EMERGENCY Management Resource Guide

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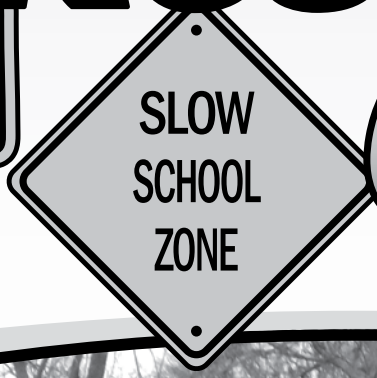

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Forward

In 2001 the Kentucky Center for School Safety along with the Kentucky Department of Education, local school district personnel, state and local law enforcement and various response agencies developed an emergency management planning guide or template in an effort to assist school districts (along with their schools) to consistently develop their emergency operations plans. Since 2001 there have been many changes to the school safety and community landscape necessitating us to review and subsequently update this document. We have again enlisted the expertise of many partnering agencies, local school district personnel and community organizations to guide us in this effort. The result is a planning document for school districts, schools and school communities that provides a focus on an "all hazards approach" and building the plan upon five mission areas. These mission areas (described in detail later in the document) are Prevention, Protection, Mitigation, Response and Recovery. Each area of this planning process plays a unique role and is designed to provide specific information and skills that are intended to support each of the other mission areas. We are calling this document the Emergency Management Resource Guide. This document is not intended to be a school's plan, rather it is designed to be a template by which a school (and/or district) can pick and choose the areas that are specific to them and customize a plan that is consistent with best practice, while being unique to their particular location.

The possibility of massive health concerns (such as a pandemic), terrorist attacks, requirements under the National Incident Management System (NIMS), National Response Framework (NRF), National Infrastructure Preparedness Program (NIPP), continuity of operations planning and business continuity plans, are all areas that were little known, discussed or incorporated into local school district emergency operations plans in 2001. Schools must take a much broader view of their role in terms of an emergency and be prepared to act accordingly. Effective school safety planning is intended to be "pro-active," developed in collaboration with community partners, school staff and students. These school specific plans should be reviewed regularly and tested in order to ensure that all affected persons are aware of their role in an emergency.

What are some of the more common weaknesses that are seen in local school emergency response protocols?

- Emergency response planning has not engaged all stakeholders
- Lack of consistent format or protocols between schools
- Assistance with emotional recovery after an incident

Little attention given to...

- Developing a viable Incident Command Structure (ICS)
- Training staff, students and community
- Testing (exercising) the efficacy of the plan
- Parent notification and reunification
- A "continuity of operations plan"

DEDICATION

This Emergency Management Guide is dedicated to our dear friend and co-worker, Steve Kimberling. Sadly, Steve died on February 14, 2008 after fighting a courageous battle with brain cancer. And, though the devastating disease ravished his body, it did not break his spirit. Indeed, up until only several weeks before his death, his passion for school safety directly manifested itself in his thoughtful work and contribution to this guide to assist schools in creating or updating their plans to use for school emergencies and crisis response. As all who were privileged to know Steve knew well, most of his professional life was one that was spent continuously striving to maximize the safety of school environments. As one of his close friends and co-workers of many years said recently, "Steve Kimberling was about school safety." He held several positions that afforded him the opportunity to pursue this laudable interest, including that of Branch Manager for School Safety and Drop-Out Prevention and the Coordinator of Safe and Drug-Free Schools at the Kentucky Department of Education, the Coordinator of Safe School Assessments for the Kentucky Center for School Safety, as well as an education consultant with Environmental Safety Strategies, just to name a few.

There are so, so many people who will never forget Steve; not because they knew him, but because they sincerely liked, respected and admired him. He was a joy to be around because he was humorous, thoughtful, unassuming, compassionate, selfless, empathetic and bright. He was a real gift to us all, and will be remembered by those of us who loved him for different things that he meant to each of us in different arenas and at different times. However, one of the many things he left with us at the Kentucky Center for School Safety was a strong legacy to continue our efforts to work with others to make our schools as safe as they can possibly be. Therefore, with the full knowledge that this updated version of the Emergency Management Guide began with Steve in its infancy, we believe it only fitting that we dedicate this completed edition to his memory. Lastly, on a lighter note, given the hours that have been spent by many folks to complete this guide, somehow we can just hear Steve utter a phrase that he often used to compliment someone for undertaking and/or completing an arduous task, "I have never been prouder of you than I am right now."

Thank you, Steve Kimberling, because you never failed to make us proud either. We miss you and we'll always love you.

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Using this Guide

This Emergency Management Resource Guide template is designed to assist schools and districts in the creation and use of custom-made Emergency Response Plans. This template addresses the five mission areas of emergency management and is organized around these five distinct planning venues, they are:

1. **Prevention**
2. **Protection**
3. **Mitigation**
4. **Response**
5. **Recovery**

This planning protocol allows the school district and individual schools to customize their plans to address the unique needs of their specific location. This template, however, allows this planning to be done in a consistent manner district wide.

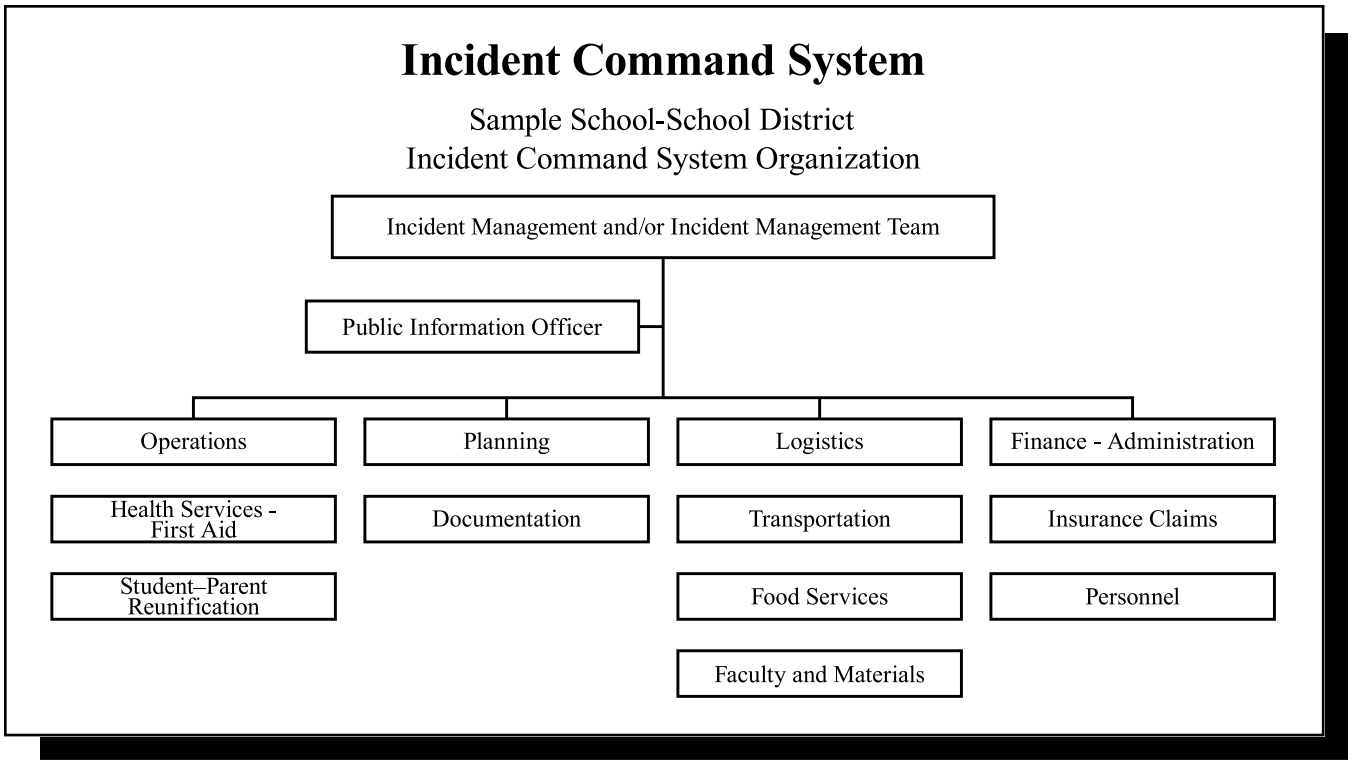
New "best practices" for handling emergency situations become available on an ongoing basis, and new emergency situations emerge over time. Therefore, this guide should always be a "working document," and after initial completion, should be updated on a regular basis. This should become a real "Living/ Working Document".

District Preparedness – District Support Team

Consistency of both the school and district plans is of utmost importance. District preparedness should begin with the Superintendent and School Board making a firm decision to update the district's Emergency Response Plan, and communicating that decision to staff. The next step is forming a District Support Team to begin the planning process (superintendent, building and grounds, security, transportation, student support, mental health, social work, maintenance, administrators located in the school setting, etc.).

Next, the district should identify local community agencies that can be invited to the planning process (police department, fire department, emergency medical, hospitals, mental health, public health, local/ regional emergency management agency, etc.). The superintendent should delegate one person (a district employee with at least one back up) to have primary responsibility for overseeing the process of adapting this guide to local needs. Using this guide in its present state is not the intent. There is no "cookie cutter" approach that will fit all districts or schools. Schools and districts should use this document as a basis from which a local plan can be derived. This individual (and his/her back-up) will serve as a liaison between district employees, community representatives and will have responsibility to convene and lead meetings, to set a timeline for plan development and to direct changes to be made in the district's Emergency Response Plan.

The District Support Team should review the contents of this Emergency Management Resource Guide and conduct a review of area hazards (i.e., areas of potential flooding, factories with dangerous chemicals, mines, areas prone to severe weather conditions, etc.). It would be helpful to check with the local Office of Emergency Management, Office of Homeland Security and other local response partners to see what type of hazard assessment they have already conducted in and around your schools.



The team should then review and modify each emergency protocol to reflect local needs and circumstances in order to prevent and/or mitigate the impact of an emergency should one arise.

Since job titles in different districts may have very different meanings, throughout the guide the district team will need to update local school district job titles using appropriate local terms (some schools and districts have found it constructive to follow the titles utilized within the Incident Command System (ICS) National Incident Management System (NIMS). Each of these titles has a specific role during an emergency and is directed by the Incident Commander (typically the building principal until he/she transfers this responsibility to someone else depending upon the nature of the emergency).

According to KRS 39A.230, all schools/districts shall include procedures for implementing the incident command system during any emergency situation. In order to be proficient in these protocols, school personnel are encouraged to complete ICS 100SCA, 200, 700 800. Administrators should also complete ICS 300. These courses can be found at http://training.fema.gov/NIMS.

District Planning

According to best practices in school safety, there should be an emergency response plan developed at the district level. This plan will be used for emergency events that are greater than a single school can address, involves more than one school or a community-wide emergency.

School Centered Planning

After the District Support Team has completed its revision of the guide, each school and support building should create a site-specific Emergency Operations Plan. To do this, the school will need to establish an Emergency Management Response Team to review their site's existing emergency plan, or to develop a new

plan using this guide as a model. Using the outline, sample forms, and protocols provided in the district's updated guide, schools can create an emergency plan which includes a designated chain of command, specific roles for team members, and school specific procedures to implement in the event of an emergency.

Each school district will need to determine how best to conduct the training and implementation process in individual schools. For smaller districts, the district team may be able to assist on a school-by-school basis. Larger districts will need a more coordinated and systematic way to conduct training for school centered teams to better prepare them to adapt the district plan to their individual school needs. According to K.R.S. 158.162, each Principal shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.

158.162 Mandatory adoption of emergency management response plan in each public school.

(1) As used in this section:

(a) "Emergency management response plan" or "emergency plan" means a written document to prevent, mitigate, prepare for, respond to, and recover from emergencies; and

(b) "First responders" means local fire, police, and emergency medical personnel.

(2) (a) Each local board of education shall require the school council or, if none exists, the principal in each public school building in its jurisdiction to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in KRS 158.164 is required.

(b) Following adoption, the emergency plan, along with a diagram of the facility, shall be provided to appropriate first responders.

(c) The emergency plan shall be reviewed following the end of each school year by the school council, the principal, and first responders and shall be revised as needed.

(d) The principal shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.

(e) The emergency plan and diagram of the facility shall be excluded from the application of KRS 61.870 to 61.884.

(3) Each local board of education shall require the school council or, if none exists, the principal in each public school building to:

(a) Establish primary and secondary evacuation routes for all rooms located within the school and shall post the routes in each room by any doorway used for evacuation;

(b) Identify the best available severe weather safe zones, in consultation with local and state safety officials and informed by guiding principles set forth by the National Weather Service and the Federal Emergency Management Agency, and post the location of safe zones in each room of the school;

(c) Develop practices for students to follow during an earthquake; and

(d) Develop and adhere to practices to control the access to each school building. Practices may include but not be limited to:

1. Controlling outside access to exterior doors during the school day;
2. Controlling the front entrance of the school electronically or with a greeter;
3. Controlling access to individual classrooms. If a classroom is equipped with hardware that allows the door to be locked from the outside but opened from the inside, the door should remain locked during instructional time;

4. Requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and
5. Providing a visitor's badge to be visibly displayed on a visitor's outer garment.

(4) Each local board of education shall require the principal in each public school building in its jurisdiction to conduct, at a minimum, emergency response drills to include one (1) severe weather drill, one (1) earthquake drill, and one (1) lockdown drill within the first thirty (30) instructional days of each school year and again during the month of January. Required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction. Whenever possible, first responders shall be invited to observe emergency response drills.

(5) No later than November 1 of each school year, a local district superintendent shall send verification to the Kentucky Department of Education that all schools within the district are in compliance with the requirements of this section.

Effective: June 24, 2015

History: Amended 2015 Ky. Acts ch. 38, sec. 1, effective June 24, 2015. -- Created 2013 Ky. Acts ch. 126, sec. 1, effective June 25, 2013; and ch. 133, sec. 1, effective June 25, 2013.

Legislative Research Commission Note (6/25/2013). This statute was created by 2013 Ky. Acts chs. 126 and 133, which were companion bills and are substantively identical. Where these Acts are not in conflict, they have been codified together. Where a conflict exists, Acts ch. 126 prevails under KRS 446.250 as the Act which passed the General Assembly last.

Communication and Practice

The final step in the emergency response planning process is to communicate and practice the plan. As required in KRS158.162, all four drills must be completed within the first 30 days of school and again in January. In addition, according to the National Fire Protection Association, schools are required to conduct two fire drills within the first two weeks of school and one each subsequent month. The District Support Team holds the responsibility to assist each school in conducting awareness trainings and in practicing various elements of emergency protocols. While most schools are adept at practicing techniques such as fire drills and severe weather drills, most are not well rehearsed in planning for such events as a chemical release, threats to self or others, intruders and other possible emergencies.

This Guide represents an effort to bring together elements of an all-hazards approach to emergency management for natural, technological, climate and culture, infrastructure, non-structural, biological, physical well-being and man-made incidents.

Summary

A **District Support Team**, in collaboration with community partners creates a district model emergency response plan. It is important to base the plan(s) upon this **template**, but tailored to local needs. The District coordinates training for **School-Centered Emergency Response Teams** to adapt the district guide for school-specific needs.

District and school-centered teams **communicate** and **practice** the plan with staff and community partners in an effort to better prepare for a response and recovery in the event of an emergency.

Emergency Management: Five Mission Areas

For purposes of this guide, "emergency" is defined as:

> **A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.**

In order to create and maintain a viable Emergency Response Plan there must be a high level of understanding and consistency of thought among all of the partners. Typically school districts will create a district support team that provides assistance to schools and other entities within the school district. This consistency of thought (and the individual plan) is built around the five mission areas of emergency management; they are **(1) prevention, (2) protection, (3) mitigation, (4) response and (5) recovery**. Each school's plan should incorporate these basic planning building blocks. By doing so, consistency among all stakeholders is enhanced and a higher level of understanding is created.

What are some of the characteristics of a weak school or district plan?

- No standardized format
- Lack of consistency between schools
- Lack of consistency and coordination between school plan and district plans
- Lack of interaction among state, regional and local partners
- Lack of training for school personnel
- Plans are not critiqued and/or tested on a regular basis
- Lack of after action reporting and documentation

Partners in the Planning Process

School districts and individual schools should not attempt to create their plans in isolation. This will only lead to misunderstanding, lack of trust and less than a desirable response should one be needed. It is for this reason that at a minimum the following entities be involved in the preparation, planning and testing of the response plans:

- Local Emergency Management
- Law enforcement (local, regional and/or state)
- Public Health
- Mental Health
- Local government (representative from the Mayor's office)
- Fire Safety Officials
- Emergency Medical Services

These partners will be able to provide excellent guidance, training and assistance in complying with federal mandates such as the National Incident Management System (NIMS).

Schools and school districts are under extreme pressure to produce significant and sustained academic growth; we believe that this can best be accomplished in a safe and nurturing environment.

This environment not only has a viable emergency response protocol, but has encouraged and promoted caring relationships between students and adults. It is through these types of relationships that a truly safe and healthy environment can exist.

While schools remain the safest place for school-aged children, there are new issues that challenge our thinking, protocols, planning, response and recovery processes. We now must think about and plan for the following:

New Challenges

- ❑ Pandemic/Infectious Diseases
- ❑ Terrorist Attacks
- ❑ Chemical/Biological/Nuclear/Explosive Venues
- ❑ Business Continuity Planning (how do we continue to meet our business demands-payroll, insurance, building maintenance, etc.)
- ❑ Continuity of Operations Planning (how do we continue to carry out our educational mission)
- ❑ Workplace Violence
- ❑ Parent Reunification Policies
- ❑ Media Relations (role of the Public Information Officer)
- ❑ After Action Review Reports
- ❑ Documentation of Effort
- ❑ Bullying
- ❑ School Related Cyber Crimes (bullying, theft, etc...)
- ❑ Even Ordinary School Visitation
- ❑ Field-Trip Safety and Child Protection
- ❑ Non-Custodial Parent Procedures

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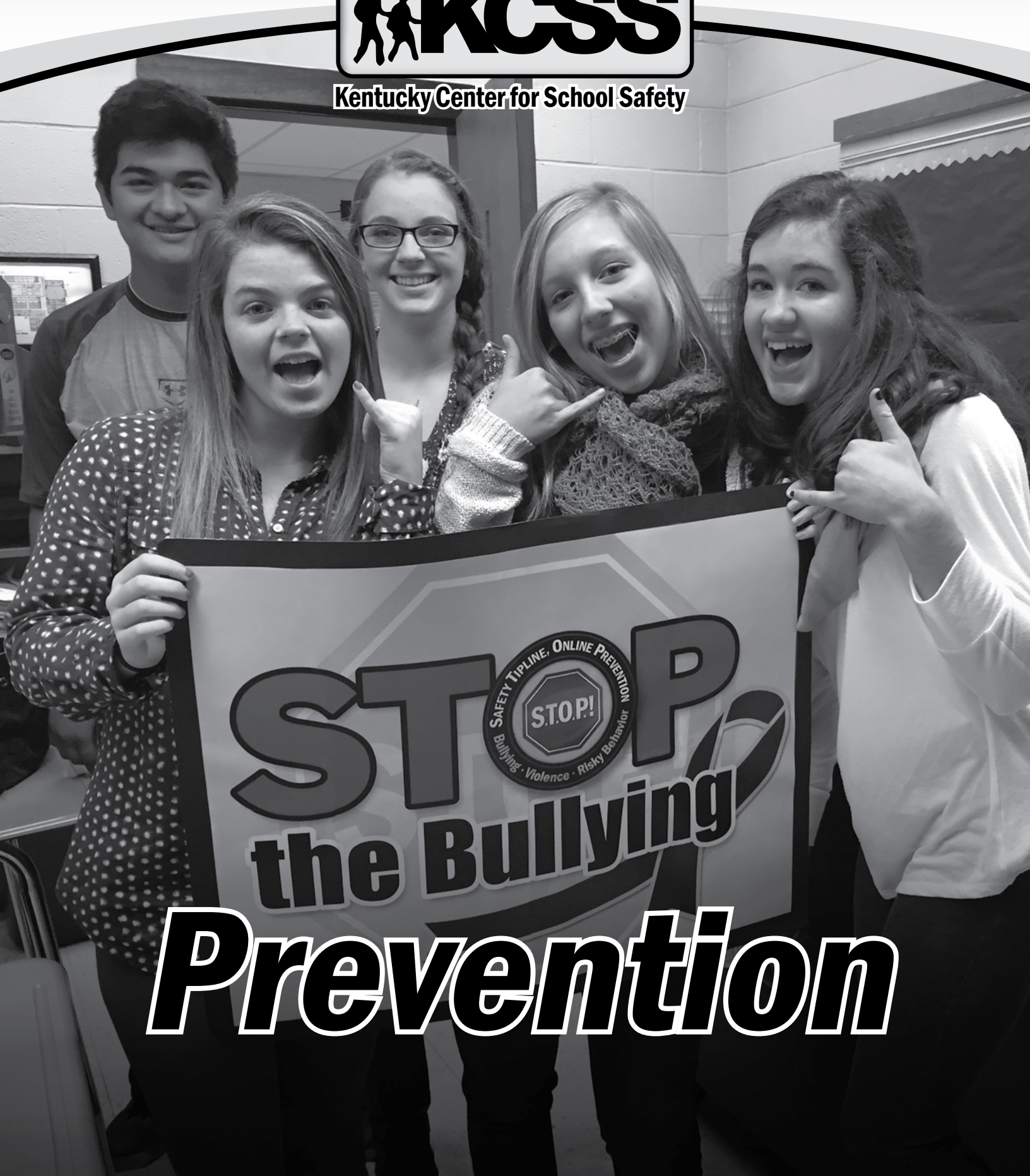

Prevention

Prevention

Prevention is the action schools and districts take to decrease the likelihood that an event or crisis will occur.

Prevention can best be described as a set of pro-active strategies that will enhance the safe and orderly learning environment at the district and school building levels.

Some examples of these pro-active steps for mitigation/prevention would be:

- Identify local hazards
- Conduct a Safe School Assessment
- Review discipline referral data for trends
- Conduct regular safety checks (building and grounds walk through)
- Communication protocols for staff, students, caregivers and the community at large
- Food preparation protocols
- Pandemic Flu preparations
- Limited access policies
- Anti-bullying, anti-violence programs
- Pro-social skills curriculum
- Wellness activities
- Bolting bookshelves to the wall
- Fencing hazardous areas
- Applying Crime Prevention Through Environmental Design (CPTED) principles to school grounds and structures
- Student supervision protocols (consistency by all staff)
- Discipline protocols (understanding and consistency by all staff)
- Mail handling
- Building access control measures
- Student accounting
- Wellness activities (such as drug/alcohol prevention, mental health services, etc.)

When an agreed upon list of issues has been established, strategies and corresponding activities can be implemented. Anti-bullying programs, drug and alcohol prevention programming, school wide discipline programming, and required staff supervision schedules are strategies that can be implemented to assist in the Prevention phase of the plan. Only those strategies that have been validated or proven to be effective should be utilized.

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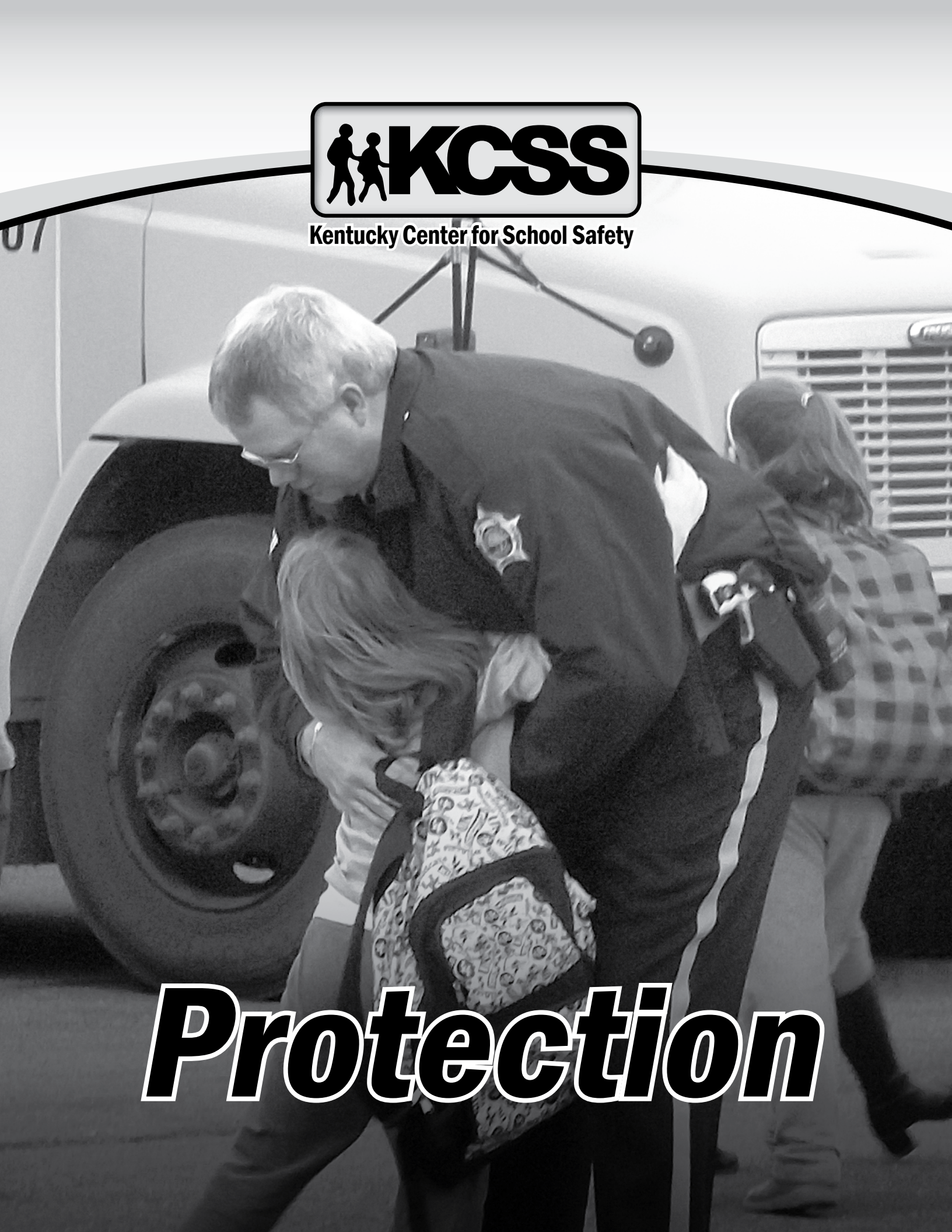

Protection

Protection

Protection means the capabilities to secure schools against acts of violence and man-made or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from threat or hazard.

Some examples of protection would be:

- Secure all points of entry
- Develop visitor procedures to include sign-in and identification
- Lock all class room doors during instruction
- Identify all staff members with identification badges
- Post evacuation routes in each room by any doorway used for evacuation to include both primary and secondary routes specific for that room
- Train staff members in doing security scans (checking familiar areas for unfamiliar objects, persons, etc.)
- What risks and opportunities do students encounter between home and school?
- What risks and opportunities are posed on the school property and areas directly adjoining school property?
- Can the office staff observe approaching visitors before they reach the school entry?
- Do staff members have the ability to stop visitors from entering?
- How well can people see what is going on inside the school?
- Do staff members have immediate lockdown capability in classrooms and other locations?
- Are there identifiable or predictable trouble spots or high risk locations? (These locations may have already been addressed in the previous questions. This serves as a fail-safe measure, to see if any locations have been missed, and require more specific recommendations.)
- Security technology

*See the Kentucky Center for School Safety website for CPTED Principles.

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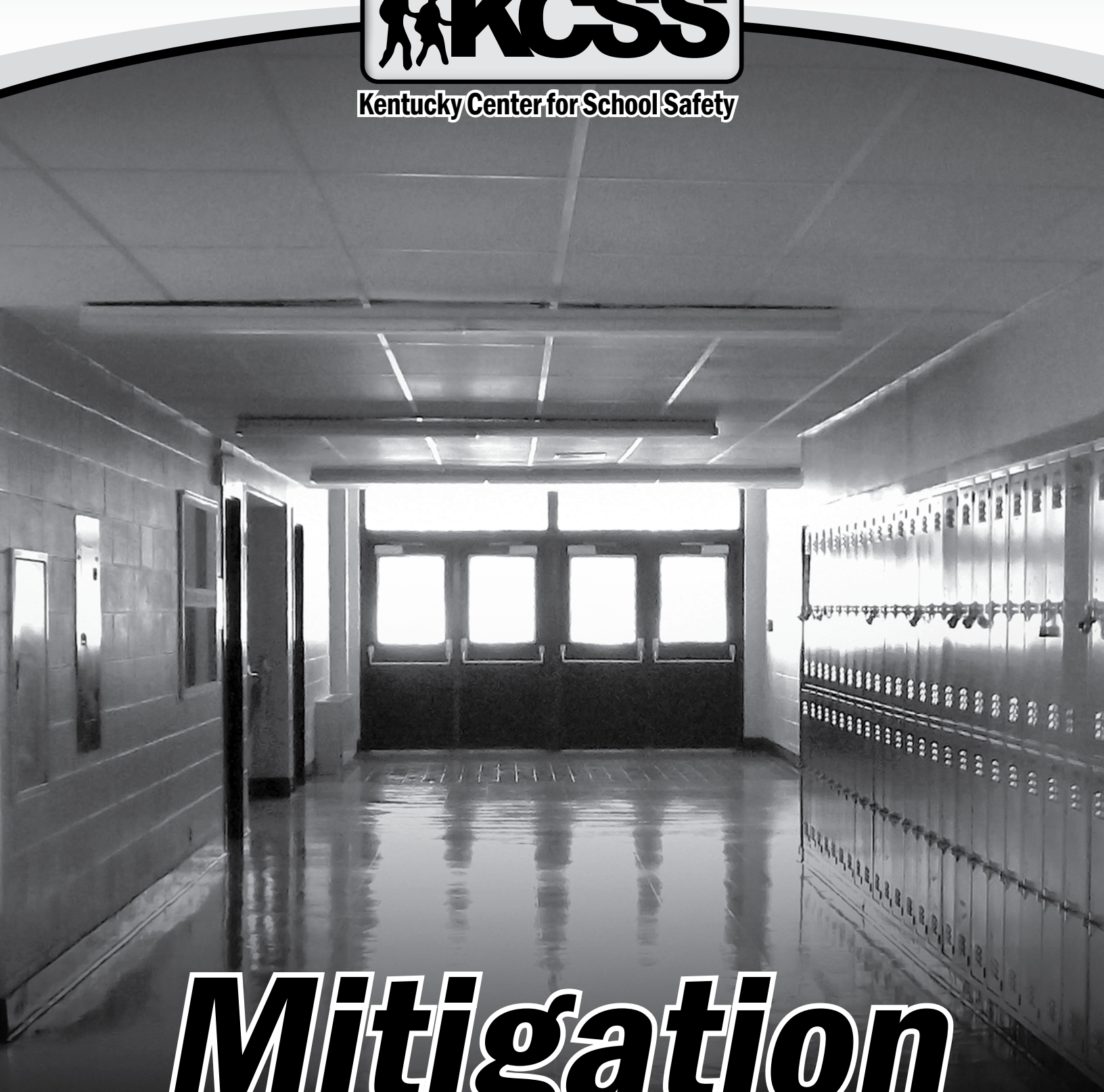

Mitigation

Mitigation

Mitigation activities are the cornerstone for creating effective "Emergency Response" plans for the school district, individual schools and the community. While schools and communities will have little control over some hazards that could impact them, (plane crash, industrial accident, weather related events, etc.) there are actions that can be taken to reduce the impact of such events. Other events such as bomb threats, fights, intruders, and vandalism are more likely to occur and actions can be taken to minimize the likelihood of their occurrence. The first "rule of thumb" in this process is to not work alone. In order to effectively develop a viable plan of action you will need the input from a variety of individuals (local emergency response agencies, local/regional emergency management personnel, hospital/medical staff, mental health and local government representatives).

Let's take a closer look at each of these elements:

Mitigation is the action schools and districts take to eliminate or reduce the loss of life and property damage related to an event that cannot be prevented.

Mitigation refers to actions taken to reduce the adverse effect of an emergency. Mitigation measures can be implemented before, during or recovering from an emergency. Following a school safety assessment conducted in the "mitigation and prevention" phase, measures can be taken to eliminate or minimize the hazards that have been identified. The main thing to remember is that mitigation activities refer to any sustained action implemented to reduce or eliminate long-term risk to life and property related to events that cannot be prevented. Mitigating emergencies is also important from a legal standpoint. If a school, district, or state does not take all necessary actions in good faith to create safe schools, it could be vulnerable to a negligence law suit.

Mitigation is the process of deciding what you will do in the event of an emergency, before the emergency actually occurs. The activities under this heading ready schools and school districts to rapidly respond in a coordinated manner. Preparedness involves the coordination of efforts between the local school district, individual schools and the community at large.

Some examples of "Mitigation" activities are:*

- Identify and incorporate procedures for individuals with special needs
- Identify and acquire emergency supplies – "go kits" (administration and classroom)
- Identifying weaknesses in the current emergency management plan
- Interpreting the data collected from the vulnerability assessments conducted during the Mitigation phase
- Creating and strengthening relationships with community partners, including members of law enforcement, fire safety, local government, public health and mental health agencies and the media
- Establishing an Incident Command System (ICS)
- Implementing functional training exercises for faculty and staff with first responders
- Implementing evacuation, lockdown and shelter-in-place drills
- Coordinating Emergency Operations Plans with those of state and local agencies to avoid unnecessary duplication

*These examples were taken from the Readiness in Emergency Management for Schools.

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Response

Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means "doing what you planned to do." In this phase, schools/districts mobilize resources needed to handle the emergency at hand.

Emergency Management Response Protocols

A broad range of emergency situations are identified in the Emergency Management Response Protocols section of this guide. For each event listed there are specific actions to be taken to appropriately handle the given situation. Depending on the type of emergency, protocols may remain under the domain of the school, may require assistance from the District Support Team, or may necessitate a coordinated community-wide response. Schools and districts should strive to maintain an agreed upon simple language protocol that all school personnel, students, visitors and responders would easily understand.

This process would avoid the use of elaborate codes or code words that may not be known or understood by the majority of people involved in the crisis or visitors in the school at the time of the incident.

Universal Emergency Procedures

Universal Emergency Procedures refers to a set of clear directives that may be implemented across a number of situations. For example, **1) Evacuation** is a procedure that would apply to a situation when it is safer outside the building than inside (such emergencies could be a fire, bomb threat or interior gas leak). Personnel throughout the building would not necessarily need to know which emergency is occurring; they simply need to know to *evacuate* once a decision has been made and announced. The intent is always to move students, staff and visitors away from harm.

Other Universal Emergency Procedures include **2) Reverse Evacuation, 3) Severe Weather Safe Area, 4) Shelter in Place, 5) Lockdown and 6) Drop, Cover and Hold**. The advantage of having a small set of universal procedures is its simplicity. With Universal Emergency Procedures in place, staff can learn to follow specific directions without having to learn extensive protocols for dozens of different emergency responses.

Emergency Response Protocols

- Accidents at School
- Aircraft Crash Emergency
- Allergic Reaction
- Assault
- Bloodborne Pathogens / Infectious Substances
- Bomb Threat / Terroristic Threatening
- Bus Accident
- Chemical Material Spill
- Cyber / Electronic Threat
- Death or Serious Illness
- Earthquake
- Fire
- Gas Leak
- Hostage Situation / Kidnapping
- Infectious Diseases
- Missing Person
- Poisoning
- Rape / Sexual Abuse
- Suicide
- **Threat**
  - Active Threat Response
  - Assessment of Threat
  - Threat of Harm
- Weather Related Emergency

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Recovery

Recovery

Recovery means the capabilities necessary to assist schools affected by an event or an emergency in restoring the learning environment.

Recovery may also include the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events. Recovery is also utilizing a "Business Continuity Plan" or a "Continuity of Operations Plan" to return to normal operations as soon as possible.

Immediate vs. Ongoing Recovery

It is essential to understand recovery at two distinct levels, immediate and ongoing. Immediate support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter and clothing are often a primary focus. Long-term recovery needs may not be readily apparent, and for many, ongoing support will be needed. Ongoing recovery refers to support provided to some individuals for weeks, months or years following a tragic event.

Assessment, Crisis Intervention and Support

Children and their parents, faculty, staff and administrators, public safety personnel and the larger community are all impacted by tragic events and will benefit from immediate and ongoing support. For some traumatic events the District Support Team may be adequate to provide immediate and ongoing recovery services. Emergencies that affect a small number of people, or certain district-level emergencies may be well served by crisis counseling and recovery from other district employees, local community mental health providers, employee assistance programs and similar services. Often, this is a appropriate time to include members of faith-based organizations who have the appropriate training in this area.

For large-scale emergencies, however, services such as triage, assessment, outreach and crisis intervention are best delivered on a regional basis through a trained rapid response network. For large-scale disasters, site-based personnel normally assigned these functions are now victims/survivors themselves. The regional network of trained professionals provides a structured immediate first response system to support the district in need. Site-based personnel will be called on to provide the ongoing support services once the immediate crisis has passed. Their effectiveness will be strengthened if needed support is afforded to them during the early days of recovery. Recognizing the impact of incident related stress on all school and district staff members while supporting outreach efforts will help insure "quality care".

Examples include:

- Strive to return to learning as quickly as possible
- Restore the physical plant, as well as the school community
- Monitor how staff is assessing students for the emotional impact of the crisis
- Identify what follow up interventions are available to students, staff and first responders
- Conduct debriefings with staff and first responders
- Assess curricular activities that address the crisis
- Allocate appropriate time for recovery
- Plan how anniversaries of events will be commemorated
- Capture "lessons learned" and incorporate them into revisions and trainings

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Incident Command

Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events. The chart below illustrates different levels of emergencies, and the following page describes in greater detail the possible impact of community-level disasters on individual schools.

School Level Emergencies

Situations in which the scope is limited to school settings and school-based personnel, and no assistance is needed (such as an allergic reaction and use of "Epi pen")

District Level Emergencies

These are events where support and involvement is required from school district personnel or members of the District Support Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

Community Level Emergencies

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident) and/or a hostage situation. In many of these situations the school's role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives. In addition, schools may be called upon to provide resources for community emergencies.

Understanding the Impact of Large-Scale Disasters

Schools must be prepared to rely on their own resources because assistance from others may be delayed, depending on the scope of an emergency. Remember, for a large-scale event such as an earthquake or tornado, the same disaster that affects your school will also affect the surrounding community. The list below offers insights into possible effects of a large disaster.

- Experts advise that schools may be on their own for 3 or more days following a catastrophic disaster. All staff should be alerted in the planning phase that, in the event of such an emergency, they will be required to staff the school during this time.

- A large disaster may result in:

    - Widespread telephone outage
    - Road blockages and damage to roads and bridges
    - Gridlock or congestion of roadways
    - Loss or damage to utility systems
    - Damage to local dams, especially earthen dams
    - Chemical or electrical fires
    - Release of fuels and hazardous materials
    - Flash flooding

- Injuries and death may be caused by falling objects, fires/smoke inhalation, release of hazardous materials, flying debris, roof collapse, flooding and landslides.

- The disaster that affects you also affects the community.

- Fires, spills, damaged buildings, and search and rescue operations will overwhelm normal emergency response forces including police departments, fire departments and emergency medical services.

- It is important for school staff to develop personal and family emergency response plans because school personnel may have moral and legal responsibilities at school should a disaster occur. The family should anticipate that a staff member may be required to remain at school following a catastrophic event.

Professional and Legal Responsibilities For Emergency Preparedness

Adapted from the Federal Emergency Management Agency's (FEMA's) "Multi-Hazard Emergency Planning for Schools".

Responsibility

1. Schools are a vital community resource.

- School personnel have a moral and legal responsibility to all students in their care.
- Your school is responsible for students during day-to-day operations.
- After a disaster, your school may serve as the gathering place for hundreds of people who live or work nearby.

2. In most cases, teachers and staff members will be required to remain at school until they are released by the principal, superintendent, or incident commander.

- This responsibility to students in a disaster should be covered in each individual's employment contract.
- The school cafeteria should maintain a three day food supply to feed those sheltered at the school.
- This policy recognizes the school's obligation to keep students safe.
- Just as school staff members will rely on other members of the community to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide for the children in their care.

3. Staff members should have a family emergency plan; that plan should anticipate that the school staff member must stay at school.

- Knowing your family is prepared and can handle the situation will enable you to do your job professionally.
- Remind your family that if the telephones are not working, you will be unable to call them.
- If the telephones work, tell them you will wait an hour or two to keep the lines open.

4. Ideally, the school plan should include a prioritization of which teachers and staff members might be released first (such as those with small children at home).

5. Staff members who live alone or a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

Legal Aspects

- If you are a school official with decision-making authority and you neglect or avoid taking disaster safety precautions, you may be found personally and financially liable for damages, injuries and deaths at your school.

- Many states now require specific disaster preparedness activities. In Kentucky, several statutes related to emergency planning and safe schools reporting:

    - K.R.S. 61.878(1)(M)1 – Open Records Exemption
    - K.R.S. 156.095 – Disseminate Suicide Prevention Information
    - K.R.S. 158.070 – Suicide Training for Secondary School Staff
    - K.R.S. 158.150 – Suspension or expulsion of students
    - K.R.S. 158.154 – Principal's duty to report certain acts to local law enforcement
    - K.R.S. 158.162 – Emergency Management Response Plan
    - K.R.S. 158.163 – Earthquake and tornado emergency procedures system
    - K.R.S. 158.164 – Building lockdown procedure -- Practice
    - K.R.S. 158.165 – Possession and use of personal telecommunications device
    - K.R.S. 610.345 – Principal's duty to share "Disclosure Notices" received from courts

- Have your legal counsel check to see that your school or district is in compliance with current laws and standards regarding school safety.

See Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/House Bill 354 Emergency Management Planning For Schools and Districts

Introduction to the Incident Command System (ICS)

Every complex job needs to be organized, and managing crises in schools is no exception. The **Incident Command System (ICS)** has become the nationwide standard for emergency management, preparedness and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters and is currently required for use by a wide range of agencies across the country.

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal and/or his/her designee will become the "Incident Commander."

Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. The primary functions of the ICS are: **Management, Operations, Logistics, Planning/Intelligence, and Administration/Finance.**

In simple terms:

- **Management**: Is in charge
- **Operations**: Makes it happen (by "doing")
- **Logistics**: Makes it possible (by "getting")
- **Planning/Intelligence**: Makes it rational (by "thinking")
- **Administration/Finance**: Makes it fiscally accountable (by "recording")

Span of Control

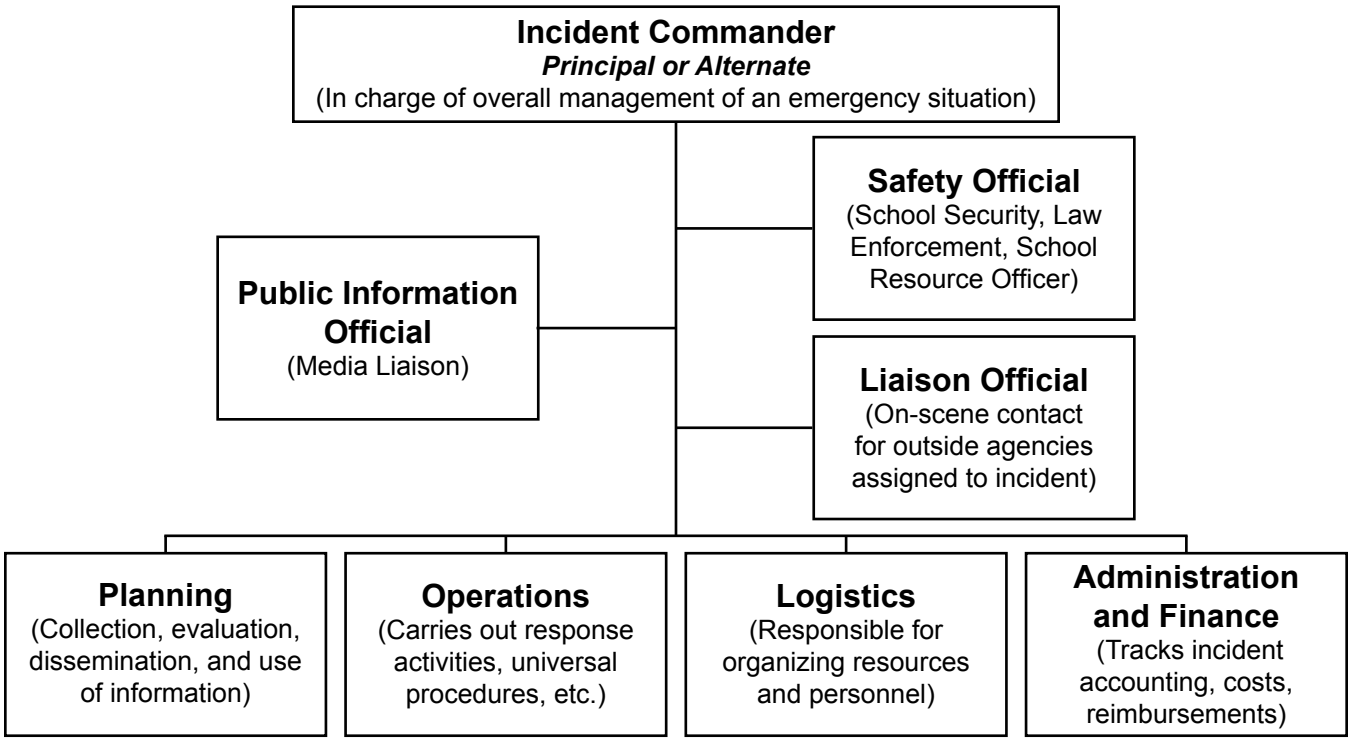
Another concept of ICS is Span of Control. The structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function; for example, 1 person might be in charge of 10 teachers, who are all caring for students.

Common Terminology

One of the most important reasons for schools to use an ICS is common terminology. Response agencies, as well as school staff will communicate and function more effectively if similar roles are described with similar wording and common definitions.

Incident Command in Schools

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility, as required under the laws of most states and activates others as needed. It should be understood that an activation of the school's ICS team/protocols is not necessary or indicated for every day to day incident. **Each designated responsibility area under the ICS should have a primary designee with a minimum of two back up personnel**. For relatively small incidents, the principal may perform *all* the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.



Incident Commander: Establishes command, works to protect life and property, directs overall management of emergency response activities. At the school level the Incident Commander is typically the principal or his/her designee. The Incident Command role can be transferred to another individual (example -- police officer or fire fighter) depending upon the emergency as they arrive on the scene.

Planning: In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident and status of resources.

Operations: On a school campus, most staff will be assigned roles under Operations. Operations are responsible for the care of students and carrying out response activities according to established Universal Emergency Procedures and Emergency Protocols.

Logistics: Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

Administration/Finance: Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal "disaster area" may be declared.

School level emergency management team shall be formed to facilitate "Incident Command" procedures.

The Emergency Management Response Team

A school's Emergency Management Response Team (EMRT) should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school. During the planning phase of this procedure, it is wise for the Incident Commander to conduct a staff audit/survey to see if any staff members have specialized training in these areas.

Members may include:

- Principal
- Counselor
- Nurse
- Head custodian or campus foreman
- Office secretary
- Vocational education teacher
- Chemistry teacher
- School security or law enforcement personnel
- School psychologist
- Social worker
- Special education teacher
- Transportation coordinator
- Cafeteria Manager Personnel with areas of expertise
- Staff located in strategic positions in the building (i.e., near exits or fire extinguishers)
- School Teams may also consider community representatives such as:
    - Police, Fire, Emergency Medical
    - Social Service Agencies (Child Welfare, Juvenile Justice)
    - Mental Health
    - Clergy
    - Parents

The purpose of the EMRT includes the following:

- Develop the school's Emergency Operations Plan based upon documented school specific risks, assets and needs. This plan should use an all-hazards approach and be aligned with the District Plan
- Conduct or coordinate orientation training for staff and recommend additional training
- Conduct or coordinate awareness programs for students
- Evaluate the school's preparedness for implementing specific emergency response protocols based upon the given situation
- Report progress to the school's site based council, parents and superintendent
- Assist with the completion of "After Action Review Report" (debriefs) following exercises and/or an event

Practicing the Plan Levels of Practice and Exercises

Training

Once an Emergency Operations Plan is completed, all personnel need to be trained. The Federal Emergency Management Agency (FEMA) recommends that this training be:

- Informal
- Not a simulation
- Includes a discussion of Roles and Responsibilities
- Introduces related Policies, Procedures, Plans and Responsibilities

Conducting Drills

It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. There are typically four ways to accomplish this goal:

1. **DRILL**
   - An informal discussion of simulated emergencies
   - May test a single component or function of the Emergency Operations Plan (for example, a "lock-down" drill)
   - May only involve one or more supporting agency
2. **TABLETOP EXERCISE**
   - An informal discussion of simulated emergencies
   - No time pressures
   - Low stress
   - Useful for evaluating plans and procedures
   - Helpful to resolve questions of coordination and responsibility
3. **FUNCTIONAL EXERCISE**
   - An informal discussion of simulated emergencies
   - Policy and coordination personnel will practice all or part of the Emergency Management Response Plan
   - More stressful and realistic simulation of real life situations
   - Usually takes place in "real time"
   - Emphasizes the emergency functions of the Emergency Response Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff)
   - School's Emergency Response Team is activated
4. **FULL SCALE EXERCISE**
   - Takes place in "real time"
   - Employs real people and equipment, some from the district and some from community resources that would be anticipated to support the school in crisis
   - Coordinates many agencies and functions, both internal and external to the district
   - Intended to test several emergency functions, either concurrently or in sequence
   - Could involve activating an emergency operation center (EOC)
   - Produces *High Stress*

Emergency Responsibilities

The following is an outline of roles and responsibilities for staff during an emergency. This does not include your specific team responsibility which will be outlined in the individual school plan. The Emergency Management Response Team has specifically assigned roles during an emergency and will access the District Support Team in accordance with your school plan.

Personnel Guide

Principal/Facility Director

The principal and/or designee shall serve as Incident Commander (in the vast majority of cases) and will be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Response Protocols.
2. Determine whether to implement Universal Emergency Procedures (evacuation; reverse evacuation; shelter in place; severe weather/safe area; drop, cover and hold; lockdown).
3. Activate the Emergency Management Response Team.
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.).
6. Maintain a line of communication with the Superintendent's Office and/or District Support Team.

District Support Team

The District Support Team's role shall be to support the school when the need exceeds the resources of the school to handle a situation:

1. Provide guidance regarding questions which may arise.
2. Direct additional support personnel, including District Support Team members as needed.
3. Monitor the emergency situation and facilitate major decisions which need to be made.
4. Provide a district contact (Public Information Officer) for release of information to the media.
5. This should include planning of a prepared statement that will be released.

TEACHERS

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Response Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. Selected school staff should be trained and certified in first aid, Automated Electronic Device (AED) use and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in the designated assembly area.
6. Report missing students and staff to Student Accounting and Release (you may want to consider utilizing a colored card system to expedite this process).
7. Assist as directed by the principal/incident commander.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Maintain a line of communication with the Emergency Management Response Team leader. This would be the principal in the school and the superintendent for the school system.
6. Assist as directed by the principal/incident commander.

SCHOOL NURSES

1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal/incident commander.

CUSTODIANS

1. Survey and report damage to principal/incident commander.
2. Assist with implementing the Universal Emergency Procedures and Emergency Management Response Protocols as directed.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.
5. Assist as directed by the principal/incident commander.

SCHOOL SECRETARY

1. Answer phones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Assist as directed by the principal/incident commander.

FOOD SERVICE/CAFETERIA WORKERS

1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the principal/incident commander.

BUS DRIVERS

1. Supervise the care of students, if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow procedures as directed by your transportation policy for emergency situations.
4. Assist as directed by the principal/incident commander.

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Communication

Communication During an Emergency

Communication is a critical part of emergency management. School staff and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Parents should be made aware of how information will be disseminated to them during a school emergency.* Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated. Information must be transmitted to the Central Office and to other affected schools. And finally, the media must be informed and kept updated.

After an Emergency

The principal will need to notify staff of an event or emergency and keep them informed as additional information becomes available and as plans for management of the situation evolve.

Automated Notification System

An automated notification system is an excellent way to notify staff of an emergency event when they are not at school. Using a phone or email automated notification system is an excellent method of accurately and quickly communicating with groups of responders and other relevant agencies in a crisis. Prior to the emergency setup distribution lists (phone and email) listing staff, Emergency Management Response Team and local responders. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken should be drafted before the system is activated.

The Morning Faculty Meeting

An early, brief faculty meeting provides the opportunity to give accurate, updated information about an emergency event/situation itself and to review with staff procedures for the day, including the availability of intervention resources.

The End-of-Day-One Faculty/Staff Meeting

A brief end-of-day-one meeting provides the opportunity to review day one of an emergency, to update information, and plan for day two. Misinformation or rumors can be addressed **before** staff members go home or into the community where they are likely to be asked about the situation.

**Parent communication should be an ongoing process.*

Dealing with Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon often present in emergencies: Rumors. People are going to talk about an emergency. When accurate information is not available, rumors begin and without facts people will speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible.

- All information should go through the school district's Public Information Officer.

- The Public Information Officer will provide factual, written information that is permitted to be shared with the public. Employees should not deviate from the information provided by the Public Information Officer.

- Identify and notify internal groups including administrators, teachers, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are ancillary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or are speculating about) will be passed on. A faculty/staff meeting should be held before staff members go home so that what is (and is not) known can be clearly communicated.

- Clerical staff who answer the telephone at the school and at the Central Office must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can help correct misinformation. Designating a few persons to answer calls helps control the circulating of misinformation. Have a scripted preapproved statement for faxing, e-mailing and telephone communication.

- The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

- After an immediate emergency has passed, public meetings may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

Technology

Technology can be a very effective tool for communication during an emergency. Common tools include the following:

1. **Telephones** - It is recommended that schools should have at least one unpublished number. Check with the phone company to see if there are unused lines in the school's control panel which could be activated if needed. Use standard jacks and mark them clearly so emergency personnel can find them. There are automated phone systems for contacting "sub-populations" within your school instantly. They can be very effective in getting a quick standardized message to staff and/ or parents.
2. **Intercom systems** - Ideally, systems should include teacher-initiated communications with the office and use a handset rather than a wall-mounted speaker. Instructions for use of the intercom system should be posted near the controls in the office area.
3. **Bullhorns and megaphones** - Battery-powered megaphones can be effective for communication in an emergency when other types of technology are not available and should be part of the school's emergency toolbox. Following procedures governing the storage and use will help ensure availability.
4. **Two-way radios** - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff should be trained to operate the two-way radio. It is suggested that one be available for the principal, assistant principal, school resource officer, custodians, guidance counselors, secretary and for a representative from each grade level. A designated teacher from each grade level should be given one during a crisis. It is recommended that the school have an extra one available in the office to be used as needed during a crisis situation. Remember that some electronic devices can trigger bombs. A designated frequency on two-way radios should be shared with Emergency Responders to act as a redundant communication mode.
5. **Computers** - Existing computers may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, Central Office, other schools in an affected area, and possibly for other agencies. School websites can inform the public of the current situation at school and other pertinent information.
6. **Fax machines** - Possible uses include an off-campus accident where lists of students and staff members are involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
7. **Cellular telephones** - These phones may be the only tool working when electric service is out; they are useful to staff who may be en route to or from a site. Be aware however, that cell phones are often the first form of communication to fail in a large scale emergency (this is due to overloading networks). They can also trigger bombs. Various apps are available to help locate an individual or allow for group communication for specific incidents.
8. **"Panic buttons"** - "Panic buttons" may be connected directly to the police or other emergency services. In some communities, there is an immediate response; in others, the police or fire departments call the school to confirm the emergency.
9. **Alarm systems** - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, severe weather, or special alert (with instructions to follow). When possible verbal commands should be given in plain language (do not rely upon code words or phrases). This process simply decreases the chance for error or misunderstanding.

Strategies with Parents and Community

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

1. Inform parents about the school's emergency plan, its objectives, and the need for it; such information can be included in a school newsletter, local public access media, websites or other informational materials prepared for parents.

    a. Lists of personnel on emergency teams and their specific roles in a crisis should not be detailed and released to parent or listed on community information. Many of these lists include private information such as cell phone numbers.

    b. The details of the emergency plan should remain confidential; care should be given not to publish evacuation routes, floor plans or other information that could be used by individuals seeking targets for predatory actions.

2. Develop a school climate that nurtures relationships with parents so that they trust and feel comfortable calling school personnel to notify of a possible emergency.

3. Develop materials that may be needed, including:

    a. Drafts of letters to parents informing them of what happened.

    b. Information regarding possible reactions to a variety of safety situations for use by parents as they talk with their children.

    c. Steps the school and school district are taking to handle the situation.

4. Develop a list of community resources which may be helpful to parents or helpful to the school in the event of an emergency.

5. Identify parents who are willing to volunteer in case of an emergency and include them in preparation efforts and training.

Sharing Information with Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know their children are safe; then, parents want to know the details of the emergency situation, to know how it is being handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.

2. Implement the plan to manage phone calls, traffic control and meet with parents who arrive at school.

3. If deemed necessary, schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

4. In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its "normal" state helps everyone get beyond the emergency.

5. During a school-level emergency event the school may utilize (if available) an automated telecommunication device that can be programmed to deliver critical messages in a short period of time. Such messages can be directed to the residences of the students and their parents or guardians attending this particular school.

6. During a school-level emergency, it may be necessary to move students to an alternative site. Parents will need to be notified as to where they need to meet their children (reunification plan). **This area should be designated as part of the overall plan.**

Communicating with the Media

The following suggestions will promote clear communications with the media:

1. Identify a single information source (typically this will be your designated Public Information Officer).
2. Direct media representatives to one area (on or off campus) where briefings can take place (this should be done in advance so there is a known media staging area). This should not necessarily take place at the site of the event unless the school is showing how normalcy has been restored.
3. Instruct all employees to refer all information and questions to the Media Liaison or Public Information Officer.
4. If the emergency is a death, consult with the deceased student/staff member's family before making a statement.
5. Insist that reporters respect the privacy rights of students and staff.
6. Advise students of the school's student media policy.
7. The school should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
8. Take initiative with news media and let them know what is or is not known about the situation.
9. Emphasize school's/district's good record.
10. Speak to reporters in plain English - not in "educationese."
11. If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson and the local board attorney.
12. Don't try to "kill" a story; don't say, "no comment;" don't speculate; don't try to blame anyone for anything.
13. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
14. Contact District Support Team to regularly update.
15. Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read (avoid ad-libbing).
16. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
17. Express appreciation to all persons who helped handle the emergency.

Sample Statements to the Media

Example 1: Bus Accident

Our third grade students were on a field trip when their school bus was involved in an accident on Interstate-75 (I-75). Emergency medical teams have arrived and are transporting students to (NAME) community hospital. Our assistant principal is at the scene and our superintendent is at the hospital. We have established a hotline for parents (or, staff members are calling parents of students involved in the accident.) The hotline number is (NUMBER). Our Emergency Management Response Team is implementing our emergency protocol for bus accidents, including providing support to students and staff.

Note: Important points made are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible, immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school

Example 2: Fight/Death of Student (off campus, after hours)

A fight involving two eleventh-grade students occurred a block from campus at 7:00 PM last night. The incident resulted in the fatal shooting of one of our students. An ongoing investigation is being conducted, but no more is known at this time."

Our school's Emergency Management Response Team went into action immediately following the incident and the following actions have been taken: 1) Our Emergency Team met last night and planned a staff meeting before the school day. 2) We notified staff of the meeting. 3) Crisis counseling for students is being provided by Central Office and community resources; 4) A review of our school weapons policy is underway and school security is on alert for potential related violence.

Note: Important points are: Even though the incident occurred off campus, after hours, the school still has a responsibility to act; the incident is coupled with a re-statement of the district weapons policy; the school demonstrates it is able to handle emergencies by convening an Emergency Management Response Team meeting, by drawing on community resources, and by providing (or accessing) crisis counseling for the students.

Sample Letter to Parents

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (specify event, whether death, fire, etc.) which has deeply affected us. Let me briefly review the facts (give brief description of incident and known facts).

We have implemented our school's Emergency Operations Plan in an effort to provide an appropriate response to the situation. This plan is also designed to provide assistance to our students and their families when deemed necessary. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist both staff and students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates, times and places), and after that time all regular schedules and routines will resume. (Specify needed information such as memorial services, possible changes in classroom locations, alterations school operating hours, etc.).

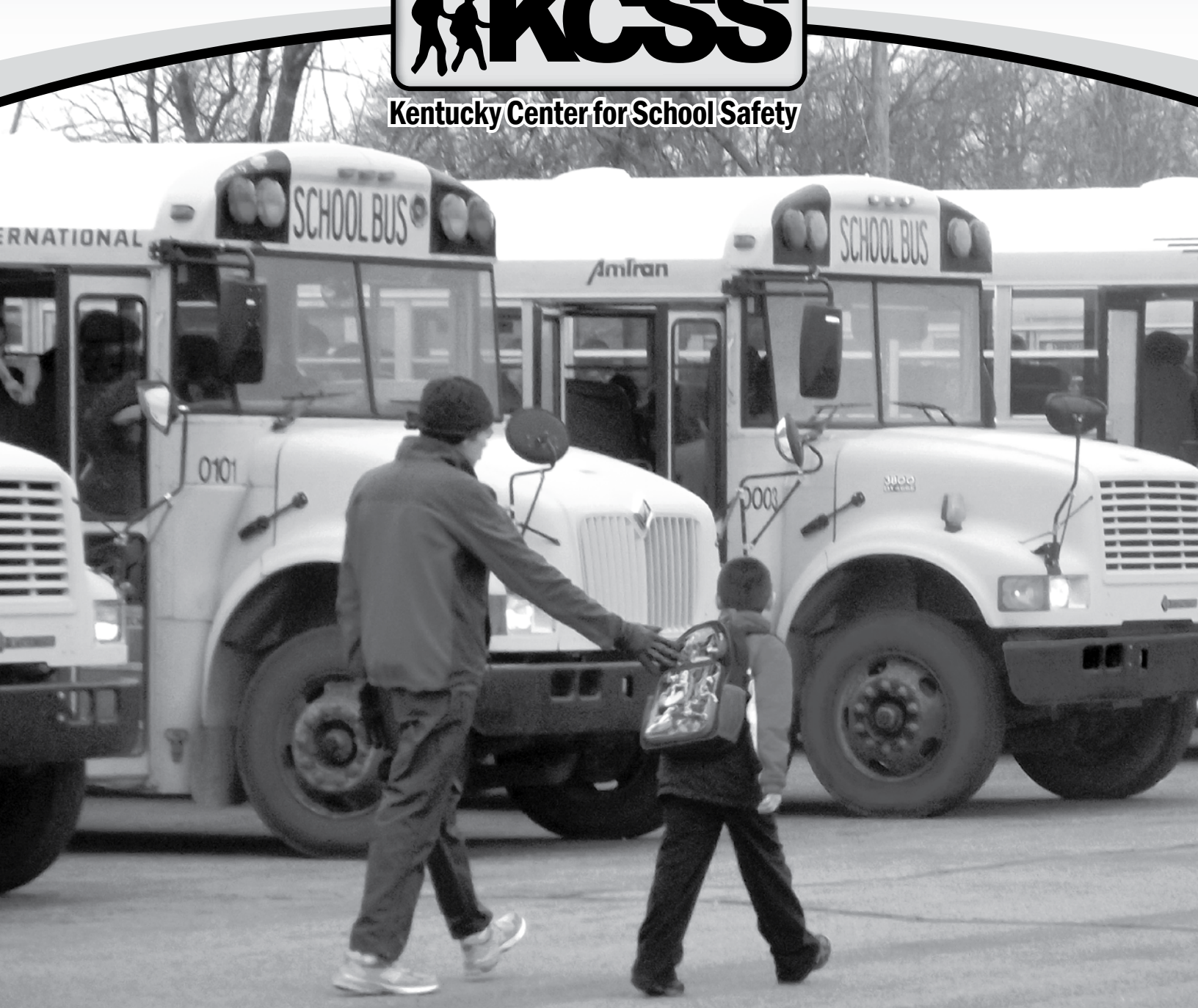
Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or the steps being taken by the school to address this (loss, tragedy, etc.).

Sincerely,

(Principal Name)
(Phone)

KCSS

Kentucky Center for School Safety



District Plan

Checklist for District Planning

Under the direction of the superintendent or designee, each district is to complete the following according to its unique needs and circumstances. Each District Support Team should comprise a variety of school employees, as well as community representatives and stakeholders.

- ❑ Designate a single "lead contact" for orchestrating district level planning
- ❑ Have each team member read or become familiar with this Emergency Management Resource Guide
- ❑ Complete the following:
  District Support Team Emergency Numbers
  Local / Regional Emergency Response Numbers
  Potential Hazards (Part 1)
  Potential Hazards (Part 2)
  Visitor Screening Policy/Access Control
- ❑ Review entire chapter entitled **"Creating the Emergency Operations Plan,"** modify for local needs, titles, circumstances
- ❑ Review **Universal Emergency Procedures**, modify for local needs
- ❑ Review **Emergency Operations Protocols**, modify for local needs
- ❑ Coordinate district planning with local police, fire, emergency medical, and other emergency responders (review lines of communication between agencies, procedures for interagency collaboration, etc.)
- ❑ Prepare a district model **Emergency Quick Reference Guide**. Each school will adapt the district's model for individual use
- ❑ Establish a timeline and procedures for how the district will support training for administrators and school-based teams (to prepare them to conduct school-based planning)
- ❑ Establish a mechanism for individual schools to request assistance in creating school-based plans, and to help mitigate identified hazards
- ❑ Designate a district level contact or liaison to monitor individual school's progress; create a mechanism for schools to submit updated plans on a yearly basis
- ❑ Establish a regular meeting or planning schedule for the District Support Team; determine who will attend these meetings (all stakeholders vs. smaller task force approach)

District Level Plan

The superintendent or designee is ultimately responsible for overseeing ongoing activities in emergency prevention, protection, mitigation, response and recovery. Under his/her direction, the school district should form a district-level team to review the contents of this guide, and to modify it for local use.

Upon completing the revision of this guide, the District Support Team's role changes to that of support. The District Support Team functions to assist schools in the coordination and allocation of needed resources when the need imposed by the current situation exceeds the affected school's normal resources.

Forming the District Level Support Team

Suggested Steps for Team Formation

1. Superintendent or designee communicates with selected staff in key district roles to recruit them to serve on the district team. As in the local school, a staff inventory should be conducted to determine if any individual has experience or specialized training in any of these areas.

2. Superintendent or designee creates list of staff, making sure that all emergency support functions are addressed, including:

   - Director of security or law enforcement
   - Director of building and grounds
   - Director of maintenance
   - Director of transportation
   - Director of supply services
   - District level secretary or receptionist
   - Director of community or public relations
   - Director of risk management and safety
   - School psychologists and social workers
   - Personnel with areas of expertise (i.e., CPR, first aid, etc.)

3. An initial meeting is held with potential team members to discuss what will be expected for team membership and to outline steps for planning and implementation.

4. District-level team identifies possible community agencies and individuals to assist in district planning, such as:

   - Police Department, Fire Department
   - Emergency Medical Services

- Social Service Agencies (Child Welfare, Juvenile Justice)
- City/County government
- Local hospitals, medical and mental health professionals
- Local/regional emergency management agency
- Business representatives
- Clergy, Parents
- Local American Red Cross

5. As much as possible, formalize interagency agreements with Memoranda of Agreements

Reference the Appendix A: "Generic School District – Emergency Operations Plan".

(MOU), letters of support, etc. (samples available at the Kentucky Center for School Safety web site: www.kysafeschools.org.).

6. Initially, meet as often as needed to review portions of this guide to modify for local use. Have each team member review specific areas which pertain to their area of expertise (for example, local police and school security review protocols and actions which may involve a security response).

7. When the adaptation of this guide is completed, schedule a "kick-off" presentation or training for school administrators to begin the process of school-level planning.

8. Ongoing, hold regular team meetings throughout the school year to assist schools in school level planning, to review school specific plans, and to address ongoing issues as they arise (which may include local, state or national issues that may affect the district). Small communities may wish to have all participants in the same meetings; larger districts may need to form smaller task forces to accomplish specific tasks.

9. Schedule drills, practice and annual reviews (district and school levels).

District Support Team Emergency Numbers

Complete the form below to reflect your district's offices, adding and deleting as necessary. Include district office phone numbers, with appropriate local terminology for job titles, positions, departments, etc.

Title	Name – Location	Numbers/Cell
Superintendent		
Assistant Superintendent		
Director of Security/ Law Enforcement		
Director of Maintenance		
Director of Transportation		
Director of Nutritional Services		
Director of Supply Services		
Director of Safety		
Director of Buildings and Grounds		
Director of Special Education		
Director of Student Support (counseling, soc. work, etc.)		
Director for Safe and Drug Free Schools		
Director of Health or Medical Services		
Director of Public Relations		
Legal Counsel		
Other		
Other		

Local / Regional Emergency Response Numbers

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

Agency – Address	Name – Title	Numbers

Potential Hazards (Part 1)

It is vital to record the potential hazards for your geographic area and risks to your district so you know what to expect and what to do to protect students and staff. It is essential to understand that disasters have a cascading effect:

- Forest fires lead to debris flows, mud slides, grassfires and smoke/pollution
- Earthquakes cause fires, loss of water supply, structural damage, chemical leaks and disruption of communications
- Flooding blocks roads, damages property, and ruins food supply
- Tornadoes destroy buildings, cause fallen power lines
- A medical epidemic/pandemic creates significant disruptions to the educational and related business routines

In an effort to prioritize these events the District Support Team needs to consider what is most likely to occur in this area and when/if these events have occurred in the past.

Natural Hazards	Predictability and Approx. Frequency	Warning Time	Comments or Actions to Take
Earthquakes			
Severe weather, tornadoes, lightning			
Excessive rains, flash floods, flooding			
Dam failure			
Mud slides			
Windstorms			
Snowstorms			
Sinkholes			
Grass or forest fires			
Other			
Other			

Potential Hazards (Part 2)

The District Support Team needs to consider what other human/technological factors, could occur or have occurred in your region:

Human or Technological Hazards	Predictability and Approx. Frequency	Warning Time	Comments or Actions to Take
Bomb threat, or other terrorism			
Arson, fire			
Riots			
Air pollution, smog alert			
Water or food pollution			
Hazardous material spills			
Nuclear or radiological accident			
Asbestos			
Communication systems failures			
Water system disruptions			
Gas or electric disruption			
Transportation systems disruptions			
Airplane, airport hazard			
Railroad track, station hazard			
Other			

Visitor Screening Policy/Access Control

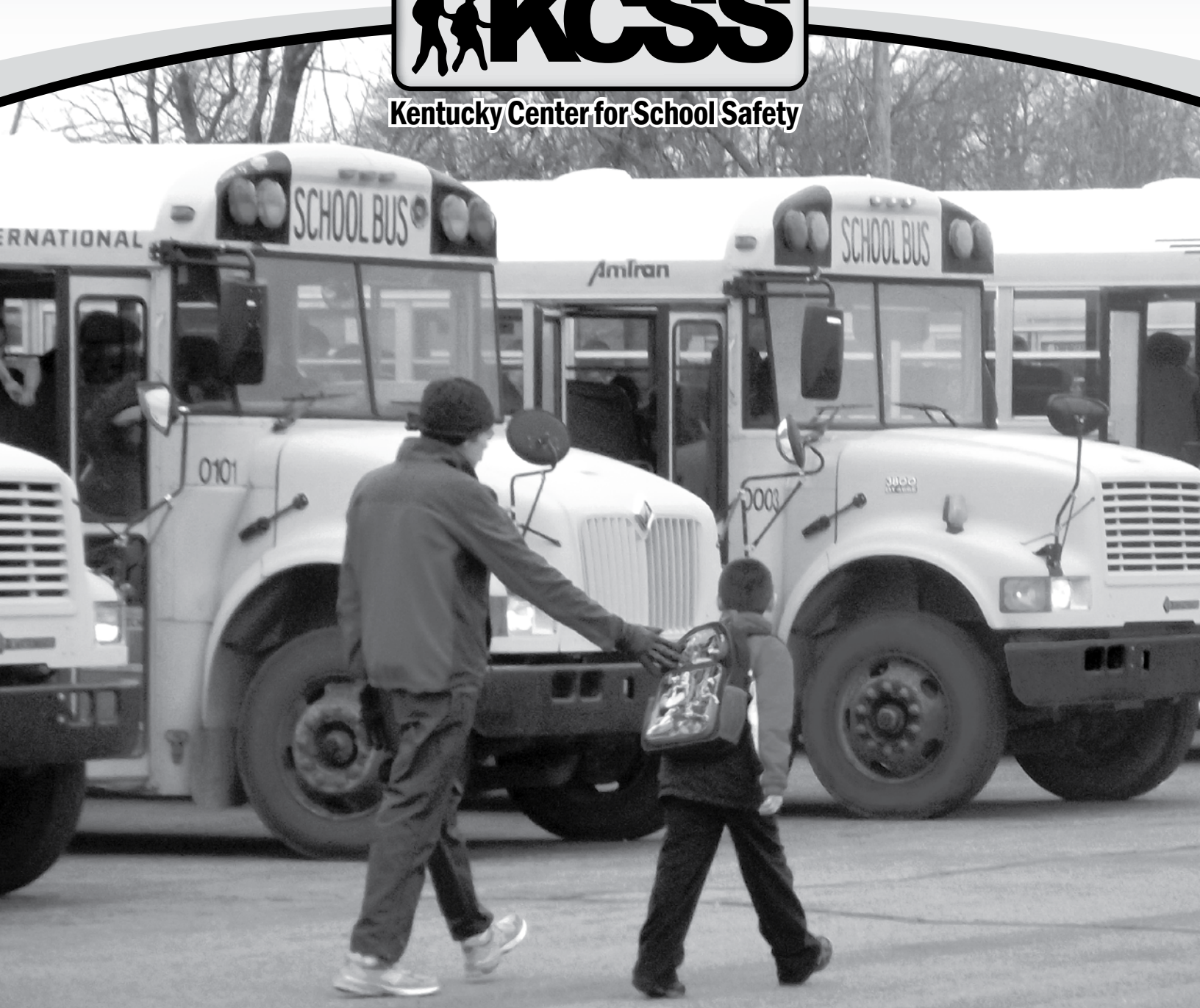
(In this section create, update or insert your district policy regarding Visitor Screening. Ideally, the individual who is updating this Guide could type, or "cut and paste" the district's policy here, then delete the text below).

Visitor Screening Suggestions

- All visitors shall be addressed with a standardized greeting before being granted access into the building.
- Outdoor and exit door signs to direct all visitors to the entrance they should enter.
- Utilize positive welcoming signs that clearly indicate where you want visitors to go (i.e. Office, Reception Area, etc.)
- All exterior doors should be locked only allowing entrance through one designated entrance.
- All visitors should pass through an office area that offers verbal and visual contact with staff.
- All visitors sign-in, show identification, leave a deposit such as keys or ID and receive a sticker or other badge.
- Designate staff to provide verbal face-to-face contact to inquire about the person's name, area or room to be visited and nature of the visit.
- If person is new to the school or unsure of the room location, a staff member may meet him/her or accompany him/her.
- Visitors should return to sign out when leaving the school.
- There should be no exceptions to the policy.
- Involve and acquaint parents, parent-teacher organizations, etc. with the policy and the need to know who is in the building.
- All teachers and staff should know the policy.
- All staff should be expected to question people without a badge and ask them to check in with the office before proceeding to the intended room.

KCSS

Kentucky Center for School Safety



School Plan

Checklist for School Planning

Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.

- ❑ Have each team member become familiar with this Emergency Management Resource Guide
- ❑ Complete the following:
  - **Cover Page for School-Centered Plan**
  - **Staff Skills Inventory (for Emergency Operations Planning)**
  - **Emergency Response Team Assignments**
  - **Students / Staff Needing Special Assistance: Teacher Survey**
  - **Students / Staff Needing Special Assistance: Master List**
  - **Classroom and Building "Hazard Hunt"**
  - **Classroom and Building "Hazard Hunt": Master List (Mitigation Plan)**
  - **Assembly Area Outdoors, for Standard Evacuation**
  - **Off-Site Evacuation Location: Walking Distance**
  - **Off-Site Evacuation Location: Requiring Transport**
  - **School Accountability and Release**
  - **Schedule for Emergency Operations Training**
  - **Drill Schedule and Log**
- ❑ Create an **Emergency Team "Toolbox"**
- ❑ Adopt **Visitor Screening and Access Control Policies** consistent with local board policy
- ❑ Adopt "age appropriate" **Daily Dismissal Procedures** consistent with board policy
- ❑ Review the **Emergency Response Protocols** ("Response" section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.)
- ❑ Review and update **Safe Weather Zones** for each room of building
- ❑ Review and update **Shelter in Place** plan for each room of building
- ❑ Prepare your school's **Emergency Quick Reference Guide**
- ❑ Provide **Emergency Quick Reference** forms to all staff members
- ❑ Establish a schedule and procedures for orientation, training, and practicing the plan
- ❑ Submit the school's Emergency Operations Plan to the superintendent or designee and share with local first responders
- ❑ Practice the plan as scheduled, update the plan at least yearly

Creating the School Emergency Operations Plan

This section is designed to provide a practical step-by-step approach to forming an Emergency Operations Plan. It addresses issues from team formation through submission of the plan to the Superintendent's Office. The first step in creating the Emergency Operations Plan is forming the Emergency Response Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

After the team is formed, the next step is for each team member to review this manual in its entirety. Then using the forms provided in this chapter, create the Emergency Operations Plan. Next, the Emergency Response Team should conduct a presentation at a faculty/staff meeting to update the entire staff regarding Universal Emergency Procedures, Emergency Operations Protocols, Emergency Response Team assignments specific roles, etc. Finally, the team will submit a copy of the plan to the Superintendent's Office.

Using this guide (as adapted by your District Support Team) as a starting point, each school and school support building is to establish an Emergency Response Team and is to develop (or update) an Emergency Operations Plan to include:

- Clearly defined staff roles/responsibilities (Emergency Response Team, Incident Command System, etc.)
- Procedures for emergency evacuation, administering first aid, etc.
- Setting up a "Command Post"
- Establishing potential staging areas
- Student accounting and release procedures
- Assembly Areas
- Guidelines for communication with the media
- Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Operations Plan shall be **updated yearly and submitted to the Superintendent's Office**, and shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The **school principal** is responsible for supervising, monitoring, organizing the development and training staff on the school emergency operations plan. **K.R.S. 158.162 requires that this training take place prior to students beginning classes.**

Forming the Emergency Response Team

The **school principal** is responsible for overseeing the formation of the Emergency Response Team and is the designated leader.

A school's Emergency Response Team should reflect the diversity of the school community and should capitalize on the unique training and expertise offered by staff in various positions in the school.

The purpose of the Emergency Response Team includes the following:

- Develop the school's Emergency Operations Plan based upon documented school-specific risks, assets, and needs. This plan should use an all-hazards approach and be aligned with the District Plan. Conduct or coordinate orientation training for staff and recommend additional training.
- Conduct or coordinate awareness programs for students.
- Evaluate the school's preparedness for implementing specific emergency response protocols based upon the given situation.
- Report progress to the school's site based council, parents, and superintendent.
- Assist with the completion of "After Action Review Report" (debriefs) following exercises and/or an event.

Suggested Team Members

- Principal
- Counselor
- Nurse
- Head custodian or campus foreman
- Office secretary
- Vocational education teacher
- Chemistry teacher
- School security or law enforcement personnel
- School psychologist
- Social worker
- Special education teacher
- Transportation coordinator
- Cafeteria Manager Personnel with areas of expertise (i.e., CPR, first aid, etc.)
- Staff located in strategic positions in the building (i.e., near exits or fire extinguishers, on different floors, etc.)
- School Teams may also consider community representatives such as
    - Police, Fire, Emergency Medical
    - Social Service Agencies
    - Mental Health
    - Clergy
    - Parents
    - Local emergency response personnel

Suggested Steps for Team Formation

1. Principal communicates with all staff identifying specific needs, skills and training for assignment on the Emergency Response Team (see Staff Skills Inventory). Principal or designee creates list of interested staff, making sure all major areas of need are addressed, including:

    - Multilingual staff member
    - Physical/medical needs
    - Emotional/mental health needs
    - Students with special needs
    - Staff from all areas of the building (different floors, wings, out-buildings, etc.)
    - Staff with knowledge of transportation needs
    - Staff with knowledge of the building floor plan, locks, etc.
    - Staff with knowledge of community resources

2. A meeting is held with potential team members to discuss what will be expected for team membership.

3. Principal/facility director or designee follows-up with all staff to update on Team formation, and to fill in areas where deficits exist (NOTE: Although an individual may seem "perfect" for a role, no one should be required to have a primary position on an emergency team if he/ she does not feel capable of fulfilling his/her duties in time of need).

4. An initial meeting is held to formally establish the Emergency Response Team, and to begin the process of developing the school's Emergency Operations Plan.

5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.

6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise (may include local, state or national issues that may affect the school).

7. Set dates to conduct orientation, review and updates of the plan.

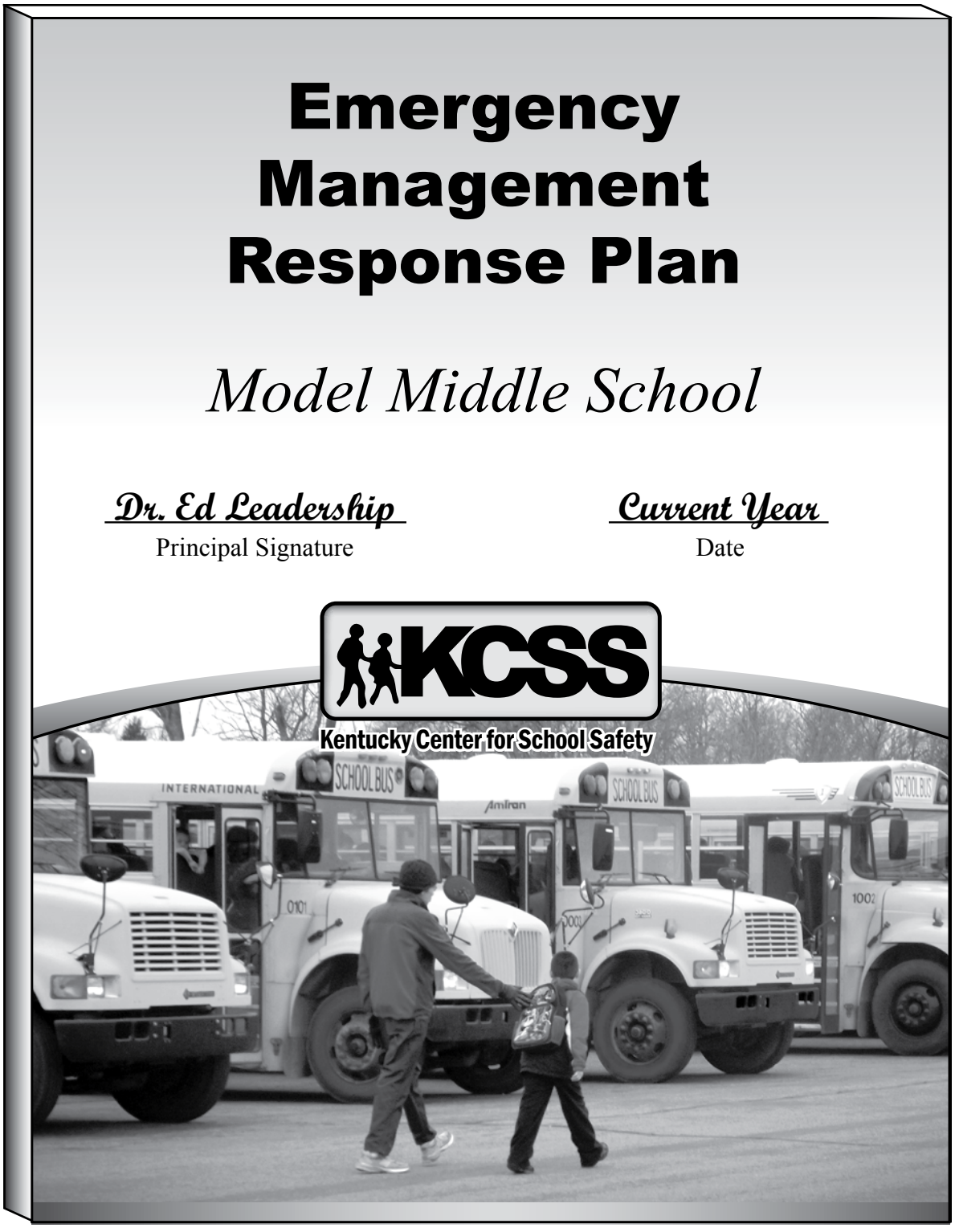
ICS / Emergency Operations Team Roles and Responsibilities

The principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

Title	Role, Responsibility
Incident Command: Principal	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
Safety Official: Security, Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
Public Information Official: Media Liaison	Develop relationship with local media reps.; prepare media releases; establish "media center" near Command Post; coordinate information with Incident Commander and District Support Team; document activities
Liaison Official: Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when the need arises; document activities
Planning/Intelligence: Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Operations: Facility and Environmental	Monitor site utilities (electric, gas, water, HVAC) shut off only if danger exists or directed by Incident Commander; assist in securing facility); document activities
Operations: First Aid, CPR, Medical	Establish medical triage with staff trained in first aid, CPR; provide/oversee care given to the injured; distribute supplies (latex gloves, bandages, etc.); request additional supplies from Logistics; document activities
Operations: Crisis Intervention and Response	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
Operations: Food, water, sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
Logistics: Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop an automated notification system for after-hours communication; document activities
Logistics: Supplies	Responsible to establish and maintain "Emergency Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities
Administration and Finance: Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records

Cover Page for School-Centered Plan

Each school is responsible for creating and updating its Emergency Operations Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District Support Team. The school principal needs to sign this cover prior to submitting the plan to the central office.



Staff Skills Inventory (for Emergency Operations Planning)

Staff: As part of the development of our Emergency Operations Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Operations Plan in order to be fully prepared for an emergency situation should one arise.

NAME:_____ROOM_____

I. Emergency Response:

Please check any of the following areas in which you have training or expertise:

___First aid		___Search and rescue	___Counseling/mental health
___CPR	___AED	___Hazardous materials	___Firefighting
___Emergency medical		___Media relations	___Incident debriefing

Explain or clarify items checked, if needed_____

_____

_____

II. Special Considerations:

Please check and list special skills or resources you feel would be an asset in an emergency situation.

Explain items checked:

___Multilingual, list language(s)_____

___Experience with disabilities_____

___Ham radio or CB radio experience_____

___Knowledge of community resources_____

___Other knowledge or skills_____

___Other knowledge or skills_____

Emergency Response Team Assignments

In general, Incident Command System (ICS) or Emergency Response Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school Emergency Response Team assignments (reference page 56).

Title	Name Location and Numbers	Alternate Name Location and Numbers
Incident Command: Principal		
Safety Official: Security, Law Enforcement		
Public Information Official: Media Liaison		
Liaison Official: Liaison to Outside Agencies		
Planning/Intelligence: Situation Analysis		
Operations: Student Accounting and Release		
Operations: Facility and Environmental		
Operations: First Aid, CPR, Medical		
Operations: Crisis Intervention and Response		
Operations: Food, water, sanitation		
Logistics: Communications		
Logistics: Supplies		
Administration and Finance: Documentation		

Students / Staff Needing Special Assistance

TEACHER SURVEY

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

Student/Staff Name	Assistance Needed

Students / Staff Needing Special Assistance

MASTER LIST

Using the information from individual Teacher/Staff Survey forms, the Emergency Response Team maintains a master list of students/staff needing special assistance in the event of an emergency. A designated collection point for these students should be established in conjunction with emergency responders. This should be done on each floor of the building.

Students/Staff Name	Assistance Needed Individual to Provide Assistance

Classroom and Building "Hazard Hunt"

ALL STAFF Instructions: The Emergency Response Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), etc. Please describe any such potential hazards below, and actions requested to mitigate:

Potential Hazard	Action Requested to Mitigate the Hazard

SIGNATURE:_____ **ROOM:**_____

Classroom and Building "Hazard Hunt"

MASTER LIST (Mitigation Plan)

Each Emergency Response Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from "Classroom and Building 'Hazard Hunt' forms", as well as insights from Emergency Response Team members, list below any specific risks or potential hazards needing special consideration and plans to address them (copy form as needed):

Potential Hazard	Action Needed to Mitigate the Hazard	Person Responsible	Date Completed

Assembly Area Outdoors, for Standard Evacuation

Use the following worksheet to plan for evacuation from the building to an on-site or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans, site plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines, chain link fences (electrical hazard), facilities containing hazardous materials, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.

2. Designate each of the following in the Assembly Area:

   Command Post_____

   Access for emergency vehicles_____

   Student assembly areas (by grade level or team, etc.)_____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   First aid area_____

   Psychological first aid area_____

   Student release_____

   Media area_____

3. Communicate Student Accounting and Release procedures to parents.

Off-Site Evacuation Location: Walking Distance

In inclement weather, it may be necessary to move students to an Off-Site Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an Off-Site Evacuation location within **walking distance** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Off-Site Evacuation Locations and secure MOUs.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
(Address)	

Secondary Location	Lead Contact / Phone
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Off-Site Evacuation Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an Off-Site Evacuation location **requiring transport** from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Off-Site Evacuation Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Off-Site Evacuation Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish a MOU for Off-Site Evacuation Locations (schools across town may serve as alternate site for each other).
4. Designate each of the following:

Off-Site Evacuation Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

_____

_____

_____

_____

_____

_____

School Accountability and Release

Each school needs to establish a specific plan for school accountability and release. Use the following worksheet to describe how your school will account for students, staff, visitors and other persons in the building in the event of an evacuation. If Wi-Fi is not available, a paper copy of the names of students and staff should be available.

1. List below steps or procedures staff will take to assure school accountability and release (i.e., teachers report to team leader, who reports to "School Accountability and Release" member of the school's Emergency Response Team, who reports to principal):

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency?

Schedule for Emergency Operations Training

Each school should prepare a schedule of emergency operations training annually. You may also use the worksheet below to outline a schedule for training events, drills, etc.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

Drill Schedule and Log

Special note: As of 2013, all four emergency response drills (fire, lockdown, severe weather and earthquake) must be conducted within the first 30 days of the new school year and must be conducted again in January (see Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/ House Bill 354 Emergency Management Planning For Schools and Districts).

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st:					
2nd:					
3rd:					
4th:					
5th:					
6th:					
7th:					
8th:					
9th:					
10th:					
11th:					
12th:					

Earthquake Drills:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Severe Weather Safe Area:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Lockdown:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

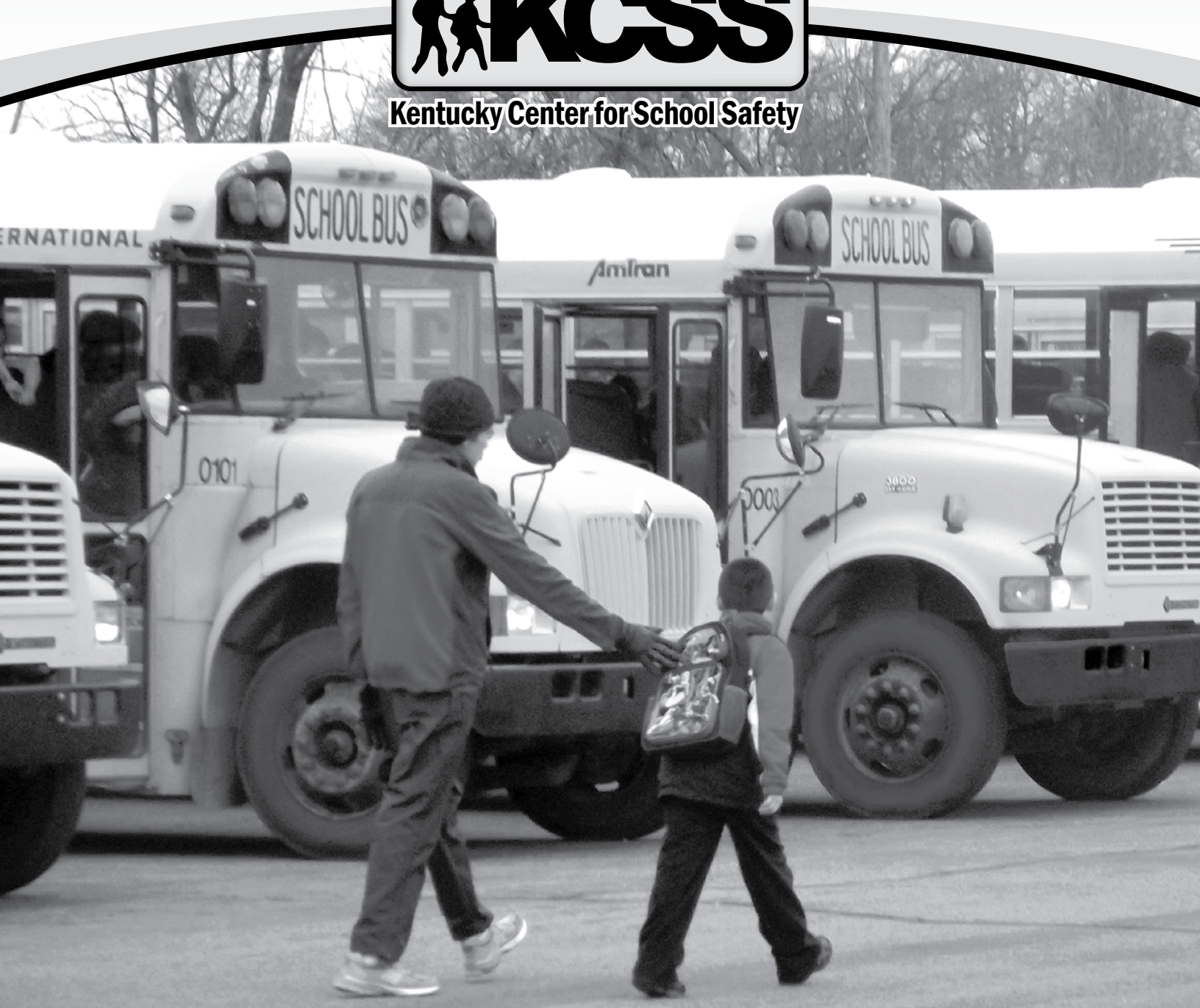
Emergency Team "Toolbox"

Each school's Emergency Response Team should consider developing a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Response Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- ❑ Copies of the all forms completed in the development of the school or facility Emergency Response Plan (Chain of Command, Students Needing Assistance, etc.)
- ❑ Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- ❑ Blueprints of school building(s), including utilities
- ❑ Record (video) inside and outside of the building and grounds
- ❑ Map of local streets with evacuation route (Off-Site Evacuation Location requiring Transport)
- ❑ Flash lights (recommend the type that does not require batteries)
- ❑ First aid kit and latex gloves (and other types for latex-sensitive persons)
- ❑ Faculty/staff roster (including emergency contacts)
- ❑ Student roster (including emergency contacts for parents)
- ❑ Safety Data Sheet (SDS)
- ❑ Two-way radios and/or cellular phones available
- ❑ Battery powered AM/FM radio and spare batteries (wind-up radios)
- ❑ Several legal pads and ink pens
- ❑ Grease boards and markers (or dry erase boards)
- ❑ White peel-off stickers and markers (for name tags use permanent markers)
- ❑ Local telephone directory
- ❑ Lists of the district personnel's contact list
- ❑ Lists of other emergency phone numbers
- ❑ Other_____
- ❑ Other_____
- ❑ Other_____

KCSS

Kentucky Center for School Safety



Emergency Operations

Emergency Operations Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- ❑ Take a deep breath, don't panic, verify information
- ❑ Activate school's Emergency Response Team, Incident Command System (ICS); activate and assign duties as needed:
  - Safety Official (overall safety conditions of campus)
  - Public Information Official (media relations, contact)
  - Liaison Official (coordinate with outside agencies)
  - Planning/Intelligence (incident time log, evaluate information)
  - Operations (student accounting and release, facilities, medical, crisis intervention and response, food and water)
  - Logistics (communications and supplies)
  - Administration/Finance (documentation, record keeping)
- ❑ Determine whether to call 911, whether to implement Universal Emergency Procedures or school specific Emergency Response Protocols
- ❑ Notify and request assistance from the District Support Team to:
  - Assist with planning for a response and implementing protocols
  - Provide recovery support to students
- ❑ Establish a Command Post for communication and incident management
- ❑ Bring "emergency toolbox" to Command Post (inside or outside)
- ❑ Hold emergency all-staff meeting (before and/or after school day) to:
  - Advise staff of the known facts and provide written statement
  - Support their concerns and emotions
  - Provide classroom assistance if needed
  - Outline schedule for the day; modify day's schedule if needed
  - Identify resources available to teachers and students
- ❑ Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- ❑ Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- ❑ Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- ❑ Review and implement "Recovery" activities
- ❑ Document actions taken, secure records as legal documents

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

1 – Evacuation
2 – Reverse Evacuation
3 – Severe Weather Safe Area
4 – Shelter in Place
5 – Lockdown
6 – Drop, Cover and Hold

1 EVACUATION (For use when conditions outside are safer than inside)

When announcement is made or alarm sounded:

- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- Take class roster for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!
- Wait for further instructions

2 REVERSE EVACUATION (For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!
- Wait for further instructions

3 SEVERE WEATHER SAFE AREA (For use in severe weather emergencies)

When announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take class roster for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the “all clear” is given
- BE QUIET!
- Wait for further instructions

4 SHELTER IN PLACE (For use in chemical release scenarios)

When the announcement is made:

- Turn off HVAC System
- Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between bottom of the door and the floor (chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- BE QUIET!
- Wait for further instructions

5 LOCKDOWN (For use to protect building occupants from potential dangers in the building)

Note: school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see “Considerations When Developing a School Lockdown Policy” for additional information. See www.kycss.org/lockdown.php

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Stay away from all doors and windows and move students to interior walls and drop
- BE QUIET!
- Wait for an official to open the door

6 DROP, COVER AND HOLD (For use in earthquake or other imminent danger to building or immediate surroundings)

When the command “Drop” is made:

- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER - your eyes by leaning your face against your arms
- HOLD - on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- BE QUIET!
- Wait for further instructions

After Action Report / Improvement Plan

School: _____

Date: _____

Event: (check one) ____ Drill
____ Fire
____ Tornado
____ Earthquake
____ Lockdown
____ Tabletop
____ Mock –Drill (Full Scale)

Incident: (check one) ____ Fire
____ Tornado
____ Earthquake
____ Lockdown
____ Intruder
____ Other: specify _____

Start time: _____

Time at which there was 100% accountability for students, staff, and visitors: _____

Time conducted: _____

Individuals included: _____(continue on back)

Commendations: _____

_____

_____

_____

Recommendations: _____

_____

_____

_____

_____

Signature: _____ Date: _____

Emergency Response Protocols (Alphabetical Index)

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Accidents at School

Staff actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- For relatively minor events, have students taken to office or school clinic for assistance

Principal or Designee actions:

- Provide appropriate medical attention, call 911 if needed
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed
- Document actions and complete incident reports

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- List names of those trained in use of AED on the box
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Bloodborne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

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

- _____
- _____
- _____
- _____

Aircraft Crash Emergency

Crash INTO School Building

Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- Account for all building occupants and determine extent of injuries
- Do not re-enter building until given "all clear" from person in charge
- Document actions and complete incident reports

Crash NEAR School Building (but no damage to building)

Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal / Designee:

- Call 911
- Initiate **Shelter in Place** plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Allergic Reaction

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
- Restlessness, sweating, fright, shock
- Shortness of breath, vomiting, cough, hoarseness

Staff First Actions:

- If imminent risk, call 911
- Notify principal
- Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting "Epi pen" (Epinephrine) for individuals who carry them, and prescription medications (kept in office)
- Keep student/employee comfortable
- Move only for safety reasons
- Move other students away from immediate vicinity

Principal / Designee:

- Call 911, depending on circumstances
- Attempt to identify the allergen and route of entry; approximate dosage and time
- Notify parent or guardian
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
- Observe for respiratory difficulty
- Document actions and complete incident reports

Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel (i.e. log in Infinite Campus)
- Bus drivers should have emergency sheets for all known acute reactors
- Encourage employees with special health considerations to alert principal and staff

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

- _____
- _____
- _____
- _____

Assault

When student(s) or staff has been assaulted use the following guidelines:

Staff observing the incident:

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

Principal / Designee:

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

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

- _____
- _____
- _____
- _____

Bloodborne Pathogens / Infectious Substances

Principal, Team, Staff:

- Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPPA guidelines)
- Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers
  4. School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities. If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted
- Document actions and complete incident reports

Tips for Teachers:

- Most bloodborne pathogens are not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids
- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected
- If a student injures themselves and is bleeding take the following actions:
  1. Don appropriate personal protective equipment
  2. Bandage the wound securely
  3. Isolate any contaminated items for appropriate disposal

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

- _____
- _____
- _____
- _____

Bomb Threat / Terroristic Threatening
(Threat Report on Next Page)

In the event of a Threat to the school or facility:

Staff Actions:

Receiving a Threat:

Phone Threat

All personnel who answer telephone calls from outside sources shall be provided a "Threat Report Checklist", to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.

- If possible, signal other staff members to listen and notify the principal and police
- Copy any information displayed in the Caller ID – photograph if able
- Write down the exact wording of the threat
- Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible
- Record the call if the telephone or other available equipment allows
- Fill out the Threat Checklist immediately
- Be available for interviews with the principal, SRO and other public safety personnel

Verbal Threat

- If the perpetrator leaves, note which direction they fled
- Notify the principal, SRO and others as appropriate
- Transcribe the threat exactly as it was communicated
- Note the description of the person(s) who made the threat:
  - Name (if known)
  - Gender
  - Race
  - Type/Color of clothing
  - Approximate height and weight (body type)
  - Hair and eye color
  - Voice (loud, deep, accent)
  - Other distinguishing features

Written Threat

- If found within a document, handle the document as little as possible. If found on a portion/ component of the structure, etc. "Do not touch"
- Notify the principal and others as appropriate
- Rewrite the threat exactly as is on another sheet of paper noting the following:
  - Date/time/location that the document was found
  - Any situations or conditions surrounding the discovery/delivery
  - Full names of any person(s) who saw the threat
  - Secure the original item: Do not alter the item in any way
  - If small/removable, place in a clear plastic bag
  - If large/stationary, secure the location
- Photograph the document and or object that the threat is written on

Electronic (Social Media) Threat

- Leave the message open on the computer
- Notify the principal and others as appropriate
- Print, photograph or copy the message and subject line, note the date and time

Principal / Designee:

*Reference Threat Management Procedure for specific response

- Assess the threat in consultation with local law enforcement / EMS personnel*
- Conduct building security scan
- Determine if January evacuation is appropriate (assure evacuation route and off site location is safe utilizing police / EMS personnel
- If no evacuation, decide upon appropriate response*
- Determine appropriate communication procedures*
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Post Bomb Threat Report
(Completed by person receiving the call)

Date_____Time of call_____

What telephone number was the bomb threat received on?_____

Exact language/wording used by the caller_____

_____

Record the following information as provided:

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

What does it look like?_____

Why are you doing this?_____

What is your name?_____

Additional Information (check/fill in):

Gender: __Male __Female Describe_____

Age: __Adult __Child Describe/estimate age_____

Speech: __Normal __Excited Describe_____

Speech: __Slow __Fast Describe_____

Did the caller have an accent? Describe:_____

Did you recognize the caller's voice? Describe:_____

Background noises: __music __traffic __machine __voices/talking

__airplanes __typing __children __TV/radio

__other_____

Other Notes:_____

_____

_____

Person receiving call:

Name_____Home Phone_____

Address_____

Notification:

School Principal_____Time_____

Police_____Time_____

Bus Accident

Each school should maintain a bus folder (hard copy and/or digital) for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip (this procedure can be housed digitally allowing for immediate access and accountability using the district's intranet).

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

In the event of a Bus Accident:

Staff at the Scene:

- Call 911, if warranted
- Notify principal, bus garage
- 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 will be provided to the principal

Principal / Designee:

- Notify District Support Team
- Ascertain the names of any injured students and the nearest location of any medical treatment facility and document
- 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/guardians and to provide support to students, as appropriate
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Chemical Material Spill

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

Accidents originating OUTSIDE the building:

Staff Actions:

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

Principal / Designee:

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

Accidents originating INSIDE the building:

Staff Actions:

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

Principal / Designee:

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

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

- _____
- _____
- _____
- _____

Cyber / Electronic Threat

Staff Actions:

- Report issue to principal / law enforcement (this includes report of sexting)
- Preserve message, image or media on the original electronic device
- Secure the electronic device

***Remember you may not search electronic devices without owner permission or a court order**

Principal / Designee:

- Evaluate level of cyber threat with school technology coordinator and law enforcement
  - **Level One**: Not highly inflammatory. Generally, incident can be solved in-house (most cyberbullying, etc.)
  - **Level Two**: A student or staff member is in danger of harm (highly emotional issue, repeat offender, sexting, hit list, threat of bodily harm, etc.)
- Depending on severity, call 911, District Support Team and law enforcement
- Conduct investigation and determine all those involved
- Notify parents/guardians of involved students
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Death or Serious Illness
(Off campus school event)

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

Staff Actions:

- Call 911
- Notify principal

Principal / Designee:

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent
- Notify District Support Team, Central Office
- Notify teachers prior to school by using an automated notification system (phone and/or email) or during school prior to notification of students
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedure for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance
- Contact the family or visit the home to offer help, condolence and support
- Allow students to meet in guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on their 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
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Earthquake

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 tremors subside. 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
- After initial shock, prepare for possible aftershock, then initiate evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.)

If outside:

- Move quickly away from building and overhead electrical wires
- Initiate Drop, Cover and Hold
- Initiate accountability procedures
- 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
- 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
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Fire

By law, schools practice fire drills on a monthly basis. In case of an actual fire, implement the practiced evacuation procedures and the following steps:

In the event of a fire:

- Sound alarm
- Call 911, superintendent, District Support Team
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Some schools use a **card notification system**. The universal colors of a "green card" and a "red card" are used. A "green card" denotes all students are present and all is well and a "red card" signifies a problem
- Do not re-enter building until being given permission to re-enter
- Determine if arrangements need to be made for transportation to alternative location
- Document actions and complete incident reports

See drill schedule and log sample on page 69

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

- _____
- _____
- _____
- _____

Gas Leak

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

Staff Actions:

- Notify principal
- Move students from immediate vicinity of danger

Principal / Designee:

- Call 911, District Support Team
- If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Notify gas company
- Determine whether to move to alternate location
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
- Do not re-enter building until being given permission to do so by emergency personnel
- If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Hostage Situation / Kidnapping

Staff Actions:

- Notify principal
- Keep all students in their classrooms until further notice

Principal / Designee:

- Initiate Lockdown
- Call 911, superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances should the students be evacuated from the building without approval and/or assistance
- If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Infectious Diseases

Principal / Designee, Staff:

- Exercise appropriate caution and discretion when informing others about an individual with an infectious disease
- "An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals." (FERPA)
- Notify appropriate individuals who are in contact with the child on a regular basis, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers / Aides
  4. School secretary
  5. Counselors
- Consult with school nurse, central office and/or health department on potential for outbreak
- Instruct custodial staff to disinfect all effected surfaces
- Determine whether child stays in school or if school closing is appropriate
- Document actions and complete incident reports

Preventative Measures:

- Encourage students, parents, and staff to take everyday preventive actions to stop the spread of germs (CDC, http://www.cdc.gov/)
- Encourage students and staff to stay home when sick
- Encourage respiratory etiquette among students and staff through education and the provision of supplies
- Encourage hand hygiene among students and staff through education, scheduled time for hand washing, and the provision of supplies
- Encourage students and staff to keep their hands away from their nose, mouth, and eyes
- Encourage routine surface cleaning through education, policy, and the provision of supplies

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

- _____
- _____
- _____
- _____

Missing Person

Staff Actions

- Notify the principal with description of missing person and description of suspect if known
- Move other children (if present) away from area

Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Contact the family of the missing person to establish a communication plan
- Assemble the appropriate Emergency Response Team members to manage the crisis
- If the incident occurs during the school day, classroom routine should be maintained
- Conduct immediate search of school building and grounds
- Provide a picture and obtain a full description of the missing person (including clothing) to assist the police
- In cases of kidnapping/abduction, obtain a description of the suspect from witnesses
- When the person is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions
- Prepare an appropriate notice (preferably in writing) for parents/guardians
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Poisoning

Immediate Actions:

- Call 911
- Call the Poison Control Center Hotline 1-800-222-1222
- Administer first aid directed by Poison Control Center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. using Safety Data Sheets (SDS)
- Seek additional medical attention as indicated
- School official to notify parents/guardians
- In the event of a staff member who has been poisoned, school official should notify spouse or emergency contact
- Document actions and complete incident reports

Preventive Measures:

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

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

- _____
- _____
- _____
- _____

Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Response Team, the District's Support Team and school personnel must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. The services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children's advocacy center, or hospital emergency room.

Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- A rape or other sexual abuse occurs on campus
- A member of the alleged victim's family requests intervention
- The alleged victim's friends request intervention
- Rumors and myths of the alleged incident are widespread and damaging
- Students witness police action or emergency services response

When one or more of the above conditions exists, the following should be implemented:

- Confidentiality should be maintained during the investigation (by all staff members)
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate law enforcement, and/or rape crisis center
- Designate the school counselor or staff member closest to the alleged victim to review the types of support she or he may need
- Determine which peers close to the victim may need support
- Take action to control rumors
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file not available to any and/or all staff

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

- _____
- _____
- _____
- _____

Suicide

(5 page section)

INTRODUCTION

Hinting, writing, or talking about suicide is a call for help and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the need to initiate lifesaving intervention(s).

The following classifications offer three (3) levels of suicide risk with students:

1) **Suicidal Threat or Ideation**
2) **Suicide Attempt at School**
3) **Suicide Completed**

Do's and Don'ts Regarding Suicidal Ideation

- **DO LISTEN** to what the student is saying and take the suicidal threat seriously.
- **DO GET HELP** by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the student's nonverbal behavior. Facial expressions, body language, and other overt signs are often more telling than what the student says.
- **DO ASK** whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken.
- **DO ASSURE** the person that you care and you will find help that will keep her/him safe.
- **DO STAY** with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.

- **DON'T LEAVE** the student alone for even a minute.
- **DON'T ACT** shocked, don't allow yourself to be sworn to secrecy, or don't ignore the threat.
- **DON'T LET** the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
- **DON'T TAKE** too much upon yourself. Your responsibility to the student in this situation is limited to listening, being supportive and getting her/him to a trained mental health professional/ therapist (immediately.)

Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

Staff Actions:

- Keep the student under continuous adult supervision
- Notify the principal, counselor, social worker or school psychologist, but do not leave the student alone

Principal / Designee, Counselor:

After meeting with the student, as advised by the principal, the counselor or other mental health professional shall:

- Immediately contact the student's parents/guardians and make appropriate recommendations for treatment
- Recommend that parents make an immediate contact with a mental health professional. If requested, provide the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.) If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Community-Based Services to intervene on behalf of the student (potentially a medical neglect referral)
- It is recommended that a follow-up call to the family be made expressing the school's concern and willingness to cooperate with the appropriate medical agencies as requested
- In collaboration with a specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the identified risk(s) and to request that they assist in monitoring the student's behavior
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

- _____
- _____
- _____
- _____

Suicide Attempt at School

In the event of an actual suicide attempt:

Staff Actions:

- Notify principal
- Ensure the short-term physical safety of the student

Principal / Designee, Counselor:

- Call 911, District Support Team, Central Office
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive
- The student will be kept under constant observation at all times
- The school principal, (or other designated professional) will communicate with the appropriate school personnel, parents/guardians and counselors to establish an immediate plan of action
- Accompany child to medical facility
- Notify parents of transport
- Follow-up should be made by counselor with parent/guardian to determine appropriate follow-up services needed
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

- _____
- _____
- _____
- _____

Suicide Completed
(off campus)

School staff should exercise caution when discussing an "apparent suicide" with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community.

Staff Actions:

- Notify principal
- Avoid spreading rumors
- Watch for warning signs in other students (such as "copycat" actions)

Principal / Designee, Counselor:

- Once the death has been confirmed notify District Support Team
- Identify any family member(s) that may be at school and provide crisis counseling
- Do not release the names of other family members who attend the school
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
- Consider calling a faculty meeting to disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Provide support meetings for school personnel if the need exists; refer employees to an Employee Assistance Program (EAP) as indicated
- Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district's commitment to responsible follow-up and recovery
- Allow students to leave class during the day to receive support offered from school personnel, the District Support Team or other designated volunteer resources or community faith-based persons who have received this specific training
- If the school based Emergency Response Team (ERT) and the District Support Team (DST) deem it appropriate, consider avoiding any large group meetings or assembly of students (in an effort to maintain order and control)

- Consider an after school faculty meeting; the following points may be covered:
  1. Debrief the events of the day
  2. Provide emotional support for all staff
  3. Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
  4. Announce the plans made by the family for services
  5. To the extent possible, make efforts to ensure that regular routine is followed
  6. In general, recognize a tragic loss of life, without emphasizing the means of death

Activities to be avoided include:

- Special memorial services within the school building
- Flying the school flag at half staff
- Special yearbook notices
- Large student assemblies
- Memorials such as trees/stones, etc.

Suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

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

- _____
- _____
- _____
- _____

Active Threat Response
(Including hostage situation, intruder, weapons)

Staff Actions:

- Initiate lockdown (if able)
- Call 911 (if able)
- Notify principal of situation
- Follow lockdown protocol
- Wait for further instruction

Principal / Designee:

- Initiate Lockdown (if not already completed)
- Call 911 (if not already completed)
- Notify Superintendent and District Support Team
- Follow lockdown procedures until clearance given by local law enforcement
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Assessment of Threat
(8 page section)

Introduction

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use "warning signs" and other materials responsibly. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. They **are not** intended to encourage school-wide student profiling, labeling or stigmatizing of individuals.

In the event of an IMMEDIATE danger:

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
- Take immediate action to move others from harm's way (in immediate vicinity of event)
- Initiate Lockdown procedures (determine who initiates the lockdown, keep this consistent across the school district)

If "Warning Signs" are observed, but there is not an imminent risk:

- Have individual or team observing "Warning Signs" complete a Threat Assessment Referral Form (if not completed already)
- Activate appropriate members of (School Based) Emergency Response Team
- Interview the individual of concern (consider using a trained counselor)
- Notify 911, if necessary
- Notify Superintendent, District Support Team and District Pupil Personnel
- Contact parents or legal guardian and obtain a release of information to exchange information between agencies
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet
- Make recommendations to parents to seek appropriate mental health services
- Determine level of risk using Risk for Harm Categories (page 107)
- Develop an action plan according to the determined level of risk
- Document referrals, actions taken, follow-up plans, etc.
- Develop a plan to monitor student's response to actions taken, a "return to school plan" and to review new information as it becomes available

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

- _____
- _____
- _____
- _____

Threat Assessment Referral Form

If you become concerned that an individual may pose a risk for harming himself or others complete this form by stating your concern, checking the Warning Signs of which you are aware, and explaining items checked. Turn it in directly to the school's principal or designee. In an *Imminent* safety threat, notify principal immediately and take immediate action to secure or isolate the individual, and move other students from harm's way.

Individual under concern_____Date of birth_____

Person(s) completing this form_____Room/phone_____

School_____Date of referral_____

I. Reason for referral (explain your concerns)_____

_____

_____

II. Imminent Warning Signs (when an individual displays Imminent Warning Signs; take immediate action to maintain safety, mobilize law enforcement and appropriate school personnel)

- ☐ 1. Possession and/or use of firearm or other weapon
- ☐ 2. Suicide threats or statements
- ☐ 3. Detailed threats of lethal violence (time, place, method, hit list)
- ☐ 4. Severe rage for seemingly minor reasons
- ☐ 5. Severe destruction of property
- ☐ 6. Serious physical fighting with peers, family, others

III. Early Warning Signs (mark items, then elaborate below)

- ☐ 7. Social withdrawal or lacking interpersonal skills
- ☐ 8. Excessive feelings of isolation and being alone
- ☐ 9. Excessive feelings of rejection
- ☐ 10. Being a victim of violence, teasing, bullying
- ☐ 11. Feelings of being picked on
- ☐ 12. Low school interest, poor academic performance
- ☐ 13. Expressions of violence in writings and drawings
- ☐ 14. Uncontrolled anger
- ☐ 15. Patterns of impulsive and chronic, hitting and bullying
- ☐ 16. History of discipline problems
- ☐ 17. History of violent, aggressive and antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12)
- ☐ 18. Intolerance for differences, prejudicial attitudes
- ☐ 19. Drug and alcohol use
- ☐ 20. Affiliation with gangs
- ☐ 21. Inappropriate access, possession, use of firearms
- ☐ 22. Threats of violence (direct or indirect)
- ☐ 23. Talking about weapons or bombs
- ☐ 24. Ruminating over perceived injustices
- ☐ 25. Seeing self as victim of a particular individual
- ☐ 26. General statements of distorted, bizarre thoughts
- ☐ 27. Feelings of being persecuted
- ☐ 28. Obsession with particular person
- ☐ 29. Depression
- ☐ 30. Marked change in appearance
- ☐ 31. Other_____

IV. Explain checked items; describe known Precipitating Events (use back if needed)

_____

_____

V. Turn in this form and any materials you may have which may be necessary to conduct a preliminary risk assessment (i.e., writings, notes, printed e-mail or internet materials, books, drawings, confiscated items, etc.). This information should be routed to the principal or his/her designee.

FOR OFFICE AND EMERGENCY RESPONSE TEAM USE:

Date Received:_____School Case Manager assigned to follow referral:_____

Threat Assessment Worksheet (2 pages)

(To be completed by the School Based Case Worker and staff members who have daily contact with the student of concern)

Coupled with the Referral Form (which addresses Warning Signs), this outline addresses Risk Factors, Precipitating Events, and Stabilizing Factors. The worksheet is designed to provide a concise way to organize known concerns when conducting a preliminary risk assessment and to list relevant school and agency involvement.

Individual under concern_____Date of birth_____

Person(s) completing this form_____

Parent/legal guardian name_____Phone_____

School_____Date of referral_____

I. School and Agency Involvement (past or present) *To determine if safety concerns have been noted by others. List name, contact information and date of involvement if known:*

School Law Enforcement or Discipline Referrals_____

Special Education, 504, or Under Consideration_____

School-Based Mental Health or Social Services_____

Family Resource and Youth Services Center_____

Community Social Services_____

Police, Juvenile Court, Probation Services_____

Community Mental Health Services_____

Current or prior institutionalization or foster care placement_____

Other_____

Comments/concerns expressed by any of the above_____

II. Risk Factors *(indicate if Observed, Documented, or Suspected; circle O, D, S, respectively)*

In possession or has access to weapons (O, D, S)_____

History of impulsive violent or other antisocial behavior (O, D, S)_____

Child abuse/neglect (O, D, S)_____

Isolation or social withdrawal (O, D, S)_____

Domestic violence or other family conflict (O, D, S)_____

Depression, mental illness, medical ailment (O, D, S) (list current medications)_____

Substance abuse or drug trafficking (O, D, S)_____

Fire setting (O, D, S)_____

Threat Assessment Worksheet — (Page 2)

II. Risk Factors *(continued) (indicate Observed, Documented, or Suspected, O, D, S, respectively)*

Bed wetting (O, D, S)_____

Cruelty to animals (O, D, S)_____

Preoccupation with real or fictional violence (O, D, S)_____

Repeated exposure to violence (desensitization) (O, D, S)_____

Gang involvement or affiliation (O, D, S)_____

Other_____

III. Precipitating Events *(recent triggers which may influence violence)*

Recent public humiliation/embarrassment (whether instigated by adult or peer)_____

Boyfriend/girlfriend relationship difficulties_____

Death, loss or other traumatic event_____

Highly publicized violent act (such as a school shooting)_____

Family fight or conflict_____

Recent victim of teasing, bullying or abuse_____

Other_____

IV. Stabilizing Factors *(factors which may minimize or mitigate likelihood or level of violence)*

Effective parental involvement_____

Involved with mental health; list provider or agency (if known)_____

Social support networks (church, school, social organizations)_____

Close alliance with a supportive adult (counselor, mentor, teacher, minister, etc.)_____

Positive, constructive peer group_____

Appropriate outlets for anger or other strong feelings_____

Positive focus on the future or appropriate future events_____

Other_____

V. Category of Risk *(Determine a Risk for Harm (RFH) Category based on available information)*

Imminent - High - Moderate - Minor - Low/No (date and time of determination_____)

NOTE: RFH Categories represent a distinct moment in time and may change from hour to hour, and day to day. Following an initial assessment, it is essential to monitor on-going status, to reassess level of risk according to new information, and to document significant changes.

Risk (or Threat) Assessment Concepts

I. Warning Signs: A sign or indicator that causes concern for safety.

A. **Imminent Warning Sign:** A sign which indicates that an individual is very close to behaving in a way that is potentially dangerous to self or others. Imminent Warning Signs call for *immediate* action by school authorities and law enforcement.

B. **Early Warning Signs:** Certain behavioral and emotional signs that, when viewed in a context, may signal a troubled individual. Early Warning Signs call for a referral to a school's Threat Assessment Team for assessment.

II. Risk Factors: Historical or background conditions which may influence the potential for violence. These factors may include family history of violence, prior antisocial behavior, mental health background, and various social factors.

III. Precipitating Events: Recent events or "triggers" which may increase potential for violence. These factors may include recent family conflict, rejection from a significant peer, serious conflict with a teacher, etc.

IV. Stabilizing Factors: Support systems or networks in place for an individual which may *decrease* the likelihood for violence. These factors may include effective parental relationships, positive peer groups, strong relationship with a teacher, counselor or therapist, etc.

V. Threat Assessment: The process of reviewing Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors when referring a student of concern to a mental health professional for further assessment. This information is forwarded to the mental health professional in an effort to assist in identifying the threat.

Risk For Harm Categories

Risk For Harm Categories provide a way for schools to determine and assign a level of risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. **Based on level of risk**, the Emergency Response Team develops action plans to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category **are not an exhaustive list**, but are provided as a frame of reference.

Category 1: Imminent Risk for Harm

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others.

Examples include:

- Detailed threats of lethal violence
- Suicide threats
- Possession and/or use of firearms or other weapons
- Hit list
- Serious physical fighting, etc.

Most individuals identified under this category will qualify for immediate hospitalization or arrest.

Responses may include:

- Immediate action to secure individual
- Facility lock down
- Security response
- Immediate referral to professional mental health provider
- Parent notification
- Background or records check
- "Return to school plans," and/or ongoing case management

Category 2: High Risk for Harm

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.

Responses may include:

- Immediate action to secure individual
- Security response
- Parent notification
- Psychological consult/evaluation
- Background check

Category 3: Moderate Risk for Harm

An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.).

Responses may include:

- Security response
- Parent notification
- Psychological consult/evaluation
- Background or records check
- Ongoing case management

Category 4: Minor Risk for Harm

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.).

Responses may include:

- Review of school records
- Parent notification
- Psychological consult
- Security response

Category 5: Low / No Risk for Harm

Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc.

Responses may include:

- Investigation of the situation
- Notification and involvement of others as needed

Brief Interview Outline for Individual Under Concern

When interviewing an individual about safety concerns, one method is to ask questions which move from general introduction, to fact finding, to recognition of concerns, to assessing support networks, to developing an outline for next steps. **The following questions are not** intended to be a scripted interview, but provide a sample structure for the kinds of questions which may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience to expand these questions as needed. Note, in general it is good to avoid "yes or no" questions.

1. "Seems like you've been having a hard time lately, what's going on?" *(to establish rapport and trust and to open dialog in a non-threatening way)*
2. "What is your understanding of why you have been asked to come to the office?" *(to review factual events)*
3. "What is your understanding of why school staff are concerned?" *(to determine if student is aware of effect behavior has on others)*
4. "What has been going on recently with you at school?" *(to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads)*
5. "How are things going with your family?" *(to look into events such as recent moves, divorce, deaths or losses, conflict)*
6. "What else is going on with you?" *(to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.)*
7. "Who do you have to talk to or assist you with this situation?" *(to determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family supports, church groups, etc.)*
8. "Given (whatever is going on), what are you planning to do?" or, "What are you thinking about doing?" *(follow-up on appropriate leads, including the level of detail in stated plans, ability to carry out plans, etc.)* **(NOTE: If there is an IMMINENT RISK take immediate action to maintain safety by contacting school security and/or 911)**.
9. Close with a statement that describes short term next steps (i.e., "I'll need to contact your parents to talk about...", I will also need to speak with the principal and the assistant principals for possible further action(s) and we will need to devise a plan for next steps). Try to determine student's mood prior to his/her departure, and alert others if necessary.

Threat of Harm
(Including Active Shooter)

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use "warning signs" and other materials responsibly.

Staff action:

- Initiate lockdown procedures / barricade door if possible
- If not in an area that can be secured, run out of the building and as far as you can to a safe location
- If lockdown and running away aren't possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort)

Principal / Designee:

- Call 911, superintendent, District Support Team
- Attempt to determine:
  - Location of the threat and number of persons involved
  - Physical description of persons in harm
  - Number and type of weapons being used
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

Weather Related Emergency

Watches: Indicate that conditions are right for development of a weather hazard. *Watches* cover a larger area than *Warnings*. Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

Warnings: Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar. Warnings may be issued within minutes of the arrival of most severe weather events. In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system. A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

Advisories: Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.). Advisory lead times are the same as Watches.

Upon Issuance of a Watch or Advisory

Principal / Designee:

- Activate appropriate members of school Emergency Response Team to be alert for possible change in weather status
- Monitor weather reports for change in conditions
- Document actions and complete incident reports

Upon Issuance of a Warning

Principal / Designee:

- Implement procedure for use of Safe Zones for Severe Weather
- All students and staff proceed to designated Safe Zones for Severe Weather
- Remain quiet to hear further instructions
- Occupants of portable classrooms should move quickly to the main building to designated Safe Zones for Severe Weather
- Follow standard student accounting and reporting procedures
- Remain in the Safe Zones for Severe Weather until the “all clear” is given
- In the event of building damage, students should be evacuated to safer areas of the building or away from the building
- If evacuation occurs, do not re-enter the building until given the “all clear”
- Document actions and complete incident reports

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

- _____
- _____
- _____
- _____

KCSS

Kentucky Center for School Safety

Recovery

Key Components of Recovery

Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event.

The goal after an emergency is to return to the business of learning and restore the infrastructure of the school as quickly as possible. There are four key components of recovery that need to be addressed so that a smooth transition can be achieved back to a relative state of normalcy and the healing process can began. They are:

1. **Emotional Recovery**
2. **Academic Recovery**
3. **Physical/Structural Recovery**
4. **Business/Fiscal Recovery**

Emotional Recovery

The purpose of emotional recovery is to promote coping and resiliency for students, staff, and their families following an emergency or crisis. An assessment of their emotional needs is important to determine those who will need intervention by a school counselor, school psychologist, or other mental health professional. Community based resources need to be identified prior to an emergency and available for families, who may seek treatment. Planning for emotional recovery involves establishing key community partnerships, developing policies, providing training, and developing memorandum of understanding (MOU).

For some trauma victims, adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

According to the **National Institute of Mental Health,** research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive and emotional symptoms including:

- Nausea
- Sleep Disturbance
- Slowed thinking
- Bad memories
- Regressed behavior
- Anxiety
- Guilt
- Depression
- Anger
- Various other responses

Suggestions for Schools

- Restoring a learning environment as quickly as possible
- Modeling how to recover from the event
- Maintaining basic educational goals

Suggestions for administrative staff, counselors and teachers

- Reducing conflict among groups
- Creating working partnerships among groups inside and outside of the school
- Following familiar school routines
- Acknowledging the trauma through shared activities and observances
- Representing safety and security
- Supporting children and their families
- Creating opportunities to support caregivers
- Having trained crisis intervention personnel be highly visible in the schools following a crisis
- Remembering that children and their communities are resilient when supported adequately

Academic Recovery

The following collection of recovery measures is designed to assist teachers and other professionals as they help students as well as adults begin the recovery and healing process. It is essential for school administrators to recognize that recovery is a long-term process of supporting normal people who have experienced abnormal stressors. Initially, individuals may be in shock and may require support to meet basic physical and social support needs. Restoring structure and routine is the key purpose of Academic Recovery and a quick return to "a normal school day" will enhance the healing process.

Short Term Academic Considerations:

- Quick decision making regarding school/academic routines
- Brief administrators and staff
- Communicate with parents/guardians on events and the plan
- In general, maintaining the school routine is helpful
- Can the school remain open?
- Can the school routine be maintained? Modified?
- Are academic materials needed?

In the months and years that follow a critical incident, individuals may require additional assistance and continued academic support.

Long Term Academic Considerations:

- Arrange for Homebound/tutoring services for students unable to attend school
- Encourage and support students in the hospital
- Rearrange tests or assignments
- Determine curriculum "triggers"
- Allow for periodic visits to school counselors (around anniversaries, similar events, etc.)

Physical / Structural Recovery

In the aftermath of a crisis, buildings and grounds may need repairing, repainting and/or landscaping. Restoring facilities to enable the educational operations is an essential part of the planning process. Relocation of educational services and administrative operations may be necessary. Communication will be key with all stakeholders; students, staff, parents and community.

Considerations for Physical Recovery:

- Assess building/structural component (e.g., Damage Assessment Team)
- Ensure human safety at educational sites and staff availability to teach
- Resume transportation and food services
- Determine availability of equipment and supplies (books)

Business / Fiscal Recovery

Critical business functions within the school/district have to be restored as soon as possible after the occurrence of an emergency or crisis. It is imperative that the staff are supported. Administrative functions such as payroll systems, accounting departments and personnel records will be necessary for full operation of the school district. Unexpected expenses can tax the budget or large dedicated donations and gifts can require time and resources to manage.

Considerations for Business Recovery:

- Determine responsibilities to continue educational function
- Identify, in advance, who has responsibility for closing schools, or sending students/staff to alternate locations
- Identify who is responsible for restoring which business functions for schools/districts
- Identify succession plans
- Ensure systems are in place for rapid contract execution in the event of an emergency
- Institute a system for registering out of district students, and for registering students into other schools

General Strategies for Follow-up to Emergencies / Critical Incidents

The following information may be useful in the days and weeks following an emergency. Long-term follow-up procedures are also listed.

The Day After: Workday Two of Emergency Management

Convene Emergency Response Team and faculty/staff members to update them on any additional information/procedures.

1. In case of death, provide funeral/visitation information.
2. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
   - Coordinate counseling opportunities for students
   - Announce ongoing support for students with place, time, and staff facilitator
   - Provide parents with a list of community resources available to students and their families
3. Convene District Support Team to assist with debriefing.
   - Assess system-wide support needs, and develop planned intervention strategies
   - Discuss successes and problems
   - Discuss actions to improve the response (After Action Reporting)
4. Allow staff the opportunity to discuss their feelings and reactions to the incident. The Emergency Response Team should provide a list of suggested readings to teachers, parents and students. (i.e., handouts later in this chapter).
5. Develop a process for screening and registering volunteers.
6. Develop a process for inventorying district and donated supplies.

Long-Term Follow-up and Evaluation

1. Amend Emergency Response Protocols if needed. The After Action Reporting process is very helpful in this area. This strategy is designed to identify and record perceived strengths and weaknesses in the overall activities that were offered.
2. Write thank-you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

Critical Incident Stress Management (CISM)

Critical Incident Stress Management is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and compliment the delivery of traditional mental health services and include:

1. **Pre-crisis preparation:** Working with schools to help set expectations for what to do when a critical incident occurs.
2. **Individual consultation:** A structured one-to-one technique used by a trained counselor or professional after a critical incident.
3. **Briefing:** A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.
4. **Defusing:** A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.
5. **Debriefing** (a.k.a., Critical Incident Stress Debriefing or CISD). A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.
6. **Parent/family/organization consultation:** A group process conducted to provide ongoing education and support to families, parent groups or organizations following a critical incident.
7. **Referral/follow-up:** A process to assure that individuals experiencing intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a "Drop in Room." A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

Teachers Helping Children After a Critical Incident

This resource was designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Emergencies are very traumatic events for children. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we adults can't "fix" a disaster, can't solve it, and can't keep it from happening again.

Ways Teachers Can Assist Students

- Cope with your own natural feelings of helplessness, fear, anger, until you do this, you won't be able to effectively help the children
- Learn to recognize the signs and symptoms of distress and post-traumatic stress reactions
- Put the emergency or critical incident in context; provide a perspective
- Communicate a positive "I'm not helpless" attitude
- Start the healing process; help children to feel relieved and soothed
- Identify children who may need intervention – refer to the appropriate mental health care profession

Information Sheet to Share with Parents

Helping Your Child After A Crisis:

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some behaviors you may see in your child:

- Excessive fear of darkness, separation, or being alone
- Clinging to parents, fear of strangers
- Worry
- Increase in immature behaviors
- Not wanting to go to school
- Changes in eating/sleeping behaviors
- Increase in either aggressive behavior or shyness
- Bed wetting or thumb sucking
- Persistent nightmares
- Headaches or other physical complaints

The following will help your child:

- Talk with your child about his/her feelings about the disaster; share your feelings too
- Talk about what happened; give your child information he/she can understand
- Reassure your child that they are safe; you may need to repeat this reassurance often
- Hold and comfort your child often
- Spend extra time with your child at bedtime
- Allow your child to mourn or grieve. If you feel your child is having problems at school, talk to his/her teacher, counselor or principal so you can work together to help him/her

Ongoing Recovery

Please reread this sheet from time to time in the coming months. Usually a child's emotional response to a crisis will not last long, but some problems may be present or recur for many months afterward. In such cases consideration should be given to making a referral to the community mental health center.

Disasters and Their Effects

What is a disaster?

A disaster is a devastating, catastrophic event that can be life threatening and/or injury producing, which may create the following distressful experiences:

Potential experiences or feelings:

- Sense of fear, worry
- Disruption of home, routine, etc.
- Feeling that one's life was threatened
- Witnessing injuries, death, pain
- Feeling trapped and isolated
- Being out of control of something threatening to life's basics: food, shelter, clothing, people, comfort...even life itself
- Having flashbacks of other catastrophes
- Feeling cut-off from services
- Being separated from loved ones
- Having a sense of mortality
- Feeling "survivor guilt"
- Children who are forced to become "parents" to adults who are scared or worried

Symptoms of Distress in Children

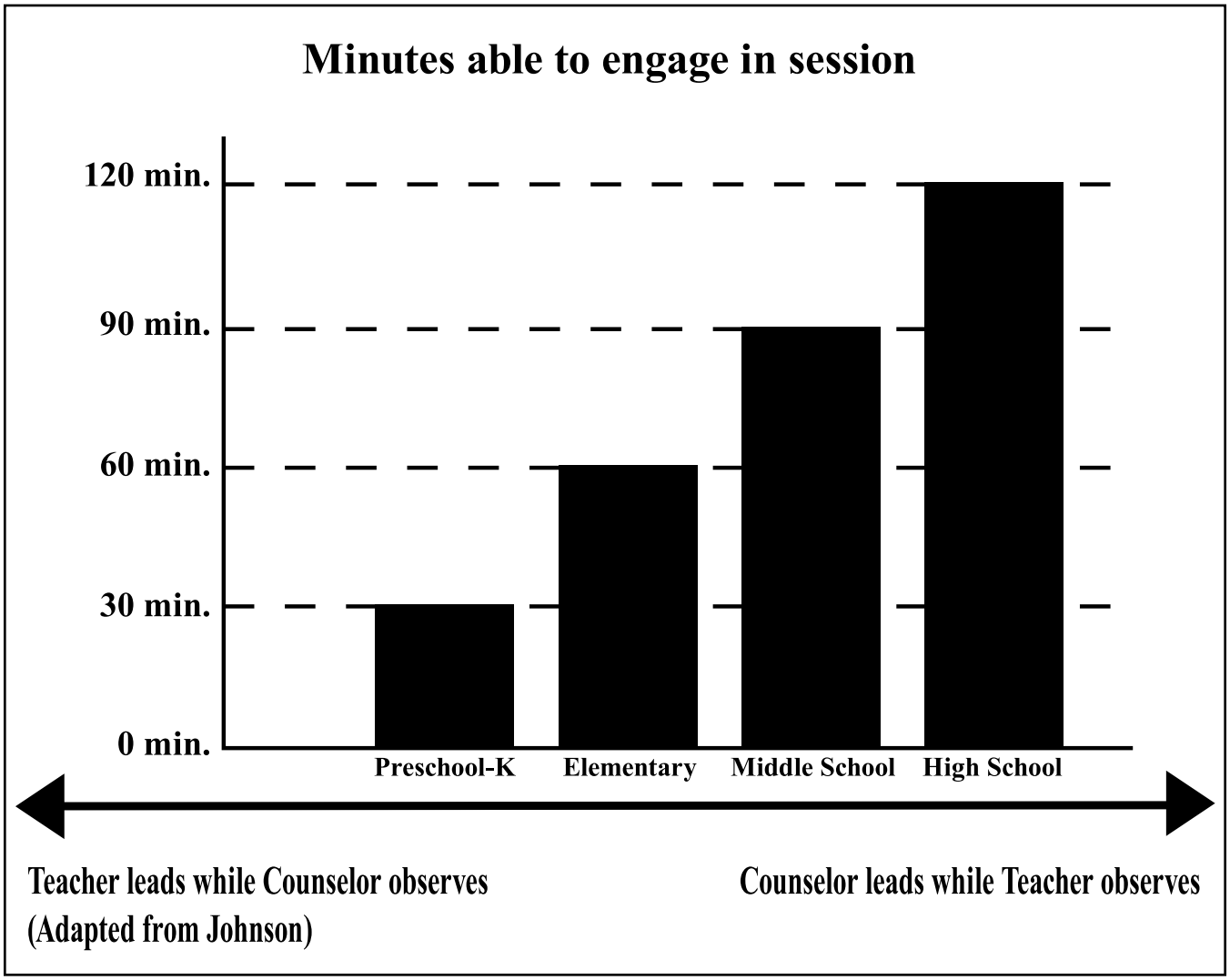
As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

Symptoms:

- Any unusual complaints of illness
- Keeping isolated from the rest of the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise in need of attention
- Changed behavior/appearance
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
- No eye contact
- Difficulty concentrating, can't focus
- "Feisty" or hyperactive/silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age-appropriate)
- Lack of emotional expression
- Poor performance
- Can't tolerate change; can't move to next task
- Lethargic, apathetic
- Easily startled, jumpy

Understanding Age-Appropriate CISM Interventions

When providing Critical Incident Stress Management (CISM, Everly & Mitchell) interventions, it is essential to tailor your approach to the developmental level of the students involved. The following chart illustrates a range of minutes suitable for discussion for different age levels, and from "teacher led" to "counselor led" interventions. In general, younger students need more teacher led interventions using activities (as opposed to "discussion"), while older students benefit from counselor led, verbal discussions.



The Talking Method and the Drawing Method
(4 Page section)

In using the General to Specific approach, many methods or activities may be effective. Two suggested methods/techniques to use in your class after a critical incident are: The Talking Method and The Drawing Method. The following pages provide suggested questions or themes, and specific techniques.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Was anyone you know killed or injured?
- What can you do now to help others to feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for those children with low language skills, shyness, discomfort, etc.
- Encourage peer support for these children
- The teacher should accommodate the child
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words
- Create a chance for verbal expression in any language

NOTE: As the teacher, you might think of more questions to ask the children. Be sure your questions are "open-ended," which means they cannot be answered by simply a "Yes" or "No". Open-ended questions serve to facilitate verbal discussion.

Talking Method Activities

- Child tells a story (allow metaphors)
- Puppets "tell" or "live" a story
- Have an open discussion - using previous questions, ask for volunteers to begin with, talk general to specific
- Use photos, drawings, etc. to facilitate discussions
- Create a skit, play or do role-playing, related to the critical incident (provide "dress-up" clothes if available, including uniforms if possible to represent emergency workers seen during the disaster, etc.)
- Do "show and tell" related to the event
- Inform/educate the children about the event to make it less threatening to talk/act about
- When people understand their feelings and experiences are normal and can be predicted (even if they are scary feelings) they begin to regain control

Note: Remember to keep yourself in a facilitative/guiding role, not in a role of "control" of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and "normalizing" their experiences.

For some children, the talking method is not helpful:

- In some cultures, talking openly is not comfortable, appropriate (or even "polite")
- Some children have been raised in families where "talking-out one's feelings" was not possible or supported
- Some children have been raised in situations where talking openly was not practiced or encouraged
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process
- All these reasons should be respected as valid

Drawing Method

The drawing method is a playful experience to express feelings.

First introduce drawing a:

- Another way of "talking," but with pictures instead of words
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing, some by drawing)
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a "pretty picture" but rather, a picture of expression
- Drawing should be presented to the child as an option for expression, not as a required activity
- REMEMBER: Use previous questions to help lead these activities: A question can become a theme for a drawing

Drawing Method Activities:

- Draw/write a book together or make journals with pictures
- Do a collective drawing such as a mural (murals tell a "collective story," develop/support teamwork, and feel "safer" for some children as opposed to individual art)
- Give the mural a "place of honor" in the classroom
- Make the mural accessible for everyday viewing
- Celebrate the mural: use it to demonstrate getting through something tough, or to facilitate discussions
- Take photos/slides of the mural when completed
- Draw aspects of the event (people, places, activities, etc.)
- Suggest lots of options, not specifics (e.g., rather than saying "draw a fireman, helping someone," say "draw a person you saw doing something helpful...")
- Create a collage (a variety of materials) using a leading question such as "Where were you when the disaster happened?"
- The teacher may draw/paste on the central image, then the children add photos, magazine pictures, articles, fabric pieces, etc. around theme, or may draw directly onto it
- Collages are the "safest" form of "drawing" because the child is using others' symbols. The child may feel he/she is "losing less of himself/herself"
- Collages provide "boundaries" for the child; this can act as a safety net (emotionally) for some
- You may also want to look at other pictures (drawings, paintings) and talk about what they communicate
- Avoid the use of paint in this method as it is too "loose" of a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom
- Allow a full range of expression: some children draw recognizable "things", others draw "abstracts"; respect all varieties
- Allow children to discard their artwork
- Emphasize to the children that their work will not be judged, graded or necessarily shown to others
- Only exhibit the artwork if a child desires to share with others

- Reassure them that there is no "right way" to draw
- Allow the use of various mediums (pastels, crayons, pencils, markers, etc.)
- It's preferable to do the drawing method with more than one adult present
- Exercise as little control as possible over the artwork

Concluding Drawing Activities:

- A key element of the Drawing Method is the follow-up discussion. This discussion can help to bring closure to the experience, an important step in the process of expressing feelings
- Allow those who want to discuss their drawings to do so
- Others will "close" by listening to others
- Use open-ended questions in this process
- Sometimes a child's artwork may be especially expressive of his/her feelings; a drawing can give "clues" to some deeper problems or feelings within the child
- Try to "read" the picture in the same way you might read words; what might it be telling you?
- Look at it as a piece of communication, not just fantasy

Keep in mind:

- Colors, forms, etc. have different meanings to children of various cultural backgrounds and possibly to different children within each culture
- Regard the artwork as just a part of what's going on with a child; look at the child with a holistic view
- The best source for what's going on behind the drawing is the child...ask him/her

If You Have Concerns:

In both methods (Talking and Drawing), you might notice a child exhibiting more serious problems. If you have concerns, refer those children to your **school counselor**.

NOTE: One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.

- Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm)
- Child is not able to "let go" of a memory
- The degree of emotionality and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping)
- Make note of other physical manifestations of stress (as a result of the impact of the event)
- Be aware of different forms of adjustment in each child
- The teacher is not meant to be in the role of "diagnostician"; refer those children you are concerned about to a school counselor, social worker or school psychologist
- Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.)
- An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface

Refer the student if you are unsure:

- Alert parent/guardians of your concerns
- Contact your school counselor/social worker/school psychologist
- Refer the student to the Student Assistance Team (if applicable)
- Consider a referral to mental health professionals in the community

Through using the methods and techniques in this guide and adding your own unique perspective, expertise and energy, you will help children and perhaps, yourself recover from a traumatic experience.

Classmate Tragedy

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

Example: Death of a friend or family member

- Explain what is known of the loss
- Ask if other students have experienced the death of a friend or family member?
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? Guide students' responses towards helpful comments and away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone close?
- 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 missed you," "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, call, etc.
- If your classmate cries, that 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

Caring for the Care Provider

General Reactions to Emergencies or Critical Incidents in Adults:

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Physical and mental reactions may be very slow or confused
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Some Things That Can Be Helpful:

- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful
- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with your workload - have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help

Suggestions for Students Attending a Visitation or a Funeral

Keep in mind:

- Expect to feel nervous when going to a funeral home or a funeral
- Go with a friend or ask a parent to accompany you
- If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about ___'s death" (this may open a conversation)
- Point out something special to you about the deceased
- If the visitation or funeral is open casket, view the body if you want; you do not have to

Later Involvement:

- After the funeral you may choose to continue to visit the parents; they may continue to want to see the friends of their deceased child
- Continue to talk about their deceased child from time to time

When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. **Always respect the wishes of grieving parents**. These suggestions must fit the parents' needs and requests, as well as the student's own comfort level.

First Steps:

- In the vast majority of cases the parents find it comforting to see friends of their deceased child
- If you were a close friend of the deceased and you know the parents, then go visit them at their home
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home
- Other friends might wait until the visitation or funeral
- Send the parents a note or card

Communication:

- When you visit, do not worry about what to say; your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right too
- Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset
- Just sitting with the parents will most likely fill the silence
- Listen, no matter what the topic
- If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so)
- You might ask what you can do for them; ask other relatives what you might do to help
- Do not try to take away the grieving parent's pain
- Talk about the deceased person (grieving people often like telling stories about the deceased, "do you remember the time...")
- Offer suggestions only when advice is asked

Memorials

When a member of the school dies often people will want to find ways to memorialize the student or staff member. A word of caution, carefully think through the type of tribute you pay to a person who has died.

Consider these points and examples:

- In general, memorials should focus on the life lived, rather than on the method of death.
- Yearbook memorials should be a regular sized picture with a simple statement such as "We'll miss you".
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person. For example, a school that planted a tree for a student who died realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as "the graveyard" by students. Another school had a "memorial tree" die during one dry summer and had to address the hard feelings of the family who thought the tree had not been given proper care.
- There are many wonderful ways to support student's as loved one's do need to be remember, examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.
- Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.

Suicide

A school's general response to a suicide does not differ markedly from a response to any death. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act. In rare cases this can trigger other individuals with similar tendencies to consider suicide as a viable option.

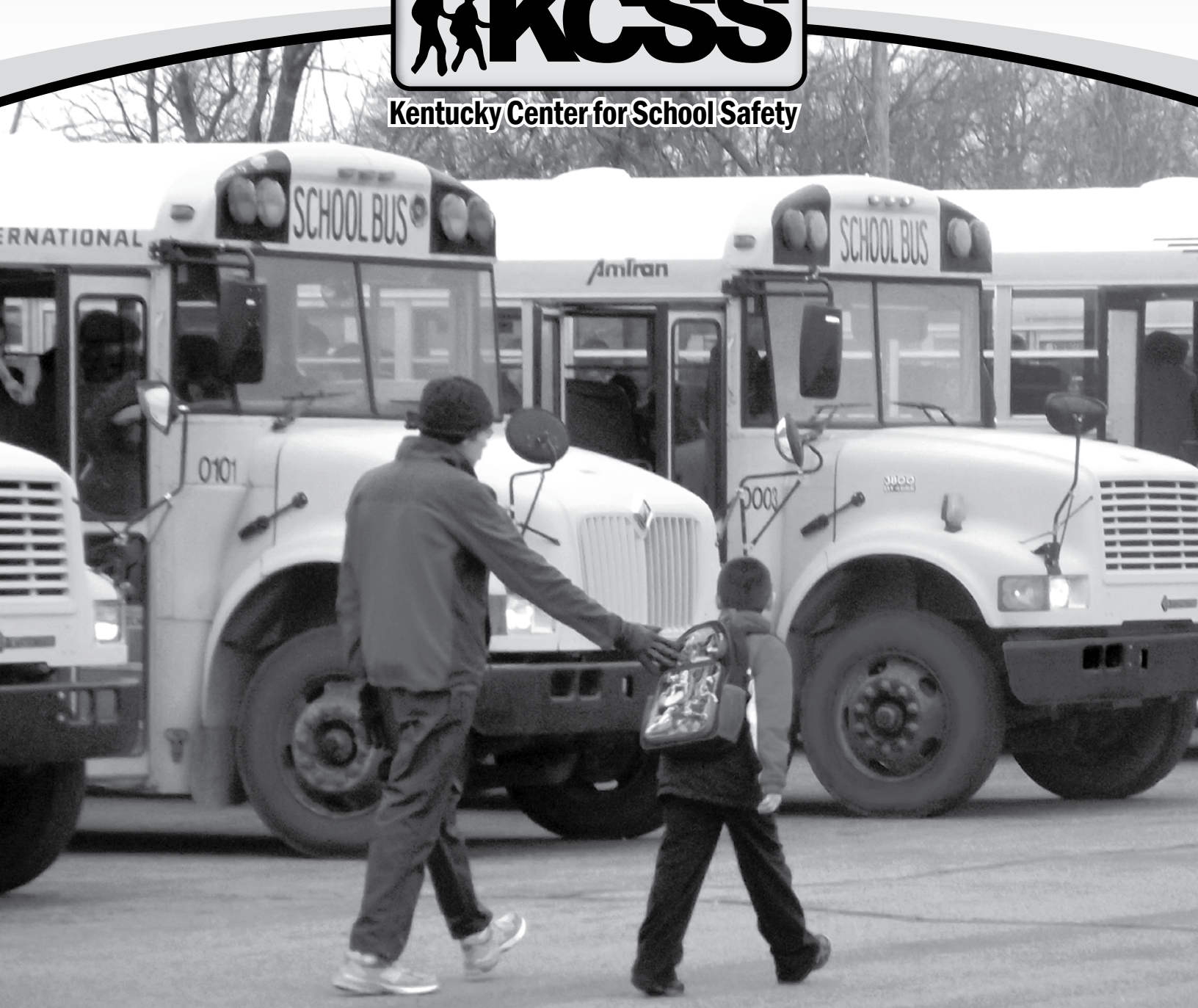
The following **"DO's"** and **"DON'Ts"** will help school staff limit glamorization of suicide:

- **Do** acknowledge the suicide as a tragic loss of life
- **Do** provide support for students profoundly affected by the death
- **Don't** organize school assemblies to honor the deceased student
- **Don't** dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual
- **Don't** pay tribute to a suicidal act by planting trees, hanging engraved plagues or holding other memorial activities

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require an intensive one on one intervention rather than a school wide response.

KCSS

Kentucky Center for School Safety



References and Resources

Glossary of Terms and Concepts

Assembly Area
A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on scene support.

Briefing
An educational and informational presentation to groups following a crisis or critical incident. Objectives would include; sharing the official nature and scope of the event to reduce and dispel rumors, provide details concerning the plan of action the school is taking to manage the crisis and mitigate its effects and group education in stress management within naturally occurring support systems.

Communication
Plans should have established lines of internal communication (i.e., within the school), external communication (i.e., with the district office and community). Plans should include provisions for after hours communication and alternate means if telephone lines are disabled.

Community
A group of persons who are closely affiliated. Affiliation may be natural, such as a neighborhood, school, fire service, or other existing organizations or groups or they may be artificial such as passengers on a plane who are affiliated by the mutual experience of a crisis or critical incident.

Coping skills
A range of thoughts, feelings and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crisis
A state in which coping skills are overwhelmed, leaving the individual feeling out of control, helpless and anxious.

Crisis Intervention
The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote return to normal functioning. Crisis intervention practice over the past 20 years has been multidisciplinary. Paraprofessionals and volunteers have been primary caregivers (Caplan, 1964).

Critical Incidents
Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

Defusing
A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences. It is used to reduce the danger or tension in a difficult situation.

District Support Team
Initially, the Team directs the process of adapting this guide to reflect local conditions. Ongoing, the District Support Team serves to assist the schools when an emergency occurs and the need exceeds the school's resources.

Drop-in-room
A safe welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher.

Emergency Operations Plan
A written document as a consolidated plan to prevent, protect, mitigate, respond to, and recover from emergencies. It is the modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Emergency Response Team assignments, emergency numbers, protocols, etc.

Emergency Response Team
School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The Team develops the plan to meet individual school needs, and implements the plan should the need arise.

Emergency Operations Protocols
Emergency Operations Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

Grief
The normal, healthy, appropriate response to death or loss. Each person grieves in his or her own way, learned by experience with loss over the years. It is described as a journey through an intense range of emotions; including denial and isolation, anger, bargaining, depression, and acceptance.

Incident Command System
Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The **Incident Commander** is the highest-ranking official in charge of the emergency response operations accomplish stated objectives pertaining to an incident.

Incident Commander
Highest ranking official in charge and responsible for the emergency/disaster operations. The Incident Commander (in a school setting the IC is typically the principal or his/her designee) directs from a command post set up in close proximity to the incident.

Individual Consultation
A crisis intervention technique utilized by a trained counselor or mental health professional in a one-on-one confidential contact utilizing a structured model.

Leadership
The importance of strong leadership cannot be overstated. Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.

Mitigation
Mitigation refers to any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency. Mitigation is also any action taken to reduce the likelihood of loss of life or property. Applies to pre-crisis steps, as well as crisis intervention techniques designed to reduce the psychological and emotional effects following a traumatic event.

Peers
Emergency services and school personal trained as peer counselors who provide crisis intervention services following crises and disasters.

Practice
Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

Prevention
Prevention is the action schools and districts take to decrease the likelihood that an event or crisis will occur. Prevention can best be described as a set of pro-active strategies that will enhance the safe and orderly learning environment at the district and school building levels.

Protection
Protection means the capabilities to secure schools against acts of violence and man-made or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from threat or hazard.

Public Information Officer (PIO)
The official spokesperson designated by an organization to coordinate internal and external communications. This person handles all requests for information and proactively provides consistent, accurate and timely information. This person is responsible for establishing a staging area for the media. This person or their assistant/designee is to maintain a log of all actions and communications given. This person will also prepare press releases, will keep the Incident Commander appraised and keeps all documentation to support history of the event.

Recovery
Recovery is the process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery *during* an emergency can address immediate short-term needs, while *ongoing* recovery can last for months or years.

Referral
During individual and group crisis intervention sessions, trained peers and mental health professionals are actively assessing and monitoring the overall status of survivors. Any indication of the need for medical supervision or the threat of harm to self or to others requires immediate transfer to appropriate level/provider of care.

Response
Response is the implementation of Universal Emergency Procedures and/or Emergency Response Protocols to maximize the health, safety and well-being of individuals in the school community.

Shock
Psychological and emotional defense shield characterized by numbness, confusion and disorientation during which time the full impact of what has happened is not totally absorbed by the survivor.

Shelter in Place
Procedure designed to protect individuals from an outside influence such as release of chemicals. Usual procedures include: closing doors and windows; placing tape or wet towels around doors, windows and vents; and turning off pilot lights, air conditioning and exhaust fans. No one leaves the room until further instructions are given.

Social Support
A term utilized by social scientists to describe positive interactions among people. These exchanges may involve passing along information, offering material help or providing emotional support. The health implications of these exchanges are especially important during times of stress, life transitions and crises. One's relationship with spouse, friends, family, co-workers and neighbors can buffer stress and have a positive effect on physical and mental health. Research with disaster survivors demonstrates the importance of social support to their recovery. Supportive relationships are equally important to emergency service workers in coping with stress and maintaining health.

Student Release
This is a pre-planned process to assure the reunification of students with their families and significant others. May involve setting up separate request and release stations to insure accountability and crowd control.

Training
Training is important on at least three levels: 1) Team Training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities and 3) Awareness training for all staff (i.e., Universal Emergency Procedures).

Unified Command
A unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Universal Emergency Procedures
Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover, and Hold, Reverse Evacuation, and Lockdown.

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Kentucky Community Crisis Response Board:
www.kccrb.ky.gov

Kentucky Department of Education:
www.kde.state.ky.us

Kentucky Division of Emergency Management:
www.kyem.ky.gov

Kentucky School Boards Association:
www.ksba.org

Kentucky State Police:
www.kentuckystatepolice.org

Additional Sites:

American Red Cross:
www.redcross.org

Federal Emergency Management Agency:
www.fema.gov

International Association of Chiefs of Police (IACP):
www.iacp.org

International Critical Incident Stress Foundation:
www.icisf.org

National Incident Management System (NIMS):
www.fema.gov/national-incident-management-system

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www.ed.gov

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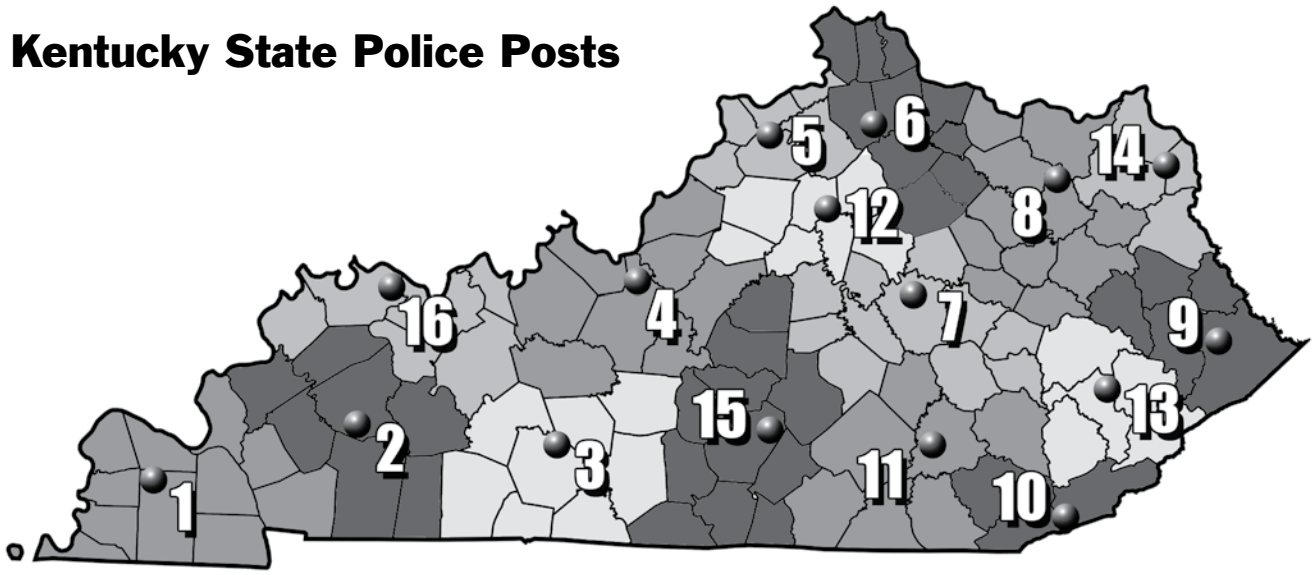
www.secretservice.gov/protection/ntac

Kentucky State Police Posts



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Post 1, Mayfield
8366 State Rte. 45 North
Hickory, KY 42051
(270) 856-3721

Post 2, Madisonville
P.O. Box 1025
Nortonville, KY 42442
(270) 676-3313

Post 3, Bowling Green
3119 Nashville Road
Bowling Green, KY 42101
(270) 782-2010

Post 4, Elizabethtown
P.O. Box 1297
Elizabethtown, KY 42701
(270) 766-5078

Post 5, Campbellsburg
160 Citation Lane
Campbellsburg, KY 40011
(502) 532-6363

Post 6, Dry Ridge
4265 US Highway 25
Dry Ridge, KY 41035
(859) 428-1212

Post 7, Richmond
699 Eastern Bypass
Richmond, KY 40475
(859) 623-2404

Post 8, Morehead
1595 Flemingsburg Rd.
Morehead, KY 40351
(606) 784-4127

Post 9, Pikeville
3499 North Mayo Trail
Pikeville, KY 41501
(606) 433-7711

Post 10, Harlan
3319 South US 421
Harlan, KY 40831
(606) 573-3131

Post 11, London
11 State Police Rd.
London, KY 40741
(606) 878-6622

Post 12, Frankfort
1250 Louisville Rd.
Frankfort, KY 40601
(502) 227-2221

Post 13, Hazard
100 Justice Drive
Hazard, KY 41701
(606) 435-6069

Post 14, Ashland
5975 State Route US 60
Ashland, KY 41102
(606) 928-6421

Post 15, Columbia
P.O. Box 160
Columbia, KY 42728
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8298 Keach Drive
Henderson, KY 42420
(270) 826-3312

KCSS

Kentucky Center for School Safety

Appendices

Appendix A: Crime Prevention Through Environmental Design
CPTED Principles Checklist for Kentucky Public Schools

Crime Prevention Through Environmental Design CPTED Principles Checklist for Kentucky Public Schools

KRS 158.447, Required review of Crime Prevention Through Environmental Design (CPTED) principles prior to school construction or renovation.

The Kentucky Department of Education shall require a local board of education to review CPTED principles when constructing a new school building or when renovating an existing school building. Effective: June 25, 2013

Keeping Kentucky's schools as safe as possible begins with prevention. As such, when planning to build a new school or renovate an existing school building, a critical level of security can be provided when specific principles and guidelines are considered. CPTED standards are designed to encourage review and consideration of best practices in physical plant safety and security.

Any effort local school officials can make to enhance the safety of children and school employees must be considered as being of paramount importance.

Listed below are specific topics for school officials and local boards of education, in cooperation with their design professionals, to consider when beginning the planning process for new construction:

District Name:_____ **District Code:**_____

Facility Name:_____

Project Name:_____

BG Number:_____

1. What risks and opportunities do students encounter between home and school?

	Yes	No	Remarks
Are crosswalk locations hazardous?			
Can physical surveillance of the campus be improved?			

2. What risks and opportunities are posed on the school property and areas directly adjoining school property?

	Yes	No	Remarks
Traffic Related			
Are student drop-off areas separated from school buses and other forms of transportation?			
Are parking lots separate for staff, students, and visitors with appropriate signage?			

Is adequate signage provided to direct visitors to the primary entrance of the building?			
Is the parking lot positioned in areas adequate for surveillance (physical and electronic)?			
Are walkways positioned for adequate surveillance from within the building?			
Is adequate external lighting provided?			
During renovations, consider surrounding hazards			
Is access to school property controlled by fencing, walls, signs (territorial, directional, and regulatory)?			
Do solid walls, fences, trees, and hedges block surveillance or attract graffiti? (3/7 rule – bushes trimmed 3 feet or shorter, trees cut 7 feet high)			
Are possible evacuation sites available? Do they have telephones, bathrooms, heat, securable areas?			

3. Can the office staff observe approaching visitors before they reach the school entry?

	Yes	No	Remarks
Is the office located adjacent to the main entry?			
Does anything block the view? (Sculpture, landscaping features)			
Do windows allow natural surveillance of approaching visitors?			
Does the office layout allow staff to see approaching visitors from normal working positions?			
If poorly located, can new locations for the office be identified and the office moved?			

4. Do staff members have the physical ability to stop visitors from entering?

	Yes	No	Remarks
Is there an airlock or sally port vestibule?			

Is it difficult for staff members to lock entry doors in an emergency?			
Can staff use an emergency electronic lock button?			
Do staff members use keys? Are they required to go outside the room in order to lock the door?			
Is the primary entrance secured, monitored and identified with appropriate signage?			
Do counters or windows protect office staff?			
If threatened, can office staff retreat to safer locations?			
Do staff members have panic button alarms?			
Can intruders gain access any other way than through the main entry?			
Are all exterior doors numbered?			
Can those secondary entries be locked, staffed, and otherwise controlled?			
Is an alarm system in place? What triggers the alarm and what happens then?			

5. How well can people see what is going on inside the school?

	Yes	No	Remarks
Can office staff and others see activity in immediately adjacent areas, as well as up and down hallways? Can they see over the heads of crowds using mirrors, cameras, raised areas?			
Do blind corners, niches, unlocked and unattended rooms block surveillance?			
Can access to hidden areas be denied? Can those areas be locked off?			
Would convex mirrors help? If yes, where?			
Can internal windows be uncovered, or blinds be opened, to improve surveillance?			
Can first responders see what is going on in the building?			

6. Do staff members have immediate lockdown capability in classrooms and other locations?

	Yes	No	Remarks
Can rooms be used as safety areas in emergencies? If yes, which ones?			
Is it difficult to lock each room in an emergency?			
Is a key required to lock the classroom door?			
Does a person have to step into the hallway to lock the door?			
Will classroom doors lock automatically when closed?			
Is there a two-way intercom or telephone in each room?			
Are there secondary emergency exits available from each room?			

7. Are there identifiable or predictable trouble spots or high-risk locations? (These locations may have already been addressed in #1-6. This serves as a fail-safe measure, to see if any locations have been missed, and require more specific recommendations.)

	Yes	No	Remarks
Climbing hazards (trees, ladders, etc)			
School boundaries			
School grounds			
Playgrounds			
Driveways			
Bike racks			
Main entry area			
Secondary entryways			
Main office			
Hallways (specify which ones)			
Courtyards			
Classrooms			
Temporary classrooms			
Gymnasium			
Locker rooms, locker bays, locker halls			
Toilets			
Library			

Cafeteria			
Loading docks and dumpsters			
Custodial receiving and storage areas			
Boiler room			
Auditorium			
Art rooms			
Science labs			
Preschool or Head Start classrooms			
Music rooms			
Special education rooms			
Computer/technology rooms			
Family/Consumer science rooms			
Technology education rooms			
Agriculture classrooms/labs			
Time-out rooms			
Meeting or conference rooms			
Informal or formal gathering areas			
Roof			
Crawl spaces			
Surveillance equipment closet			
Key control			
Lighting problems indoors or out			

8. Security Technology

	Yes	No	Remarks
Are access control devices used?			
Are electronic access control devices being used?			
Do emergency workers have easy access when needed?			
Are surveillance cameras used?			
Is a monitoring station provided? Can they be viewed off-site?			
If yes, are cameras maintained, protected from vandals, functional, and of adequate quality?			

9. Miscellaneous

	Yes	No	Remarks
Is hallway lighting positioned perpendicular to the walls?			
Are stairwells lit adequately?			
Is appropriate directional signage provided for other areas than the primary entrance (gym, theatre, stadium, etc)?			
Are emergency call stations or panic alarms provided?			

Notes:

Kentucky Licensed Design Professionals:_____ **Date:**_____
Signature

Kentucky Registered Engineer:_____ **Date:**_____
Signature

Kentucky Landscape Architect:_____ **Date:**_____
Signature

Superintendent or Board Designee:_____ **Date:**_____
Signature

Appendix B: Generic School District Emergency Operations Plan

XXXXX County, KY School District - Emergency Operations Plan

Foreword

This is the XXXXX County, KY School District's Emergency Operations Plan (EOP).

Emergency Support Functions (ESFs) identified within this EOP provide specific responses for departments within the school district and define their responsibilities. Incident Specific Plans describe the response of school district personnel to specific incidents or occurrences. Support Plans describe procedures to be implemented to support ESF activities and/or incident specific responses.

Standard Operating Procedures or Guidelines (SOPs/SOGs) required for the implementation of this EOP are not included because of the voluminous nature of these documents. SOPs/SOGs are the detailed operating procedures of the departments and/or individual schools and are maintained by the ESF Coordinator, the specific departments of the school district and the individual schools.

Incident - when used in this EOP, ESF's, SOP's, SOG's, Support Plans or Incident Specific Plans, will mean: 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, civil unrest, woodland/brush fires, urban fires, floods, flash floods, hazardous materials spills, radiological or nuclear accidents, aircraft accidents, earthquakes, tornadoes, wind storms, snow/ice storms, war-related disasters, public health and medical emergencies, mass casualty and mass fatality incidents, and other occurrences requiring an emergency response.

An annual review of this EOP will be undertaken by the Superintendent of the XXXXX County School District, the Emergency Support Function (ESF) Coordinators and those departments and/or schools having emergency support or response assignments. The Superintendent, and or designee, will ensure that a list of all plan holders is maintained in the Central Office and that updates are provided to all holders of the plan.

This plan requires fair and equal treatment to all regardless of race, creed, color, national origin, sex, age or disability.

First priority will always be to save lives, second is protection of the environment and third is mitigation of damage to property.

All response and recovery operations pursuant to this EOP and its supporting documents shall utilize an Incident Management System as outlined in KRS 39A.230 and the National Incident Management System (NIMS). All response and recovery operations will also follow the NIMS guidelines and the National Response Framework. The Integrated Emergency Management System is the cornerstone of the school district's emergency and disaster preparedness, response, recovery and mitigation program. This includes the school district, governmental and non-governmental organizations that have a role in saving lives, caring for the injured, recovering the dead, mitigating property loss and restoring services and facilities of the district.

This plan, including updates, remains in effect from the time it was adopted by the XXXXX County Board of Education. The XXXXX County Board of Education is the official policy making body for the XXXXX County School System. The Board, along with the Superintendent, sets the school system's mission and goals. The Board of Education holds meetings throughout the year on a regular schedule.

XXXXX County, KY School District - Emergency Operations Plan

Introduction

Authorities

The following guidance and authorities have been used in the development of the XXXXX County School District Emergency Operations Plan (EOP).

- United States Department of Education – Readiness and Emergency Management for Schools.
- Developing and Maintaining Emergency Operations Plans Federal Emergency Management Agency (FEMA) CPG 101Version 2.0
- The Robert T. Stafford Disaster and Emergency Relief Act of 1966 (PL 89-769), and all amendments to date.
- Kentucky Revised Statutes Chapter 39 A-G
- National Incident Management System (NIMS)
- National Incident Management System (NIMS) Training Program
- National Preparedness System
- National Preparedness Goal
- National Response Framework (NRF)
- National Disaster Recovery Framework
- National Infrastructure Protection Plan
- Continuity Guidance Circular 1 (Continuity Guidance for Non-Federal Entities)
- NFPA 1600 - National Fire Protection Association Standard on Disaster/Emergency Management and Business Continuity Programs
- Presidential Homeland Security Directives 1 to 12
- Presidential Directive Decisions 39 & 62

Purpose

The purpose of the XXXXX County School District EOP is:

- To outline the responsibilities of school district personnel in the event of an incident;
- To provide guidance to local agencies as to their responsibilities in supporting the school district in the event of an incident;
- To provide procedures to determine the severity and magnitude of incidents and outline the integrated emergency management system to be utilized for overall coordination of the incident response;
- To outline the aid and assistance available to the school district when a Local, State or Federal Disaster Declaration is issued;
- To outline the actions necessary to be eligible for state and federal assistance.

XXXXX County, KY School District - Emergency Operations Plan

Scope

This Plan establishes direction and control for coordinating the response and recovery of the school district to an incident. The plan also details preparedness actions to be taken by school district personnel and departments prior to an incident. This plan does not restrict the development of more complex and in-depth site-specific (school-based) plans or planning by other local agency or organizations plans or standard operating procedures/guidelines.

Structure

This plan has been developed in a format so that it is consistent with local and state government emergency operations plans. The XXXXX County School District EOP consists of the following components:

The Basic Plan which describes the purpose, scope, situations and assumptions, hazard analysis, concept of operations, plan management, and authorities of the school district and local support agencies in response to an incident.

Emergency Support Functions (ESF) delineate primary and support departments and agencies concept of operations, roles and responsibilities, and recommend necessary standard operating guidelines to implement those functions.

Resource List – a database and listing of resources available to support the district during an incident.

Support Plans provide additional information necessary for an informed and managed response to incidents.

Incident Specific Plans outline the response to a specific type of emergency or disaster.

Emergency Support Function Descriptions

EMERGENCY SUPPORT FUNCTION #1 - TRANSPORTATION – To coordinate and organize transportation resources of the school district and other local agencies in preparing for, responding to and recovering from incidents which impact the students and staff of the district.

EMERGENCY SUPPORT FUNCTION #2 - COMMUNICATIONS – To maintain a reliable communications capability across multiple platforms/technologies for alert and notification of employees, students and parents of the school district. This ESF also coordinates and ensures reliable communications with other local agencies and organizations during an incident.

EMERGENCY SUPPORT FUNCTIONS # 3 - FACILITIES MANAGEMENT – To coordinate the overall response to the failure of the physical infrastructure and ancillary facilities of the school district due to natural or manmade incidents. Coordinates with local and/or state agencies and the private sector for the emergency repair and restoration of critical public energy utilities, (i.e., gas, electricity, etc.). Coordinates the distribution of emergency power and fuel, etc. if necessary.

EMERGENCY SUPPORT FUNCTION # 5 - EMERGENCY MANAGEMENT – To provide staff, facilities and procedures for the coordination of school district resources during an impending or existing incident; and to assist in formulating policy, establishing priorities, gathering and analyzing information, monitoring the execution of plans, and directing response and recovery operations as necessary. This ESF also ensures coordination with local and/or state government agencies and private sector entities during impending or existing incidents.

EMERGENCY SUPPORT FUNCTION # 6 - MASS CARE AND SHELTERING – To provide staff, facilities and procedures for the coordination of food, water and sheltering operations during an impending or existing emergency or disaster; and to assist policy makers in formulating policy, establishing priorities, gathering and analyzing information, monitoring the execution of plans, and directing response and recovery operations as necessary as they relate to mass care and sheltering.

EMERGENCY SUPPORT FUNCTION # 7 - RESOURCE SUPPORT – The Mission of ESF 7 is to serve as the Logistics Section providing resource support consisting of emergency relief supplies, telecommunications, transportation services, security services and other needs to support response and recovery activities of the school district.

EMERGENCY SUPPORT FUNCTION # 8 - PUBLIC HEALTH AND MEDICAL SERVICES – To coordinate and direct health care related activities of the school district. To provide emergency care and treatment of casualties resulting from an incident. To coordinate the provision of emergency public health services that will prevent and/or mitigate the spread of infectious diseases. To coordinate the provisions of mental health services for students and school district

EMERGENCY SUPPORT FUNCTION # 13 - LAW ENFORCEMENT – Will maintain a liaison with local and/or state law enforcement personnel to provide for law and order, protect life and property and to guard essential school district facilities and supplies.

EMERGENCY SUPPORT FUNCTION # 14 - RECOVERY – To provide coordination and guidance for recovery operations to include restoration of damaged or destroyed school district properties, assets and/or facilities. Conduct and coordinate damage assessment activities of school district facilities and provide the information to local agencies to assist in the county/state declaration requirements. To assist in the development of Public Assistance applications and to coordinate and administer blic Assistance and Hazard Mitigation funds and programs if necessary.

EMERGENCY SUPPORT FUNCTION # 15 - PUBLIC INFORMATION – To keep the students, parents and employees of the school district informed of the developing situation, to give instructions for protective actions in a threatened or actual incident, to control rumors and speculation. To coordinate public information with local and/or state officials when the incident or situation requires.

XXXXX County School District Departments	1 Transportation	2 Communications	3 Infrastructure Management	5 Emergency Management	6 Mass Care and Sheltering	7 Resource Support	8 Health and Medical Services	13 Law Enforcement	14 Recovery	15 Public Information
Office of the Superintendent				P					P	
Transportation Department	P									
Technology Department		P								
Facilities Department			P							
Warehouse Department						P				
Student Services Department					P		P			P
Learning Support Services										
Human Resources Department						S				

Situations and Assumptions

Situations

The XXXXX County School District is in the Commonwealth of Kentucky. The District consists of 14 elementary schools, five middle schools and four high schools. The population of the district is XX,XXX students and X,XXX employees.

XXXXX County, Kentucky is subject to a variety of hazards and must contend with the possibility of an incident or threat of an incident.

Severe weather including flooding, flash flooding, strong winds and tornadoes are the most prevalent weather related hazards; however, winter snow/ice storms occasionally cause damage and restrict highway transportation.

Geologic faults increase the vulnerability to seismic disturbances. The highest seismic risk zone is the western part of the Commonwealth of Kentucky, in an area affected by the New Madrid Fault. An earthquake along the New Madrid would likely cause light to moderate damage in XXXXX County.

A terrorist attack using conventional weapons, improvised explosive devices, chemical, biological or nuclear weapons is a possibility. Such attacks could be directed against human beings, animals, property, or any combination thereof. Radioactive materials are employed by industry, medical institutions and educational centers. Consequently, these radioactive materials are shipped by air, rail and highway and create a potential for a radiological hazardous materials incident.

Hazardous materials (chemical, biological, radiological and explosive) are transported and used throughout the Commonwealth of Kentucky. XXXXX County has Interstates 75, 71 and 275, two rail lines, the International Airport, the XXXX River, a crude oil pipeline and facilities which manufacture, store or use hazardous materials. This increases the probability of the occurrence of a hazardous materials incident within XXXXX County.

Some of the incidents which may occur in school district facilities could result in mass casualties and/or mass fatalities.

XXXXX County and the Cities of XXXXXX are required by Chapter 39B.010 of the Kentucky Revised Statues to create, support, and maintain a local Emergency Management agency and program. XXXXX County Emergency Management has been designated as the department responsible for the comprehensive emergency management program. The XXXXX County School District will coordinate response to incidents within the local emergency management program.

The National Weather Service (NWS) sends critical data out through NOAA Weather Tone Alert Radios (TARs) and local media, enabling individual school district facilities to receive rapid warnings of impending severe weather.

Assumptions

The Superintendent, or designee, of the XXXXX County School District will act to coordinate incident response by and between all school district departments, facilities and employees and resources.

Local and county public safety resources will be made available to respond to assist the school district before, during or after any incidents affecting any area of the XXXXX County.

The school district will fully commit their resources before requesting assistance from other school districts and or local and state governmental agencies, but may be unable to satisfy all emergency resource requests during an incident.

Assistance from other school district within the region will be requested by the Superintendent, or designee, provided that appropriate mutual aid agreements and requests are executed prior to or during the incident. Assistance from local or state governmental agencies will be requested through XXXXX County Emergency Management and or the XXXXX County Emergency Operations Center when incident response requirements exceed the districts or regional education district capabilities.

The United States federal government may provide funds and assistance in accordance with the National Response Framework (NRF) to areas of the County declared major disaster areas by the President. The school district would be eligible for funds and assistance through a "Public Assistance" declaration.

Hazard Analysis and Assessment

The Hazard Analysis for XXXXX County indicates no population area is hazard free. The vulnerability to these hazards offers a continuing threat. Many threats vary according to seasonal and climatic factors. XXXXX County covers XXX square miles with an estimated population of XXX,XXX. The terrain varies from rolling hills and valleys to flat land. XXXXX County is bordered on the north and west by thirty-eight (38) miles of the XXXX River. Flooding occasionally occurs along the XXXX River and its tributaries.

The International Airport is located in XXXXX County with hundreds of flights departing and arriving daily. Major transportation routes include 34 miles of Interstate highways including I-75, I-71 and I-275, U.S. Routes 25, 42 and 127 and significant Kentucky State Routes including 8, 14, 16, 20, 212, 236, 237, 338, and 536. Railroad traffic moves along nineteen (19) miles of rail used by XXXXX railroad lines. XXXXX County has one significant pipeline. A 22" Sweet Crude Oil Pipeline belonging to a pipeline Company transports between 150,000 and 200,000 barrels of crude oil from Texas to Ohio. This pipeline traverses 18.5 miles of XXXXX County. XXXXX Pipeline does maintain crude oil compressor stations at XXXXX County, Kentucky.

The following hazards, summarized below, have been identified for the county.

Severe Weather

- Thunderstorms and related activity are quite frequent in our county. A severe thunderstorm may be accompanied by strong winds and hail. Lightning is the most deadly phenomena associated with thunderstorms.
- Winter storms – XXXXX County has experienced severe winter storms. Occasionally severe ice and/or snowstorms do occur, but they are commonly light and of short duration. Severe weather conditions normally occur during January and February.

- Floods are probably the most common hazard to affect the County and are usually more prevalent during spring and summer months. Two types of flooding have been identified: Flash Floods and River Basin (Riverine) Floods.
  - Flash Floods - occur as the result of excessive rainfall over short periods of time. There is also the potential for a small dam failure which may cause localized flash flooding.
  - River Basin (Riverine) Flooding - is more common during winter and early spring – January to April. Flooding of this nature is common along the Ohio River and its tributaries.

Tornadoes

Tornadoes may occur in any part of the County and at any time of year. Historically, tornadoes occur mainly during the months of March, April, and May, which also seems to have the most severe tornadoes. Tornadoes have been recorded in the Kentucky as far back as 1830, but injuries, damages and fatalities attributed to tornadoes have been on the increase in recent years.

Earthquakes

XXXXX County is situated in an area which may be affected by an earthquake along the New Madrid fault or an uncharted fault. The County has not been affected by an earthquake of major proportion but there have been numerous tremors over the years to serve as reminders of this threat. Any major earthquake has the potential to cause other problems such as releases of Hazardous Materials, Dam Failures, Road and Bridge Failure and Debris Management issues.

Transportation Incidents

These incidents pose a constant hazard to XXXXX County. They occur daily, throughout the County. They most commonly take the form of motor vehicle collisions involving two or more cars, objects, or persons. Railroad-crossing accidents represent a portion of these accidents. Air and water incidents are less frequent.

Energy Related Hazards and Energy Shortages/Outages

- Natural gas and petroleum products present several potentially hazardous situations. Most of these are concerned with transportation of natural gas and petroleum in the County. Accidental rupture of pipelines can result in fire, explosion, or both, resulting in property damage and possible injuries or loss of life. Another major hazard involves the accident potential within storage areas. The potential is especially great for fires and explosions in these areas, when careless handling or improper use of fire can produce catastrophic accidents.
- Electrical transmission within the County creates some additional energy hazards. Rupture or breakage of transmission lines is probably the most common hazard; this may result in structural fires or loss of life.
- Power shortages/outages in the county are a possibility and may be intensified by restrictions that could be placed on energy supplies nationwide. The County should have an energy allocation plan available in the event of such a situation.

Water Shortages

The County water systems can be affected by equipment failures, and occasional droughts, which may require voluntary conservation measures; the issuing of water advisories or mandatory conservation orders; and locating emergency pumps at other water systems. This occurs primarily during summer months.

Hazardous Materials

The most serious threat comes from a transportation incident when chemicals or other hazardous materials are involved. These have the potential of affecting great numbers of people over large distances. Businesses that store or use hazardous materials on their property also pose a threat to life and property.

Terrorism

Possible targets in the County include (International Airport, transportation corridors including bridges, government centers, industrial locations, agricultural production sites and large attendance or VIP attended events). CBRNE (Chemical, Biological, Radiological, Nuclear, Explosives) are agents that may be illegally employed to promote a specific philosophy or goal.

Public Health Emergencies

The potential exists for a serious public health emergency. This incident may involve Pandemic Flu, other epidemiological outbreaks or Bioterrorism. The impact on the health care system in the County would be significant.

Agricultural Incidents

XXXXX County has a number of small farms raising various crops and livestock. The potential exists for animal or crop disease from both natural occurrence and intentional exposure.

Major/Catastrophic Event

There is the potential for any of the threats described above or other incidents to result in a major or catastrophic incident. Such an incident could quickly overwhelm the resources in XXXXX County and necessitate a request for assistance from neighboring jurisdictions, the State and/or Federal governments.

Direction and Control

To provide the framework for an integrated emergency management system which will support the prevention, protection, mitigation, response, and recovery activities of a disaster incident which impacts, or may impact the facilities, students and employees of the school district. The policies in this section provide for a centralized and coordinated response and allocation of resources using a command structure which is capable of adapting to changes in the situation.

The XXXXX County Judge/Executive and the Mayors of XXXXX have established the XXXXX County Emergency Management (EM) Department with direct responsibility for the organization, administration, and operation of the local organization for emergency and disaster prevention, protection, mitigation, response, and recovery. The County Judge/ Executive and the Mayors retain legal responsibility for these functions in their jurisdiction. The response of the school district to an incident shall be coordinated with this existing local emergency management program.

In order for the XXXXX County School District to adequately respond to an incident, the XXXXX County Board of Education and the Office of the Superintendent has established the XXXXX County School District Safety Committee to develop this Emergency Operations Plan and to provide direction to XXXXX County School District's Emergency Operations Center (EOC) staff to coordinate school district resources in response to an incident. The EOC staff will operate from the School District EOC under the direction of the Deputy Superintendent – Chief Operations Officer, or designee. School District ESF Coordinators will report to the EOC as requested.

The Deputy Superintendent / COO shall maintain a list of EOC Staff and their phone numbers.

While operating in an activated EOC, each ESF Coordinator will act as a liaison for their field personnel and coordinate all resource requests and incident information through the EOC.

Concept of Operations

General

All incidents begin with an initial level of response and will escalate in accordance with the requirements of the incident.

In the event of an incident local public safety agencies will respond in accordance with the needs of the citizens and request additional support as needed through existing local mutual aid agreements. Should local, regional, State and/or Federal assistance be required such assistance will be requested only through the school district EOC and/or the XXXXX County EOC.

Continuity of Government

Each ESF coordinator and/or school district department head will designate at least one successor to act in their place during an emergency.

When displaced to another building by an incident, prompt action will be taken by all departments to re-establish their offices at their normal site as soon as possible.

Destruction caused by an incident can cover a large or small area. School district buildings and facilities may be partially or totally destroyed. Destruction of school district property does not end the responsibility of the district to provide prompt and timely services.

Continuity of education will be maintained throughout the school district through:

- Utilization of all available resources and manpower.
- The pre-designation of alternates to key school district personnel.

- The selection and preparation of alternate sites for educational and support services.
- The preservation of vital records and computer tapes needed for the school district function. To ensure that vital records of the school district are preserved and that it continues to function during or following an incident.

Emergency Operations Plan (EOP) Implementation

This Plan will be implemented when an emergency has been declared by local government officials and/or an incident is considered imminent or probable and the implementation of this Plan and the activation of the school district's Emergency Operations Center (EOC) is considered a prudent proactive response to the impending incident.

Execution of Plan

This plan is effective for planning and operational purposes when:

- An incident occurs or is imminent.
- An emergency is declared by the Judge Executive of XXXXX County or their designee.
- Directed by the Superintendent or designee.

Emergency Management: Five Mission Areas

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention,[1] for the purposes of this guide, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident.

[1] In the broader *PPD-8* construct, the term "prevention" refers to those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. The term "prevention" also refers to preventing imminent threats.

Emergency Operations Center (EOC)

Utilizing the National Incident Management System (NIMS) the XXXXX County School District Emergency Operations Center (EOC) will:

- Provide for the safe and effective management of the incident through coordination with the on scene Incident Commander(s)
- Provide direction, control and coordination of school district resources during emergency operations;
- Ensure the efficient use of all resources to protect lives, the environment and property;
- Collect, process and disseminate information about an actual or potential emergency.

EOC Facilities

- The primary XXXXX County School District EOC is located in the first floor meeting room located at the XXXXX County School District Central Office 5555 US XX XXXXXXX, Kentucky XXXX. This is a two-story structure with the EOC encompassing an operational area of approximately 400 square feet. This space includes access to adjoining rooms for additional space and restroom facilities. One (1) emergency generator provides back-up power.
- Display systems are connected to overhead LCD display projectors that will allow for the EOC staff to obtain immediate information on the status of school district resources.
- Alternate EOCs are as follows:

  XXXXX County School District (XXX) XXX-XXXX
  Transportation Department
  5505 XXXXXXX Road
  XXXXXXXX, KY XXXXX

- School district departments may choose to activate a Departmental Operations Center (DOC) to coordinate resources within their specific jurisdiction or operational area. The DOC should be located at the department usual place of business not at the EOC. DOCs should not prevent or limit the department from full participation in school district EOC operations as required.
- On-Scene Command Posts may be established in the emergency/disaster area and staffed by appropriate school and/or central office personnel.
- In the event of a large-scale emergency or disaster, a Joint Information Center (JIC) may be established at the XXXXX County EOC or at another location nearby. School district personnel will coordinate with the JIC if established.

EOC Activation Procedures

- The XXXXX County School District EOC will be activated in response to natural and technological emergencies or any significant event which endangers public health, safety or well-being and/or district property, or which disrupts essential educational or community services.
- The school district EOC may be activated to support emergency operations within XXXXX County by the XXXXX County Emergency Management Director, or when requested by the Kentucky Division of Emergency Management to support response/recovery operations in another part of the state.
- When conditions warrant the Superintendent will order the activation of the school district EOC. At this point, the school district EOC will coordinate with the XXXXX County EOC.
- The school district EOC will be activated based on the emergency activation level established by the Office of the Superintendent, or designee
- Self-triggering – In the event of an emergency impacting the community, the primary school district EOC coordinators should report to the EOC.
- EOC Activation Levels are as follows:

EOC Activation Levels

- **Level 4** – This is the lowest level of incident or event. This is typically a "monitoring" mode. Key school district personnel may be required to assist with incident prioritization and resource management. A written EOC Action Plan may be required. Personnel are in place and can readily move to the EOC should the situation escalate. The incident or event is of limited duration and will be closed out within one operational period (generally 12 hours or less).
- **Level 3** – This level of incident or event is of greater complexity than can be managed from the central office. Only school district ESFs directly involved in the incident or event response would be asked to send a representative to the EOC. EOC personnel may be required to assist with incident prioritization and resource management. A written EOC Action Plan will be developed. The incident or event is expected to be of limited duration and be closed out within one operational period (generally 12 hours or less).
- **Level 2** – This incident requires the immediate activation of the school district EOC to establish incident priorities and manage multiple resources over an extended period of time to meet the significant needs of school district students, employees and other staff. This will require the development and implementation of a formal, written EOC Action Plan and will require activation of appropriate ESF Coordinators and support staff. The incident is of an extended duration and will likely be managed through multiple operational periods.
- **Level 1** – This incident or event may be considered a catastrophic incident or of high impact that will likely require significant activation of all school district assets and will require support from local, regional, state and/or federal resources. The incident will require the full staffing of all EOC ESFs. This level of activation will be characterized by the full integration of EOC operations as needed for long-term operations over a significant number of operational periods for an undetermined period of time.

EOC Activation Levels

LEVEL	DEFINITION	SPECIFIC ACTIONS
4	Typically a “monitoring” phase.	Monitor the situation, incident prioritization, resource management and coordinate requests for outside assistance.
3	This is a limited activation. Only those ESF Coordinators involved in the incident are required to respond to the EOC.	ESFs directly involved in the response may be asked to send a representative to the EOC.
2	Full Scale Activation of the EOC for multiple operational periods.	Most/All EOC Coordinators are activated and respond to the EOC. 12 hour shifts may be established.
1	Catastrophic/high impact incident that will require the full activation of the EOC with 24 hour staffing for an unknown duration.	All EOC Coordinators are activated and respond to the EOC. 12 hour shifts established EOC staff likely supplemented by requests for personnel through mutual aid

EOC Activation Notifications

EOC Level Four Activation

- Notification will be made to ESF 1 – Transportation, ESF 2 – Communications, ESF 3 Infrastructure Management, ESF 5 – Emergency Management, ESF 8 – Health and Medical, ESF 13 Law Enforcement liaison, and ESF 15 – Public Information to report to the Central Office.
- All other department heads and essential staff shall be notified to advise them of the activation – no response.

EOC Level Three Activation

- Notification will be made to school district administrative personnel and those ESF Coordinators whose function is involved in the response to report to the EOC.
- Notify XXXXX County Public Safety Communications Center (PSCC) XXX XXX-XXX and or XXXXX County Emergency Operations Center via telephone at XXX XXX-XXX.

EOC Level Two Activation

- Notification will be made to school district administrative personnel and those ESF Coordinators whose function is involved in the response to report to the EOC.
- Notify XXXXX County Public Safety Communications Center (PSCC) XXX XXX-XXX and or XXXXX County Emergency Operations Center via telephone at XXX XXX-XXX.
- A Situation Report (SITREP) will be prepared for the members of the school board, incoming ESF Coordinators and the school district EOC. The SITREP will contain basic information regarding the location, type, scale and severity of the emergency.
- The Superintendent will continue to brief the members of the school board, County and City Administrators at regular intervals.

- The EOC PIO shall notify the media of the EOC activation and will advise if the Joint Information Center (JIC) or rumor control will be activated.

EOC Level One Activation

- Notification will be made to school district administrative personnel and those ESF Coordinators whose function is involved in the response to report to the EOC.
- Notify XXXXX County Public Safety Communications Center (PSCC) XXX XXX-XXX and or XXXXX County Emergency Operations Center via telephone at XXX XXX-XXXX.
- A Situation Report (SITREP) will be prepared for the members of the school board, incoming ESF Coordinators and the school district EOC. The SITREP will contain basic information regarding the location, type, scale and severity of the emergency.
- The Superintendent will continue to brief the members of the school board, County and City Administrators at regular intervals.
- The EOC PIO shall notify the media of the EOC activation and will advise if the Joint Information Center (JIC) or rumor control will be activated.
- ESF Coordinators will notify their support staff as needed.

Organizational Roles and Responsibilities

A. Office of the Superintendent will
   a. Assume responsibility for the operation of the XXXXX County School District EOC.
   b. Provide appropriate documentation and administrative support to all ESF Coordinators and staff.
   c. Notifies the appropriate individuals and request that they respond to the EOC.
   d. Be responsible for providing emergency public information to the public through the PIO.

B. Private Organizations

   Private organizations may be requested to provide representation in the school district EOC as appropriate.

C. XXXXX County / Incorporated Cities

   County and/or local government agencies and departments may send representatives to the school district EOC as appropriate.

EOC Organization

The XXXXX County School District EOC will coordinate the information, planning, operations and resource activities throughout the school district. The EOC shall utilize an Incident Command or Incident Management System as outlined in KRS 39A.230. The EOC will also follow the National Incident Management System (NIMS) guidelines and the National Response Framework.

1. EOC Management

In order for the XXXXX County School District to adequately respond to an incident, the XXXXX County Board of Education and the Office of the Superintendent has established

the XXXXX County School District Safety Committee to develop this Emergency Operations Plan and to provide direction to XXXXX County School District's Emergency Operations Center (EOC) staff to coordinate school district resources in response to an incident. The EOC staff will operate from the School District EOC under the direction of the Deputy Superintendent – Chief Operations Officer, or designee. School District ESF Coordinators will report to the EOC as requested.

The EOC Management staff is responsible for the strategic direction of local and county level operations. It performs or supports the command function and may include representation from other county agencies or jurisdictions. Mutual aid liaison at the policy level is established here. Strategic direction is articulated from the Management Group. The Management Group consists of the following members:

The EOC Management Group includes the Public Information Officer (PIO):

(1) The PIO is responsible for all contact with the media including compiling media releases and conducting media briefing.

(2) Rumor Control/Public Inquiry may be established to receive and respond to public inquiries regarding the disaster. Information to be released will be provided by the EOC PIO and/or the JIC.

The EOC Management Group may include a Liaison Officer who is tasked with receiving incoming department/agency representatives and assisting them with provision of work space, supplies and support as needed.

2. Operations Section

A. The Operations Section is responsible for tactical command, coordination and incident response assets. This section accomplishes liaison with tactical level mutual aid agencies. The Operations Section monitors and assesses current operational conditions, shortfalls, and unmet human needs. The Operations Section is composed of the ESF Coordinators needed to manage and/or provide support for the incident.

(1) Operations Section Chief:
(2) ESF 1 - Transportation Coordinator
(3) ESF 3/12 – Infrastructure Management Coordinator
(4) ESF 6 – Mass Care and Sheltering Coordinator
(5) ESF 8 – Public Health Coordinator
(6) ESF 13 - Law Enforcement Liaison
(7) Other federal, state, county or local representatives.

3. Planning Section

A. The Planning Section coordinates elements of information to provide incident analysis. The Planning Section is responsible for monitoring and reporting the current situation status and projecting and planning for possible incident developments in the future. It has the primary responsibility for the production of Incident Action Plans and works directly with other XXXXX County EOC staff elements to coordinate operational requirements. The Planning Section is responsible for maintaining documentation of the EOC operations.

B. The Planning Group consists of the following members:

(1) Planning Section Chief:
(2) Representative from other ESFs as needed
(3) ESF 14 – Long Term Recovery Coordinator
(4) Other local/county/state/federal agency representatives.

4. Logistics Section

The Logistics Section coordinates personnel, resources, communications augmentation, supplies, etc. required to support response to the incident. The elements of the Logistics Section are information management; resources support, and supply procurement, fiscal services and other EOC support. Requests for assets, whether internal or external, are prioritized, validated and processed by this group. Logistics maintains the documentation of the resources requested and deployed for the incident. This group consists of the following members:

(1) ESF 7 Resource Support Coordinator
(2) ESF 2 - Communications Coordinator
(3) Other support staff as required.

5. Finance & Administration Section

The Finance & Administration Section handles the financial aspects of the incident. The Section will handle emergency procurement of assets needed for to manage the incident. The Finance Section will maintain a record of all expenditures. The Section will also provide reports of total expenditures to the Command Staff as requested.

EOC Organizational Chart

Policies

A. When this plan is activated, the school district EOC will provide direction, control and coordination of all district resources.

B. The school district EOC provides guidance, decision making and resources to the individual incident scene commanders and all departments.

C. To manage their operations, the incident scene NIMS structure will collect and process their incident specific information. The school district EOC will focus on collecting critical information which is of common value or need to more than one incident scene or local element to create an overall perspective of the situation. The school district EOC will rely on the individual Incident Commander(s) or operational elements to provide this critical information which will be disseminated to appropriate users and developed into reports, briefings and displays.

D. The Planning Group will produce Situation Reports (SITREPs), which will be distributed to school board members, other local Elected Officials, the XXXXX County Emergency Management and all ESF Coordinators staffing the EOC and others as required.

E. The staff of the school district EOC will support short and long term planning activities. Plans will be short and concise, based on priorities established by the on-scene Incident Commander(s). The EOC staff will record the activities planned and track their progress. The response priorities for the next operational period may be addressed in the SITREP.

F. The staff of the EOC will not speak to or release information directly to the public. The EOC staff will provide information to the PIO for release to the public and the media.

Roles and Responsibilities

Role of the Federal Government

The Federal Government, through the Federal Emergency Management Agency (FEMA), shall provide assistance in a timely manner to save lives and to protect property, the economy, and the environment. Federal response will be organized through the use of the National Response Framework (NRF) to facilitate the delivery of all types of Federal response assistance to States to help them deal with the consequences of significant emergencies and disasters.

Role of the Commonwealth of Kentucky

The Commonwealth of Kentucky, through its Emergency Operations Plan (EOP) and State Emergency Operations Center (SEOC), shall coordinate all emergency management activities of the state, to protect lives and property of the people, and preserve the environment. Further, it will take appropriate actions to mitigate the effects of, prepare for, respond to, and recover from the impacts of emergencies or disasters.

State government departments are responsible for providing various services such as specialized skills, equipment, and resources, in support of state and local government emergency operations.

Role of Local Government

The following are basic responsibilities for emergency management operations provided by and through local government. Detailed responsibilities and essential activities required to implement this plan are found in the appropriate emergency support functions (ESFs). Detailed responsibilities and essential activities may also be found in support or incident specific plans. Department level standard operating procedures or guidelines (SOPs/SOGs) detail how individual departments shall perform their responsibilities as delineated in the XXXXX County EOP.

- County Government has the responsibility for prevention, protection, mitigation, response, and recovery for unincorporated areas of the County, and a county-wide responsibility for coordination of response and recovery operations including warning, public information, damage assessment, resource coordination, and recovery guidance for individuals and political jurisdictions.
- Municipal governments are responsible for providing prevention, protection, mitigation, response, and recovery within their jurisdictions, except where contracts or agreements with the County are in place for such services.
- XXXXX County PSCC and the various response agencies are responsible for their own communications systems.
- Each department in the County has basic responsibilities in the five mission areas of emergency management: prevention, protection, mitigation, response, and recovery.

Role of the School District

The following are basic responsibilities for emergency management operations provided by and through the school district. Detailed responsibilities and essential activities required to implement this plan are found in the appropriate emergency support functions (ESFs). Detailed responsibilities and essential activities may also be found in support or incident specific plans. Department level standard operating procedures or guidelines (SOPs/SOGs) detail how individual departments shall perform their responsibilities as delineated in this basic plan.

- All school district departments shall:
    - Ensure that all employee work areas are safe, clear of equipment and supplies, that may compromise access/egress routes, and that no equipment or supplies can injure employees.
    - Participate in emergency management training, drills and exercises to test emergency plans and procedures.
    - Train department employees on disaster plans and procedures to ensure operational capabilities and facilitate an effective response.
    - Ensure that equipment and tools are protected from seismic activity as appropriate. (computer and file server tie-downs, secure file cabinets, shelving, and storage areas, etc.).
    - Ensure that adequate disaster supplies and equipment are available for department staff.
    - When appropriate, develop mutual support agreements with other “like” departments or organizations in other jurisdictions.
    - Develop procedures to re-establish department operations, including notification of critical personnel, assessment of damage and resources, relocation of critical department functions, and estimated time to open for business.
    - Provide department resources (supplies, equipment, services, personnel), as coordinated through the EOC.
    - Develop procedures to document all costs of disaster response and recovery.

The XXXXX County School Board and Superintendent will:

- Formulate major policy decisions.
- Preserve the continuity of the school board and district administration.
- Coordinate emergency operations and provide liaison, as required.
- Coordinate and manage the use of all available resources.
- Request Mutual Aid when needed.
- Request support from the XXXXX County Fiscal Court and/or state agencies and departments.

Other Agencies/Organizations

- Additional specific agencies and associations which may be called upon to assist local government in providing disaster assistance should be listed in the Emergency Support Functions (ESFs), Support Plans, Incident Specific Plans, individual department operating procedures or resource lists.

Plan Maintenance

INSTRUCTIONS FOR MAKING REVISIONS TO THE XXXXX COUNTY SCHOOL DISTRICT EMERGENCY OPERATIONS BASIC PLAN AND/OR EMERGENCY SUPPORT FUNCTIONS

The following instructions are to be followed for making revisions and updates to the Emergency Operations Basic Plan (Basic Plan) and/or Emergency Support Functions (ESF):

- All revisions will be accompanied by a change memorandum giving details of the revision.
- Make all changes as indicated in the memorandum.
- Change the dates and change numbers only on the documents you are making changes to. Open the footer of either the Basic Plan or the ESF. On the left-hand side, change the date to reflect the current (change) date and in the middle, change the number to reflect which change you are making (example: first change you make will be - 00 changed to 01) and close the footer and save document.
- If you **are not** making a change to the Basic Plan or an ESF, the dates and changes numbers **will not** change.
- Enter the following on the Record of Changes page.
  - Change Number
  - Date of Change
  - Basic Plan or ESF # you are changing
  - Date Change is entered
  - Signature of person making change
- Retain a copy of the memorandum for future reference and place in Basic Plan or ESF behind Record of Change page.

Acronyms and Abbreviations

AAR	After-Action Report
ARC	American Red Cross
CBRNE	Chemical, Biological, Radiological, Nuclear, and Explosive
CDC	Centers for Disease Control and Prevention
CERCLA	Comprehensive Environmental Response, Compensation, and Liability Act
CFR	Code of Federal Regulations
COG	Continuity of Government; also Council of Governments
COOP	Continuity of Operations
CPG	Civil Preparedness Guide
DFO	Disaster Field Office
DHS	Department of Homeland Security
DOJ	Department of Justice
EHS	Extremely Hazardous Substance
EM	Emergency Management
EMS	Emergency Medical Services
EO	Executive Order
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
EPA	U.S. Environmental Protection Agency
EPCRA	Emergency Planning and Community Right-to-Know Act
EPI	Emergency Public Information
ERT	Emergency Response Team/Environmental Response Team
ESF	Emergency Support Function
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
HA	Hazard Analysis
HazMat	Hazardous Material(s)
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IMT	Incident Management Team
JIC	Joint Information Center
KCCRB	Kentucky Community Crisis Response Board
KRS	Kentucky Revised Statutes
KyEM	Kentucky Emergency Management

MA	Mutual Aid
MAA	Mutual Aid Agreement
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NIMS	National Incident Management System
NOAA	National Oceanic and Atmospheric Administration
NRC	National Response Center
NRF	National Response Framework
NWS	National Weather Service
OSC	On-Scene Commander
PA	Public Assistance
PAZ	Protective Action Zone
PIO	Public Information Officer
PPE	Personal Protective Equipment
SA	Staging Area
SARA	Superfund Amendments and Reauthorization Act of 1986 (also known as EPCRA)
SEOC	State Emergency Operations Center
SERC	State Emergency Response Commission
SERT	State Emergency Response Team
SITREP	Situation Report (Also SitRep)
SO	Safety Officer
SOG	Standard Operating Guide
SOP	Standard Operating Procedure
SP	State Police
SWP	State Warning Point
UC	Unified command

Terms and Definitions for Generic School District Emergency Operations Plan

After Action Review – An After Action Review (AAR) is a learning tool intended for the evaluation of an incident or project in order to improve performance by sustaining strengths and correcting weaknesses. An AAR is performed as immediately after the event as possible by the personnel involved. An AAR should encourage input from participants that is focused on (1) what was planned, (2) what actually happened, (3) why it happened, and (4) what can be done in the future. It is a tool that leaders and units can use to get maximum benefit from the experience gained on any incident or project.

Agency – A division of government with a specific function offering a particular kind of assistance.

Agency Representative – A person assigned by a primary, assisting, or cooperating government agency or private entity that has been delegated authority to make decisions affecting that agency's or organization's participation in incident management activities following appropriate consultation with the leadership of that agency.

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.

Branch – The organizational level having functional or geographical responsibility for major aspects of incident operations. A branch is organizationally situated between the section and the division or group in the Operations Section, and between the section and units in the Logistics Section. Branches are identified by the use of Roman numerals or by functional area.

Catastrophic Disaster – For the purposes of this plan, a catastrophic disaster is defined as an event that results in large numbers of deaths and injuries; causes extensive damage or destruction to facilities that provide and sustain human needs; produces an overwhelming demand on State and local response resources and mechanisms; causes a severe long term effect on general economic activity; and severely affects State, local, and private sector capabilities to begin and sustain response activities.

CERCLA Hazardous Substance – A Superfund Hazardous Substance listed in Table 302.4 of 40 CFR Part 302.4, which mandates facilities to comply with specific release notification requirements under CERCLA and Title III. (Reportable Quantity Chemicals).

Chain of Command – A series of command, control, executive, or management positions in hierarchical order of authority.

Chief – The ICS title for individuals responsible for management of function sections: Operations, Planning, Logistics, and Finance/Administration.

Civil Preparedness Guide (CPG) – A FEMA Publication which provides guidance to State and Local Emergency Preparedness Directors and others with emergency responsibilities.

Command Staff – In an incident management organization, the Command Staff consists of the Incident Command and the special staff positions of Public Information Officer, Safety Officer Liaison Officer, and other positions as required, who report directly to the Incident Commander. They may have an assistant or assistants, as needed.

Comprehensive Environmental Response, Compensation, and Liability Act of 1980 (CERCLA) – Legislation (PL 96-510) covering hazardous substance releases into the environment and the cleanup of inactive hazardous waste disposal sites. CERCLA established the "Superfund" to provide resources for these cleanups. Amended and extended by SARA. (See CERCLA).

Consequence Management – Measures to protect public health and safety, restore essential government services, and provide emergency relief to governments, businesses, and individuals affected by the consequences of terrorism. State and local governments exercise primary authority to respond to the consequences of terrorism (Source: Federal Response Plan [FRP] Terrorism Incident Annex, page TI-2, April 1999). The Federal Emergency Management Agency (FEMA) has been designated the lead agency for consequence management to ensure that the FRP is adequate to respond to terrorism. Additionally, FEMA supports the Federal Bureau of Investigation (FBI) in crisis management.

Continuity of Government (COG) – Efforts to maintain the governmental body and identify emergency delegation of authority in accordance with applicable laws, during emergencies or disasters. COG planning ensures continued line of governmental authority and responsibility.

Continuity of Operations (COOP) – Efforts in which individual departments and agencies ensure the continuance of essential functions/services during emergencies or disasters. COOP also includes activities involved with relocation to alternate facilities.

Continuity of Operations (COOP) Plan – A contingency plan that provides for the deliberate and planned deployment of pre-identified and trained personnel, equipment and supplies to a specific emergency relocation site and/or the transfer of essential functions to another department, agency or organization.

Crisis Management – This is the law enforcement aspect of an incident that involves measures to identify, acquire, and plan the resources needed to anticipate, prevent, and/or resolve a threat of terrorism. The FBI is the lead agency for crisis management for such an incident. (Source: FBI) During crisis management, the FBI coordinates closely with local law enforcement authorities to provide successful law enforcement resolution to the incident. The FBI also coordinates with other Federal authorities, including FEMA (Source: Federal Response Plan Terrorism Incident Annex, April 1999.)

Critical Incident Stress Debriefing Team (CISD) – CISD is a counseling and educational group process designed specifically for emergency response workers to mitigate the impact of a critical incident on personnel and to accelerate recovery in normal people experiencing normal reactions to totally abnormal events.

Dam Failure – Full or partial collapse of a dam constructed to hold back large volumes of water.

Damage Assessment (DA) – The conduct of on the scene surveys following any disaster to determine the amount of loss or damage caused by the incident. Extent of damage is assessed in all types of disasters such as flash flood, tornado, winter storm, hurricane, nuclear power incident and chemical explosion.

Deputy – A fully qualified individual who, in the absence of a superior, can be delegated the authority to manage a functional operation or perform a specific task.

Disaster – An event that creates an inability to provide critical functions/services for a significant period of time. Normally this is a widespread event causing destruction and distress; however, while this may include a large-scale event, as in a "natural disaster", a localized event may present sufficient impact to a jurisdiction to be classified as a disaster.

Disaster Field Office (DFO) – The office established in or near the designated area to support Federal and State response operations.

Division – The partition of an incident into geographical areas of operation. A division is located within the ICS organization between the branch and resources in the Operations Section.

Emergency – An unexpected situation or event, which places life and/or property in danger and requires an immediate response to protect life and property. Any occasion or instance in which the Governor determines that State assistance is needed to supplement local response efforts and capabilities to save lives and protect property and public health and safety, or to lessen or avert the threat or impact of a catastrophe in any part of the State.

Emergency Management (EM) – A system of organized analysis, planning, decision-making, assignment, and coordination of available resources for the mitigation of preparedness for, response to or recovery from major community-wide emergencies. Refer to local and State emergency legislation.

Emergency Management Director – The individual who is directly responsible on a day-to-day basis for the jurisdiction's efforts to develop a capability for coordinated response and recovery from the effects of disaster.

Emergency Medical Services (EMS) – Local medical response teams, usually rescue squads or local ambulance services, which provide medical services during a disaster.

Emergency Operations Center (EOC) – A protected site from which government officials and emergency response personnel exercise direction and control in an emergency. The Emergency Communications Center (ECC) is normally an essential part of the EOC.

Emergency Operations Plan (EOP) – An all-hazards document, which briefly, clearly, and concisely specifies actions to be taken or instructions to be given in the event of natural disasters, technological accidents, or nuclear attack. The plan identifies authorities, relationships, and the coordinated actions to be taken based on predetermined assumptions, objectives, and existing capabilities.

Emergency Public Information (EPI) – Information disseminated to the public primarily in anticipation of an emergency, or at the actual time of an emergency as a means of warning the public of impending danger and/or to provide instruction as to emergency preparedness action to be taken.

Emergency Response Team (ERT) – FEMA group, composed of a headquarters element and a regional element that is deployed by the Director, FEMA, to the scene of an extraordinary situation to coordinate the overall Federal response.

Emergency Support Function (ESF) – A functional area of response activity established to facilitate the delivery of State or Federal assistance required during the immediate response phase of a disaster to save lives, protect property and public health, and to maintain public safety.

Environment – Water, air, and land, and the interrelationship, which exists among and between them and all living things.

Evacuation – Relocation of civilian population to safe areas when disaster, emergencies or threats thereof necessitate such action.

Exercise – Maneuver or simulated emergency condition involving planning, preparation, and execution; carried out for the purpose of testing, evaluating, planning, developing, training, and/ or demonstrating emergency management systems and individual components and capabilities, to identify areas of strength and weakness for improvement of emergency plan (EOP).

Extremely Hazardous Substance (EHS) – 366 “acutely toxic” chemicals on the Environmental Protection Agency’s (EPA) list of extremely hazardous substances listed in the in 40 CFR 355 Appendix A. Since the requirement for this list is contained in Section 302 of the Emergency Protection and Community Right to Know Act (EPCRA), these chemicals are also known as 302 chemicals. The list and additional information about each chemical can be obtained by contacting the EPA. A copy of the list is provided in Appendix E-3 to this ESF.

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.

Facility – As defined by section 101 of CERCLA, means any building, structure, installation, equipment pipe or pipeline (including any pipe into a sewer or publicly-owned treatment works), well, pit, pond, lagoon, impoundment, ditch, landfill, storage container, motor vehicle, rolling stock, or aircraft, or any site or area where a hazardous substance has been deposited, stored, disposed of, or placed, or otherwise come to be located; but does not include any consumer product in consumer use or any vessel. For the purpose of the emergency release notification, the term includes motor vehicles, rolling stock, and aircraft.

Federal Response Plan (FRP) – The FRP establishes a process and structure for the systematic, coordinated, and effective delivery of Federal assistance to address the consequences of any major disaster or emergency declared under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended (42 U.S. Code [USC] et seq.). The FRP Terrorism Incident Annex defines the organizational structures used to coordinate crisis management with consequence management (Source: FRP Terrorism Incident Annex, April 1999).

Function – Function refers to the five major activities in ICS: Command, Operations, Planning, Logistics and Finance/Administration.

Functional Areas of Responsibility – Numerous ESFs are tasked with the responsibility of providing a variety of essential services/functions during emergencies/ disasters in support of local response operations. Each of the ESFs should identify those areas of responsibility within their portion of the State/Local EOP. The ESFs should identify the services/functions provided (e.g., traffic control, disaster relief services), and the department/agency responsible for providing those services/ functions, and the primary tasks/activities associated with the particular service/function (e.g., coordinate the provision of temporary housing assistance). If an ESF/Functional Area or Group has developed a

team structure to provide those services the team(s) should be identified. However, the composition and specific of the team(s) should be addressed in an SOP/SOG for each essential service/function identified. Any specialized teams (i.e., Search and Rescue teams, EOD, etc.) are to be addressed in the section of the ESF/Functional Area or Group component labeled Specialized Units/Teams.

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.

Group – Established to divide the incident management structure into functional areas of operation.

Hazard – Any situation that has the potential for causing damage to life, property, and the environment.

Hazard Analysis – A process used by emergency managers to identify and analyze crisis potential and consequences.

Hazardous Material (HazMat) – A substance or material, which may pose an unreasonable risk to safety, health or property. HazMat may be chemical, biological, etiological (infectious materials), radiological or explosive in nature.

Hazardous Materials Incident – The unplanned release or potential release of a hazardous material to the environment.

Hazardous Waste – Materials declared by the U.S. Environmental Protection Agency (EPA) to be toxic, corrosive, ignitable or chemically reactive.

Incident – An occurrence or event, natural or human-caused, which requires an emergency response to protect life or property.

Incident Action Plan – The plan that is usually prepared at the beginning of each operational period that contains general control objectives reflecting the overall operational strategy and specific action plans for the next operational period.

Incident Command Post – The location where primary command functions are made. May be the Emergency Operations Center (EOC), Disaster Field Office (DFO), or Logistical Staging area. As command function transfers, so does the Incident Command Post (ICP).

Incident Command Staff – Members of the Incident Command System including the Safety Officer, Liaison Officer, Operations Section Chief, and Public Information Officer who report directly to the Incident Commander. Members of the Command Staff may have assistants.

Incident Command System (ICS) – A combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for management of assigned resources to effectively direct and control the response to an incident. The structure can be expanded, as situation requires larger resource, without requiring new, reorganized command structure.

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.

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

Incident Objectives – Statements of guidance and direction necessary for selecting appropriate strategy and the tactical direction of resources.

Infrastructure Protection – Proactive risk management actions intended to prevent a threat from attempting to or succeeding at destroying or incapacitating critical infrastructures. For instance, threat deterrence and vulnerability defense.

Joint Information Center (JIC) – A combined public information office that serves two or more levels of government or Federal, State, local agencies.

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, or functional (e.g., law enforcement, public health).

Lead Agency – The Federal department or agency assigned lead responsibility under U.S. law to manage and coordinate the Federal response in a specific functional area. The FBI is the lead agency for crisis management, and FEMA is the lead agency for consequence management. Lead agencies support the overall Lead Federal Agency (LFA) during all phases of the response.

Lead Federal Agency (LFA) – The agency designated by the President to lead and coordinate the overall Federal response is referred to as the LFA and is determined by the type of emergency. In general, an LFA establishes operational structures and procedures to assemble and work with agencies providing direct support to the LFA in order to provide an initial assessment of the situation, develop an action plan, monitor and update operational priorities, and ensure each agency exercises its concurrent and distinct authorities under U.S. law and supports the LFA in carrying out the President's relevant policy. Specific responsibilities of an LFA vary according to the agency's unique statutory authorities.

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

Liaison Officer – A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.

Local Emergency Management Director/Coordinator – The local government official responsible for the emergency management program at the local level, county or municipal.

Local Emergency Planning Committee (LEPC) – A committee appointed by the State Emergency Response Commission (SERC), as required by SARA Title III, to formulate a comprehensive emergency plan to deal with hazardous materials within its jurisdiction.

Local Government – A political subdivision of the State that is usually at the County or municipal levels.

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

Logistics Section – The section responsible for providing facilities, services, and material support for the incident.

Major Disaster – As defined under P.L. 93-288, any natural catastrophe, (including any hurricane, tornado, storm, flood, high water, wind-driven water tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, 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, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Mass Care – Efforts to provide shelter, feeding, water, first aid and distribution of relief supplies following a catastrophic or significant natural disaster or other event to disaster victims.

Memorandum of Agreement/Understanding (MOA/MOU) – A document negotiated between organizations or legal jurisdictions for mutual aid and assistance in times of need. A MOA/MOU must contain such information as who pays for expense of operations (financial considerations), the party that will be liable for personal or property injury or destruction during response operations (liability considerations), and appropriate statements of non-competition of government resources with private enterprise (commercial considerations).

Mitigation – Mitigation actions eliminate or reduce the probability of some disaster occurrences and also include long-term activities that lessen the undesirable effects of unavoidable hazards or reduce the degree of hazard risk. Some mitigation examples include flood plain management and public education programs. Mitigation seeks to prevent disasters and to reduce the vulnerability of people to disasters that may strike. Hazard mitigation should follow all disasters.

Mobilization – The rapid assembly, procurement, production or deployment of resources to meet the requirements of a disaster/emergency situation, including war.

Multi-Hazard – A functional approach to planning, which treats the numerous emergency management requirements that are present in any disaster situation as common functions. This reveals a broad base foundation of recurring disaster tasks that are common to most disasters. In this manner, planning which concerns an application of the recurring tasks can be used in response to any emergency.

Multijurisdictional Incident – An incident requiring action from multiple agencies in which each have jurisdiction to manage certain aspects of an incident. In ICS, these incidents will be managed under Unified Command.

Mutual Aid Agreement – A formal or informal understanding between jurisdictions pledging the exchange of emergency or disaster assistance.

National Incident Management System (NIMS) – A system mandated by HSPD-5 that provides a consistent nationwide approach for 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.

National Oceanic and Atmospheric Administration (NOAA) – A Federal agency within the U.S. Department of Commerce, which deals in ocean survey/exploration and atmospheric studies in coastal storms and lower atmospheric disturbances. Emergency Management relies heavily on the coastal hazards office of NOAA for storm surge modeling.

National Response Center (NRC) – Established under the Clean Water Act and CERCLA, and operated by the U.S. Coast Guard. The NRC receives and relays notices of discharges or releases, disseminates reports when appropriate, and provides facilities for use in coordinating a national response action when required.

National Weather Service (NWS) – A Federal agency tasked with forecasting weather and providing appropriate warning of imminent natural disaster such as hurricanes, tornadoes, tropical storms, etc.

Operational Period – A period of time set for execution of operational actions specified in the Incident Action Plan. Traditionally these periods are initially 12 to 24 hours in length. As the incident winds down, they may cover longer periods of activity.

Operations Section – The section responsible for all tactical incident operations. In ICS, it normally includes subordinate branches, divisions, and/or groups.

Operations Section Chief (OSC) – Senior official designated to oversee the technical operational procedures relating to containment, control, removal of the hazardous material(s) release(s). This position is always staffed during hazardous material incident responses.

Personal Protective Equipment (PPE) – Refers to the garments and devices worn by emergency response personnel to protect them from chemical and respiratory hazards presented by a hazardous materials release.

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

Planning Section – Responsible for the collection, evaluation, and dissemination of operational information related to the incident, and for the preparation and documentation of the Incident Action Plan. This section also maintains the information on the current and forecasted situation and on the status of resources assigned to the incident.

Preparedness – Preparedness activities develop emergency response capabilities. Planning, exercising, training, mitigation, developing public information programs and alerting and warning are among the activities conducted under this phase of emergency management to ensure the most effective and efficient response in a disaster. Preparedness seeks to establish capabilities to protect people from the effects of disasters in order to save the maximum number of lives, minimize injuries, reduce damage, and protect property. Procedures and agreements to obtain emergency supplies, material, equipment, and people are developed.

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.

Primary Agency – An agency, organization or group designated as an ESF/Functional Area or Group primary agency serves as the executive agent under the ***State/Local EOP*** to accomplish the assigned ESF/Functional Area or Group Mission. Such a designation is based on that agency having performed that function on a day-to-day basis or by direction of a statutory mandate and/or regulatory requirements. Certain ESFs may have more than one agency designated in which cases they would be identified as "co-primary" agencies.

Private Sector – Organizations and entities that are not part of any governmental structure. It includes for-profit and not-for-profit organizations, formal and informal structures, commerce and industry and private voluntary organizations.

Processes – Systems of operations that incorporate standardized procedures, methodologies, and functions necessary to provide resources effectively and efficiently. These include resource typing, resource ordering and tracking, and coordination.

Promulgate – To promulgate, as it relates to the Local Emergency Operation Plan (EOP), is the act of the jurisdiction officially proclaiming, declaring and/or adopting, via local ordinance, Executive Order (EO), or etc., the ***State/Local EOP*** as the emergency operations plan for the jurisdiction.

Public Health – A common function in multi-hazard planning, which focuses on general health and medical concerns, under emergency conditions, including provisions for accomplishing those necessary actions related to disease and vector control activities. Concerns extend to sanitation and preventing contamination of food and water.

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.

Radiation – High-energy particles or gamma rays that are emitted by an atom, as the substance undergoes radioactive decay. Particles can be either charged alpha or beta particles or neutral neutron or gamma rays.

Radioactive – A substance giving off, or capable of giving off, radiant energy in the form of particles (alpha or beta radiation) or rays (gamma radiation) by the spontaneous disintegration of the nuclei of atoms.

Radiological – Any radioactive material dispersed in the air in the form of dust, fumes, mist, vapor or gas.

Reception Area – This refers to a location separate from staging areas, where resources report in for processing and out-processing. Reception Areas provide accountability, security, situational awareness briefings, safety awareness, distribution of IAPs, supplies and equipment, feeding, and bed down.

Reception Center – A donations management facility to receive specific, undesignated or unsolicited goods such as food, water, clothes, and building supplies.

Recovery – Recovery is both a short-term and a long-term process to restore the jurisdiction to normal conditions in the aftermath of any emergency or disaster involving extensive damage. Short-term operations assess damages, restore vital services to the community, and provide for basic needs to the public. Long-term recovery focuses on restoring the community to its normal or to an improved state of affairs. Examples of recovery actions are provision of temporary housing, restoration of government services, and reconstruction of damaged areas.

Release – Any spilling, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leaching, dumping, or disposing into the environment (including abandonment or discarding barrels, containers, and other closed receptacles) of any Hazardous Chemical, Extremely Hazardous Substance, or CERCLA Hazardous Substance.

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.

Resource Agencies, Organizations or Groups – Other agencies, organizations, groups, and individuals, not assigned as primary or support to an ESF/Functional Area or Group may have authorities, expertise, capabilities, or resources required for disaster operations. Those agencies, organizations, groups or SMEs may be requested to participate in planning and operations activities, designate staff to serve as representatives to the ESF/Functional Area or Group, and/or provide services and resources. (Resources provide personnel and/or stuff (equipment, resources or supplies)).

Response – Response is the actual provision of emergency services during a disaster. These activities can reduce casualties, limit damage, and help to speed recovery. Response activities include directing emergency operations, evacuation, shelter, and other protective measures.

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.

Section – The organizational level having responsibility for a major functional area of incident management, e.g., Operations, Planning, Logistics and Finance/Administration.

Shelter – A facility to house, feed, and care for persons evacuated from a risk area for periods of one or more days. For the risk areas the primary shelter and the reception center are usually located in the same facility.

Site Safety Plan – Written plan formulated for each incident by the SO that addresses the safety and health hazards of each phase of site operations and includes the requirements and procedures for employee protection in accordance with KY-OSH regulations 29 CFR 1910.120 (q) (2). The plan must be conspicuously posted at the Incident Command Post and appropriate locations within the response area.

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 (SA) – A pre-selected location having large parking areas such as a major shopping area, schools, etc. The SA is a base for the assembly of personnel and equipment and resources during response operations. A SA can also serve as an area for assembling people to be moved by public transportation to host jurisdictions and a debarking area for returning evacuees.

Standard Operating Guide (SOG) – A SOG is a complete reference document focused on the collection of actions and activities established to accomplish one or more functions. The document user is afforded varying degrees of latitude in accomplishing functional actions or activities. As necessary, SOGs can be supported by one or more standard operation procedures (SOPs).

Standard Operating Procedures (SOP) – A SOP is an instructional document constituting a directive that provides prescriptive steps towards accomplishing a specified action or task. SOPs can supplement SOGs by detailing and specifying how assigned tasks are to be carried out.

State Emergency Response Commission (SERC) – Designated by the Governor, the SERC is responsible for establishing HazMat planning districts and appointing/overseeing Local Emergency Planning Committees (LEPC).

State Emergency Response Team (SERT) – A team of senior representatives of State agencies, State level volunteer organizations, and State level corporate associations who have knowledge of their organization resources and have the authority to commit those resources to emergency response. SERT operates from the State EOC and the Director/Coordinator of EM serves as the SERT leader.

State Warning Point (SWP) – The State facility (NH State Police Communications Center) that receives warnings and other emergency information over NAWAS and relays this information in accordance with current directives.

Subject Matter Experts (SMEs) – Other agencies, organizations, groups, and individuals, have authorities, technical expertise, and/or capabilities required for disaster operations. Those agencies, organizations, groups or SMEs may be requested to participate in planning and operations activities, designate staff to serve as representatives to the ESF/Functional Area or Group, and/or provide services.

Superfund – Trust fund established under the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA) and extended under the 1986 Superfund Amendments and Reauthorization Act (SARA) to provide money for cleanups associated with inactive hazardous waste disposal sites. (See CERCLA) Superfund Amendments and Reauthorization Act of 1986 (PL99-499) SARA. Extends and revises Superfund authority (in Title I & II). Title III of SARA includes detailed provisions for community planning and Right-To-Know systems.

Support Agency – An agency, organization or group that provides an essential function or service critical to the ESF/Functional Area or Group and has a requirement in the decision process for the conduct of the operation using its authorities and determines priorities in providing cognizant expertise, capabilities, and resources.

Task Force – A group of resources with shared communication and leader. It may be pre-established and sent to an incident or it may be created at the incident.

Terrorism – Under the Homeland Security Act of 2002, terrorism is defined as activity that involves an act dangerous to human life or potentially destructive of critical infrastructure or key resources and is a violation of the criminal laws of the United States or any State or other subdivision of the United States in which it occurs and is intended to intimidate or coerce the civilian population or influence a government or affect the conduct of a government by mass destruction, assassination, or kidnapping.

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

Title III (of SARA) – The "Emergency Planning and Community Right-to Know Act of 1986." Specifies requirements for organizing the planning process at the State and local levels for specified extremely hazardous substances; minimum plan content; requirements for fixed facility owners and operators to inform officials about extremely hazardous substances present at the facilities; and mechanisms for making information about extremely hazardous substances available to citizens. (42 USC annotated, sec. 1101, et. seq.-1986). Trans-species Infection - An infection that can be passed between two or more animal species. This may include human hosts.

Unified Command – A team that allows all agencies (with geographical or functional responsibility for the incident) to co-manage an incident through a common set of objectives and strategies. Agencies' accountability, responsibilities, and authorities remain intact.

Unit – The organizational element having functional responsibility for a specific incident planning, logistics, or finance/administration activity.

Vital Records – Records or documents, for legal, regulatory, or operational reasons, cannot be irretrievably lost or damaged without materially impairing the organization's ability to conduct business or provide essential services.

Volunteer – For purposes of the NIMS, a volunteer is any individual accepted to perform services by the lead agency, which has authority to accept volunteer services, when the individual performs services without promise, expectation, or receipt of compensation for services performed. See, e.g. 16 U.S.C. 742f(c) and 29 CFR 553.101.

Vulnerability – Susceptibility to a physical injury or attack. Vulnerability refers to the susceptibility to hazards.

Vulnerability Analysis – A determination of possible hazards that may cause harm. Should be a systemic approach used to analyze the effectiveness of the overall (current or proposed) emergency management, emergency services, security, and safety systems at a particular facility or within a jurisdiction.

Appendix C: School Lockdown Planning Discussion Points

School Lockdown Planning Discussion Points

Special Note: Periodically, the Kentucky Center for School Safety (KCSS) is asked to provide suggestions to school district officials regarding a variety of emergency response procedures. Recently, KCSS was asked to provide a model lockdown procedure for a school setting.

KCSS, unfortunately, cannot provide such a policy due to the uniqueness of each school setting, specific local and state laws, and differing agency requirements. (It is all too common for different law enforcement agencies to have different requirements they wish to see in place upon arriving at a school that has become a crime scene.)

KCSS can, however, provide discussion points for school district officials and first responders to consider when developing a school-specific lockdown procedure. Therefore, as you will see below, each area addressed is offered only as a consideration for school officials and local responders to discuss as they develop their school's individual plan. Please note that a critical part of these procedures is that they must be reviewed annually and updated as necessary.

Consideration I

Basic Lockdown Principles: To be discussed among school officials and first responders when developing procedures to protect building occupants from potential dangers inside a school building.

1. Announce that the school is in "lockdown."
2. Call 911.
3. Lock all doors. (Barricade the door if possible.)
4. Move students to a wall that is out of the line of sight from doorway.
5. Remain quiet.
6. Wait for an official to unlock the door to conclude lockdown.
7. Make certain the staff understands who the Incident Commander will be during a lockdown.

Consideration II:

Critical Questions: To be discussed with school officials and first responders when developing a school-based lockdown procedure to further refine the individual school's plan. Note: This not an all-inclusive list; rather, these are important questions to ask and have answered before an emergency requiring an official lockdown:

1. Should the lights in the classroom be left on or turned off?
2. Should door and exterior windows be covered and/or window shades pulled down or should they be left uncovered?
3. Should cards (red/green) be used to slide under classrooms doors to signal problems or a lack thereof?
4. If a fire alarm is activated during a lockdown, should the staff and students evacuate the building?
5. What should be done with students who are caught in a hallway or restroom when a lockdown is activated?
6. What should the staff and students do if an active shooting takes place during morning arrival, afternoon dismissal, class change, lunch period, when students are in the library or during an after-school activity?
7. What should staff and students do if they are outside (such as in P.E., at recess, etc.) when a building lockdown is activated?

8. What should staff and students do when they are in the cafeteria, library, restrooms or portable classrooms?
9. What should bus drivers do when:
   A. They arrive at school during a lockdown?
   B. They have an active shooter on the bus?
   C. There is active shooting taking place during dismissal?
10. What should a staff member do when he/she and their class are held hostage?
11. What types/kind of official communication will be used and/or permitted during a lockdown?
12. What should students and staff members do when an armed intruder begins shooting in the classroom where they are present?

Consideration III:

Special Areas: To be discussed by school officials and first responders when examining special areas on a school campus that may be involved in a lockdown. This not an all-inclusive list; these are possible responses that have been taken by other schools.

1. Students Outside the School Building, but on Campus (P.E., recess, etc.):
   Possible Response: Consider retreating to offsite location for safety. Example locations may be a business, residence, church. Notify first responders of location by phoning 911.
2. Gymnasium:
   Possible Response: Consider moving to the locker room. If there are no locker rooms, use an equipment room, lock doors and find “safe area.”
3. Cafeteria:
   Possible Response: Consider moving to the nearest classroom or kitchen area if this area can be locked.
4. Library/Media Center:
   Possible Response: Consider locking the doors and moving out of line of sight. Also, consider moving to a back room within the library and locking that door as well. If none of these are available, consider assuming a dropped position near an exterior wall close to an exterior door for possible escape, or hiding behind a table that can be dropped on its side and used as barrier.
5. Restrooms:
   Possible Response: Close-proximity teachers or non-classroom teachers/staff may consider conducting a cursory sweep of restroom areas for students and staff when possible and moving them to a secure classroom.
   Possible Response: Consider, if there is no time to move to a classroom, whether or not the procedure should include suggesting students and staff move to a stall, locking it and standing on the toilet.
6. Hallways:
   Possible Response: Consider moving into closest classroom.
7. Portable Classrooms or Trailers:
   Possible Response: Consider moving to secure a classroom or decide if there is time to escape from school grounds. Who is responsible for making this decision?
8. Special Needs Students and Staff:
   Possible Response: Consider making certain all plans include accommodations for disabled students and staff.

Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/House Bill 354 Emergency Management Planning For Schools and Districts

Introduction

The Kentucky General Assembly passed Senate Bill 8, and HB 354 which changes Kentucky's current emergency plan law (KRS 158.163), took effect on **June 25, 2013**. The bills expand the current law by requiring schools and districts to include community first responders in their emergency plans, and present an opportunity for review and refinement of current emergency and safety practices through continuous improvement. These bills are a logical step taken after recent tragic events occurring in our nation's schools, ranging from intruders to tornadoes, and focus our attention once again on our goals and efforts to keep our students and staff safe.

As part of implementation for SB8/HB354, KDE has developed a set of assurances that will be monitored through the district Comprehensive District Improvement Plan (CDIP). The Assurances hyperlink will allow you to preview the assurances for both the district and school that will be uploaded into the CDIP/CSIP this fall. Schools should review and refine their current Emergency Plan then share with their school council for adoption annually. **Adoption by the school council must occur prior to completing assurances in CDIP and no later than November 1st.**

Part 1: Emergency Preparedness Definitions*

Prevention, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

***Note:** The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. ***Source:** *U.S. Department of Education/FEMA: Guide for Developing High Quality School Emergency Operations Plans (June 2013)*

Part 2: Guidance for the Implementation of SB 8/HB 354

The passage of Senate Bill 8 and HB 354 changes Kentucky's current emergency plan law (KRS 158.163), took effect on **June 25, 2013**. These bills expand the current law by requiring schools and districts to include community first responders in their emergency plans, and require an annual report to KDE by November 1 of each school year, specifically:

SB 8/HB 354 requires schools and districts to:

1. Adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in KRS 158.164 is required; the principal shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.
2. Provide, after adoption, the emergency plan, along with a complete diagram of the facility, to appropriate local first responders.
3. Establish primary and secondary evacuation routes for all rooms located within the school and post the routes in each room by any doorway used for evacuation.
4. Identify severe weather safe zones to be reviewed by the local fire marshal or fire chief and post the location of safe zones in each room of the school.
5. Develop practices for students to follow during an earthquake.
6. Conduct, at a minimum, emergency response drills to include one (1) severe weather drill, one (1) earthquake drill and one (1) lockdown drill within the first thirty (30) instructional days of each school year and again during the month of January.
7. Develop and adhere to practices to control the access to each school building, including requiring that all visitors report to the front office of the building and provide valid identification, state the purpose of the visit; and provide a visitor's badge to be visibly displayed on a visitor's outer garment.
8. Follow (as much as possible) the recommendation that all classroom doors be locked during instructional time, if the door can be locked from the outside and opened from the inside without a key.
9. Require local boards to review Crime Prevention through Environment Design Principles when constructing or renovating a school building.
10. Superintendent verification of district-wide compliance must be sent to KDE by November 1st of each school year.

Prior to adoption of your new Emergency Plan, you should review your school's current preparedness status and determine what needs development and refinement in order to meet the new safe school requirements. While it is essential to ensure compliance of this statute, it is also important to strive for best practice of school safety through a continuous improvement process. Systematic, informed planning for your school's emergency plan will only increase the well-being for your students, staff and community. The following **Emergency Plan Refinement Worksheet** has been developed as a tool to assist with the review and refinement of your current Emergency Plan as a method to meet the requirements of the new statute in a timely manner. It will also help to inform planning for the entry of the School Safety Assurances within the CDIP due to KDE no later than November 1st annually.

Part 3: Emergency Management Plan Refinement Worksheet					
Required School Safety Assurances			**Yes**	**No**	**Date Completed**
1.	Does my school have a written Emergency Management Plan (EMP)?				
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?				
3.	Did the SBDM Council adopt the EMP?				
4.	Has my school provided the local fire responders with a copy of the school's EMP and a copy of the school's floor plan?				
5.	Was the EMP reviewed with faculty and staff prior to the 1st instructional day of the school year?				
6.	Were local law enforcement and/or fire officials invited to review the EMP?				
7.	Are evacuation routes posted in each room, at any doorway used for evacuation, with primary and secondary routes indicated?				
8.	Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?				
9.	Have practices been developed for students to follow during an earthquake?		**Yes**	**No**	**Date**
	Plan	What are the current practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Do current practices need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will practices be evaluated?	Person(s) Responsible		Date Completed

10.	Has my school developed and adhered to practices designed to ensure controlled access to the school (exterior doors, front entrance, classrooms, visitor must sign-in and display ID badges)?		Yes	No	Date Completed
	Plan	What are the current practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will practices be evaluated?	Person(s) Responsible		Date Completed
11.	Has my school completed all four required emergency response drills in the first 30 instructional days of the school year (fire, lockdown, severe weather, and earthquake)?		Yes	No	Date Completed
	Plan	What are the current prevention practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will plans be evaluated?	Person(s) Responsible		Date Completed

12.	Has my school completed all four required emergency response drills during the month of January (fire, lockdown, severe weather and earthquake)?		Yes	No	Date Completed
	Plan	What are the current processes? Are current processes working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will practices be evaluated?	Person(s) Responsible		Date Completed
13.	Has the EMP been reviewed and revised as needed by the SBDM Council, principal, and first responders (annually)?		Yes	No	Date Completed
	Plan	What are the current practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will practices be evaluated again?	Person(s) Responsible		Date Completed

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