>	<u>Anthrax Threats</u> 1. Become aware of indicators of suspect letters and packages 2. If unopened and not leaking a substance : ♦ Call 911 and report factual information ♦ Call District Office ♦ Clear the room and wait for emergency personnel to arrive 3. If opened and substance found (or leaking) : ♦ Place letter/contents in package and seal in a plastic bag ♦ Wash hands immediately with soap and water ♦ Call 911 and report factual information ♦ Call District Office ♦ Remain in the room and wait for emergency personnel to arrive 4. Shut down HVAC unit to impacted area <u>Chemical/Hazardous Material Release</u> 1. Assess situation use MSDS (material data safety sheets) 2. Call 911 3. If inside, evacuate building. If release is outside, shelter in place 4. Take attendance – account for all persons 5. Call Service Center & Call District Office 6. Assemble Crisis Management Team 7. Activate Shelter in Place Plan as needed 8. Listen to district, local media or other information updates <u>Cyber Attack</u> 1. In advance install reasonable defenses 2. Identify the attack and its source (if possible) 3. Contain damage and make backups 4. Eradicate attack mechanisms from the system 5. Put the impacted system(s) back into production <u>Explosion</u> 1. Evacuate building – assess situation 2. Call 911 3. Call Service Center 4. Call District Office 5. Assemble Crisis Management Team 6. Determine scope of crisis-take attendance <u>Gas Leak</u> 1. Evacuate building – assess situation 2. Call 911 3. Call gas company at _____ 4. Call Service Center 5. Call District Office 6. Assemble Crisis Management Team 7. If needed after evacuation move students/staff to safe area <u>Utility Outage (Electric, Water, Phones, Computer, etc)</u> 1. Assess situation – check building to determine any damage 2. Call Service Center 3. Call utility provider 4. Call District Office 5. Locate and check utility shut off valves or switches 6. Assemble Crisis Management Team

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Principal or his designee, as the Incident Commander (IC) will decide upon the Universal Emergency Procedures to implement.

There are six Universal Procedures to respond to various emergency situations:

1. Evacuation 2. Severe Weather 3. Bus Evacuation 4. Lock Down 5. Off-Site Evacuation & Reunification 6. Shelter in Place

1. Evacuation (Fire) – An orderly and preplanned exit from a building when conditions are safer outside than inside.

Signal – loud continuous blast from alarm horn and pulsating strobe lights

- * Take closest & safest planned route out of building
- * Be familiar with 2nd route as needed
- * Teachers take attendance –take classroom kits
- * Office staff ensures evacuation destination is safe
- * Office staff take building crisis kit & megaphone
- * Office staff account for itinerant staff & visitors
- * Assist those with special needs

Drill to be held monthly – Record Results

3. School Bus Evacuation – An orderly removal of bus occupants due to an emergency situation

Signal – Verbal directions given by the bus driver, adult aid, sponsor or designated student helper

- * Assess the need to evacuate & recognize the hazard
- * Safe exit of students (passengers) is first priority
- * Indicate type of evacuation (i.e. – front door, rear floor emergency, side door or combination, etc.)
- * Assist younger students or those with special needs
- * Use radio or other communication systems to obtain help and notify dispatch of situation and precise location
- * Direct passengers to a safe area 100' from bus
- * Take fire extinguishers, first aid kits & other safety items
- * Take attendance & stay together

Drill to be held once each semester – Record Results

5. Off-Site Evacuation & Reunification – An orderly removal of students and staff to a pre-determined host location (or a safe area in building) due to conditions inside the school building.

Signal – Clear speech announcement using the intercom. If the intercom is unavailable a pre-determined method will be used

- * Find and use pre-determined evacuation & reunification procedures
- * Staff will escort students to safe area
- * Method of transporting to safe area may be either by walking or by bus transportation
- * Teachers take attendance and account for all their students before leaving school
- * Teachers take their classroom crisis kits
- * Office staff take the building crisis kit and account for itinerant staff and visitors
- * Upon arrival at host site, teachers retake attendance
- * Upon arrival at host site, additional instructions will be given for reunification
- * Assist those with special needs

Drill to be held annually – Record Results

2. Tornado or Severe Weather Shelter – Placement of students and staff in a pre-determined interior part of the building where damaged due to weather will be less

Signal – Clear speech announcement via intercom

- * Students take duck and cover positions
- * Remain quiet for further instructions
- * Teachers take attendance – close all doors & windows
- * Teachers take classroom crisis kit (if have one)
- * Pre-determine communication methods between office staff and shelter areas
- * Remain until all clear is given
- * Assist those with special needs

Drill to be held 3 times annually – Record Results

4. Lock Down – A situation where there is an imminent threat inside or outside of the building. Students and staff are to immediately go to a protective place/position in their room

Lock In – Some schools practice a lock in as part of this drill. A lock in is where normal academic activities continue in the classroom, but students & staff remain in their assigned room

Signal – intercom announcement (if possible) pre-determine a secondary communication method for each building

- * Clear all hallways – report to nearest available classroom
- * Close, cover and lock all windows and doors – shut off lights
- * Move away from doors and windows drop to floor in designated place – usually with backs against interior walls
- * BE QUIET! – Wait for further instructions
- * Take attendance – use red/green card system if part of plan
- * Assist those with special needs

Drill to be held once each semester – Record Results

6. Shelter in Place (SIP) – Placement of students and staff in a pre-determined area of the building's interior due to an external gas or chemical release.

Signal – Clear speech announcement via the intercom

- * Move students and staff to designated area(s)
- * Open and use items from SIP kit to seal off area
- * Shut down HVAC - close , lock & seal doors & windows
- * Take attendance
- * Do not allow anyone to leave area
- * Wait for further instructions
- * Assist those with special needs
- * Teachers take classroom kits to SIP area

Drill to be held annually – Record Results

**Evacuation, Tornado and Bus Drills are required.
Lock Down, Off-site Evacuation & SIP Drills are encouraged.**

d. Continuity of Operations Procedures (COOP)

1. The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district.
2. The scope of these COOP plans pertain to this school district.
3. Designated school staff will perform the essential functions as listed below:
 - Superintendent/Their Designee/Incident Commander
 - i. Determine when to close schools, and/or send students/staff to alternate locations.
 - ii. Disseminate information internally to students and staff.
 - iii. Communicate with parents, media, and the larger school community.
 - iv. Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
 1. *Ensure systems are in place for rapid contract execution after an incident
 2. *Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
 - Principals and/or Department Heads
 - i. Identify relocation areas for classrooms and administrative operations.
 - ii. Create a system for registering students
 - iii. Brief and train staff regarding their additional responsibilities.
 - iv. Secure and provide needed personnel, equipment, resources, and services
 1. required for continued operations.
 - v. Identify strategies to continue teaching
 - vi. Reevaluate the curriculum
 - vii. Other as needed
 - Custodians/Maintenance Personnel
 - i. Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
 - ii. Manage the restoration of school buildings and grounds (e. g. debris removal, repairing, repainting, and/or re-landscaping)
 - iii. Other as needed
 - Teaching staff
 - i. Work with others to obtain class teaching materials
 - ii. Work with others to obtain student curricular materials
 - iii. Prepare for alternative curricular delivery methods as needed
 - iv. Other as directed
 - School Secretary/Administrative Support Staff
 - i. Maintain inventory
 - ii. Maintain essential records
 - iii. Ensure duplicate of records is kept at a different physical location.
 - iv. Secure classroom equipment, books, and materials in advance.

- v. Retrieve, collect, and maintain all building personnel data (emergency contact information, etc.).
 - vi. Provide accounts payable and cash management services
 - vii. Other duties as needed
- Counselors, Social Workers, and School Nurses/Health Assistants
 - i. Establish academic and support services for students and staff/faculty.
 - ii. Implement additional response and recovery activities according to established protocols.
- Support Staff
 - i. *Determine how transportation, food services, maintenance and custodial services will resume.
- 4. Annual Training
 - i. All core COOP Plan members and senior staff will undergo annual training on the COOP Plan. Training will be designed to inform each member of their responsibilities during a COOP Plan implementation. Identified COOP Plan members will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of off-site backup system data and IT operating systems in cooperation with the district office.
- 5. Procedures
 - i. The following procedures will be followed by staff/faculty to assist in the execution of
 - ii. Essential functions and the day-to-day operations.
- 6. Activation and Relocation
 - i. The Superintendent/Administrator will determine when to activate and implement the COOP Plan and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP Plan whenever it is determined the school is not suitable
 - ii. for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.
- 7. Alert, Notification, and Implementation Process
 - i. A telephone tree will be used to notify employees of the COOP Plan activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.
- 8. Relocation Sites
 - i. Relocation sites have been identified as locations to establish management and to implement essential functions as warranted by an incident.
- 9. Alternate Facilities and Strategy
 - i. Contingent alternative facilities are listed below:
 - District Business Office _____
 - High School(s) _____
 - Middle School(s) _____
 - Elementary Schools _____
 - Special Purpose School(s) _____
 - District Support/Maintenance Offices _____

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans

developed for securing those resources. IT systems available at the site will need to be tested for compatibility with the School's backup data.

10. Vital Records and Retention File
 - i. Vital records are archived or retained on backup data systems stored off site.
11. Human Capital Management
 - i. Employees responsible for essential functions are cross-trained. Identified special needs
 - ii. employees are provided ADA accommodation and guidance in their responsibilities and assistance may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.
12. Reconstitution
 - i. In most instances of COOP Plan implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:
13. Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
14. Supervise an orderly return to the school building.
15. Conduct an after-action review of COOP operations, plans and procedures.

e. Communication

During an emergency it is vital to have the ability to share essential information during the emergency operations. As the situation progresses it becomes vital to share information with critical internal audiences (staff and students) and with important external audiences (parents and the larger community). In most school emergencies a plan to communicate with the public and the media becomes an essential operational component of the situation.

1. During emergency operations, with internal audiences as the building & district staff, students and first responders as the communication target, the crisis management team will communicate using the following:
 - i. P. A. system
 - ii. Building radios
 - iii. Interoperable radios
 - iv. Cell phones
 - v. Hard wired phones
 - vi. Written communication
 - vii. Email
 - viii. Faxes
 - ix. Direct communication (face to face)
 - x. Faculty meetings
 - xi. Other as needed
2. Parent notification will occur using the following:
 - i. Mass calling system
 - ii. Personal phone calls
 - iii. Information lines
 - iv. Public announcements
 - v. Mass media news outlets
 - vi. Email
 - vii. District web sites
 - viii. Written communication
 - ix. Public meetings

3. The Media and Public will receive critical information via:

- i. District PIO or designated staff member
- ii. News conferences
- iii. Written correspondence
- iv. Interviews
- v. Prepared statements
- vi. District outlets
- vii. Other

f. Psychological/Emotional Recovery

These procedures have been developed to provide guidelines to staff and students who have been impacted by emotional trauma at school or in the community. Following a traumatic incident these procedures will be helpful in assisting students, staff and their families in the healing/recovery process.

1. Responsibilities

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

2. Specialized procedures

The following procedures will be implemented by staff/faculty when directed by the principal immediately following a serious injury, death and/or major incident:

- i. Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- ii. Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- iii. Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- iv. Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- v. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.
- vi. Other as discussed

3. Hospital/Funeral Arrangements

- i. Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available.
- ii. Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
- iv. Other as agreed to by the school district

4. Post-Incident Procedures
 - i. Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
 - ii. Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
 - iii. Donate all remaining memorial items to charity.
 - iv. Discuss and approve memorials with the school board's consent.
 - v. Other as agreed upon

g. Mass Care

The purpose and scope of mass care is to provide procedures to adequately shelter students and staff in their own school building for an extended period of time. This includes plans to stock and provide adequate water, basic food items and sanitary needs for sheltered students and staff. In addition, communication devices will need to be established that will allow outside communication from the school shelter. Basic details of the plans are:

1. Water
2. Basic Food
3. Sanitary Needs
4. Communication needs
5. Other as provided for (e. g. – medicines, blankets, etc.)

Schools are often used as a place for community shelter, a memorandum of understanding (MOU) or some other document outlining terms, conditions and details of use should be established by the school district and the sheltering agency (ie. . Red Cross, Salvation Army, local community emergency management, etc.) A copy of the agreement will be found in the attachment section of this EOP.

h. Off campus incidents

A school emergency is likely to occur when students are outside of the school facility but still under school supervision. As such, procedures to assist responding are as follows:

1. Staff member will have an accurate roster of students and staff
2. An accurate headcount of students/staff
3. Possession of a working communication device (cell phone, radio, etc.)
4. A list of emergency contact information for those attending the off campus event
5. A copy of the school's emergency response procedures
6. A first aid kit
7. Other items and procedures as necessary

i. Special Needs Population Procedures

1. Purpose

The cumulative effects of trauma and other environmental stimuli have compelled school administrators to identify and implement methods for assisting students who are unable to function and learn in traditional ways and/or settings.

2. Scope

The Procedures for the Special Needs Population Annex provides appropriate accommodations for these students. In most cases, additional safeguards have been established regarding roles, responsibilities, and procedures for students with physical, sensory, cognitive,

emotional, and health disabilities. All school nurses and staff members assigned to assist students with special needs are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

This annex provides for the safety of students with:

- * Limited English proficiency
- * Blindness or visual disabilities
- * Cognitive or emotional disabilities
- * Deafness or hearing loss
- * Mobility/physical disabilities (permanent and temporary)
- * Medically fragile health (including asthma and severe allergies)

3. Responsibilities

Designated school staff/faculty, in conjunction with the principal, will take the following actions:

- * Identify the staff and students with special needs and the type of assistance they will require in an incident.
- * Review all paths of travel and potential obstacles.
- * Create a usable circulation path to allow students with visual and/or mobility needs to travel unassisted to an exit.
- * Determine the primary and secondary paths of exit to be used during incidents.
- * Assign appropriate staff members to students that require assistance and provide training.
- * Install appropriate signage and visual alarms
- * Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms, and cafeterias.

4. Specialized procedures

The following procedures will be followed by staff/faculty designated to assist students with special needs during an incident. Staff/faculty will receive training and equipment based upon the specific needs of the student(s).

- i. Students With Limited English Proficiency will be assigned staff members for assistance.
- ii. Students/Staff who are Blind or Have Visual Disabilities will be assigned a staff member to assist them during an incident when appropriate. All assigned staff members will receive training in how to be a sighted guide, how to use specialized equipment, and where additional supplies are located to assist students/staff who have visual disabilities.
Note: If a visually disabled student/staff member has a service animal, it may become confused, panicked, frightened, or disoriented during an incident. Keep the animal confined or securely leashed or harnessed.
- iii. Students With Cognitive or Emotional Disabilities will be assigned a staff member to assist during an incident (if deemed necessary). Specific procedures include:
 - * Quickly describe the situation and how to involve him or her during an incident.
 - * Let the student know what is happening and keep him/her reassured.
 - * Remain with the student until directed otherwise by the school administrator or emergency response personnel.
- iv. Students Who Are Deaf or Have a Hearing Loss will be assigned a staff member to assist during an incident. Procedures include:

*Create a pre-printed message such as “I may need help. I am hearing impaired.” For deaf or hearing-impaired students to display.

* Communicate with a notepad and pen, with simple and concise speech, or with sign language.

v. Students With Physical/Mobility Disabilities may need staff assistance during an incident.

vi. Alternative/Enhanced Communication Strategies

All staff members will be made aware of the following alternative/enhanced communication. Strategies that may be useful for communicating with all students in an incident include:

***Pantomime** is used in everyday life. Staff can use their hands to describe the size, roundness, or placement of an object. Facial expressions are often all that are needed to project a feeling or thought to a deaf student.

***Speech reading** is the ability to read lips. Eye contact and lighting are essential for deaf students or those with hearing loss to read lips successfully.

***Written communications** can be used for short conversations with deaf or hearing impaired students.

***Interpreting** is a very effective mode of communication for students who do not speak English or students who use American Sign Language.

j. Donations Management

1. This annex section discusses the process used to coordinate the collection and distribution of goods and monies donated following an emergency. This district will use its foundation (Name of Foundation – Disaster Fund), as a non-profit agency for the collection and distributions of donations made to the district.
2. The District will establish methods and procedures to receive and manage cash contributions.
3. The District will assist, as requested, other voluntary organizations in donations management.
4. The District will establish procedures to handle the spontaneous influx of volunteers.
5. The District will pre-identify facilities likely to be used in the management and storage of contributions.
6. The District will implement additional donation management procedures as necessary.
7. Donations should be in concert with BOE policy.

III. Hazard or Threat Specific Annexes

These annexes describe strategies or procedures for managing a specific hazard. The organization of these annexes follows the sequence of the Crisis Management Action Outline which is found in the Functional Annexes section of this document. The general guidance for these annexes is the use of the all-hazards approach in a school setting. The three major strands of the Crisis Management Action Outline are people caused hazards, natural disasters and technological or physical plant failures. It is not the intent of this section to cover all hazards specific annexes. The ones listed are the more common hazards impacting a school. The outline of this section is:

a. People Caused Hazards

1. Activity trip
2. Assault
3. Bomb threat
4. Bus emergency
5. Classmate tragedy
6. Death of a student
7. Hostage
8. Intruder/missing child or abduction
9. Hostage situation
10. Medical emergencies
11. Poisoning

b. Natural Disasters

1. Earthquake
2. Fire
3. Lightning
4. Pandemic
5. Floods
6. Severe Weather/Tornado

c. Physical Plant/Technological Hazards

1. Anthrax threats
2. Chemical/hazardous material release
3. Cyber attack
4. Explosion
5. Gas leak
6. Utility outage (electric, water, phones, computer, other)

Activity Trip

Each teacher/coach/sponsor should maintain a folder for each activity trip. This folder should contain rosters, including an emergency telephone number for each student. A copy of the student's manifest should be placed in the trip folder and a second copy should accompany the teacher/coach/sponsor on the trip.

Activity sponsors/coaches should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident/emergency occur.

Staff at the Scene:

- Call 911, if warranted
- Assess situation, account for all students and staff
- Confirm information
- Call Building Administration or designee and inform them of situation
- Share precise information with first responders and/or school officials as needed
- Know your present address or location
- School staff at the scene of the incident render aid and assistance until first responders arrive and take charge of the situation
- School staff at the scene will move all unaffected students to a safe location and account for all students.
- If students are injured and transported, the names of injured students and the location to which they are taken for medical treatment will be provided to the school

Principal/Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the activity trip will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

Additional steps for activity (if any):

- _____
- _____
- _____
- _____

Assault

An assault is a violent physical or verbal attack.

Staff Actions:

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot, give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

Principal/Team:

- Call 911 if warranted, or notify school law enforcement
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- If threat still persists determine whether to initiate lockdown
- Notify District Support Team, Central Office as appropriate
- Document actions and complete incident reports

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Bomb Threat – School Report

A Bomb Threat is the expression of the intent to cause physical harm or damage by the use of an explosive device.

Date _____ Time of call _____

Bomb threat was received on telephone number _____

Exact language/wording used by the caller _____

Record the following information as provided:

What time is it set for? _____ Where is it? _____

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (check/fill in)

Gender: ___ Male ___ Female Describe _____

Age: ___ Adult ___ Child Describe/Estimate age _____

Speech: ___ Normal ___ Excited Describe _____

Speech: ___ Slow ___ Fast Describe _____

Did the caller have an accent? Describe _____

Did you recognize the caller's voice? Describe _____

Background noises: ___ music ___ traffic ___ machine ___ voices/talking

 ___ airplanes ___ typing ___ children ___ TV/radio

 ___ other _____

Other Notes: _____

Person receiving call:

Name _____ Home Phone _____

Address _____

Notification:

School Principal _____ Time _____

Police _____ Time _____

*** Please check with local first responders for specific procedures or area specific information to be included.**

Quick Reference Guide for Bomb Threats

- 1. Record threat**
- 2. Report threat to appropriate personnel**
- 3. Assemble and deploy search team**
- 4. Search team carefully search assigned areas; teachers and staff search own area**
- 5. If suspicious item(s) found do not disturb; report to authorities**
- 6. Evacuate if necessary – make sure evacuation routes and assembly area are safe**
- 7. Notify first responders and request assistance**
- 8. Activate District's Bomb Threat Management Plan**

Bus Emergency

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare a trip bus folder, one copy of the students manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a Bus Accident:

Staff at the Scene:

- Call 911, if warranted
- Evacuate bus if needed
- Call Principal
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal/Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Classmate Tragedy

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

Example: Death of a friend or family member

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better.
- Ask how you think our classmate might be feeling.
- What could you say that might help him/her know you care? Guide student responses toward helpful comments and away from less helpful comments.
- Ask what would you want someone to say to you if you experienced the death of someone close?
- Ask are there things you could do that may help them feel better.
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns: (First Words)

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, "hello," "welcome back," "I'm glad to see you," or something similar.
- The brave might even say: "I'm so sorry to hear about your ____'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your ____ die."
- Other options include: write a brief note or card, make a phone call, etc.
- If your classmate cries, this is okay; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work.

Some Don'ts:

- Don't shun the student, speak to them.
- No cliché statements (e. g. , "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased.
- Don't expect the person to snap back into their "old self."
- Don't be surprised if classmate seems unaffected by the loss; everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____ enjoy together?" (people often like to talk about the people they grieve).
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

Death or Serious Illness

Death is the permanent cessation of all vital bodily functions.

In the event of a reported death or serious illness outside the school setting:

Staff Actions:

- Notify Principal

Principal/Team:

- Call 911, when death/illness is verified.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify District Support Team, Central Office.
- Notify teachers prior to school by using a phone tree or during school prior to notification of students.
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedures for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance.
- Contact the family or visit the home to offer help, condolence and support.
- Allow students to meet in guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance.
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on his/her bus.
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school.
- Offer assistance to parents of impacted students.
- If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information.

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Guidelines for Student/Staff Sudden Death

Following a traumatic death, people can feel a sense of loss for at least 2 years. Frequently, after effects are felt as a pervasive sense of malaise among students and school staff. School staff can be devastated well into the next school year, and there may be a change in attitude toward teaching. Some staff may increase their emotional distance from students. Students tend to be fearful of getting close to one another, fearing the loss of another classmate or friend. The need to cope adaptively is necessary. These guidelines are written to help deal with these concerns and to establish procedures for the student sudden death.

Day of a Sudden Death

- Upon notification of the sudden death of a student or staff member, the building Principal will notify the Director of Student Services or the Administrative Assistant for Guidance and Counseling. One of these individuals will notify the Superintendent and the Assistant to the Superintendent for Communications.
- The Principal will initiate a “call tree” to all faculty and support staff, informing them of the sudden death and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
- Telephone conferences with the district’s crisis team will be held to plan tentative activities for the next day (the day after the sudden death).

First Day after a Sudden Death

- The school Principal meets with the crisis team 30 minutes before meeting with faculty to plan the aftermath of the sudden death.
- The Principal reviews the available facts of the case with all faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for faculty and support staff to express feelings. Faculty/Staff are encouraged to lend support to one another.
- A member of the district crisis team describes some of the feelings the students may be experiencing following the death of a classmate: disbelief, anger, denial, sadness, and loss. Suggestions are reviewed on ways to handle expressions of grief in their classes.
- A crisis center will be established in the school building. Additional Student Services staff from other buildings may be called in to assist with the crisis. A member of the crisis team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents, and staff.
- Peer helpers may be assembled to work through their feelings, and the crisis team will offer them some guidelines for helping troubled students.
- A letter from the Principal may be sent home with students notifying parents of the sudden death, and providing them with information regarding the stages of grief and listing reading materials that are available in the school media center on the subject of death.
- School staffs are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
 - a. Allows for expression of feelings and mutual support.
 - b. Reviews the events of the day.
 - c. Reviews the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students’ reactions during the day.
 - d. Announces the funeral arrangements. Staff may be encouraged to attend if they feel a special need or to provide support to students and their families.

Day following a Sudden Death

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

Guidelines for Developing Policies and Procedures

Youth suicide will not decrease without community prevention and intervention efforts. School districts are positioned to provide leadership programs. The following guidelines for creating policies and procedures to address suicide are offered to school districts in the hope that they will lead to the development of operational procedures which can be followed by school district personnel.

In developing policies and procedures, several important principles should be remembered.

- **Parent contact.** Parents should be contacted whenever their child is presenting a danger to him or herself or to others.
- **Screening.** School personnel should be available and accessible to students needing to communicate personal concerns. School personnel should be trained to screen for suicidal ideation. Substance abuse, psychiatric illness, chronic running away and physical or sexual abuse can place children at-risk for suicide.
- **Home-school-community communication system.** A contact person at the school should set up a home-school-community system to monitor the activities of students identified as potentially suicidal.
- **Referral.** Students who have serious problems or make suicidal threats or attempts should be referred to psychiatrists, psychologists or counselors who are trained and licensed to treat suicidal youth.

While it is not the responsibility of either the special education staff or the school officials to provide treatment, it is the responsibility of schools to protect children when they are at school. The procedures described below may help to prevent suicides and to protect schools from liability if a suicide does occur.

Steps to Follow

Step 1: Community Involvement

Suicide is a social problem. Consequently, it requires collaborative social solutions. For schools to effectively intervene with suicidal students, a concerted effort must be organized among teachers and others in the caring professions, both inside and outside the school system.

The community group should develop suicide prevention policies and procedures. Involvement of a broad cross section of the community will increase commitment and create a network of professionals seeking a solution to the suicide problem.

Before writing policies and procedures, the school district should gather information about available community resources, including the names and addresses of contacts to which schools can refer students and families in times of crisis. The referral network might include mental health centers, private hospitals, psychiatrists or psychologists in private practice, churches, and local law enforcement agencies.

Having many agencies involved in the suicide-prevention program will expedite training of suicide-prevention staff and will guarantee the availability of a range of support services in the event of a suicide threat, attempt or completion.

Various agencies working together should be better able to identify and solve community problems that may increase the risk of youth suicide than any one agency working alone.

The school district should develop a network among the schools and other public agencies to exchange information about suicidal students who need support services. The challenge in establishing such a network will be to exchange significant information while protecting the student's right to confidentiality.

Step 2: Develop Written Policies

The school district should write suicide-prevention policy based on an analysis of community needs and careful study of the role of the schools in the community. The policy should be evaluated on a regular basis to ensure continuing responsiveness to community need.

The following is an example of a possible board policy:

The board has committed itself to providing the leadership within the community to act in concert with other organizations and agencies to develop a community-wide approach to dealing with the problems of youth stress, depression, and suicide. The board feels it is imperative that cooperative planning and action be taken among all agencies and persons involved with youth in identifying, preventing and intervening in stress, depression and suicide among our youth.

The board's concern is reflected in the district's stated goal "to increase community awareness of the needs of at-risk youth and to improve the district's ability to educate and assist those students." The board supports the cooperative community-wide development of specific administrative procedures and training strategies to assist youth in crisis and their families.

Step 3: Develop Written Procedures

Policy statements should be refined into specific procedural guidelines that prescribe specific action to be taken in the event of a suicide threat, attempt, or completion. The procedures outlined below are applicable to four kinds of situations that may arise:

- Suspected suicidal ideation
- Suicide threat
- Suicide attempt
- Suicide completion

The sequence of actions described in the four situations below should be adapted to the existing circumstances and/or procedures in individual school districts.

1. Suspected Suicidal Ideation

Staff must be trained to recognize a suicidal ideation, understand what their responsibilities are when an ideation occurs, and know what action to take.

2. Suicide Threat

In the event of a suicide threat, the following actions should be taken:

- a. Have an appropriately trained staff member such as a school psychologist or counselor trained in suicide assessment, evaluate the risk, and provide immediate crisis intervention services to the student. Threats of suicide should never be taken lightly.

- b. Remove the student from any area containing any dangerous substances and/or implements, and remove any dangerous substances or implements from the student.
- c. Do not leave the student alone until either it is determined that the student is no longer in danger, or until that student has been referred to appropriate treatment.
- d. Notify the parents.
- e. Have the contact person at the school set up a home-school-community communication system and notify other school personnel about the need to monitor the student.

3. Suicide Attempt

In the event of a suicide attempt (defined as any behavior or gesture that indicates intent to take one's life) the following actions should be taken:

- a. Treat it as a medical emergency. Call Emergency Medical Services, if necessary.
- b. Have a staff member stay with the student at all times.
- c. Remove all dangerous substances and/or implements from the student and from the area.
- d. Notify the parents immediately.
- e. Have an appropriately trained staff member assess the situation and provide crisis intervention services.
- f. Involve psychological or consultation services through the community referral system.
- g. Have the contact person set up a home-community communication system and notify other school personnel (school administrators, counselors, nurses, and teachers) about the need to monitor the student. If appropriate, the school could develop and implement an Individual Assistance Plan with the student, school, family, and other involved agencies.
- h. Urge parents to seek immediate treatment for the student. The district should document any such encouragement and the parents' response. If the parents do not respond, the student should be referred to Child Protective Services.

4. Suicide Completion

If a suicide is completed, the following actions also appropriate to a suicide attempt should be taken:

- a. Treat it as a medical emergency and call Emergency Medical Services.
- b. Have a staff member stay with the student.
- c. Notify the parents immediately.
- d. Notify staff members.

In addition, the following actions should be taken:

- a. A school crisis team meeting should be called. The crisis team should be organized prior to a crisis and should include school and/or district administrators, counseling and psychological services staff, teachers, and nurses. Professionals from outside the schools also may be included, such as psychiatrists or psychologists, community mental health professionals or emergency response mental health personnel. After a suicide completion, the crisis team should identify students who are at the

highest risk for suicide, including students who were close friends of the victim, students who seem particularly troubled by the suicide, students who have themselves made suicide attempts, or other high-risk students with poor coping skills.

- b. The Superintendent's office should be notified about the suicide and the post-suicide plan should be implemented.
- c. All building personnel should be notified about the suicide and the post-suicide plan should be implemented.
- d. Factual information about the suicide should be communicated to school staff and to the students. Rumors should be dispelled. General announcements of the suicide are not recommended, unless accompanied by counseling and educational support in all classes.
- e. Parents of any students expressing strong emotional reactions or suicidal ideation should be notified. Those parents should be urged to seek treatment for their children.
- f. Members of the crisis team should make presentations to each class in which the student was enrolled and discuss the facts of the student's suicide and the futility of suicide. All students who want to discuss the subject further should be urged to see the school counselor or other specially trained staff. If any students are experiencing strong emotional reactions, their parents should be notified and the students should be referred for treatment.
- g. All teachers should set aside time for students to discuss their reactions to the tragedy, and students who seem very upset should be referred to the counseling team.
- h. Counseling services should be made available to those students who have been identified as at-risk for the length of time that the crisis team deems necessary. Referral for treatment to community agencies or hospitals should be made, if appropriate.
- i. School in-service sessions and counseling time should be made available to all school personnel to help them deal with their own reactions to the suicide.
- j. Neither the student nor the suicidal act should be glorified or memorialized in any way.

While the procedure should clearly state that the special education assessment process should not be used in lieu of immediate parental notification or as the initial resource in assessing risk when more immediate steps are obviously indicated, provisions should be made for the referral of a suicidal student for special education assessment.

The teaming process used for determining eligibility for the seriously emotionally handicapped area can be helpful in determining which staff and resources are available to intervene with a student, who, while not determined to be immediately at risk, may evidence behaviors that suggest a high-risk profile for suicide. The procedures also should suggest that during the assessment process, interventions should be implemented that diminish suicidal risk, for example, parental contact or involvement, use of school staff who offer a safe and supportive environment, and disciplinary approaches that do not increase the student's sense of failure. It is extremely important to secure the cooperation of family, friends, school personnel, neighbors, and others who will assist in providing support and supervision for the student. Parents must be warned that a suicidal student should not be left alone.

Another important suggestion is (and should be standard practice for any special education program) to secure written parental permission for the school to communicate directly with treatment providers. The treatment plan and the school intervention plan must work closely together, not at cross purposes.

GENERAL PREVENTION STRATEGIES

Ninety-five percent of youth suicides can be prevented. Only five percent of the adolescents who attempt suicide display psychotic symptoms such as disorientation, hallucinations or thought disturbances and are intent upon self-destruction. Further, poor school adjustment— including poor grades, truancy and discipline problems at home or school—may contribute to a student’s level of risk. The school may want to consider implementing preventive measures with school personnel, students and parents as suggested below.

School Personnel

School staff often feels anxious when confronted with a teenager who says he or she is suicidal.

That anxiety often is the result of inadequate training in dealing with self-destructive behavior.

For a school to have an effective intervention program, however, staff members must become involved with troubled youth.

Certainly suicidal young people should be referred for professional help, but equally important is the support they receive in relationships with other caring people, be they teachers, parents or friends. Early intervention by any caring person can be a lifeline to be grasped while other steps are taken. Training school staff to recognize potentially self-destructive students carries little risk and could save lives.

Training and utilization of school personnel should include the following:

1. In-service training on stress in children and adolescents and methods for reducing stress in a school environment.
2. In-service training on recognizing the signs of substance abuse, sexual abuse, physical abuse, depression, and other handicapping disorders that could make a student suicidal.

Early identification should be emphasized. Referrals can be made to the crisis team with follow-up memoranda of all referrals. Educators must become better observers of students’ behaviors, more supportive, and less prone to labeling of deviant behavior when it occurs in their classrooms.

3. Delegating the leadership for implementing a youth suicide prevention program to a crisis intervention team selected from willing and qualified faculty.

The team may consist of administrators, guidance counselors, school psychologists, nurses, social workers, or qualified teachers. A supportive staff member such as a secretary may also be very effective on a crisis team.

- a. Selecting one member from the team (preferably by the team) to be the team's formal leader.
- b. Educating the team members about crisis intervention techniques, including the philosophy that crisis intervention is not psychotherapy, but is an easy way to restore students to their former emotional and behavioral states.
- c. Emphasizing the importance of follow-up of referrals. A large number of students who may be at-risk never receive help, although help is desperately needed and often desired. Schools should adopt policy concerning students who refuse help or are unable to receive needed help because of finances or lack of parents' cooperation.

4. Developing written policies and procedures for dealing with suicidal or depressed youths.

Written policy or procedures on how to intervene with youths suspected of abusing drugs is imperative. The policy can include the following:

- When and how to refer to the crisis team
- When and how to inform parents
- When and how to inform administrators
- When and how to counsel the youth
- How to obtain an assessment of the potential and capability of causing death (lethality)
- When and how to refer the youth to a mental health center

Hostage Situation

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Staff Actions:

- Notify Principal or his designee
- Keep all students in their classrooms until further notice

Principal/Team:

- Initiate lockdown
- Call 911, Superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances shall the students be evacuated from the building without approval and/or assistance
- If the hostage taker or armed person can be contained in one section of the building, students should be moved from exposed area or classrooms to a safer part of the building
- As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Intruder

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Intruder – An unauthorized person who enters school property:

- Notify administration or designee
- Ask another staff person to accompany you before approaching guest/intruder
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Maintain visual contact with intruder from a safe distance.
- Building administration or designee notifies Superintendent and may issue lock-down procedures (see Lock-Down Procedures section)

Additional actions for school/facility if any:

- _____

Medical Emergencies

A medical emergency is a life threatening injury, illness or situation.

Staff actions:

- Notify building office and/or administration; call 911 if warranted
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, FA, AED, etc.), until trained Emergency Medical Services arrives
- Do not move victim unless they are in immediate danger of further injury
- Comfort victim
- After immediate needs have been cared for, remain to assist emergency medical personnel with pertinent information about the incident
- For relatively minor events, have students taken to office or school clinic for assistance
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid, CPR or AED training
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

Additional steps for school/facility (if any):

- _____
- _____
- _____

Poisoning

Poisoning is contact or ingestion of a substance that causes harm to a living organism.

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call 911
- Call the Poison Center Hotline 1-800-222-1222
- Administer first aid directed by poison information center
- Notify staff health professional if available
- Notify Principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. (Material Safety Data Sheets)
- School official to notify parents
- In the event of a staff member who has been poisoned, school official should notify spouse or next of kin
- Seek additional medical attention as indicated (this should precede notification of next of kin)

Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Make sure that Material Safety Data Sheets are present

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Earthquake

An earthquake is a sudden movement of the earth's crust caused by the release of geologic stress along a fault line.

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

If inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- If in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- After initial shock, initiate evacuation and standard student accounting

If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Use "green card" to indicate when class is all accounted for
- Use "red card" to indicate if a child is missing or assistance is needed with your group
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- Call 911, District Support Team, Central Office
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given "all clear" from person in charge

Additional steps for school/facility (if any):

- Remember school facility may be used to shelter others who have been impacted by an earthquake
- _____
- _____
- _____

Fire

A fire is a rapid, persistent chemical change that releases heat and light and is accompanied by flame.

In the event of a fire:

- Sound alarm
- Call 911, Superintendent, District Support Team, Central Office
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Some schools use a card notification system. The universal colors of green and red are used. Green denotes all students are present and all is well and red signifies a problem
- Do not re-enter building until being given the “all clear” to do so
- Determine if arrangements need to be made for transportation to alternate building location or if school is to be dismissed

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Personal Lightning Safety Tips

Lightning – an atmospheric discharge of electricity accompanied by thunder.

1. **PLAN** in advance your evacuation and safety measures. When you first see lightning or hear thunder, activate your emergency plan. Now is the time to go to a building or a vehicle. Lightning often precedes rain, so don't wait for the rain to begin before suspending activities.
2. **IF OUTDOORS**, avoid water. Avoid the high ground. Avoid open spaces. Avoid all metal objects including electric wires, fences, machinery, motors, power tools, etc. Unsafe places include underneath canopies, small picnic or rain shelters, or near trees. Where possible, find shelter in a substantial building or in a fully enclosed metal vehicle such as a car, truck or van with the windows completely shut. If lightning is striking nearby when you are outside, you should:
 - A. Crouch down. Put feet together. Place hands over ears to minimize hearing damage from thunder.
 - B. Avoid proximity (minimum of 15 ft) to other people.
3. **IF INDOORS**, avoid water. Stay away from doors and windows. Do not use the telephone. Take off head sets. Turn off, unplug and stay away from appliances, computers, power tools and TV sets. Lightning may strike exterior electric and phone lines, inducing shocks to inside equipment.
4. **SUSPEND ACTIVITIES** for 30 minutes after the last observed lightning or thunder.
5. **INJURED PERSONS** do not carry an electrical charge and can be handled safely. Apply First Aid procedures to a lightning victim if you are qualified to do so. Call 911 or send for help immediately.
6. **KNOW YOUR EMERGENCY TELEPHONE NUMBERS.**

Teach this safety slogan:

"If you can see it, flee it; if you can hear it, clear it. "

Pandemic Planning

Specific Task	Action Plan	Status	Person(s) Responsible
Planning and Coordination			
Establish a district-level planning and coordination committee			
Establish a coordinated district plan that identifies roles, responsibilities, resources and accountabilities			
Identify and establish working relationships with community agencies			
Coordinate with local health agencies assisting with healthcare services for surge capacities, immunization dispensing and other needs			
Implement and educate specific personnel on the ICS (Incident Command System)			
Incorporate into plans requirements of students with special needs			
Work with community agencies to assist in providing psychosocial and emotional support needs of the community			
Implement an exercise program for the district's pandemic plan and participate in the community's exercise plan			
Communications and Community Education			
Establish a comprehensive communication plan in preparation for a pandemic influenza that includes review, testing and updating of plans			
Develop an information dissemination plan for staff, students and parents			
Establish avenues to advise the school community where to find up-to-date and accurate pandemic information			
Provide educational information to school communities on personal preparation, protection activities and infection control procedures for the pandemic			
Create and disseminate the plan for continuity of instruction			
Create and develop a communication plan for special populations (in-house)			
Create and develop a plan to deal with misinformation, rumors and anxiety			

Specific Task	Action Plan	Status	Person(s) Responsible
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Continuity of Core Services

Develop alternatives to assure continuity of instruction in the event of school closure (Emphasize during opening of school)			
Develop a plan to do with co-curricular activities			
Establish a protocol of who has authority/responsibility to close schools			
Develop a plan to address staff absences due to pandemic			
Develop a plan to maintain business operations of the District			
Develop a plan to handle transportation issues for students			
Develop a food service plan to handle nutritional needs of identified students and potential community needs			
Establish a plan to address facility needs during a pandemic			

Infection Control Procedures

Early detection and surveillance			
Work with health agencies in developing infection prevention procedures			
Provide sufficient supplies for infection prevention			
Develop procedures for students and staff who become ill at school			
Establish plans for triage and transporting ill students and staff			
Confidentiality and communications			

Contingency and Recovery

Establish “gearing back up” procedures for the District			
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Flood Safety Tips

Flash flood waves move at incredible speeds and can roll boulders, tear out trees, destroy buildings and bridges, and scour out new channels. Potentially deadly walls of water can reach heights of 10 to 20 feet. There will sometimes be little or no warning that a flash flood is occurring. When a flash flood warning is issued for your area, or the moment you realize that a flash flood is imminent, act quickly. You may have only seconds to save your life.

On average, more people are killed by flooding than by any other single severe weather hazard, including tornadoes, lightning, and hurricanes. Most of these deaths occur at night, when it is more difficult to recognize the dangers, and when people are trapped in vehicles.

What to listen for

- Flash Flood or Flood Watch – flash flooding or flooding is possible within the designated WATCH area – BE ALERT!
- Flash Flood or Flood Warning – flash flooding or flooding has been reported or is imminent. Take necessary precautions at once!
- Urban and Small Stream Flood Advisory – flooding of small streams, streets, and low-lying areas, such as railroad underpasses and urban storm drains is occurring or is about to occur.
- Flash Flood or Flood Statement – follow-up information regarding a flash flood/flood event.

What to do

- When a Flash Flood Warning is issued:
- Act quickly to save yourself. You may have only seconds!
- Get out of areas subject to flooding. This includes dips, low spots, canyons, and washes.
- Avoid already flooded and high velocity flow areas. Do not attempt to cross flowing streams.
- If driving, be aware that the road bed may not be intact under flood waters. Turn around and go another way. NEVER drive through flooded roadways.
- If the vehicle stalls, leave it immediately and seek higher ground. Rapidly rising water may engulf the vehicle and its occupants and sweep them away. Remember, it is better to be wet than dead.
- Be especially cautious at night when it is harder to recognize flood dangers.
- Do not camp or park your vehicle along streams and washes, particularly during threatening conditions.

When a Flood Warning is issued

- If advised to evacuate, do so immediately.
- Move to a safe area before access is cut off by flood water.
- Continue to monitor NOAA Weather Radio, television, or emergency broadcasts for information.
- Be alert for rising waters and water over roads.

Remember:

- DO NOT drive onto a flooded roadway. DO NOT drive through flowing water.
- If you approach a roadway that is flooded, TURN AROUND – DON'T DROWN.
- Drive with extreme caution if roads are even just wet or it is raining. You can lose control of your vehicle if hydroplaning occurs, which is when a layer of water builds up between your tires and the road, causing there to be no direct contact between your vehicle and the road.
- Remember the school facility may be used to shelter others who have been impacted by a flood.

Additional steps for school/facility (if any):

- _____
- _____
- _____

Severe Weather (Tornado) Emergencies

Severe weather means meteorological conditions are developing or present for weather that is potentially disruptive to normal procedures and/or may develop into conditions that are threatening to persons or property.

Weather advice from the National Weather Service is categorized into three significant terms. These are:

1. An **“Advisory”** is issued when the weather is expected to disrupt normal routines but not be life threatening.
2. A **“Watch”** means weather conditions are present for the development of severe weather.
3. A **“Warning”** means severe weather conditions are occurring in your area. For a **severe thunderstorm warning** – each building should be on a heightened alert status ready to respond immediately if protective action is needed. For a **tornado warning** (outdoor sirens sounding or alert given by media) – each building will take immediate protective action. Students should not be released (except to parents or guardians) during tornado warnings.

During a **tornado warning** each building should:

- Activate their building’s crisis team.
- Make necessary verbal announcements instructing students & staff.
- Post their building weather spotter (with communication device).
- Locate and be ready to use the electronic megaphone.
- Review or activate severe weather drills (model for students).
- Locate and turn on District emergency radio (Listen to this radio for updates or instructions – communication to District should be minimal, broadcasting only vital information). Assign a Building Crisis Team member to radio duties.
- Locate and use Building radios as needed for internal instructions.
- Turn on local radio or TV for updates; listen to your NOAA weather radio.
- If severe weather procedures are activated, take portable radio, crisis kit and cell phone (for outside calls) to the sheltered area. All students and staff proceed to designated shelter areas. All are to take protective positions and remain quiet.
- Remind staff they are responsible for the accountability of each student in their class.
- All persons should remain in sheltered area until the “all clear” is given
- Building administration is responsible for the accountability of every person in building.

Additional steps for school/facility:

Additional steps for school/facility (if any):

- _____
- _____
- _____

Anthrax and Other Biological Agent Threats

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

REMAIN CALM

1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.
2. For Anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

SUSPICIOUS UNOPENED LETTER OR PACKAGE MARKED WITH THREATENING MESSAGE SUCH AS “ANTHRAX”:

1. Do not shake or empty contents of any suspicious envelopes or packages.
2. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
3. If you do not have a container, cover the envelope or package with anything (e. g. clothing, paper, trash can, etc.) and do not remove this cover.
4. Leave the room and close the door, or section off the area to prevent others from entering (i. e. keep others away).
5. Wash your hands with soap and water to prevent spreading any powder to your face.
6. What to do next:
 - a. If you are at home, then report the incident to local police.
 - b. If you are at work, then report the incident to local police, and notify your building security official or an available supervisor.
7. List all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the public health authorities and law enforcement officials for follow-up investigations and advice.

ENVELOPES WITH POWDER AND POWDER SPILLS OUT ONTO SURFACE:

1. DO NOT try to clean up the powder. Cover the spilled contents immediately with anything (e. g. clothing, paper, trash can, etc.) and do not remove this cover!
2. Then leave the room and close the door, or section off the area to prevent others from entering (i. e. keep others away).
3. Wash your hands with soap and water to prevent spreading any powder to your face.
4. What to do next:
 - a. If you are at home, report the incident to local police.
 - b. If you are at work, report the incident to local police, and notify your building security official or an available supervisor.
5. Remove heavily contaminated clothing as soon as possible and place in a plastic bag or some other container that can be sealed. This clothing bag should be given to the emergency responder for proper handling.
6. Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on your skin.

7. If possible, list all people who were in the room or area when this suspicious letter or package was recognized.
Give this list to both the public health authorities and law enforcement officials for follow-up investigations.

ROOM CONTAMINATION BY AEROSOLIZATION:

For example: small device triggered, warning that air-handling system is contaminated, or warning that a biological agent released in a public space.

1. Turn off local fans or ventilation units in the area.
2. Leave area immediately.
3. Close the door, or section off the area to prevent others from entering (i. e. keep others away).
4. What to do next:
 - a. If you are at home, dial “911” to report the incident to local police and the local FBI field office.
 - b. If you are at work, dial “911” to report the incident to local police and the local FBI field office, and notify your security official or an available supervisor.
5. Shut down air handling system in the building, if possible.
6. If possible, list all people who were in the room or area when this suspicious letter or package was recognized.
Give this list to both the public health authorities and law enforcement officials for follow-up investigations.

CENTRALIZED HANDLING OF ALL MAIL AND PACKAGES IS RECOMMENDED.

- Use nitrile gloves when handling all mail and packages. Other protective clothing such as a lab coat or apron should also be considered.
- Remove clothing if unknown/suspicious substance leaks from package and place in a sealable plastic bag.
- Rinse skin with water.

HOW TO IDENTIFY SUSPICIOUS PACKAGES AND LETTERS:

Some characteristics of suspicious packages and letters include the following:

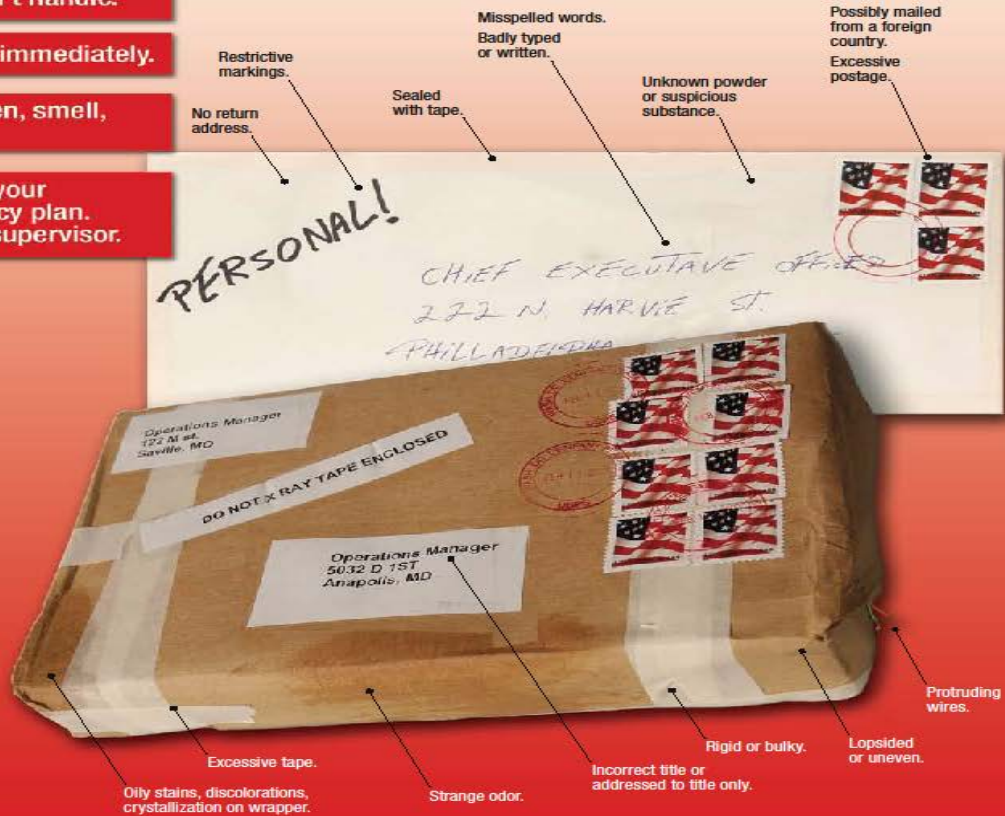
- | | |
|---|--|
| <ul style="list-style-type: none"> • Excessive postage • Incorrect titles • Misspellings of common words • No return address • Lopsided or uneven envelopes • Excessive security material such as masking tape, string, etc. • Ticking sound • Shows a city or state in the postmark that does not match the return address • Handwritten or poorly typed addresses • Titles, but no names • Oily stains, discolorations or odors • Excessive weight • Protruding wires or aluminum foil • Visual distraction | <ul style="list-style-type: none"> • Marked with restrictive endorsements, such as “personal” or “confidential” <p>Additional steps for school/facility (if any):</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ |
|---|--|

SUSPICIOUS MAIL OR PACKAGES

Protect yourself, your business, and your mailroom.

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

- Isolate area immediately
- Call 911
- Wash your hands with soap and water



UNITED STATES
POSTAL SERVICE



To order this poster, call 1-800-332-0317.

Poster 54
September 2004
PSN 7050 07-000-7057

Chemical/Hazardous Material Spill

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

Principal/Team:

- Initiate Shelter in Place, shut off HVAC units
- Call 911, notify District Support Team, Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger

Principal/Team:

- Check the Material Safety Data Sheet (MSDS) to determine urgency of situation
- Call 911 if warranted, notify District Support Team, Central Office
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be up wind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Cyber Attack

A cyber attack is an assault or attack (often computer to computer) against a computer system or network that undermines the confidentiality, integrity or availability of information that resides on it.

Information security specialists generally believe all organizations will receive some type of attack against their IT Systems. Schools will need to work with their IT security specialists to create a defense/preparation plan and a response plan.

The Defense/Preparation plan is to encrypt sensitive data, maintain entry barriers, use malware and antivirus prevention and other items to protect and maintain the system. Many other steps will need to be considered as part of the defense plan.

The Response plan will address how to identify the attack, contain the damage from the attack, eradicate attack artifacts from the system and put the system back into production.

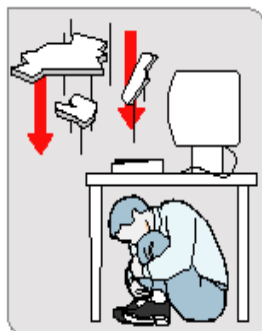
Additional Steps for school/facility are:

- _____
- _____
- _____
- _____

BE INFORMED

EXPLOSIONS

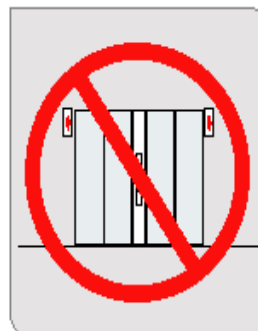
If there is an explosion...



1. Take shelter against your desk or a sturdy table.



2. Exit the building as quickly as possible.



3. Do not use elevators.











4. Check for fire and other hazards.



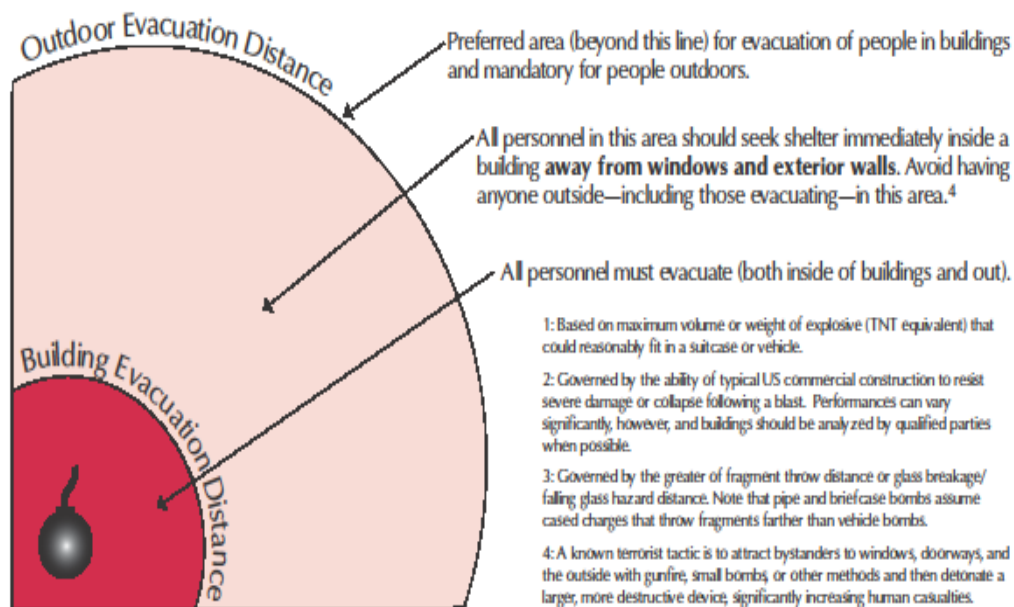
5. Take your emergency kit if time allows.

UNCLASSIFIED

Bomb Threat Stand-Off Distances

Threat Description	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
 Pipe Bomb	5 LBS/ 2.3 KG	70 FT/ 21 M	850 FT/ 259 M
 Briefcase/ Suitcase Bomb	50 LBS/ 23 KG	150 FT/ 46 M	1,850 FT/ 564 M
 Compact Sedan	500 LBS/ 227 KG	320 FT/ 98 M	1,500 FT/ 457 M
 Sedan	1,000 LBS/ 454 KG	400 FT/ 122 M	1,750 FT/ 533 M
 Passenger/ Cargo Van	4,000 LBS/ 1,814 KG	600 FT/ 183 M	2,750 FT/ 838 M
 Small Moving Van/ Delivery Truck	10,000 LBS/ 4,536 KG	860 FT/ 262 M	3,750 FT/ 1,143 M
 Moving Van/ Water Truck	30,000 LBS/ 13,608 KG	1,240 FT/ 378 M	6,500 FT/ 1,981 M
 Semi-Trailer	60,000 LBS/ 27,216 KG	1,500 FT/ 457 M	7,000 FT/ 2,134 M

This table is for general emergency planning only. A given building's vulnerability to explosions depends on its construction and composition. The data in these tables may not accurately reflect these variables. Some risk will remain for any persons closer than the Outdoor Evacuation Distance.



 NCTC

UNCLASSIFIED

00084110 10-06

Food Defense Plan

A food defense plan is a set of plans and procedures to ensure the safe purchase, storage, preparation, transportation, distribution and waste disposal of food for students and staff at every school. Each district/school will have unique procedures for their facility.

A brief outline of the steps are as follows:

1. Purchase
2. Storage
3. Preparation
4. Transportation
5. Distribution
6. Waste disposal

Additional steps for school/facility (if any):

- _____
- _____
- _____

Gas Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any suspected gas leak to the principal.

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of danger

Principal/Team:

- Assess situations
- Implement appropriate procedures (e. g. evacuation, shelter-in-place)
- Call 911, District Support Team, Central Office
- Notify appropriate gas or supply company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide buses to transport students to partner school or shelter students on buses
- If evacuation procedures implemented, do not re-enter building until being given the “all clear” to do so

Additional steps for school/facility (if any):

- _____
- _____
- _____
- _____

Utility Disruption

The disruption of utility services to the school (water, electricity, phone, gas service, etc.) will usually alter normal educational procedures.

Staff Actions:

- Notify building administration
- If an element of danger, move students away from immediate vicinity of danger

Principal/Team:

- Assess situations
- Implement appropriate procedures Call 911, District Support Team, Central Office
- Notify appropriate utility company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide buses to transport students to partner school or shelter students on buses

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Please add additional hazard or threat specific annexes that are used by this school district on the following pages.

IV. Appendices – Part I – Forms

1. Staff Skills Survey
2. Local emergency response contact information
3. Emergency Treatment Consent Form
4. ICS Form 201
5. ICS Form 214
6. Site Status Report
7. Building reunification responsibilities
8. Student Release Log
9. Student Accounting Form
10. Shelter In Place
11. School first aid personnel list
12. Emergency first aid general procedures
13. Other as needed

STAFF SKILLS SURVEY FORM

Name & School _____ / _____ Room _____
Name School

During any incident, it is important to be able to draw from all available resources. The special skills, training, and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.

CIRCLE YES OR NO WHERE APPROPRIATE.

_____ First Aid (current card yes/no)	_____ CPR (current yes/no)	_____ Triage	_____ Firefighting
_____ Construction (electrical, plumbing, carpentry, etc.)	_____ Running/Jogging		
_____ Emergency Planning	_____ Emergency Management	_____ Search & Rescue	
_____ Law Enforcement	_____ Bi/Multi-lingual (what language(s)) _____		
_____ Mechanical Ability	_____ Structural Engineering	_____ Bus/Truck Driver (Class 1 or 2 license yes/no)	
_____ Shelter Management	_____ Survival Training & Techniques	_____ Food Preparation	
_____ Ham Radio Operator	_____ CB Radio	_____ Journalism	
_____ Camping	_____ Waste Disposal	_____ Recreational Leader	

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?

(e. g. , athletic bibs, traffic cones, carpet squares) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? _____ YES _____ NO

PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

Local / Regional Emergency Response Numbers

Complete the form below to reflect your district or regional emergency resources. List local hospitals, emergency services, mental health crisis lines, social service agencies, American Red Cross, regional / local emergency response agencies, etc. It is important in planning stages to form interagency partnerships with law enforcement agencies, fire and rescue, etc. in order to predetermine jurisdiction in the event of ongoing investigations.

Agency – Address	Name – Title	Numbers

Emergency Treatment Consent Form

Effective Dates of this form: August 2011 to August 2012

(Student Name)

(Parent/Legal Guardian)

____ I/We, being the parent or legal guardian of the above named student, give consent in advance to a Sunflower School District representative, Emergency Medical Services, Physicians or Hospitals selected to treat and/or transport for emergency treatment as in their judgment is reasonably necessary and in accordance with the provisions of the Kansas Healing Arts Act, K.S.A.650-2801. I understand that a Sunflower School District representative will attempt to contact me, before securing medical treatment. Furthermore, I understand that this consent is given in the case where I/We are not available at the time of an emergency.

____ I/We, specifically release the Sunflower School Board of Education, Superintendent, Principals, Teachers or staff from any and all claims, loss, cost, damage or expense arising out of or from any accident or other occurrences causing injury to any person or property. Furthermore, I understand that the Sunflower School District medical insurance plan is considered to be supplemental in coverage.

Health Insurance Company _____ Insured's Name _____

Insured's Social Security # _____ Insurance ID # _____ Group # _____

Father's Phone #'s 1. _____ 2. _____ 3. _____

Mother's Phone #'s 1. _____ 2. _____ 3. _____

Emergency Contact _____ Relationship _____

Emergency Contact phone #'s 1. _____ 2. _____ 3. _____

Health History

Medical Problems _____

Last Tetanus Shot (Td) _____ / _____ Medical Allergies _____

Current Medications w/dosage information _____

History of Asthma? Y N History of seizures or other loss of consciousness? Y N

History of heart problems? Y N If yes, nature of problem _____

Other information or conditions that emergency personnel need to know? Y N Please Explain:

____ I/We, give permission for this health information to be shared electronically (secure thumb drive or secure email transmission) with hospitals and licensed medical professionals; and will not hold the Sunflower School District Board of Education or schools and their representatives along with hospitals and their licensed medical professionals liable for electronic failure of any device.

MUST SIGN IN THE PRESENCE OF A NOTARY

Signature of Parent/Guardian

Date

Signature and Seal of Notary

Date

KC-SPS EOP
Forms
ICS Form 201

INCIDENT BRIEFING	1. Incident Name	2. Date Prepared	3. Time Prepared
ICS 201 Page 1 of 4	5. Prepared by (Name and Position)		

8. Resources Summary

Resources Ordered	Resource Identification	ETA	On Scene	Location/Assignment

ICS 201 Page 4

Individual Log (ICS FORM 214a-OS)

Special Note. This optional ICS form 214a-OS is a log for individual use, and ICS form 214-OS is designed to log activities for an entire unit.

Purpose. The Individual Log, while not required, records details of individual's activities. These logs provide the basic reference from which to extract information for inclusion in any after-action report.

Preparation. An Individual Log can be initiated and maintained by each member of the ICS. Completed logs are forwarded to supervisors who provide copies to the Documentation Unit.

Distribution. The Documentation Unit maintains a file of all Individual Logs. The original of each log MUST be given to the Documentation Unit.

<u>Item #</u>	<u>Item Title</u>	<u>Instructions</u>
1.	Incident Name	Enter the name assigned to the incident.
2.	Operation Period	Enter the time interval for which the form applies. Record the start and end date and time.
3.	Individual Name	Enter the name of the individual.
4.	ICS Section	Enter the ICS Section to which the individual is assigned.
5.	Assignment/Location	Enter the assignment or location for the individual.
6.	Activity Log	Enter the time and briefly describe each significant occurrence or event (e. g. , task assignments, task completions, injuries, difficulties encountered, etc.)
7.	Prepared By	Enter name and title of the person completing the log. Provide log to immediate supervisor, at the end of each operational period.
	Date/Time	Enter date (month, day, year) and time prepared (24-hour clock).

Site Status Report

To: _____ From: _____ Location: _____

Date: _____ Time: _____ Person in Charge at site: _____

Message via: 2-Way Radio _____ Telephone/Cell Phone _____ Messenger/Note _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# Sent to Med.	Dead	Missing	Unaccounted for (away from site)	# Released to Parents	# Being Supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

Check	Damage/Problem	Location(s)
	Gas Leak	
	Water Leak	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other (list):	

Message: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP).

Building Crisis Team Reunification Responsibilities

Each Building team will construct a reunification plan that addresses the following critical components:

(Check the box when completed):

- ☐ A. Designate an area or room where location of checkout procedures will occur. The following guidelines should be considered when choosing checkout room or area:
 - Capable of hard line phone access (multiple lines would be ideal)
 - Capable of computer access (hard wire or wireless)
 - Easy access and egress to the outside of the building
 - Use of radios without interference
 - Large enough to receive and process many people simultaneously
 - Multiple electrical outlets
 - Access to backup or emergency lighting sources
- ☐ B. Prepare a process where parents or authorized people can enter the building, proceed to check out area, sign out the student and exit the building. (Map out and show process on Building's Footprint Plan)
- ☐ C. In advance prepare a student sign-out sheet
- ☐ D. Assign responsibilities and construct job descriptions (or instructions) to staff members in order to fulfill the following check-out procedures:
 - Sign out administration

 - Sign out coordination with each classroom

 - Transportation coordination
 - i parent parking

 - ii bus transportation

 - iii student parking

 - iv staff parking

 - Special issues and information coordination
 - Internal building communications
 - Logistics as needed (situational)
 - Building Crisis Team identification and clothing
 - Site security

STUDENT RELEASE LOG

School _____

Date _____

Time In	Student's Name	Disposition	Time Out	Name of Person released To	Signature

Student Accounting Form

Room No. _____

Date _____

Enrolled per Register _____

Reported by _____

Not in School Today _____

Received by _____

Present Now _____

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name

Location

Problem

2. Students on playground needing more first aid than you can handle:

Name

Location

Problem

Additional comments: (Report fire, gas/water leaks, blocked exits, structural damage, etc.)



School First Aid Personnel

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Name: _____ Title: _____
Location: _____ Extension/Intercom Number: _____

Emergency Phone Numbers

Emergency Medical Services

Fire Department

Hospital Emergency Room

Sheriff's Office

School Administrator

Police Department

Nearest Poison Center

Other:

Emergency First Aid Procedures for Severe, Life Threatening Injuries or Illnesses

General Procedures

1. Do not move the student until the full extent of injury or illness is determined.
2. Evaluate the problem and extent of injury or illness.
3. Notify appropriate emergency personnel in the community (ambulance, fire department)
4. Notify the school administration, nurse and parent.
5. Administer emergency first aid. Find the injury or illness within this notebook.

Emergency First Aid Steps

1. Tap or very gently shake and call the student's name to determine level of responsiveness.
2. The student needs to have and maintain an open airway. If there is any chance of neck injury (e. g. fall, twist, head injury), this is best performed by gently pulling forward the angle of the jaw (modified jaw thrust maneuver). If neck injury is not a concern, the unconscious student's head should be tilted back and the chin rose. As long as a student is conscious and can make some sound (meaning that some air motion can occur), allow him/her to adopt whatever position seems most comfortable.
3. If the student is not breathing, begin mouth-to-mouth resuscitation.
4. If not pulse is felt, begin giving cardiopulmonary resuscitation (CPR).
5. Stop bleeding
6. Prevent or treat shock.
7. Prevent further injury.
8. Call for an ambulance.
9. Notify the school administration, nurse and school emergency first aid people.
10. Notify parent.
11. Stay with an ill or injured student until emergency personnel arrive or transferred to a parent.
12. Complete an accident or illness report and document the incident on the student's cumulative school health record.

Do's and Don'ts in Emergency First Aid Care

Do

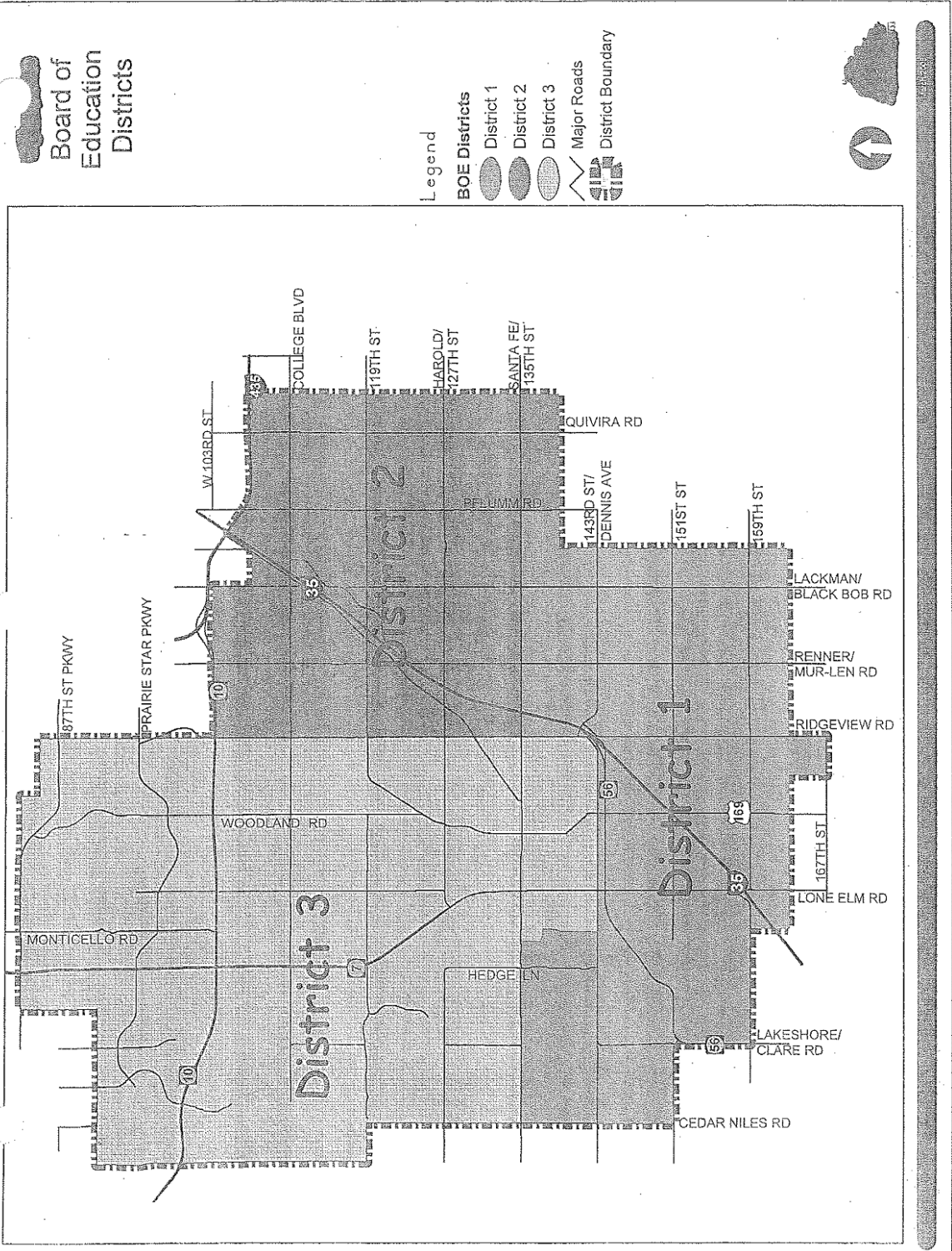
1. Stay cool and calm; most cases are not life-threatening.
2. Provide care that corresponds with established procedures of your school.
3. Evaluate the injury or illness with special attention to assessment of:
 - a. (open) Airway-does the student have noisy breathing (this may indicate a partial blockage)?
 - b. Breathing-Is the student breathing?
 - c. Circulation-is there a pulse, is it fast or slow, and are the fingers and toes cold?
4. If indicated, ask that the school's emergency first aid persons be called.
5. After assessment and initiation of emergency care are completed, check with student, employees and witnesses as to what happened and the circumstances. Carefully document the information on the student's health record.
6. Reassure the student needing first aid.

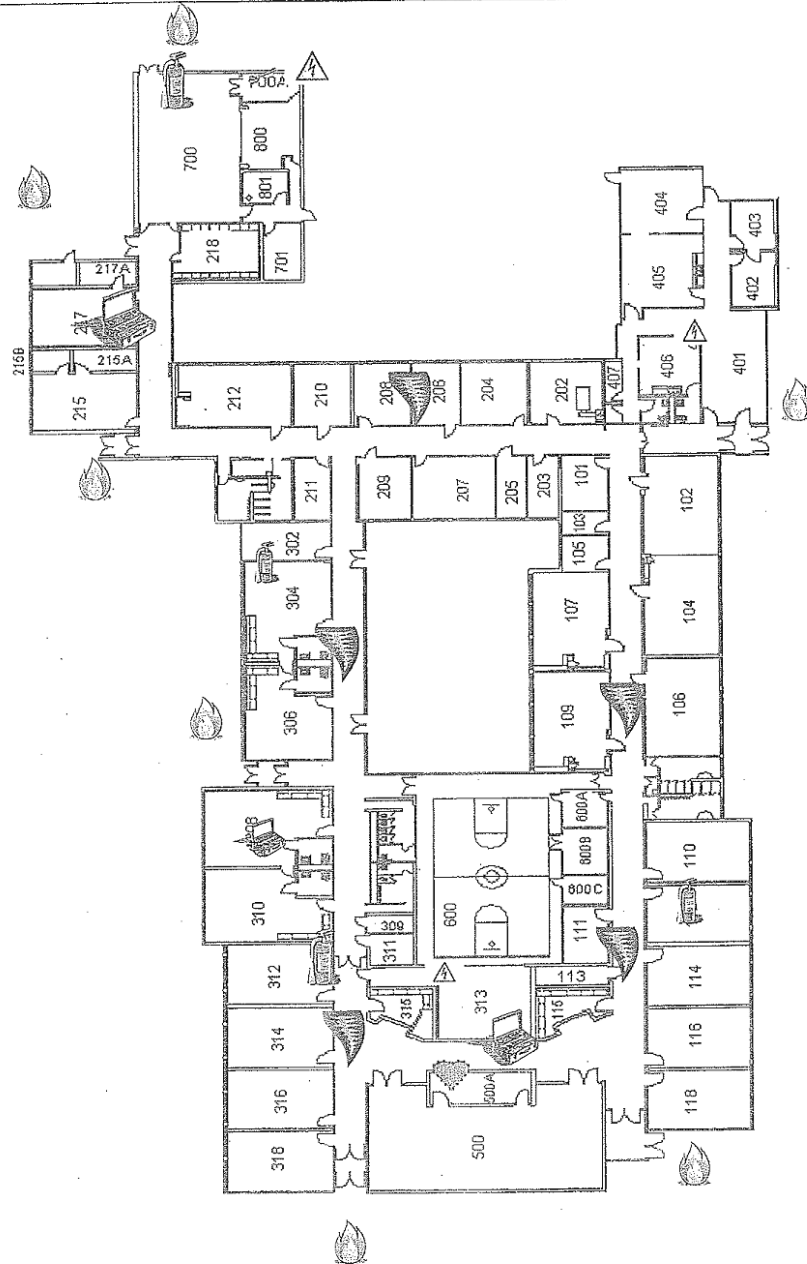
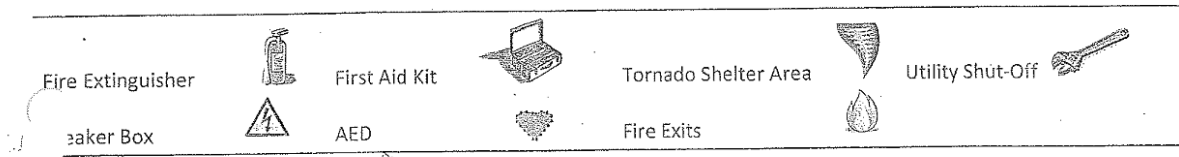
Don't

1. Do not move an ill or injured person until evaluated.
2. Do not give anything by mouth to an unconscious person.
3. Do not attempt to reduce dislocations.
4. Do not diagnose or try to give medical advice.
5. Do not send a student home before consulting the parent.
6. Protect student privacy and confidentiality. Minimize the gathering of crowds and curious onlookers, and refrain from discussing the incident afterwards.

V. Appendices – Part II – District Information

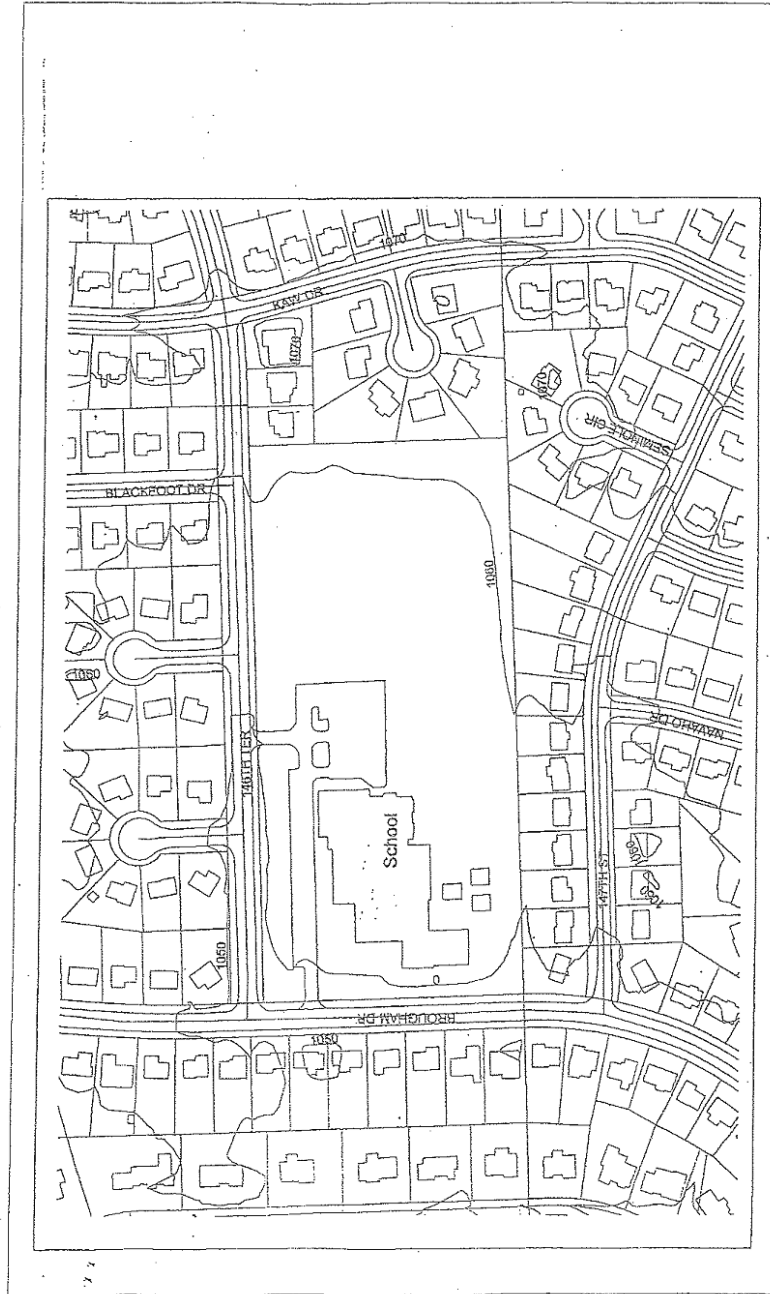
1. District Map
2. Building Floor Plans
3. Building Site Plans
4. Agreements and Memorandums of Understanding (MOU Templates provided)
 - a. Shelter
 - b. Transportation
 - c. Food
 - d. Mutual Aid
 - e. Supplies and Equipment
 - f. Other as needed
5. Building Crisis Kit supplies
6. Classroom Crisis Kit supplies
7. Others as needed





Sunflower Middle School Site Plan

777 Academic Way - Pleasant City, Kansas



Memorandum of Understanding Template

Between

Name of the Party A

Address

Contact

And

Name of the Party B

Address

Contact

We, Party A and Party B, have come together to collaborate and to make an agreement for MOU. The partners entering the MOU have agreed to collaborate and so agree to the following articles and clauses:

Article I) Purpose and Scope:

Article II) Background:

Article III) Roles and Responsibilities of Party A:

Article IV) Roles and Responsibilities of Party B:

Article V) Issues of Mutual Understanding:

Article VI) Compensation Details:

Article VII) Miscellaneous Details:

Article VIII) Terms of Agreement:

Article IX) Effective Date and Signatures:

(Party A) _____ Date _____

(Party B) _____ Date _____

Kansas Center for Safe & Prepared Schools
Building Crisis Kit - Suggested Contents

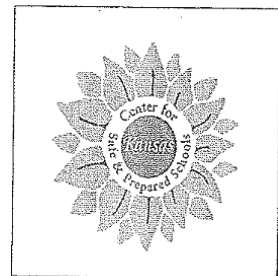
A building crisis kit is an organized kit that contains helpful items to building staff and emergency responders during a crisis event in their local school. The following is a suggested list of items usually placed in the Building Crisis Kit:

- a. Container - often a large duffel bag or backpack that can be carried
- b. Building Crisis Plans and Procedures
- c. Recent yearbook
- d. Current student roster
- e. Current staff roster
- f. Current visitor roster
- g. Vests or hats or some means of identifying Crisis Team Members
- h. Whistles
- i. Emergency phone number list
- j. Building Walkie-talkies
- k. Interoperable radio with First Responders (if possible)
- l. Cell phone
- m. Pens, pencils and markers
- n. Special needs of students and staff - (use guided by HIPAA & FERPA)
- o. Campus and site maps
- p. First aid supplies
- q. First aid instructions
- r. Water
- s. Flashlights
- t. Extra Batteries
- u. Battery operated radio (NOAA weather radio)
- v. Blankets
- w. Sanitary items (paper towels, toilet paper, moist towelettes)
- x. Work gloves
- y. Disposable plastic gloves
- z. Electronic megaphone
- aa. Clipboard and paper
- bb. Basic hand tool
- cc. Utility turn off procedures
- dd. Plastic drop cloths
- ee. Breathing masks
- ff. Hand sanitizer
- gg. Duct tape
- hh. Disposable camera
- ii. Binoculars
- jj. Other as needed

Kansas Center for Safe and Prepared Schools
Classroom Crisis Kit - Suggested Contents

A classroom kit is intended to be a 'grab and go' organized kit that contains helpful items to the classroom teacher, students, building staff and emergency responders during a crisis event. The following are suggested items with each school adding items as needed:

- a. Grab and go container (usually some type of canvas bag)
- b. Building Crisis Plans
- c. Flashlight + extra batteries
- d. Water
- e. Clipboard
- f. Writing paper
- g. Pens, pencils and markers
- h. Whistle
- i. Note cards
- j. Small first aid kit
- k. Plastic drop cloth
- l. Class roster & photos - current attendance
- m. Emergency student phone information-marked confidential
- n. List of classroom special needs - (marked confidential and use guided by HIPPA & FERPA)
- o. Hand sanitizer
- p. Building emergency plans and procedures
- q. Disposable gloves
- r. Student activities
- s. Hat, vest or some identifier for teacher
- t. Other as needed



Provide a Legal or Descriptive Narrative of the School District

Provide a Description of League (Cooperatives) or other District Connections

Describe Staging Areas in the School District for Emergencies

VI. Appendices – Part III – Additional Resources

1. FEMA – www.fema.gov
2. American Red Cross – www.redcross.org
3. U. S. Department of Education – www.ed.gov
4. U. S. Department of Justice – www.usdoj.gov
5. The Center for Mental Health Services – www.mentalhealth.org
6. National Weather Service – www.noaa.gov
7. American Association of School Administrators – www.aasa.org
8. National Association of School Resource Officers – www.nasro.org
9. National PTA – www.pta.org
10. Kansas Center for Safe and Prepared Schools – www.kspreparedschools.org
11. ICS Glossary
12. Others

ICS Glossary – Incident Command System

A

Action Plan: See Incident Action Plan.

Agency: An agency is a division of government with a specific function, or a nongovernmental organization (e. g. , private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or cooperating (providing resources and/or assistance). (See Assisting Agency, Cooperating Agency, Jurisdictional Agency, and Multiagency Incident.)

Agency Administrator or Executive: Chief executive officer (or designee) of the agency or jurisdiction that has responsibility for the incident.

Agency Dispatch: The agency or jurisdictional facility from which resources are allocated to incidents.

Agency Representative: An individual assigned to an incident from an assisting or cooperating agency who has been delegated authority to make decisions on matters affecting that agency's participation at the incident. Agency Representatives report to the Incident Liaison Officer.

Air Operations Branch Director: The person primarily responsible for preparing and implementing the air operations portion of the Incident Action Plan. Also responsible for providing logistical support to helicopters operating on the incident.

Allocated Resources: Resources dispatched to an incident.

All-Risk: Any incident or event, natural or human-caused, that warrants action to protect life, property, environment, public health and safety, and minimize disruption of governmental, social, and economic activities.

Area Command (Unified Area Command): An organization established (1) to oversee the management of multiple incidents that are each being handled by an ICS organization, or (2) to oversee the management of large or multiple incidents to which several Incident Management Teams have been assigned. Area Command has the responsibility to set overall strategy and priorities, allocate critical resources according to priorities, ensure that incidents are properly managed, and ensure that objectives are met and strategies followed. Area Command becomes Unified Area Command when incidents are multijurisdictional. Area Command may be established at an emergency operations center facility or at some location other than an incident command post.

Assigned Resources: Resources checked in and assigned work tasks on an incident.

Assignments: Tasks given to resources to perform within a given operational period, based upon tactical objectives in the Incident Action Plan.

Assistant: Title for subordinates of the Command Staff positions. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions.

Assisting Agency: An agency or organization providing personnel, services, or other resources to the agency with direct responsibility for incident management.

Available Resources: Resources assigned to an incident, checked in, and available for a mission assignment, normally located in a Staging Area

B

Base: The location at which primary Logistics functions for an incident are coordinated and administered. There is only one Base per incident. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base.

Branch: The organizational level having functional or geographic responsibility for major parts of the Operations or Logistics functions. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section.

Branches are identified by the use of Roman Numerals or by functional name (e. g. , medical, security, etc.).

C

Cache: A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.

Camp: A geographical site, within the general incident area, separate from the Incident Base, equipped and staffed to provide sleeping, food, water, and sanitary services to incident personnel.

Chain of Command: A series of management positions in order of authority.

Check-In: The process whereby resources first report to an incident. Check-in locations include: Incident Command Post (Resources Unit), Incident Base, Camps, Staging Areas, Helibases, Helispots, and Division Supervisors (for direct line assignments).

Chief: The ICS title for individuals responsible for functional Sections: Operations, Planning, Logistics, and Finance/Administration.

Clear Text: The use of plain English in radio communications transmissions. No Ten Codes or agency-specific codes are used when utilizing clear text.

Command: The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.

Command Post: See Incident Command Post.

Command Staff: The Command Staff consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander. They may have an Assistant or Assistants, as needed.

Communication Unit: An organizational Unit in the Logistics Section responsible for providing communication services at an incident. A Communication Unit may also be a facility (e. g. , a trailer or mobile van) used to provide the major part of an Incident Communications Center.

Compacts: Formal working agreements among agencies to obtain mutual aid.

Compensation/Claims Unit: Functional Unit within the Finance/Administration Section responsible for financial concerns resulting from property damage, injuries, or fatalities at the incident.

Complex: Two or more individual incidents located in the same general area that are assigned to a single Incident Commander or to Unified Command.

Cooperating Agency: An agency supplying assistance other than direct operational or support functions or resources to the incident management effort.

Coordination: The process of systematically analyzing a situation, developing relevant information, and informing appropriate command authority of viable alternatives for selection of the most effective combination of available resources to meet specific objectives. The coordination process (which can be either intra- or interagency) does not involve dispatch actions. However, personnel responsible for coordination may perform command or dispatch functions within the limits established by specific agency delegations, procedures, legal authority, etc.

Coordination Center: A facility that is used for the coordination of agency or jurisdictional resources in support of one or more incidents.

Cost Sharing Agreements: Agreements between agencies or jurisdictions to share designated costs related to incidents. Cost sharing agreements are normally written but may also be oral between authorized agency or jurisdictional representatives at the incident.

Cost Unit: Functional Unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.

Crew: See Single Resource.

D

Delegation of Authority: A statement provided to the Incident Commander by the Agency Executive delegating authority and assigning responsibility. The Delegation of Authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines as needed. Many agencies require written Delegation of Authority to be given to Incident Commanders prior to their assuming command on larger incidents.

Demobilization Unit: Functional Unit within the Planning Section responsible for assuring orderly, safe, and efficient demobilization of incident resources.

Deputy: A fully qualified individual who, in the absence of a superior, could be delegated the authority to manage a functional operation or perform a specific task. In some cases, a Deputy could act as relief for a superior and therefore must be fully qualified in the position. Deputies can be assigned to the Incident Commander, General Staff, and Branch Directors.

Director: The ICS title for individuals responsible for supervision of a Branch.

Dispatch: The implementation of a command decision to move a resource or resources from one place to another.

Dispatch Center: A facility from which resources are ordered, mobilized, and assigned to an incident.

Division: Divisions are used to divide an incident into geographical areas of operation. A Division is located within the ICS organization between the Branch and the Task Force/Strike Team. (See Group.) Divisions are identified by alphabetic characters for horizontal applications and, often, by floor numbers when used in buildings.

Documentation Unit: Functional Unit within the Planning Section responsible for collecting, recording, and safeguarding all documents relevant to the incident.

E

Emergency: Absent a Presidentially declared emergency, any incident(s), human-caused or natural, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

Emergency Management Coordinator/Director: The individual within each political subdivision that has coordination responsibility for jurisdictional emergency management.

Emergency Operations Centers (EOCs): The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e. g. , fire, law enforcement, and medical services), by jurisdiction (e. g. , Federal, State, regional, county, city, tribal), or some combination thereof.

Emergency Operations Plan (EOP): The plan that each jurisdiction has and maintains for responding to appropriate hazards.

Event: A planned, non-emergency activity. ICS can be used as the management system for a wide range of events, e. g. , parades, concerts, or sporting events.

F

Facilities Unit: Functional Unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, sanitary facilities, etc.

Federal: Of or pertaining to the Federal Government of the United States of America.

Field Operations Guide: A pocket-size manual of instructions on the application of the Incident Command System.

Finance/Administration Section: The Section responsible for all incident costs and financial considerations. Includes the Time Unit, Procurement Unit, Compensation/Claims Unit, and Cost Unit.

Food Unit: Functional Unit within the Service Branch of the Logistics Section responsible for providing meals for incident personnel.

Function: Function refers to the five major activities in ICS: Command, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e. g. , the planning function. A sixth function, Intelligence, may be established, if required, to meet incident management needs.

G

General Staff: A group of incident management personnel organized according to function and reporting to the Incident Commander. The General Staff normally consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Administration Section Chief.

Ground Support Unit: Functional Unit within the Support Branch of the Logistics Section responsible for the fueling, maintaining, and repairing of vehicles, and the transportation of personnel and supplies.

Group: Groups are established to divide the incident into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic division. (See Division.) Groups are located between Branches (when activated) and Resources in the Operations Section

H

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Helibase: The main location for parking, fueling, maintenance, and loading of helicopters operating in support of an incident. It is usually located at or near the incident Base.

Helispot: Any designated location where a helicopter can safely take off and land. Some helispots may be used for loading of supplies, equipment, or personnel.

Hierarchy of Command: See Chain of Command.

I

Incident: An occurrence or event, natural or human-caused, that requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

Incident Action Plan (IAP): An oral or written plan containing general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources

and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

Incident Base: Location at the incident where the primary Logistics functions are coordinated and administered. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base. There is only one Base per incident.

Incident Commander (IC): The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

Incident Command Post (ICP): The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by a green rotating or flashing light.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Communications Center: The location of the Communications Unit and the Message Center.

Incident Complex: See Complex.

Incident Management Team (IMT): The Incident Commander and appropriate Command and General Staff personnel assigned to an incident.

Incident Objectives: Statements of guidance and direction necessary for the selection of appropriate strategy(ies), and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.

Incident of National Significance: Based on criteria established in HSPD-5 (paragraph 4), an actual or potential high-impact event that requires a coordinated and effective response by and appropriate combination of Federal, State, local, tribal, nongovernmental, and/or private-sector entities in order to save lives and minimize damage, and provide the basis for long-term community recovery and mitigation activities. (Source: National Response Plan)

Incident Types: Incidents are categorized by five types based on complexity. Type 5 incidents are the least complex and Type 1 the most complex.

Incident Support Organization: Includes any off-incident support provided to an incident. Examples would be Agency Dispatch centers, Airports, Mobilization Centers, etc.

Initial Action: The actions taken by resources that are the first to arrive at an incident site.

Initial Response: Resources initially committed to an incident.

Intelligence Officer: The intelligence officer is responsible for managing internal information, intelligence, and operational security requirements supporting incident management activities. These may include information security and operational security activities, as well as the complex task of ensuring that sensitive information of all types (e. g. , classified information, law enforcement sensitive information, proprietary information, or export-controlled information) is handled in a way that not only safeguards the information, but also ensures that it gets to those who need access to it to perform their missions effectively and safely.

J

Joint Field Office (JFO): The JFO is a temporary Federal facility established locally to coordinate operational Federal assistance activities to the affected jurisdiction(s) during Incidents of National Significance. The JFO is a multiagency center that provides a central point of coordination for Federal, State, local, tribal, nongovernmental, and private-sector organizations with primary responsibility for threat response and incident support and coordination. The JFO enables the effective and efficient coordination of Federal incident-related prevention, preparedness, response, and recovery actions. The JFO replaces the Disaster Field Office (DFO) and accommodates all entities (or their designated representatives) essential to incident management, information-sharing, and the delivery of disaster assistance and other support.

Joint Information Center (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

Joint Information System (JIS): Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the Incident Commander; advising the Incident Commander concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

Jurisdiction: A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e. g. , city, county, tribal, State, or Federal boundary lines) or functional (e. g. , law enforcement, public health).

Jurisdictional Agency: The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.

K

Kinds of Resources: Describe what the resource is (e. g. , medic, firefighter, Planning Section Chief, helicopters, ambulances, combustible gas indicators, bulldozers).

L

Landing Zone: See Helispot.

Leader: The ICS title for an individual responsible for a Task Force, Strike Team, or functional Unit.

Liaison: A form of communication for establishing and maintaining mutual understanding and cooperation.

Liaison Officer (LNO): A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies. The Liaison Officer may have Assistants.

Logistics: Providing resources and other services to support incident management.

Logistics Section: The Section responsible for providing facilities, services, and materials for the incident.

Local Government: A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized

tribal organization, or in Alaska a Native village or Alaska Regional Native Corporation; a rural community, unincorporated town or village, or other public entity. See Section 2 (10), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

M

Major Disaster: As defined under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U. S. C. 5122), a major disaster is any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under this Act to supplement the efforts and available resources of States, tribes, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Management by Objective: A management approach that involves a four-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities and directing efforts to fulfill them, in support of defined strategic objectives; and documenting results to measure performance and facilitate corrective action.

Managers: Individuals within ICS organizational Units that are assigned specific managerial responsibilities, e. g. , Staging Area Manager or Camp Manager.

Medical Unit: Functional Unit within the Service Branch of the Logistics Section responsible for the development of the Medical Emergency Plan, and for providing emergency medical treatment of incident personnel.

Message Center: The Message Center is part of the Incident Communications Center and is collocated or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.

Mitigation: The activities designed to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of an incident. Mitigation measures may be implemented prior to, during, or after an incident. Mitigation measures are often informed by lessons learned from prior incidents. Mitigation involves ongoing actions to reduce exposure to, probability of, or potential loss from hazards. Measures may include zoning and building codes, floodplain buyouts, and analysis of hazard-related data to determine where it is safe to build or locate temporary facilities. Mitigation can include efforts to educate governments, businesses, and the public on measures they can take to reduce loss and injury.

Mobilization: The process and procedures used by all organizations (Federal, State, and local) for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.

Mobilization Center: An off-incident location at which emergency service personnel and equipment are temporarily located pending assignment, release, or reassignment.

Multiagency Coordination (MAC): The coordination of assisting agency resources and support to emergency operations.

Multiagency Coordination Entity: A multiagency coordination entity functions within a broader multiagency coordination system. It may establish the priorities among incidents and associated resource allocations, deconflict agency policies, and provide strategic guidance and direction to support incident management activities.

Multiagency Coordination Systems (MACs): Multiagency coordination systems provide the architecture to support coordination for incident prioritization, critical resource allocation,

communications systems integration, and information coordination. The components of multiagency coordination systems include facilities, equipment, emergency operation centers (EOCs), specific multiagency coordination entities, personnel, procedures, and communications. These systems assist agencies and organizations to fully integrate the subsystems of the NIMS.

Multiagency Incident: An incident where one or more agencies assist a jurisdictional agency or agencies. May be single or unified command.

Mutual-Aid Agreement: Written agreement between agencies and/or jurisdictions that they will assist one another on request, by furnishing personnel, equipment, and/or expertise in a specified manner.

N

National Incident Management System (NIMS): A system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State, local, and tribal governments; the private-sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

National Response Plan (NRP): A plan mandated by HSPD-5 that integrates Federal domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan.

O

Officer: The ICS title for the personnel responsible for the Command Staff positions of Safety, Liaison, and Public Information.

Operational Period: The period of time scheduled for execution of a given set of operation actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although usually not over 24 hours.

Operations Section: The Section responsible for all tactical operations at the incident. Includes Branches, Divisions and/or Groups, Task Forces, Strike Teams, Single Resources, and Staging Areas.

Out-of-Service Resources: Resources assigned to an incident but unable to respond for mechanical, rest, or personnel reasons.

P

Planning Meeting: A meeting held as needed throughout the duration of an incident, to select specific strategies and tactics for incident control operations, and for service and support planning. On larger incidents, the Planning Meeting is a major element in the development of the Incident Action Plan.

Planning Section: Responsible for the collection, evaluation, and dissemination of information related to the incident, and for the preparation and documentation of the Incident Action Plan. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident. Includes the Situation, Resources, Documentation, and Demobilization Units, as well as Technical Specialists.

Preparedness: The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness is a continuous process. Preparedness involves efforts at all

levels of government and between government and private-sector and nongovernmental organizations to identify threats, determine vulnerabilities, and identify required resources. Within the NIMS, preparedness is operationally focused on establishing guidelines, protocols, and standards for planning, training and exercises, personnel qualification and certification, equipment certification, and publication management.

Preparedness Organizations: The groups that provide interagency coordination for domestic incident management activities in a nonemergency context. Preparedness organizations can include all agencies with a role in incident management, for prevention, preparedness, response, or recovery activities. They represent a wide variety of committees, planning groups, and other organizations that meet and coordinate to ensure the proper level of planning, training, equipping, and other preparedness requirements within a jurisdiction or area.

Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

Procurement Unit: Functional Unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.

Public Information Officer (PIO): A member of the Command Staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

R

Recorders: Individuals within ICS organizational units who are responsible for recording information. Recorders may be found in Planning, Logistics, and Finance/Administration Units.

Reinforced Response: Those resources requested in addition to the initial response.

Reporting Locations: Location or facilities where incoming resources can check in at the incident. (See Check-in.)

Resources: Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an EOC.

Recovery: The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; postincident reporting; and development of initiatives to mitigate the effects of future incidents.

Resource Management: Efficient incident management requires a system for identifying available resources at all jurisdictional levels to enable timely and unimpeded access to resources needed to prepare for, respond to, or recover from an incident. Resource management under the NIMS includes mutual-aid agreements; the use of special Federal, State, local, and tribal teams; and resource mobilization protocols.

Resources Unit: Functional Unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the

incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.

Response: Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

S

Safety Officer: A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have Assistants.

Section: The organizational level having responsibility for a major functional area of incident management, e. g. , Operations, Planning, Logistics, Finance/Administration, and Intelligence (if established). The section is organizationally situated between the Branch and the Incident Command.

Segment: A geographical area in which a Task Force/Strike Team Leader or Supervisor of a single resource is assigned authority and responsibility for the coordination of resources and implementation of planned tactics. A segment may be a portion of a division or an area inside or outside the perimeter of an incident. Segments are identified with Arabic numbers.

Service Branch: A Branch within the Logistics Section responsible for service activities at the incident. Includes the Communication, Medical, and Food Units.

Single Resource: An individual, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified work Supervisor that can be used on an incident.

Situation Unit: Functional Unit within the Planning Section responsible for the collection, organization, and analysis of incident status information, and for analysis of the situation as it progresses. Reports to the Planning Section Chief.

Span of Control: The number of individuals a supervisor is responsible for, usually expressed as the ratio of supervisors to individuals. (Under the NIMS, an appropriate span of control is between 1:3 and 1:7.)

Staging Area: Location established where resources can be placed while awaiting a tactical assignment. The Operations Section manages Staging Areas.

State: When capitalized, refers to any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. See Section 2 (14), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

Strategy: The general direction selected to accomplish incident objectives set by the Incident Commander.

Strategic: Strategic elements of incident management are characterized by continuous long-term, high-level planning by organizations headed by elected or other senior officials. These elements involve the adoption of long-range goals and objectives, the setting of priorities, the establishment of budgets and other fiscal decisions, policy development, and the application of measures of performance or effectiveness.

Strike Team: A specified combination of the same kind and type of resources with common communications and a Leader.

Supervisor: The ICS title for individuals responsible for a Division or Group.

Supply Unit: Functional Unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.

Support Branch: A Branch within the Logistics Section responsible for providing personnel, equipment, and supplies to support incident operations. Includes the Supply, Facilities, and Ground Support Units.

Supporting Materials: Refers to the several attachments that may be included with an Incident Action Plan, e. g. , communications plan, map, safety plan, traffic plan, and medical plan.

Support Resources: Nontactical resources under the supervision of the Logistics, Planning, Finance/Administration Sections, or the Command Staff.

T

Tactical Direction: Direction given by the Operations Section Chief that includes the tactics required to implement the selected strategy, the selection and assignment of resources to carry out the tactics, directions for tactics implementation, and performance monitoring for each operational period.

Tactics: Deploying and directing resources on an incident to accomplish incident strategy and objectives.

Task Force: A combination of single resources assembled for a particular tactical need with common communications and a Leader.

Team: See Single Resource.

Technical Specialists: Personnel with special skills that can be used anywhere within the ICS organization.

Threat: An indication of possible violence, harm, or danger.

Time Unit: Functional Unit within the Finance/Administration Section responsible for recording time for incident personnel and hired equipment.

Type: A classification of resources in the ICS that refers to capability. Type 1 is generally considered to be more capable than Types 2, 3, or 4, respectively, because of size, power, capacity, or, in the case of incident management teams, experience and qualifications.

Tools: Those instruments and capabilities that allow for the professional performance of tasks, such as information systems, agreements, doctrine, capabilities, and legislative authorities.

Tribal: Any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) (43 U. S. C. A. and 1601 et seq.), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

U

Unified Area Command: A Unified Area Command is established when incidents under an Area Command are multijurisdictional. (See Area Command and Unified Command.)

Unified Command: An application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the Unified Command, often the senior person from agencies and/or disciplines participating in the Unified Command, to establish a common set of objectives and strategies and a single Incident Action Plan.

Unit: The organizational element having functional responsibility for a specific incident Planning, Logistics, or Finance/Administration activity.

Unity of Command: The concept by which each person within an organization reports to one and only one designated person. The purpose of unity of command is to ensure unity of effort under one responsible commander for every objective.