

# Public Version

(Some items have been intentionally removed for safety and security reasons)



## District Emergency Operations Plan

Developed by  
The USD 253 Emergency Operations Planning  
Committee  
Spring 2013

# Emporia 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 this Emergency Operations Plan (EOP) 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, community partners, and board members. This plan will help serve as the foundation for the more operationally oriented building level plans.

b. **Promulgation Statement and Approval**

The Emporia 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 Emporia’s Emergency Operations Plan (EOP) 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 periodically by the Superintendent’s leadership team. 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. 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 that will carry out the responsibilities of this plan. In addition, an after-action review and improvement plan should be completed following each drill/incident.

**e. Scope of the Plan**

The 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.

**f. 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.

**g. Planning Assumptions and Limitations**

1. The 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

**h. 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 district Incident Commander will activate the EOP. On Building level situations, the building Incident Commander or their designee will activate the EOP.
2. **Coordination.** The 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.

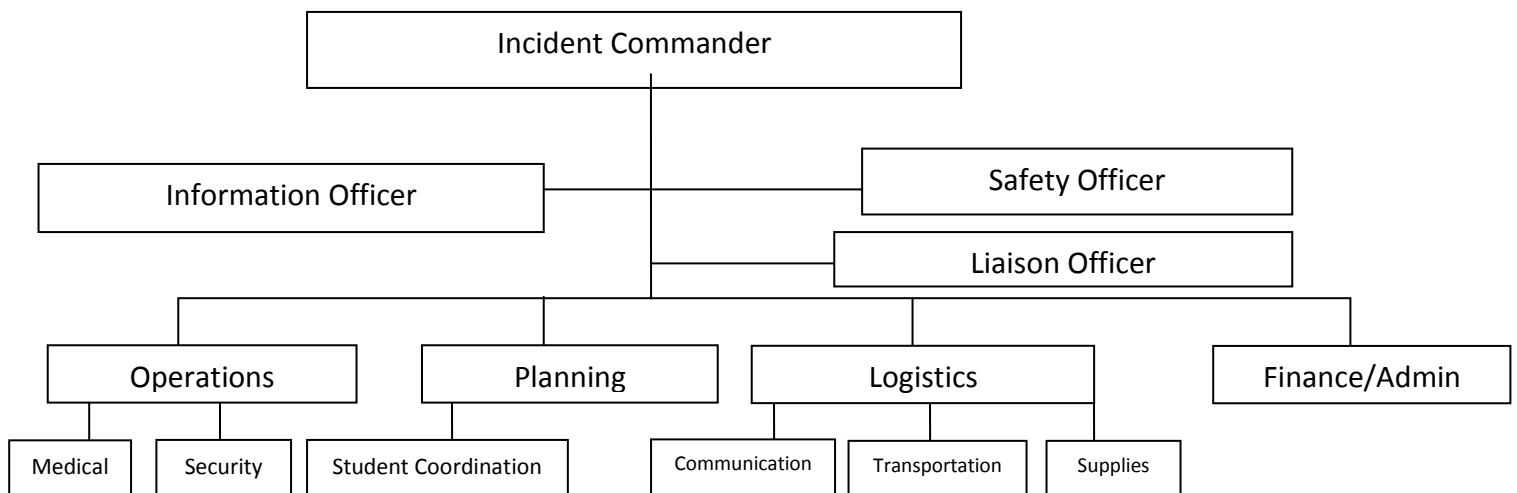
3. **Adoption of the National Incident Management System (NIMS).** NIMS is a set of principles that provides a systematic approach guiding agencies at all levels to work seamlessly to prevent, plan for, respond to and recover from the effects of incidents that will preserve life, protect property and 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 courses 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

**i. 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.

### **District ICS Position Responsibilities**

(Specific names – annually, reviewed twice a year)

Title	Name Location and Phone Numbers	Alternate Name Location and Phone Numbers
Incident Commander:		
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:		



### **Building ICS Position Responsibilities**

(Specific names – updated annually, reviewed twice a year)

Title	Name Location and Phone Numbers	Alternate Name Location and Phone Numbers
Incident Command: (Principal or Designee)		
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 (BOE) 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 by the ICS structure

**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.

### **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. Emporia State University
4. Flint Hills Technical College
5. Regional Service Centers
6. Other agencies

### **o. 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. Board of Education Policies
2. Local Community Ordinances
3. Others

## **II. The Functional Protocols**

Functional protocols describe methods and procedures used by the 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.

### **e. 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. Staff will be trained how to recognize signs of trauma/post traumatic stress disorder
- ii. Members of the Building Crisis Team will undergo training to learn how to assist in managing trauma.
- iii. Parents and guardians will be offered tips on how to recognize signs of trauma/PTS disorder.
- 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. Designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with 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 counseling office.
- 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. Refer to section J – Donations Management
- 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 incident.
- ii. Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- iii. Donate all unused remaining items to charity.
- 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 (i.e. . Red Cross, Salvation Army, local community emergency management, etc. )

**h. Donations Management**

1. This protocol section discusses the process used to coordinate the collection and distribution of goods and monies donated following an emergency.
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 a 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 accordance with BOE policy.

### **III. Hazard or Threat Specific Protocols**

These protocols describe strategies or procedures for managing a specific hazard. The general guidance for these protocols 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 protocols. 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. Intruder/missing child or abduction
8. Hostage situation
9. Medical emergencies
10. Poisoning
11. Child Abuse

#### **b. Natural Disasters**

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

#### **c. Physical Plant/Technological Hazards**

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

### **Classmate/Student 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.

- **School counselor will assist teachers**
- **Other school counselors called in as needed**
- **Other community resources brought in as needed (MHEC, mental health, etc)**

#### **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.
- If you feel comfortable you might even say: "I'm so sorry to hear about your \_\_\_\_'s death. "
- Also if you feel comfortable you might say 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 when you become aware of death or serious illness of a student or staff member.
- **Do not tell others any health information to protect a person's health information (HIPPA rights might be violated if you tell others without direct consent).**

#### **Principal/Team:**

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent. **This could be a serious violation of HIPPA rights**
- Notify District Office.
- Notify teachers with a need to know prior to school or during school prior to notification of students.
- Schedule a faculty meeting as soon as possible to: share information that has been given with consent, 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 affected students to meet with guidance counselors; 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 or debrief.

#### **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/staff 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 building counselor or SSS.
- Principal or designee will notify District Office
- The principal will notify all faculty and support staff, informing them of the sudden death and requesting them to attend a special faculty meeting.
- Meet with the school'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 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 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 counselor may describe 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 may be established in the school building. Additional student support services staff from other buildings may be called in to assist with the crisis. 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 affective services 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 resource materials that are available on the subject of death.
- Be cautious of requests from family to hold memorial services or funeral services at the school. This is highly discouraged as precedent will be set. Also check with appropriate board policies on memorials or dedications.
- School staff 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

District affective services team will continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary. MHEC will assist if needed.

## Guidelines for Developing Policies and Procedures for Student Suicide

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 for suspected suicide, 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 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 school 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 Procedures

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. Notify the parents.
- b. 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.
- c. Remove the student from any area containing any dangerous substances and/or implements, and remove any dangerous substances or implements from the student.
- d. 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.
- 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. Notify the parents immediately.
- c. Have a staff member stay with the student at all times.
- d. Remove all dangerous substances and/or implements from the student and from the area.
- 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 the Department of Children and Families.

### **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. Notify the parents immediately.
- c. Have a staff member stay with the student.
- d. Notify appropriate staff members and District Office

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 death and the post-suicide plan should be implemented.
- c. All building personnel should be notified about the death and the post-suicide plan should be implemented. **Be sure to get parental consent to notify staff.**
- d. Factual information about the suicide should be communicated to school staff and to the students with parental consent. Rumors should be dispelled. Do not make general announcements of the suicide, 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. 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 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 assessment.

The teaming process used for determining eligibility for the seriously emotionally handicapped population 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 should be warned that a suicidal student should not be left alone.**

Another important suggestion is (and should be standard practice for any 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 procedures for dealing with suicidal or depressed youths.

Written 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

## **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
- Notify building first responders or skilled/trained staff in CPR or First Aid
- 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:**

- Each building should maintain an up-to-date list of the names of building staff that 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
- Notify Principal
- Call the Poison Center Hotline 1-800-222-1222
- Administer first aid directed by poison information center
- Notify school nurse or health office aide if available
- 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 nurse office, etc.
- Maintain list of 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
- Director of Infrastructure and Security will ensure that Material Safety Data Sheets are present and up-to-date

### **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.
4. For a **Tornado Warning** (outdoor sirens sounding or alert given by media) – each building will take immediate protective action and proceed to assigned tornado shelters. Students should not be released (except to parents or guardians) during tornado warnings.

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

- Make announcements instructing students & staff to take shelter in assigned tornado shelter areas immediately
- Take portable radio, classroom go kit and cell phone/radio to the sheltered area. All students and staff proceed to designated shelter areas. All are to take protective positions and get students under sturdy objects or furniture. Remain calm. Protect head and neck areas with anything you can – book bags, pillows, etc.
- Stay away from windows, glass, doors, or large open areas.
- Turn on local radio or TV for updates; listen to your NOAA weather radio.
- Post their building weather spotter (with communication device).
- Locate and be ready to use the electronic megaphone.
- Locate and turn on District emergency two way radio (Listen to this radio for updates or instructions – communication to District should be minimal, broadcasting only vital information).
- Locate and use Building radios as needed for internal instructions.
- Remind staff they are responsible for the accountability of each student in their class.
- Staff should take attendance and record missing/extra students.
- 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 (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 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:**

- Pull fire alarm
- Call 911,
- Call District Office
- Implement fire evacuation procedures as outlined on evacuation map
- Implement plan for any students needing special assistance
- Staff should take attendance, record missing/extra students.
- Account for all students, staff, and visitors. Report any missing persons. 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 missing student/person
- 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):**

- Have an alternate plan to take people to a different site if necessary
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Lightning Strike

Lightning – an atmospheric discharge of electricity accompanied by thunder.

1. **PLAN** in advance your evacuation and safety measures. If a storm is in the area and thunder can be heard, now is the time to go to a building or a vehicle. Administrators who have access to a lightning detection app or device should monitor weather for lightning. Lightning often precedes rain, so don't wait for the rain to begin before suspending activities.
2. **IF OUTDOORS**, avoid water. Avoid higher ground. **Do NOT take shelter under a tree.** 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 a land line 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.**
7. Teach this safety slogan: "If you can see it, flee it; if you can hear it, clear it"

## Flood

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.

### 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, radar, 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):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Pandemic Planning**

<b>Specific Task</b>	<b>Action Plan</b>	<b>Status</b>	<b>Person(s) Responsible</b>
<b>Planning and Coordination</b>			
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 training program for the district's pandemic plan and participate in the community's exercise training plan			
<b>Communications and Community Education</b>			
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 communications plan to deal with misinformation, rumors and anxiety			

Specific Task	Action Plan	Status	Person(s) Responsible
<b>Continuity of Core Services</b>			
Develop alternatives to assure continuity of instruction in the event of school closure (Emphasize during opening of school)			
Develop a plan to deal 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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## Gas Leak

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

### **Staff Actions:**

- Call 911
- Notify Principal
- Move students away from immediate vicinity of danger

### **Principal/Team:**

- Call 911 if not already done.
- Implement appropriate procedures (e. g. evacuation, shelter-in-place)
- Notify District Office
- Notify appropriate gas or supply company
- Assess situation
- Determine whether to move to Alternate Site
- 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:**

- Notify appropriate utility company
- Notify District Office
- Assess situation
- Implement appropriate procedures
- Determine whether to move to Alternate Site
- 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):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **IV. Appendices – Part I – Forms**

1. Staff Skills Survey
2. Alternate Site Locations
3. Local emergency response contact information
4. ICS Form 201
5. Site Status Report
6. Building reunification responsibilities
7. Student Release Log
8. Student Accounting Form
9. Shelter In Place
10. School first aid personnel list
11. Emergency first aid general procedures
12. 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)	_____ Certified in 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 A or B CDL license yes/no)	
_____ Shelter Management	_____ Survival Training & Techniques	_____ Food Preparation	
_____ Ham Radio Operator	_____ CB Radio	_____ Access to building/ Security access	
_____ Camping	_____ Waste Disposal	_____ Leadership skills	
_____ CPR trainer	_____ medication administration	_____ AED trained	
_____ Mental Health	_____ Other skills I feel would be helpful (list) _____		

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

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL/ROOM SITE THAT COULD BE USED IN AN 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.

[illegible]

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
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## 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. Facility	Dead	Missing	Unaccounted for (away from site) E.g. Sporting event/field day	# 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	
	Network/Internet	
	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).

# USD 253 Parent/Student Reunification Plan

Building Name \_\_\_\_\_

Date completed \_\_\_\_\_

Name of person completing the plan for this building \_\_\_\_\_

Each building will follow the District Reunification Plan that addresses the following critical components. Each building principal shall complete this model with information specific to their building. Each building shall keep this information with the building emergency plan, and make sure District Administration has an updated copy at the Central Office.

## I. LOCATIONS

Designate an area or room where checkout procedure will occur. The following guidelines should be considered when choosing the checkout room or area:

- *Hard line phone access (multiple lines would be ideal)*
- *Capable of computer access (hard wire or wireless)*
- *Access to Powerschool would be preferred.*
- *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 light source*

ON-SITE OPTIONS: If the reunification can occur on-site, the following locations will be used:

- Where will the parents park? Primary: \_\_\_\_\_ Secondary: \_\_\_\_\_
- Where will the parents enter the building? Primary: \_\_\_\_\_  
Secondary: \_\_\_\_\_
- Where will the students be held? Primary: \_\_\_\_\_  
Secondary: \_\_\_\_\_
- Where will the parents gather? Primary: \_\_\_\_\_ Secondary: \_\_\_\_\_
- Where is the security checkpoint for parents? Primary: \_\_\_\_\_  
Secondary: \_\_\_\_\_
- Where will the parents reunite and exit? Primary: \_\_\_\_\_  
Secondary: \_\_\_\_\_

OFF-SITE OPTIONS: If the reunification cannot occur on-site, the following sites will be considered:

Designate a location that is close enough for students to walk to, and other locations that might require students to be transported by bus.

- Offsite option 1: \_\_\_\_\_
- Offsite option 2: \_\_\_\_\_
- Offsite option 3: \_\_\_\_\_

## II. STAFF

Assign staff members to be responsible for each of the following reunification areas. May list names, or departments for each area.

- Parents gathering area: Primary:\_\_\_\_\_ Secondary:\_\_\_\_\_  
*Responsible for greeting parents as they arrive, answering questions, and letting them know what to expect for the process of being reunited with their student. Keep the area orderly to ensure the integrity of the process.*
- Security checkpoint for parents: Primary:\_\_\_\_\_ Secondary:\_\_\_\_\_  
*Responsible for verifying identity of parents (or authorized caregiver); and noting the name of the student and contact information where they can be reached when they leave the school. (Where are they going, in case other relatives call looking for the student.)*
- Student holding area: Primary:\_\_\_\_\_ Secondary:\_\_\_\_\_  
*Responsible for securing students in the Student Holding Area. Keep students calm and orderly in order to expedite the reunification process. Maintain a list of students in the area.*
- Reunification and exiting area: Primary:\_\_\_\_\_ Secondary:\_\_\_\_\_  
*Responsible for reuniting each student with the approved adult, and guiding them to exit according to the plan.*
- Other Info:

## III. PROCESS

### PREPARATION

1. Gather the following items to have ready for the Reunification area: Poster boards (preferable foam boards) and thick markers for making signs to guide people through the process; bright yellow tape to create lines or barriers as needed to maintain separation and orderly lines. (Tape can be attached to chairs or whatever is handy at the time.) \_\_\_\_\_
2. Attach a floor print of the designated buildings, showing where everyone will be during the process. \_\_\_\_\_
3. Where is a student list maintained, if Powerschool is not accessible? \_\_\_\_\_

### WORKING THE PLAN WHEN CRISIS OCCURS

1. Identify the Incident Commander, or Crisis Manager, and review the reunification plan. Make a decision to use already established locations and staff, or designate new information based on current situation.
2. Notify District Office of the reunification location and plans; and ask about this information being given to media for parents.

3. Distribute information of the process, and necessary forms for each group, to all staff involved; and set a time for the reunification to begin.
4. Physically set up the holding and reunification areas; and gather necessary lists and forms.
5. Classroom teacher take over for their own classroom as much as possible (they are familiar with their students.)

#### **IV. FORMS**

1. Student Accounting & Release Log - *To be completed by each teacher (or sorting group) to account for each student and adult in the building, and to account for each student released from the crisis site.*
2. Unaccounted Persons Form - *To be completed by each teacher (or sorting group) to account for each student and adult whose whereabouts are unknown.*

## Student Accounting & Release Log

Date\_\_\_\_\_

School\_\_\_\_\_ of person completing form\_\_\_\_\_

**\*List ALL Students who are with you and ready to be reunified with a parent on this Student Release Log.**

**\*List students and Adults from your class who are NOT with you on the Student Accounting Form.**

[illegible]



# Unaccounted Persons Form

Date \_\_\_\_\_

School \_\_\_\_\_ person filling out the Form \_\_\_\_\_

**\*List Students and Adults from your class who are NOT with you on this Accounting Form**

**\*List ALL students who are with you and ready to be reunified with a parent on Student Release Log**

	Sorting Group (Home Room)	First Name	Last Name	Student or Adult	Do you know where they are?	If yes, where?	Other Information
1.							
2.							
3.							
4.							
5.							
6.							
7.							
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33.							
34.							
35.							

**School CPR Trained 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: _____

**Emergency Phone Numbers**

Emergency Medical Services	District Communication Office
_____	_____
_____	_____
Fire Department	Police Department
_____	_____
_____	_____
Hospital Emergency Room	Nearest Poison Center
_____	_____
_____	_____
Sheriff's Office	Lyon County Emergency Management
_____	_____
Mental Health	
_____	

## **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).
3. If neck injury is not a concern, the unconscious student's head should be tilted back and the chin rose.
4. 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.
5. If the student is not breathing, begin mouth-to-mouth resuscitation.
6. If not pulse is felt, begin giving cardiopulmonary resuscitation (CPR).
7. Stop bleeding
8. Prevent or treat shock.
9. Prevent further injury.
10. Call for an ambulance.
11. Notify the school administration, nurse and school emergency first aid people.
12. Notify parent.
13. Stay with an ill or injured student until emergency personnel arrive or transferred to a parent.
14. 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. Airway (Open) -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. Ask that the school's first responders 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.
7. Protect student privacy and confidentiality. Minimize the gathering of crowds and curious onlookers, and refrain from discussing the incident afterwards.

### **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.

### **Other Important Information:**

1. Location of Building Go-Kit
2. Location of equipment (i.e. AED's, fire extinguishers)
3. Phone numbers of district administration, principal, custodian, secretary, counselor, and school nurse.

## **V. Appendices – Part II – District Information**

1. District Boundary Map
2. Building Site Plans
3. Agreements and Memorandums of Understanding Template
4. Building Crisis Kit supplies
5. Classroom Crisis Kit supplies
6. Others as needed

**Emporia School District Boundary Map**

**Emporia High School Site Map**

**Emporia Middle School Site Map**

**Timmerman Elementary Site Map**

**Village Elementary Site Map**

**Walnut Elementary Site Map**

**Mary Herbert Education Center Site Map**

**Flint Hills Learning Center Site Map**

**Transportation and Maintenance Site Map**

**Maynard Early Childhood Center Site Map**

**Logan Avenue School Site Map**

**Riverside Elementary Site Map**

**Turning Point Academy Site Map**

## 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 \_\_\_\_\_

### 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:

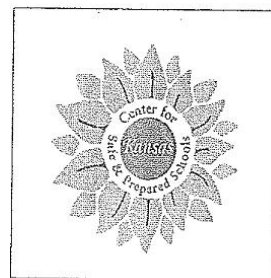
- a. Container - (large duffel bag or backpack that can be carried or cooler on wheels)
- b. Building Crisis Plans and Procedures
- c. Recent yearbook
- d. Current student roster
- e. Current staff roster
- f. Current visitor roster
- g. Vests or hats or some means of identifying Crisis Team Members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



## 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 or cooler on wheels)
- 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 for quick visual ID of teacher vs. intruder
- t. Other as needed



## **VI. Appendices – Part III – Additional Resources**

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