Rolla Public Schools Unified School District 217 Crisis Plan

Approval Date
January 31, 2024

USD 217 School Crisis Plan

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I. Basic School District Crisis 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 a Crisis 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 USD 217 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 Crisis Plans. The CRISIS PLAN 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 USD 217 Crisis 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 CRISIS PLAN 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 CRISIS PLAN. The following is a list of agencies who have received this plan (e. g. Fire, EMS, Law Enforcement, Emergency Mgt., Educational Cooperatives).

External Agency Distribution	Title of and Person Receiving Plan	Date
Rolla Police Department	Mandy Wray – Police Officer	
Rolla Fire Department	Greg Sohm – Chief	
Morton County Sheriff	Shelby Ralstin – Sherriff	
Morton County Fire Department	Larry Dunn – County Fire Chief	
Morton County Emergency Management	Dusty Brillhart – Morton County Emergency Manager	
Internal Distribution	**Title of and Person Receiving Plan**	**Date**
Lena Martens	Board Clerk	
Jamie Milburn	AD/JH-HS Secretary	
Hannah Dunn	Elementary Secretary	
Cassie Thrall	AD/Substitute Teacher	
Sherry Pinkley	Prek-K Teacher	
Danae Williams	1st/2nd grade Teacher	
Tracy Flanagan	3-6 grade Teacher	
Kim Clark		
Becky Sohm		
Priscilla Milburn	Special Education Teacher	
Georgina Brown	Head custodian	
Patti Warren	JH/HS science Teacher	

Abbey Drew	JH/HS social studies Teacher	
Desarea Schwindt	JH/HS business Teacher	
Terry Daniels	JH/HS ATA Teacher	
Ashlie Huber	Prek-12 PE Teacher	
Shae Kirby	JH/HS English Teacher	
Randy Williams	JH/HS Math Teacher	
Duane Greene	JH/HS industrial arts Teacher/Maintenance/Transportation	

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 five phases of emergency management as its foundational guide. These phases are:
1. Prevention: Focuses on preventing human hazards, primarily form potential natural disasters or terrorist.
2. Mitigation: On going activities aimed at eliminating or reducing the risk of hazards and vulnerabilities.
3. Preparedness/Planning - Activity that improves the coordination and develops the capacity of response actions
4. 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
5. 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**

The USD 217 School District is the smallest school district in Morton County, Kansas and consists of square miles rural areas. We currently are trending downward on enrollment.

We have less then 100 students in our school district, Pre-K to Grade 12. Each one of our grade levels have more than 5 students, with the largest numbers in our current 1st/2nd grade classroom. We are a high achieving school district whose buildings utilize Gradient Learning Platform for core subjects, and iReady for math/reading diagnostic. We have Academic Turn Around for MTSS and credit recovery. We are approximately 50% free lunches with our free/reduced rate no more than 80%. We have no more than 20 teachers, 3 secretaries, 4 paraprofessionals, 2 cafeteria workers, 2 custodial/cafeteria workers, 1 maintenance and grounds person and 1 administrator.

The USD 217 School District consists of 1 elementary school, 1 junior high/senior high school and one district office. The elementary school and jh/sh schools are linked together. They include 2 large gymnasiums, a geothermal loop and a multipurpose room.

We typically have less than 20% of our total student population considered disabled with Individual Education Plans. We have less than 10 students with disabilities ranging from developmental delays to severely multiply handicapped.

h. **Hazard Analysis Summary and Mitigation Overview**

USD 217 is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

Staff completed a hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The table on the following page identifies those hazards that are more likely in the district.

Hazard	Details
Medical Emergencies	The district experiences medical emergencies with both staff and students. Common medical emergencies have included seizures, heart attacks, broken bones, concussions, and objects in eyes.
Severe Weather	The district has experienced tornadoes, severe and damaging winds, hail, flooding, blizzards and excessive snow-fall.

Utilities Disruptions	The district has experienced loss of electricity, loss of natural gas, loss of water, loss of hot water, sewer back-ups and delayed trash service.
Intruder/Missing Child	The most common experience the district has with this hazard has been when an irate parent came into the school.
Lightning	District buildings and transformers that supply power to the district have both been struck by lightning in 2019.
Bus Emergency	The district has experienced bus breakdowns.
Classmate tragedy	The district has experienced situations where classmates have experienced tragedy.
Student/Staff Death	In 2015, a district staff member passed away while not at work. The district has experienced student deaths during the school year.
Fire	To date, there has never been a fire on school property.

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 three days
4. Proper implementation of this Crisis Plan 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
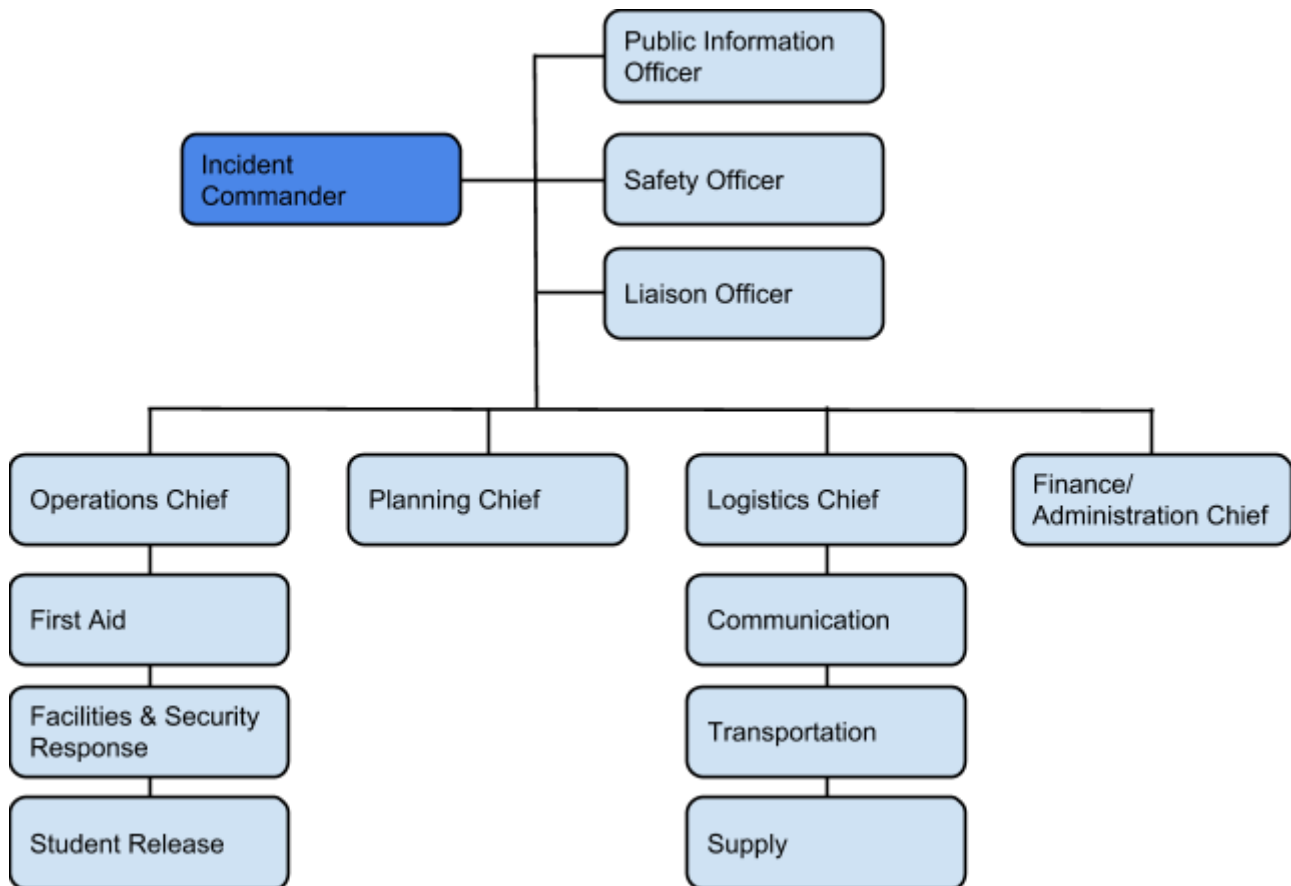
j. Concept of Operations

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 CRISIS PLAN. On Building level situations, the building administrator or their designee will activate the CRISIS PLAN.

2. *Coordination.* This school district will coordinate with all responding agencies (local, state & federal) and other associated stakeholders. 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, key 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.

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

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                              ┌────────────────────────┐
                              │ Public Information     │
                              │ Officer                │
                              └────────────────────────┘
    ┌──────────────┐          ┌────────────────────────┐
    │ Incident     │──────────│ Safety Officer         │
    │ Commander    │          └────────────────────────┘
    └──────────────┘          ┌────────────────────────┐
                              │ Liaison Officer         │
                              └────────────────────────┘

  ┌────────────────┐  ┌────────────────┐  ┌────────────────┐  ┌────────────────────┐
  │ Operations     │  │ Planning Chief │  │ Logistics      │  │ Finance/           │
  │ Chief          │  │                │  │ Chief          │  │ Administration     │
  └────────────────┘  └────────────────┘  └────────────────┘  │ Chief              │
          │                                        │           └────────────────────┘
  ┌────────────────┐                      ┌────────────────┐
  │ First Aid      │                      │ Communication  │
  └────────────────┘                      └────────────────┘
          │                                        │
  ┌────────────────┐                      ┌────────────────┐
  │ Facilities &   │                      │ Transportation │
  │ Security       │                      └────────────────┘
  │ Response       │                               │
  └────────────────┘                      ┌────────────────┐
          │                               │ Supply         │
  ┌────────────────┐                      └────────────────┘
  │ Student Release│
  └────────────────┘
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ICS Position Responsibilities

Incident Commander (person in charge)	The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. The **Incident Commander is the only position that is always staffed in ICS applications.** On small incidents and events, one person, the Incident Commander, may accomplish all management functions. The Incident Commander is responsible for all ICS management functions until he or she delegates the function. In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for: ● Ensuring incident safety. ● Providing information services to internal and external stakeholders, such as parents. ● Establishing and maintaining liaison with other agencies participating in the incident.
Public Information Officer	Serves as the conduit for information to internal and external stakeholders, including the media or parents. Responsible for safety and security of the site; stops operations if conditions become unsafe.
Safety Officer	Monitors safety conditions and develops measures for assuring the safety of all response personnel.
Liaison Officer	Serves as the primary contact for supporting agencies assisting at an incident.
Operations Chief	Develops and implements strategy and tactics to carry out the incident objectives. Organizes, assigns, and supervises the response resources.
First Aid	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: ● Setting up first aid area for students. ● Assessing and treating injuries. ● Completing master injury report. Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.
Facilities & Security Response	The Facilities & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.

Student Release	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Office on external messages.
Planning Chief	The major activities of the Planning Chief may include: • Collecting, evaluating, and displaying incident intelligence and information. • Preparing and documenting Incident Action Plans. • Tracking resources assigned to the incident. • Maintaining incident documentation. • Developing plans for demobilization.
Logistics Chief	The Logistics Chief is responsible for all of the services and support needs, including: • Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies. • Providing communication planning and resources. • Setting up food services. • Setting up and maintaining incident facilities. • Providing support transportation. • Providing medical services to incident personnel (not injured students).
Communication	Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
Transportation	Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.
Supply	Determines the type and amount of supplies needed to support the incident. Orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply position. Maintains inventory and accountability of supplies and equipment.
Finance/ Administration Chief	The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for: • Contract negotiation and monitoring. • Timekeeping. • Cost analysis. • Compensation for injury or damage to property.

ICS Position Responsibilities

Title	Name Location and Phone Numbers	Alternate Name Location and Phone Numbers	2nd Alternate Name Location and Phone Numbers
Incident Commander:			
Public Information Officer:			
Safety Officer			
Liaison Officer:			
Planning Chief:			
Operations Chief:			
Operations – First Aid:			
Operations –Facilities and Security Response:			
Operations – Student Release:			
Logistics Chief:			

Logistics – Communication:			
Logistics - Transportation:			
Logistics – Supply:			
Finance/Administration Chief:			

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. 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.

2. 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.

3. 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

4. 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 authority, 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

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 shut off 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 district's CRISIS PLAN 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 may implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

m. **Information Collection, Analysis, and Dissemination**

School Name School District will collect, analyze, and disseminate information before, during, and after an incident.

1.   Types of Information

Before and during an incident, School Name School District will assign administrative staff to monitor weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the Incident Commander and Public Information Officer with any immediate actions required.

After an incident, School Name School District will assign administrative staff to monitor web sites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

2.   Information Documentation

The assigned staff member will document the information gathered to include:
a.   The source of the information.
b.   The staff member who collected and analyzed the information.
c.   The staff member to receive and use the information.
d.   The format for providing the information.
e.   The date and time the information was collected and shared.

n. 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, calls, emails, text messages 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
      * District website
      * Social media avenues
      * Mobile App
      * Messengers

o. 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.
7. District wide resource list

p. Plan Development and Maintenance

The Superintendent and the Board of Education are responsible for the overall development and completion of this Crisis 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 will require frequent training opportunities in accordance with state

regulations, so staff and students will know how to respond in emergency situations.
5. Methods of how the students, parents, and public can be informed of parts of the plan

q. 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 2013
2. Homeland Security Act of 2002
3. The Code of Federal Regulations, Title 44, Chapter 1 (October 1, 2002)
4. Presidential Policy Directive/PPD-5 (February 2003)
5. Presidential Policy Directive/PPD-7 (December 2003)
6. Presidential Policy Directive/ PPD- 8 (March 30, 2011)
7. National Security Presidential Directives 20 & 51 (May 2007)
8. National Preparedness Goal (Sept. 2011)
9. National Preparedness System (Nov. 2011)
10. National Disaster Recovery Framework (Sept. 2011)
11. Post-Katrina Emergency Management Reform Act (PKEMRA) (Oct. 2006)
12. Sandy Recovery Improvement Act (SIRA) (Jan. 2013)

State Sources:
1. Concurrent Resolution #5018 (1999)
2. Concurrent Resolution #5008 (2003)
3. KSDE Regulations
4. Kansas Safe and Secure Schools Unit
5. KASB

Local:
1. USD 217 Board of Education Policies
2. Local Community Ordinances

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.

1. **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 <u>Incident Command Post</u>. 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)
USD 217 Bus Barn		x
USD 217 District Office	x	

    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 the USD 217 bus barn as its EOC location.
       The alternative EOC location is Rolla City Hall.

2. **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.

3. **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 *human* caused, *natural* disasters and *technological or physical plant* failure categories.

4. **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. District and Building Continuity of Operations Charts
  - i. The Public Information Officer maintains the District and Building Continuity of Operations Charts.
5. 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.
6. 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.
7. 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.

8. 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.

9. Relocation Sites
      i. Relocation sites have been identified as locations to establish management and to implement essential functions as warranted by an incident.

10. Alternate Facilities and Strategy
      i. Contingent alternative facilities are listed below:
- District Business Office: Rolla City Hall.
- High School: As directed based on the emergency.
- Middle School: As directed based on the emergency.
- Elementary Schools: As directed based on the emergency.
- Special Purpose School(s): As directed based on the emergency.
- District Support/Maintenance Offices: Maintenance Barn, Rolla Bus Barn.

    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.

11. Vital Records and Retention File
      i. Vital records are archived or retained on backup data systems stored off site.

12. Staff
      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.

13. Reconstitution
      i. In most instances of COOP Plan implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:
      ii. Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
      iii. Supervise an orderly return to the school building.
      iv. 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:
    - v.   P. A. system
    - vi.   Building radios
    - vii.   Interoperable radios
    - viii.   Cell phones
    - ix.   Hard wired phones
    - x.   Written communication
    - xi.   Email
    - xii.   Faxes
    - xiii.   Direct communication (face to face)
    - xiv.   Faculty meetings
    - xv.   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.   Text messages
    - viii.   District web sites
    - ix.   Written communication
    - x.   Public meetings
    - xi.   "Code Red" Reverse 911
    - xii.   Mobile App
    - xiii.   Other as needed

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.   Social Media
    - viii.   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
   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 (as appropriate to the incident and the grade level of their students) 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.
   iii. 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 (i.e. Red Cross, Salvation Army, local community emergency management, etc.) A copy of the agreement will be found in the appendix section of this CRISIS PLAN.

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 CRISIS PLAN 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. <u>Students With Cognitive or Emotional Disabilities</u> 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. <u>Students Who Are Deaf or Have a Hearing Loss</u> 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. <u>Students With Physical/Mobility Disabilities</u> may need staff assistance during an incident.

    vi. <u>Alternative/Enhanced Communication Strategies</u>

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
USD 217, 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.

k. Evacuation Procedures

An orderly and preplanned exit from a building when conditions are safer outside than inside.

- Sound alarm (fire) and/or make a clear speech intercom announcement
- Call 911, if warranted
- Notify Central Office
- Take closest & safest planned route out of building
- Be familiar with 2nd route as needed
- Teachers take attendance – take classroom kit (if available)
- 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

l. Shelter In Place (SIP) Procedures

Placement of students and staff in a predetermined area for refuge from chemical spills, explosions, and hazmat issues.

- Make a clear speech intercom announcement
- Call 911, if warranted
- Notify Central Office
- Move students and staff to designated area(s)
- Open and use items from SIP kit to seal off area(s)
- 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 kit (if available) to SIP area

m. Lock Down Procedures

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

- Make a clear speech intercom announcement - "We are in a Lock Down"

- Call 911, if warranted
- Notify Central Office
- Clear all hallways of students and visitors – report to nearest classroom
- Disregard fire alarms and bells
- Close, cover, and lock all doors/windows
- Shut off lights
- Block door with furniture if appropriate
- Move away from the doors and windows – find the best hiding spot
- Prepare a plan of action if an intruder gains entry
- Classes outside the building should not enter the building
- Be quiet. Wait for further instructions
- Turn off ringers on cell phones – silence electronic devices
- Take attendance
- Assist those with special needs
- There is no "all clear" after an announcement. A law enforcement officer or administrator will come to your room and open your door from the outside.
- Parents should be notified of Lock Down via text, voice, or app message ASAP per the advice of law enforcement

n. **Run, Hide, Fight Procedures**

A situation where there is an active threat inside the building. Students and staff are to quickly make the best determination of what is occurring and which of the run, hide, or fight options will provide the greatest degree of security.

- RUN and escape, if possible
    - RUN if safe to do so using an accessible path
    - Leave belongings behind
    - If safe to do so, help others escape
    - Warn and prevent others from entering threat area
    - Keep hands visible to law enforcement
    - Call 911 when safe
- HIDE, if escape is not possible
    - If not able to evacuate safely, find a place to HIDE
    - Get out of view and stay very quiet
    - Silence electronic devices and make sure they won't vibrate
    - Lock and block doors, close blinds, and turn off the lights
    - Stay in place until law enforcement gives the all clear
- FIGHT as an absolute last resort
    - If not able to evacuate or hide safely and facing immediate danger, FIGHT
    - Commit to actions to incapacitate the threat
    - Act with physical aggression
    - Throw items and improvise weapons to distract and disarm the threat
    - Call 911 when safe

o. **Secure Campus Procedures**

A situation where there is an external threat in the community surrounding the school. A Secure Campus is where normal activities continue in the school, but students & staff remain inside the building.

- Make a clear speech intercom announcement – "We are in Secure Campus"
- Call 911, if warranted
- Notify Central Office
- Main entry door should be locked - All other doors should remain locked
- All students and staff that are outdoors should come back inside building
- All students and staff remain inside the building
- All activities continue within the building
- Make an "all clear" announcement when ready to resume normal activities
- Parents should be notified of Secure Campus via e-mail prior to end of school day

p. **Accountability Procedures (Accounting for All Persons)**

Accounting for all persons during an emergency situation is critical in identifying the whereabouts and wellbeing of students, staff, and visitors, and identifying those who may be missing.

- General accountability principles should include:
  - o Who is present
  - o Who is missing
  - o Who is extra
- An administrator or administrative staff should be designated as Attendance Coordinator to collect information from teachers and office staff to account for all students, staff, and visitors.
- Teachers should account for students and injuries and report to Accounting Coordinator.
- Office staff should account for staff, itinerant staff, and visitors and injuries and report to Attendance Coordinator.
- The Attendance Coordinator should identify any missing and injured individuals and report to Incident Commander.
- The Attendance Coordinator will account for anyone who is released.

q. **Reverse Evacuation Procedures**

When a threat or imminent danger is outside, and there are students and staff in outdoor areas, reverse evacuation is used to bring them into the safer environment of the building.

- Make a clear speech announcement by any means available
- Call 911, if warranted
- Notify Central Office
- Take closest & safest route into the building
- Assist those with special needs
- Teachers should take attendance once in the building

- Office staff should account for itinerant staff & visitors

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 human 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. Human Caused Hazards

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 following Accountability Procedures
- Confirm information
- Call Building Administration or designee and inform them of situation
- If district school bus is involved refer to Bus Emergency procedures
- 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

BOMB THREAT

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

Staff Actions:

- Complete the bomb threat checklist below
- Contact WRHS Security Office and/or law enforcement for professional assistance
- Notify Superintendent and Central Office
- Evacuate if deemed appropriate by law enforcement and/or Incident Commander following Evacuation Procedures (page 32)

Use this checklist to help determine the seriousness of a bomb threat and to identify the caller.

Date _____ Time of call _____

Bomb threat was received on telephone number _____

Caller ID # of bomb threat (if visible on phone) _____

Exact language/wording used by the caller_____

_____

Record the following information was 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:
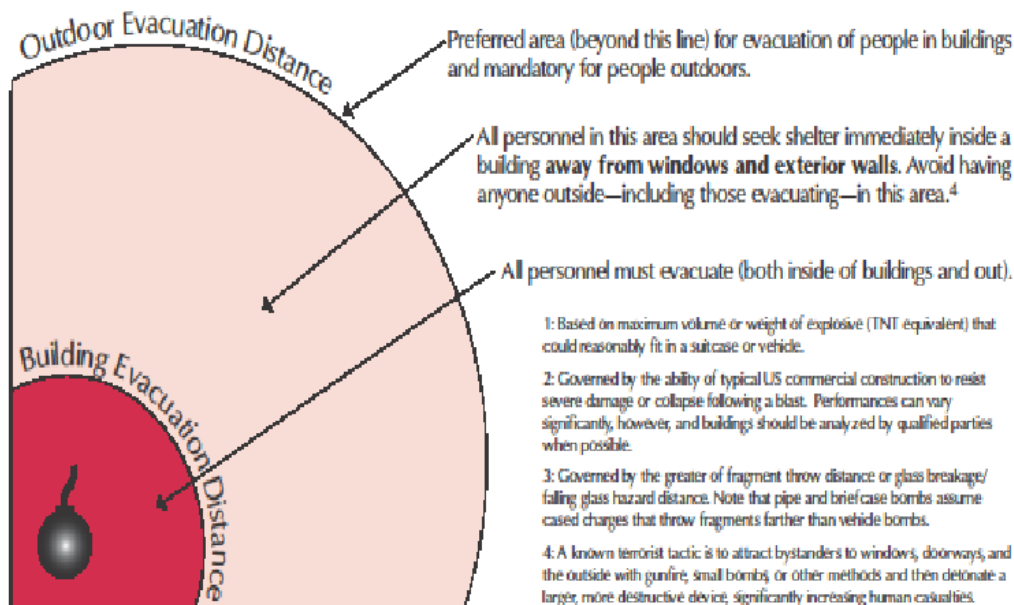
School Principal _____ Time _____

Police _____ Time _____

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

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.

Preferred area (beyond this line) for evacuation of people in buildings and mandatory for people outdoors.

All personnel in this area should seek shelter immediately inside a building away from windows and exterior walls. Avoid having anyone outside—including those evacuating—in this area.[4]

All personnel must evacuate (both inside of buildings and out).

1: Based on maximum volume or weight of explosive (TNT equivalent) that could reasonably fit in a suitcase or vehicle.

2: Governed by the ability of typical US commercial construction to resist severe damage or collapse following a blast. Performances can vary significantly, however, and buildings should be analyzed by qualified parties when possible.

3: Governed by the greater of fragment throw distance or glass breakage/ falling glass hazard distance. Note that pipe and briefcase bombs assume cased charges that throw fragments farther than vehicle bombs.

4: A known terrorist tactic is to attract bystanders to windows, doorways, and the outside with gunfire, small bombs, or other methods and then detonate a larger, more destructive device, significantly increasing human casualties.

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BUS EMERGENCY

Each bus has a folder containing 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:

What do you do under the following circumstances?

Accidents

_____
_____
_____

Active Assailants

_____
_____
_____

All Weather

Examples:

Staff at the Scene:

- Call 911, if warranted
- Evacuate bus if needed
- Call Principal
- Account for all students and staff following Accountability Procedures (page 34)
- 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 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

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 that was 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.

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

Staff Actions:

- Notify Principal

Principal/Team:

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify Central Office.
- Notify staff 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 Shawnee County Sheriff's Office Pastor.
- 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.

<u>**Guidelines for Student/Staff Sudden Death**</u>

While the following scenarios are appropriate steps to follow, each building crisis team should be allowed the discretion to address the situation in the way they deem most effective. Because the circumstances of situations such as death and other tragedies can be so varied, the approach with which the situation is addressed should have the flexibility to meet the unique needs that may arise. In all situations, a liaison between family and school should be chosen as a single point of contact and no information should be shared regarding the circumstances of the situations without the family's consent. This step is crucial not only to offer support to the family and ensure accurate and appropriate information is being shared, but also as an effort to communicate their wishes to the school community in an effort to give them the time and space needed to handle the situation without an overwhelming response from the school.   All communication should be conducted with the utmost sensitivity and respect for their emotional state.

Day of a Sudden Death

- Upon notification of the sudden death of a student or staff member, the building Principal will notify the Central Office.
- 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.

Statement to Students

Formulate a statement that teachers can read to their class giving the facts about the death that the family has agreed should be shared with fellow classmates and validating that regardless of whether you knew the deceased or not, the impact of a death within our school community affects everyone in a very personal way. Provide information about how guidance and support can be sought throughout the day. Ask that everyone be respectful of the impact that the individual's death may have on those in our building today and in the days to come.

Talking Points:
- Use a calm and caring demeanor.
- Encourage students to support one another.
- Routine is important. Students often find a sense of comfort in a familiar routine.
- Provide time for students to express or share feelings. Remember, listening is helping.
- Be alert for students who may need additional support and allow them to see a counselor. When this occurs, please notify the counseling office of students we should expect to see.

- People react to death/loss in different ways. There is no 'right' way.
- It's ok for students to see that adults are hurting.
- Don't say you know how they feel.
- Don't tell them how they should feel or react.
- Don't try to find something positive about death.
- Don't offer your ideas/opinions about the cause of death.
- Do not observe a moment of silence.
- Counselors can work with students individually, but can also be available if you need assistance in your classroom.

Day following a Sudden Death

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

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 Lock Down Procedures
- Call 911, Superintendent, Central Office
- 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

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 (page 32)

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
- If poisoning is suspected call the Poison Center Hotline 1-800-222-1222
- 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

WEAPONS VIOLATIONS

Student access to weapons creates significant risk within a school environment and must be treated seriously. Early intervention may reduce or eliminate the escalation of the incident to a crisis. Prepare to LOCK DOWN the school if the situation escalates.

If you are aware of a WEAPON on school property:

Staff Actions:

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

Principal/Team:

- CALL 911, and notify the police, that a weapon is on school property
    a. Provide location, identity and description of the individual
    b. Provide description and location of weapons
    c. Develop an action plan for response
- As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive
- If the weapon is located on an individual, isolate the individual
    a. Without confronting the suspect, a team member should go to the area where the suspect is reported to be and observe him or her until police arrive
- If the weapon is in a locker, a backpack or a motor vehicle on school grounds, prevent access to those areas
    a. Do not allow the suspect to pick-up or carry his own belongings
- Assign a recorder to document events and decisions made as they take place
- Determine whether to initiate Lock Down, Evacuation or other enhanced security procedures to safeguard building occupants
- Notify superintendent, Communications Director, and the District Security Chief
- Conduct weapon search, if reasonable suspicion exists
- If weapon is located during search, the police should take possession of it
- Searches are to conform to district policy
- DO NOT approach the individual alone. Consider these factors:
    a. Need for assistance from law enforcement
    b. Best time and location to approach individual
    c. Description, location and accessibility of weapon(s)
    d. Safety of persons in the area
    e. State of mind of the individual

MULTIPLE CASUALTY TRIAGE

Multiple Casualty Incident (MCI) –

Multiple health related casualties occurring at one time in one site.

Objective:

1. To efficiently begin health care for students injured/impaired by a disaster occurring at school.
2. The role of the school nurse in a multiple casualty circumstance is to do rapid triage, initiate care as possible and to continue ongoing assessments.

Notification/Evacuation

1. School office to contact EMS/911 and to arrange for immediate safety measures by sound appropriate alarm.
   - When calling EMS/911 give directions to locate school and triage area.
   - If public address system available, give pertinent direction to staff/students.
   - Notify administration if the incident is large scale, and district level incident response team needs to respond.
   - USD 217 school staff will directly report to health room to assist school nurse with evacuation of students and emergency equipment.
   - Every teacher will evacuate, if indicated, with class roster in hand and accompany students to designated safe waiting areas.
2. The following persons to report immediately to pre-determined triage area.
   - Nurse, if in building, and all building level crisis team (trained in first aid), who have no class assignment at the time of disaster are to report immediately to established triage area.
   - If in class at time of disaster you will escort assigned class to secure area. Your responsibilities will be to take roll, secure students, turn class over to adjacent teacher, and then report to triage area.
   - Specified office person to immediately bring the emergency contact notebook.
   - Teachers with identified medically fragile students to accompany student to triage area after securing class with adjacent teacher.
   - Secure telephone availability as soon as possible.
3. Suggested criteria for identifying appropriate triage area:
   - Away from power lines and trees
   - Accessible to EMS/911 personnel
   - Distance of 100 to 200 feet from building
   - Adjacent to building office
   - Adjacent to but separated from area to which other are evacuating.
   - When the external environment presents a greater risk than does the internal environment, designate cafeteria or gymnasium

Medical Management – Triage Tag System – (based on training of SMART – JumpSTART triage tagging system)

1. School nurse and/or first aid trained personnel to triage and geographically separate victims into four categories:

   - **Immediate**: Life-threatening injury; needs medical attention within the next hour **Code Red**

- **Delayed**: Non-life-threatening injuries; needs medical attention, but treatment can be delayed a few hours **Code Yellow**
- **Minor**: Minor injuries; may need medical attention in the next few days ("the walking wounded") **Code Green**
- **Deceased or expectant**: Deceased, or injuries so severe that life-saving treatment cannot be provided with the resources available. **Code Black**

2. EMS will upon arrival assume command of managing the triage and intervention of medical care. Building level emergency operations team staff and the school nurse will work cooperatively with EMS personnel until the emergency event has been managed.

- EMS will give direction regarding distribution of general health information, including who should be notified. (i.e. students parents)
- EMS will manage students/faculty who refuse to follow medical assistance or recommendations. As possible, administrator will be advised by EMS.

3. The administrator is the person responsible to determine when a building is safe for return or when early dismissal is necessary.

Communication:

- Parental notification regarding students transported to an emergency room will be made from the emergency room.
  - EMS personnel on site will determine who needs transported.
  - EMS determines transportation to destination; no individual selection can occur in a disaster.
- School to establish mechanism for advising parents of early dismissal/involvement in environmental hazard.
- All media and district risk management inquiries will be directed to administer.
- Confidentiality of health issues needs to be respected: "need to know" information is shared with "need to know" staff. (i.e. emergency room medical staff)

B. Natural Disasters

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, if warranted
- Call 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 Incident Commander

Additional steps for school/facility (if any):
- Remember school facility may be used to shelter others who have been impacted by an earthquake

EXTREME COLD WEATHER

Extremely cold temperatures often accompany a winter storm or are left in its wake. Prolonged exposure can cause frostbite or hypothermia and can become life threatening. This is a problem especially for children waiting at bus stops or at outdoor recess. When extremely cold temperatures are accompanied by wind, an especially dangerous situation exists. The Wind Chill is based on the rate of heat loss from exposed skin caused by the combined effects of wind and cold. As the wind increases, heat is carried away from the body at an accelerated rate, driving down the body temperature, leading to frostbite.

In the event of anticipated extreme cold weather:

District Actions:

- Monitor weather forecast and temperatures including wind chill
- Evaluate school bus operability
- Evaluate road and street conditions and impact to transportation of students including delay to bus wait times
- Discuss snow removal status for city and county roads with city and county officials
- Evaluate ability to maintain appropriate temperatures in each building
- Communicate to parents importance of weather appropriate clothing
- Notify staff and parents of decisions made

FIRE

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

In the event of a fire alarm:

- Fire alarm will sound as normal
- Office personnel will silence the alarm and make an announcement for everyone to remain in their classrooms, prepare to evacuate, and wait for further instructions
- Evacuation is delayed for three minutes to allow for investigation for smoke and/or fire, as well as investigation of means of egress on the interior and exterior for signs of suspicious subjects, or signs of targeted violence
- Assigned staff verify if alarm is actual or false
- If no smoke, fire, or suspicious circumstances announce the all-clear and that no evacuation is required
- If suspicious circumstances are found implement Lock Down Procedures (page 32) immediately
- If unable to verify if alarm is actual or false within three minutes, announce evacuation is required
- Call 911
- Call Central Office
- Implement Evacuation Procedures (page 32) to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student Accountability Procedures (page 34)
- 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

In the event of a fire:

- Sound alarm, announce that there is a confirmed fire, and that evacuation is required
- Call 911
- Call Central Office
- Implement Evacuation Procedures (page 32) to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student Accountability Procedures (page 34)
- 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.

FLOOD

Flooding can threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.

- 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:

- Act quickly to save yourself, as you may only have 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 roadbed may not be intact under the floodwaters. Turn around and go another way. **(Turn around don't drown)**
- 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.
- Be especially cautious at night when it is harder to recognize flood dangers.
- Do not 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 floodwater.
- Continue to monitor NOAA Weather radio, television or emergency broadcasts for information.
- Be alert for rising waters and water over roads.

PANDEMIC PLAN

School Name Schools play an integral role in protecting the health and safety of the district's staff, students, and their families. USD 437 has a Pandemic Influenza Plan to assist the district in preparing for and responding to an influenza pandemic. The Kansas Pandemic Influenza Preparedness Action Kit formed the basis of the district's pandemic planning and organizational structures to manage the execution of the plan.

The Pandemic Influenza Plan includes a response plan and incident level responsibilities based on three periods:

- Inter-Pandemic Period
- Pandemic Alert Period
- Pandemic Period

The Pandemic Influenza Plan includes specific planning elements relating to the following broad categories: planning and coordination, continuity of student learning and core operations, infection control policies and procedures, and communication planning.

Pandemic Influenzas are unpredictable. This plan will help the school district plan for potential closing, large numbers of staff and student absences, loss of services, and methods to continue instruction should students remain at home.

SEVERE WEATHER/TORNADO/LIGHTING 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.

SUSPEND OUTDOOR ACTIVITIES for 30 minutes after the last observed lightning strike within 6 to 8 miles of activity.

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. For a *tornado watch* classrooms with shuttered windows should secure all shutters.
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. No students or staff members will be allowed to leave the shelter area until the warning has expired.

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

- Activate their building's crisis team.
- Make necessary verbal announcements instructing students & staff.
- 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.
- 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.
- School buses in route will head to nearest school or storm shelter, as recommended by PSPTA guidelines

C. Physical Plant/Technological Failures

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.

Staff Actions:

- If you receive a suspicious envelope or package call 911
- Notify building Principal and Central Office
- Do not shake or move suspicious envelope or package
- Leave the room and close the door, or section off the area to prevent others from entering (i. e. keep others away)
- Wash your hands with soap and water
- If possible, list all people who were in the room or area when this suspicious envelope or package was recognized - Provide this list to law enforcement officials for follow-up investigations
- Evacuate if deemed appropriate by law enforcement and/or Incident Commander following Evacuation Procedures

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.

Staff Actions:
- Notify Principal
- Move students away from immediate vicinity of danger
- If outside follow Reverse Evacuation Procedures
- Observe wind direction by observing flags or leaves and move students appropriately

Principal/Team:
- Initiate Shelter in Place
- Shut off HVAC units
- Call 911, if warranted
- Call Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes, and follow Evacuation Procedures

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.

Staff Actions:

- Contact the Technology Office.

Technology Office Actions:

- The Coordinator of Technology (or Designee) will notify the Superintendent.
- Upon researching the attack the Coordinator of Technology (or Designee) will update the Superintendent, Principals, and other staff as necessary. Outside agencies may be contacted.
- Upon mitigation of the attack the Coordinator of Technology (or Designee) will update the Superintendent, Principals, and other staff. Depending on scope, outside agencies may be contacted.

FOOD SAFETY 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 school has a Food Safety Plan. The Food Safety Plan follows USDA guidance on developing a food safety plan based on the Process Approach to Hazard Analysis and Critical Control Points (HACCP). All standards in the Food Safety Plan are in accordance with the current Kansas Food Code. Minimum cooking temperatures used are those required by Child Nutrition & Wellness, Kansas State Department of Education which meet or exceed those required by the current Kansas Food Code.

Each Food Safety Plan includes sections for:

1. Standard Operating Procedures
2. Categorizing Menu Items
3. Identifying Control Measures (CCPs and SOPs)
4. Monitoring
5. Corrective Actions
6. Recordkeeping
7. Review of Food Safety System and Plan

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:

- Call 911, if warranted
- Call Central Office
- Assess situations
- Implement appropriate procedures (e. g. evacuation or shelter-in-place)
- 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

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
- Know where the shut off valves are in each building

Principal/Team:

- Assess situations
- Call Central Office
- Notify appropriate utility company
- Know how to shut off all utility emergency valves.

IV. Recovery

    a. Students/Parents/Staff
       i. Psychological/Emotional Recovery
      ii. Reunification procedures include
          1. Least two non-published reunification sites
          2. Photo identification of parents/guardians prior to release of students
          3. Identifies a reunification point area for students (which is out of the sight from parents)

    b. Facilities
       i. Alternate facilities
      ii. Reconstitution
     iii. Alternate Power
          1. Generators
          2. Emergency lighting

V. Appendices

- All-Hazards Preparedness Drill Record
- Updated maps of school floor plans and site plans with room numbers, evacuation routes, utility shut offs, the location of first aid kits and other detailed information.
- Remote sites and includes evacuation plans, evacuation routes, and other detailed information for those alternate facilities.
- Utility shut off procedures
- Traffic control plans

VI. Common Terminology

1. Definitions

2. Acronyms

3. Protocols

4. Reference/Resources **examples included**

WEB 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. usdoi. 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

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 Multi Agency 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, landing zones, 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 and 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 (CRISIS PLAN): 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, and 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, which 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 an 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 personal 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; post incident 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 Crisis 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: Non-tactical 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.