

Emergency Response Plan

2016-2017 for CROCKER R-II SCHOOL DISTRICT



Missouri Emergency Response Information Plan

Table of Contents

Part 1 – Basic Plan	5
Purpose	5
Situations and Assumptions.....	7
Concept of Operations	8
Organization and Assignment of Responsibility	11
Direction and Control.....	12
Continuity of School Administration.....	14
Continuity of School Administration Table	14
Plan Administration & Logistics	15
Plan Distribution Table.....	15
Emergency Readiness Program Development, Implementation, and Updates	16
Training Program	17
Mandated Drills.....	18
Authorities and References	19
Glossary and Definitions	20
Appendix 1 - Area Hazards.....	24
Area Hazards Chart	24
Local Hazards	25
Appendix 2 – Incident Command System	26
Incident Command System Chart	26
Incident Command System Assignments.....	27
School Crisis Team Roster	27
School Medical Team	27
Central Office Crisis Team Roster	27
Emergency Contact Numbers/Alert Stations.....	27
Appendix 3 – Emergency Management.....	28
Evacuation Rally Points	28
Off-Site Evacuation Shelters (Relocation Centers).....	28
Non-Secure Areas	28

Severe Weather Shelters	28
Emergency Management Locations.....	28
Part 2 – Incident Action Plans	30
Incident Action Plan Worksheets.....	31
Incident Worksheet: Abduction/Missing Student	32
Incident Worksheet: Active Shooter	33
Incident Worksheet: Aircraft Accident	36
Incident Worksheet: Bomb Threat	37
Incident Worksheet: Bus Accident.....	38
Incident Worksheet: Cafeteria Plan	39
Incident Worksheet: CBRNE.....	40
Incident Worksheet: Contagious Disease	42
Incident Worksheet: Dangerous Intruder(s).....	43
Incident Worksheet: Earthquake	46
Incident Worksheet: Explosion	47
Incident Worksheet: Field Trip-Off Campus Incident	48
Incident Worksheet: Fire/Fire Alarm	49
Incident Worksheet: Gymnasium Plan (Fire/Fire Alarm).....	50
Incident Worksheet: Gymnasium Plan (Weather).....	51
Overnight Emergency Plan	51
Incident Worksheet: Hazardous Materials Incident (Exterior)	52
Incident Worksheet: Hazardous Materials Incident (Interior).....	53
Incident Worksheet: Reverse Evacuation	54
Incident Worksheet: Severe Weather (Tornado/Thunderstorm).....	55
Incident Worksheet: Severe Weather (Winter Storm)	56
Incident Worksheet: Stadium Plan (Bomb Threat/Threat of Violence).....	57
Incident Worksheet: Stadium Plan (Civil Unrest).....	58
Incident Worksheet: Stadium Plan (Exterior Hazmat Release).....	59
Incident Worksheet: Stadium Plan (Fire/Fire Alarm).....	60
Incident Worksheet: Stadium Plan (Severe Weather)	61
Incident Worksheet: Student with Weapon(s)	63

Incident Worksheet: Suspicious Object/Potential Explosive Device	64
Incident Worksheet: Threat of Violence	65
Part 3 – Annexes	66
Communications Annex	67
Communications	68
Communications Systems Table	70
Public Information	73
Media Contact Information	75
Health & Medical Annex	76
Medical Team.....	77
First Aid Kits	77
First Aid Kit Locations.....	77
Students With Special Needs	77
Automated External Defibrillators (AED).....	78
Exposure Control Plan.....	81
Mental Health	83
Mental Health Resources.....	87
Hazardous Materials Annex	97
District Hazardous Materials Coordinator	98
On-Site Hazardous Materials	98
Safety & Security Annex.....	99
General Safety Procedures	100
Building Access.....	100
Key Control.....	101
Visitor Procedures:.....	102
Security-Related Services & Vendors.....	104
Recovery Annex	105
Recovery.....	106
Family Reunification.....	108

Part 1 – Basic Plan

Purpose

Objective

The purpose of this emergency plan is to outline the basic organization and procedures utilizing the National Incident Management System (NIMS) for responding to an emergency affecting Crocker R-II School.

General

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Initial Response

Local school personnel are likely to be the first at the scene of an emergency. District staff may be available for guidance and technical assistance for schools and other response personnel.

Priorities in an Emergency

This Emergency Response Plan (ERP) is designed for use at the school level and is consistent with district, local, state and federal Emergency Response Plans. In responding to a critical incident, Crocker R-II School shall respond with the following priorities:

- Priority I: Protection of Human Life
- Priority II: Support of Health & Safety Services
- Priority III: Protection of School System Assets
- Priority IV: Maintenance of School System Services
- Priority V: Assessment of Damages
- Priority VI: Restoration of General Campus Operations at each School

The ERP is primarily designed for use by management personnel at the school level; however it is important for all staff to be aware of the overall plan. Moreover, certain sections of this plan outline important mitigation steps to be taken before a disaster and recovery steps to be taken after a disaster. This Emergency Response Plan also defines the procedures adopted by the district to respond to specific crisis situations.

Situations and Assumptions

This Emergency Response Plan (ERP) is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

- a. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
- b. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
- c. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
- d. Disasters may be community-wide. Therefore it is necessary for the district to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
- e. Disasters are likely to result in the delayed response times and the district should prepare to function independently of outside support in accordance with local, state and federal guidelines.

Concept of Operations

This plan addresses emergency actions that are conducted during all four phases of emergency management that conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools use to describe planning for, responding to and recovering from emergencies.

Four Phases of Emergency Management

Mitigation/Prevention addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters. Among the mitigation/prevention activities included in the emergency operations program are:

- Hazard Analysis
- Security Audit/Assessments
- Threat Assessment Programs

Preparedness focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

Response presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

Recovery focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, mental health services for students and staff, to mitigation measures designed to prevent future occurrences of a specific threat.

All four phases of emergency management should be planned for in advance in order to be most effective.

Levels of Emergencies

Emergencies may be classified in terms of the following three levels:

- **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outages, unexpected death, and suicide threat.
- **Level Two (District Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require

mutual aid assistance from the fire department, local police, EMS, etc. Examples: campus intruder or a campus shooting.

- **Level Three (Community) Emergencies:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: tornado with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support. A federal directive requires state and local governments and special districts to comply with NIMS in order to qualify for FEDERAL reimbursement for emergency response/recovery costs.

Incident Command System (ICS)

The incident Command System (ICS) provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response and to non-emergency events such as celebrations. This system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

- every emergency requires the execution of certain tasks or functions;
- every incident needs **one** person in charge;

- no one should direct more than seven people; and
- no one should report to more than one person.
- every emergency needs a command post as a base of operations

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Pre-designated incident facilities;
- Integrated communications;
- Five-function structure for management of all major incidents.

Organization and Assignment of Responsibility

The ICS is organized into five functional areas for on-scene management of all major incidents: Command, Operations, Planning, Logistics, and Finance/Administration.

Command: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including the implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Administration / Finance: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Direction and Control

Level One (School Level) Emergencies: An individual designated as the School Incident Commander has the responsibility for these limited incidents. This School Incident Commander may be supported by one or two individuals that may perform multiple necessary functions. In a larger emergency situation, each function may be assigned to a separate individual.

Level Two (District Level) Emergencies: At the district-level use of the Area Command concept is recommended. Area Command is a variant of ICS used when a jurisdiction is needed to provide support to one or more site level incident command structures. This might occur when an event that affects one or more schools and the school district is required to provide supports to the schools. Unlike a standard ICS structure, an area command does not provide *operational support*. In an Area Command, operational support may be directed to the affected school or schools, but these resources are absorbed into the school incident command structure. The primary focus of an area command is to support site level incident command structures, not to manage the incident at all locations with their jurisdiction.

Level Three (Community Level) Emergencies: For these large-scale incidents, response agencies may implement a Unified Command. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major difference between a Unified Command and a standard ICS structure is at the top. In a Unified Command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan.

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public. Key components of effective communications are:

COMMON TERMINOLOGY

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

COMMUNICATING WITH PARENTS

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:

- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for parents.
- Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Additional information regarding communicating with parents and how to handle rumors is located in the Communications Annex.

Communicating with the Media

The primary objective is to work as quickly and cooperatively as possible to supply timely information to the media on the crisis and its impact on the district (as well as students, teachers, or staff members) provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of the students or employees, or the concerns of their families. During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for more information.

Continuity of School Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of School Administration Table

Name	Position	Phone Number
Gary Doerhoff	Superintendent	573-736-2130 or 314-420-1931
Teresa Helton	Elementary Principal	573-528-8597 or 573-433-6422
Heath Waters	High School Principal	573-469-1543 or 573-842-3837
Shawn Wright	School Resource Officer	573-586-7525
Mary Beth Kincaid	School Counselor	573-586-6501

Plan Administration & Logistics

This plan is a component of the district’s comprehensive emergency preparedness program which includes the Emergency Response Information Portal (ERIP). The plan is developed and maintained in ERIP and contains three parts.

Part One includes a statement of purpose, policies and procedures and an overview of the district's emergency response procedures and resources.

Part Two contains the supportive incident action plans which contain information on specific emergency support and recovery functions such as utility shutoff information and student-parent reunification procedures.

Part Three contains emergency support annexes, which provides additional instructions on specific emergencies.

In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the ERIP system.

The plan and access to ERIP will be distributed to the appropriate personnel.

Plan Distribution Table

Name/Agency	Date Delivered
Chris Pappas/Crocker Police Dept.	

Mark Fancher/Fire Dept.

Emergency Readiness Program Development, Implementation, and

Updates

The School Emergency Response Plan will be:

- **DEVELOPED** by a team of school administrators and staff, working with first responders from the local jurisdictions;
- **INITIATED** by the principal or designee when conditions exist, which warrant its execution;
- **IMPLEMENTED** by all staff, who will remain at school in the capacity of “Disaster Service Workers” and perform those duties as assigned until released by the principal, and;
- **REVIEWED** at least annually.

Reports and Record Keeping:

- All reports must be forwarded to the principal or designee who will forward the information to the superintendent.
- The Incident Commander or his or her designee will prepare an initial emergency report when an incident appears likely to worsen.
- The Incident Commander or his or her designee will prepare a situation reports during ongoing emergencies.

The school should maintain accurate logs of emergency response activities and expenditures made to support those activities. These activities may include:

- Emergency notifications to local emergency services
- Significant changes in the emergency situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Training Program

CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

1. **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
 - An informal discussion of simulated emergencies
 - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
2. **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
 - 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 Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
 - Focuses on policies, procedures, roles and responsibilities
 - More stressful and realistic simulation of real life situations
 - Usually takes place in “real time”
 - Emphasizes the emergency functions of the Emergency Management 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 Management Team is activated.
4. **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
 - Takes place in “real time” and tests total response capability as close to a real emergency as possible.
 - Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability 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 Operations Center (EOC)

Mandated Drills

In accordance with Missouri State law:

- Fire drills will be conducted on a monthly basis.
- All students and staff will participate in these mandated drills.
- A district-wide drill/simulation is recommended yearly.

To ensure that district personnel and first responders are aware of their duties and responsibilities under this plan and have the most current procedures, the following training will occur:

- Training and refresher training sessions shall be conducted for district personnel at a time during the school year that will allow for maximum attendance.
- Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants.
- Discussions will center on any revisions to additional materials such as annexes and appendices.
- Input from all employees is encouraged.
- The school will plan for drills and exercises during the school year. The types of drills and exercises will be determined by the principal.

Authorities and References

Authorities and References will include all Federal, State, Local and District legislation, authorizations and mandates upon which this emergency preparedness plan is based.

- A. Federal Civil Defense Act of 1950, Public Law 81-920.
- B. United States Code (USC), Title 42, Chapter 68, Disaster Relief, Sections 5121-5204 [Robert T. Stafford Emergency Assistance and Disaster Relief Act, Federal Public Law 93-288, as amended].
- C. "Guide for State and Local All-hazard Emergency Operation Planning," Federal Emergency Management Agency.
- D. Federal
 - 1. Public Law 93-234, as amended The Flood Disaster Protection Act of 1973.
 - 2. Public law 93-288, The Disaster Relief Act of 1974, as amended by Public Law 100-707, The Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988.
 - 3. Title 44, The Code of Federal Regulations, Part 206.
 - 4. Federal Emergency Management Agency, FEMA-64, Emergency Action Planning Guidelines for Dams, 1985.
 - 5. Federal Emergency Management Agency, SLG 101 State and Local Guide
 - 6. Federal Emergency Management Agency, SLG101A State and Local Guide
 - 7. National Response Plan, 2004
 - 8. National Incident Management System, 2004.
 - 9. All other Public Laws or Executive Orders enacted or to be enacted which pertain to emergencies/disasters.
- E. State

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Area Command: Person responsible for the support of the incident, event, crisis or disaster at the district level.

Command Staff: Incident command term that refers to the Incident Commander, Liaison Officer, Public Information Officer and Safety Officer.

District Commander: Person responsible for the support of the incident, event, crisis or disaster at the district level.

Emergency Response Team: Group of school personnel (usually non-teaching) that assist the School Commander at the school.

Emergency: a minor or critical incident, event, crisis or disaster to be addressed by this plan.

Emergency Management Team: Team that creates emergency management related procedures and assists the School Commander in emergency management and response.

Emergency Operations Center (EOC): A central command and control facility responsible for carrying out the principles of emergency preparedness and emergency management, or disaster management functions at a strategic level in an emergency situation, and ensuring the continuity of operations. The EOC is usually staffed at the city or county level.

Emergency Personnel: Law enforcement, fire, emergency medical services, health officials, and hazardous materials teams.

General Staff: Incident command term that refers to the core group of support staff consisting of the Operations Officer, Planning Officer, Logistics Officer and Finance/Administration Officer.

Incident Command Post (ICP): A central command and control location (interior or exterior) responsible for carrying out the principles of emergency preparedness and emergency management, or disaster management functions at the building level in an emergency situation, and ensuring the continuity of operations.

Incident Management Team: School Commander and core management team that are the key decision makers in the school

Incident Commander: Person responsible for the management of the incident, event, crisis or disaster at the school level. If the event requires public safety response from emergency personnel, they will assume the role of Incident Commander. For example, a fire department captain might assume the role of Incident Commander previously filled by a principal.

School Incident Commander: Person responsible for the management of the incident, event, crisis or disaster at the school level. If the event requires public safety response from emergency personnel, they will assume the role of Incident Commander. For example, a fire department captain might assume the role of Incident Commander previously filled by a principal.

Staff: Personnel employed by the district.

Emergency Management Acronyms

ACP	Access Control Point
ALERT	Automated Local Evaluation in Real Time
ANS	Alert and Notification System
ARC	American Red Cross
APG	Aberdeen Proving Ground
BGAD	Blue Grass Army Depot

CB	Citizens Band
CDC	Centers for Disease Control and Prevention
CEO	Chief Executive Official
CERCLA	Comprehensive Environmental Response, Compensation, and Liability Act
CFR	Code of Federal Regulations
CHEMTREC	Chem. Manufacturers Assoc. Chemical Transportation Emergency Center
CPG	Civil Preparedness Guide
CSEPP	Chemical Stockpile Emergency Preparedness Program
DFO	Disaster Field Office
DMAT	Disaster Medical Assistance Team
DOD	U.S. Department of Defense
DOE	U.S. Department of Energy
DOT	U.S. Department of Transportation
DRC	Disaster Recovery Center
DWI	Disaster Welfare Information
EAS	Emergency Alert System
ECL	Emergency Classification Level
EMI	Emergency Management Institute
EMP	ElectroMagnetic Pulse
EMS	Emergency Medical Services
EOC	Emergency Operating Center
EOP	Emergency Operations Plan
EPA	U.S. Environmental Protection Agency
EPCRA	Emergency Planning and Community Right-to-Know Act
EPG	Emergency Planning Guide
EPI	Emergency Public Information
EPZ	Emergency Planning Zone
ERT	Emergency Response Team
ERT-A	Emergency Response Team Advance Element
ERT-N	Emergency Response Team National
ESF	Emergency Support Function
EST	Emergency Support Team
FAST	Field Assessment Team
FCO	Federal Coordinating Officer
FEMA	Federal Emergency Management Agency
FHBM	Flood Hazard Boundary Map
FIA	Federal Insurance Administration
FIRM	Flood Insurance Rate Map
FIS	Flood Insurance Study
FPEIS	Final Programmatic Environmental Impact Statement
FRERP	Federal Radiological Emergency Response Plan
FRP	Federal Response Plan
FSE	Full Scale Exercise
GAR	Governors Authorized Representative
GIS	Geographic Information System
HAZMAT	Hazardous Material

HRCQ	Highway Route Controlled Quantity
IC	Incident Commander
ICP	Incident Commander Post
ICS	Incident Command System
IRZ	Immediate Response Zone
JIC	Joint Information Center
JIS	Joint Information System
JNACC	Joint Nuclear Accident Coordinating Center
LEPC	Local Emergency Planning Committee
MOU	Memorandum Of Understanding
mph	Miles Per Hour
MSDS	Material Safety Data Sheet
NAAP	Newport Army Ammunition Plant
NCP	National Oil and Hazardous Substances Pollution Contingency Plan
NDA	National Defense Area
NDMS	National Disaster Medical System
NFA	National Fire Academy
NFIP	National Flood Insurance Program
NOAA	National Oceanic and Atmospheric Administration
NRC	Nuclear Regulatory Commission; National Response Center
NRT	National Response Team
NUREG	Nuclear Regulation
NWS	National Weather Service
OPA	Oil Pollution Act
OSC	On-Scene Coordinator
OSHA	U.S. Occupational Safety and Health Administration
PA	Public Address
PAZ	Protective Action Zone
PBA	Pine Bluff Arsenal
PDA	Preliminary Damage Assessment
PIO	Public Information Officer
PL	Public Law
PPA	Performance Partnership Agreement
PUDA	Pueblo Depot Activity
PZ	Precautionary Zone
RACES	Radio Amateur Civil Emergency Service
RAP	Radiological Assistance Program
REACT	Radio Emergency Associated Communications Teams
REP	Radiological Emergency Preparedness Program
ROC	Regional Operating Center
ROD	Record of Decision
RRP	Regional Response Plan
SAME	Specific Area Message Encoder
SARA	Superfund Amendments and Reauthorization Act
SCO	State Coordinating Officer
SEMA	State Emergency Management Agency

SERC	State Emergency Response Commission
SLG	State and Local Guide
SOP	Standard Operating Procedure
SPCA	Society for the Prevention of Cruelty to Animals
TEAD	Tooele Army Depot
TTX	Tabletop Exercise
UMDA	Umatilla Depot Activity
USDA	U.S. Department of Agriculture
USGS	U.S. Geological Survey
US&R	Urban Search and Rescue

Appendix 1 - Area Hazards

Area Hazards Chart

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Flood, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

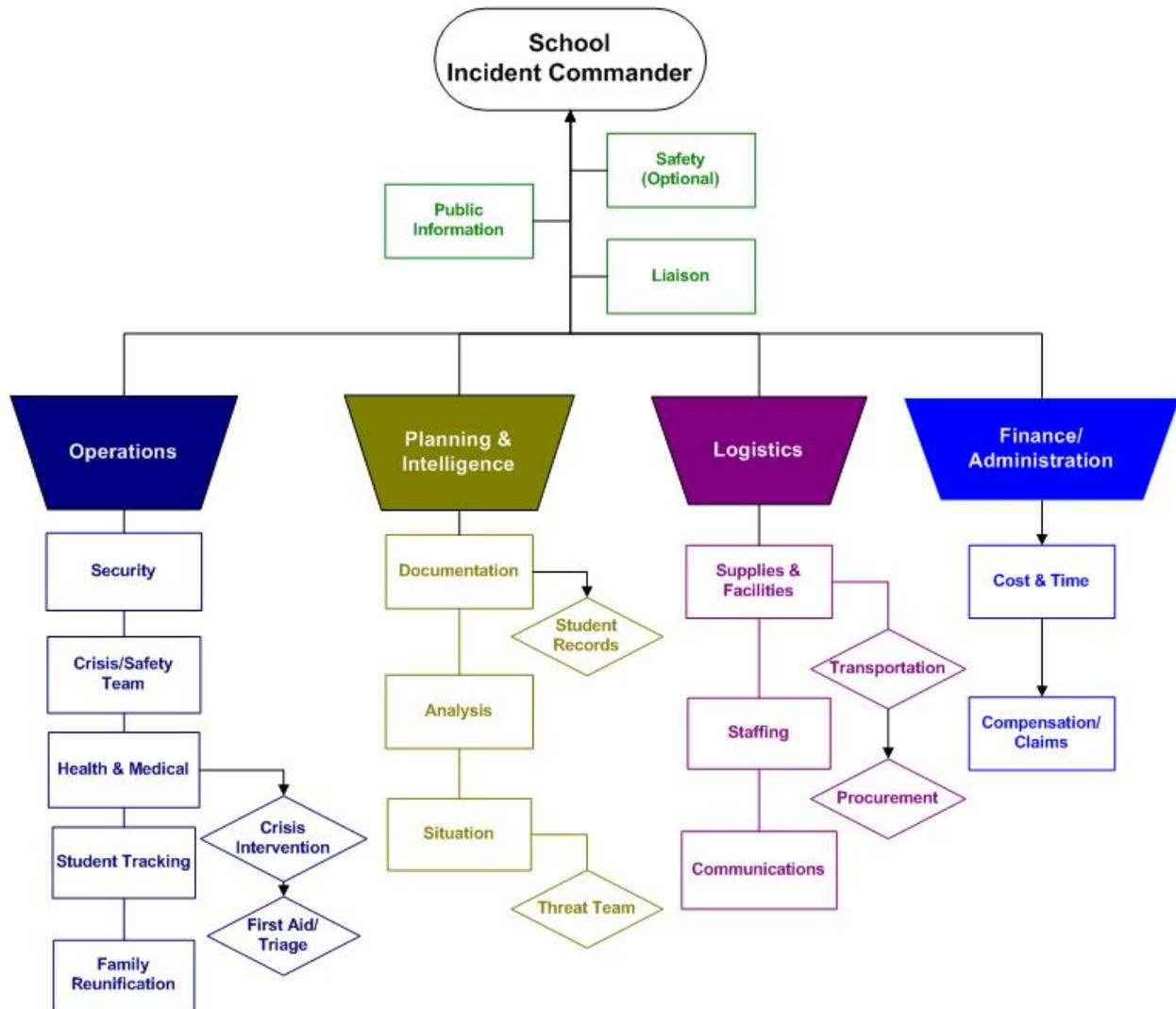
Local Hazards

Type	Location
Train Derailment	Crocker (Adjacent to School)
(See Hazmat Plan)	

Appendix 2 – Incident Command System

Incident Command System Chart

School Incident Command System



Incident Command System Assignments

Name	Primary Assignment	Alternate Assignment
Gary Doerhoff	Notification & Coordination	
Teresa Helton	Coordinate Elementary	
Heath Waters	Coordinate High School	

School Crisis Team Roster

Name	Work Phone	Home Phone	Cell Phone
Shawn Wright	573-736-2211		573-586-7525
Lynn Upton	573-736-5000 ext#2204		573-528-6625
Dennis Gibbs	573-736-5680		573-433-9759

School Medical Team

Name	Room #	CPR (Yes/No)	First Aid (Yes/No)
Lynn Upton	204	Yes	Yes
Shawn Wright	300B	Yes	Yes

Central Office Crisis Team Roster

Title	Name	Work Phone	Cell Phone
Superintendent	Gary Doerhoff	573-736-5000 ext#5	314-420-1931
School Resource Officer	Shawn Wright	573-736-5000	573-586-7525
Admin. Asst.	Rita Street	573-736-5000 ext#5	573-433-9715
Bookkeeper/Bd. Sec.	Stephanie Knudson	573-736-5000 ext#5	573-433-9622
Admin. Sec.	Mary Brown	573-736-5000 ext#5	573-842-9715

Emergency Contact Numbers/Alert Stations

National	Phone Number	
	911	
State	Phone Number	
Highway Patrol	800-525-5555	573-368-2345
County	Emergency	Non-Emergency
Pulaski County Sheriff	911	573-774-6196
City	Emergency	Non-Emergency
Crocker Police Dept.	911	573-736-2211

Appendix 3 – Emergency Management

Evacuation Rally Points

1.Crocker School FEMA Shelter Room 230
2.Crocker City Park
3Crocker Christian Church
4.Crocker Baptist Church

See S.R.O. Shawn Wright 573-586-7525

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address
Crocker Christian Church	Hwy. 17 South
Iberia School	Phone Number 573-793-6267
Dixon School	573-759-7163

Non-Secure Areas

Non-secure Area	Nearest Securable Location
Crocker City Park	Crocker School FEMA Shelter
(Park Street)	

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
Crocker School FEMA Building	Room 230

Emergency Management Locations

Type (Interior Command Post, Exterior Command Post)	Location
Crocker School FEMA Building & Central Office	
Crocker City Hall	108 S. Commercial (Hwy 17)
Crocker City Park	Park Street – Crocker MO

Part 2 – Incident Action Plans

Incident Action Plan Worksheets

The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- Gather the facts
- Ensure appropriate intervention to minimize additional injury
- Provide first aid where necessary
- Ensure the safety and welfare of students and staff
- Set up an Emergency Operations Center, if appropriate
- Contact the District Office to report the critical incident
- Assess the need for support and counseling for those directly and indirectly involved
- Manage the media (Public Information Officer/Principal)
- Set up a recovery room
- Provide factual information to staff, students and the school community
- Ensure that the privacy of students and staff is maintained
- Organize assistance such as transport home

WITHIN 48-72 HOURS

- Debrief all relevant persons
- Arrange counseling as needed
- Provide opportunities for staff and students to talk about the incident
- Continue to provide updates to staff, students and the school community.
- Act to dispel rumors
- Restore normal functioning and service delivery as soon as possible
- Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- Maintain school contact with hospitalized students and staff

Incident Worksheet: Abduction/Missing Student

Event Date: _____ Time: _____

General Safety Message:

- IF THERE HAS BEEN AN ABDUCTION ,DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE LOCKDOWN.

Overall Emergency Response Actions:

1. If the student is missing, and/or abduction is suspected, initiate lockdown.
2. Notify 9-1-1 and SRO (Delay calling 9-1-1 until search of the immediate area is completed or a maximum of 10 minutes)
3. Advise staff to remain on the phone with 911 to provide further information.
4. Notify parents immediately after 9-1-1 notification.
5. Estimate time of abduction / last seen
6. Alert the Incident Management Team and begin a search of the immediate area (may be delegated to Operations Chief).
7. Announce lockdown and instruct teachers to take an immediate head count.
8. Notify staff and classes outside to immediately move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
9. Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
10. Instruct persons to clear the hallways and common areas.
11. Complete physical description sheet located in Appendix
 1. Obtain name(s) of missing person(s)
 2. Obtain as detailed description as possible, including clothing.
12. Notify Public Information Office
13. Meet/assist law enforcement as necessary (may be delegated to Liaison Officer).
14. Announce "all clear" (When/if instructed by the police or you are certain the danger is gone).
15. Assign a "sweep team" to ensure that everyone received the message (may be delegated to Operations Chief).
16. Assign student health officer/nurse to obtain student health condition (if applicable).
17. Make arrangements for family reunification (may be delegated to Operations Chief).

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Active Shooter

Event Date: _____ Time: _____

General Safety Message:

- DO NOT USE CODE PHRASES. Announce that there is a shooter in the building and police are on the way. Students should immediately move to the nearest locking room or away from danger.
- If the shooter is in the building, do not lock exterior doors (it will only slow down police).

Overall Emergency Response Actions:

The Three Outs

When security and prevention measures fail and a shooter is in your school; you have only three response options or what's known as the "**3 outs**."

1. **Lock Out** or Keep the shooter out of your room or facility
2. **Get Out** - Run away from the shooter
3. **Take Out** - Fight back against the shooter

Lock Out

While no location can offer total protection from a shooter, implementing a "lockdown" inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the shooter's progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- **Barricading doors:** use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay and possibly deter an attacker.
- **Tying off doors:** This action limits the attacker's ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There are several methods and ways to tie off doors and more than one should be attempted:
 1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of site. If the end cannot be secured, have several people hold it, while around a corner and out of site. This will reinforce any type of door.
 2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.

3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

Get Out

If you cannot lock the shooter out of your location, attempt to help students Get Out of the area by running away.

An example of when to implement a "Get Out" approach may be if you are in the cafeteria when a shooter enters. Since the shooter is already in the cafeteria there is no point in attempting to implement a "Lock Out"; so you order the students to run out through the kitchen and side exit.

Note: Using the 3 Out approach, the Get Out approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Get Out is not an option, the Take Out or fight back approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

Take Out

If the attacker is in your immediate area and blocking your path and there is no way you can Lock Out or Get Out; You must then fight back and **Take Out** the shooter using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Take Out option is to be used as a last resort.

Teaching or discussing with students the Take Out option is not recommended. The Take Out option is no different than any other emergency, staff and faculty must take charge and provide clear direction.

For instance, if the Lock Out option is failing, and Get Out is required through a ground floor window, it is imperative the teacher direct students. This direction should include not just to climb out the window, but where to go next.

If the Take Out option is required, the teacher should prepare the students with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and Get Out is not possible the teacher should order students to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Aircraft Accident

Event Date: _____ Time: _____

General Safety Message:

- Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
- If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
- An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Overall Emergency Response Actions:

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal or designee to report location and status of students/staff

Aircraft crash into school:

1. **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been EVACUATED
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first-aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
7. Move all uninjured students to a safe distance from the accident
8. Document the names of all injured students and their first-aid needs
9. Account for all students and staff throughout the emergency

Aircraft crash near school:

1. Notify principal or designee
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Bomb Threat

Event Date: _____ Time: _____

General Safety Message:

If a potential explosive device is located, immediately move everyone out of the entire section to the other side of the school. This is done to ensure there are no other devices and evacuation is done so safely.

Overall Emergency Response Actions:

1. Collect Bomb Threat Call Sheet from staff member receiving call.
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.
 - a. Teachers and staff will search their own areas.
 - b. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.
 - c. Search instructions for Incident Management Team(s):
 1. Search in two-person teams.
 2. Divide area to be searched in half (based on content, not size).
 3. Listen for "ticking" or "clockwork" sounds.
 4. Search your half of the room waist height (around 3 feet) and below first.
 5. Search your half of the room above waist height second.
7. Announce the need to secure the facility by restricting hallway access immediately.
 - a. If during passing times, instruct teachers to take control of students in their area.
 - b. Do NOT allow access to lockers or common areas.
8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:
 - a. Select rally point (request police presence there).
 - b. Search exit routes and path to Rally Point.
 - c. Once deemed to be safe, proceed with evacuation along searched route.
 - d. Avoid Parking Lots.
 - e. Operations Chief assigns/performs a sweep of evacuation route.
 - f. Incident Management Team performs sweep of building to ensure evacuation.
 - g. Move the Command Post to an exterior location.
 - h. Load buses away from parking lots (if applicable)

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Bus Accident

Event Date: _____ Time: _____

General Safety Message:

- Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus.
- The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
- Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Overall Emergency Response Actions:

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first-aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Cafeteria Plan

Event Date: _____ Time: _____

General Safety Message:

- In case of FIRE, or similar incident, EVACUATE the area via the nearest SAFE exit, shut off utilities (Gas, Electric)
- In case of SEVERE WEATHER, move students/staff to nearest safe room
- In case of LOCKDOWN, secure both the cafeteria and kitchen (if students are in the area – KEEP THEM THERE) and listen for instructions

Overall Emergency Response Actions:

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal or designee to report location and status of students and staff
4. If necessary, Implement basic first-aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance away from any injured students/staff
6. Document the names of all injured students/staff and their first-aid needs
7. Account for all students and staff throughout the emergency

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: CBRNE

Chemical/Biological/Radiological/Nuclear/Explosive (CBRNE)

Event Date: _____ Time: _____

General Safety Message

Chemical/Biological/Radiological/Nuclear

If you feel there has been a release of a dangerous substance, notify 911. If the release is inside the school, evacuate upwind and uphill from the school/release point. If the release is outside the school, request fire department assistance in determining if the campus should be evacuated or shelter should be sought inside the school.

Explosion

Be aware of secondary explosive devices (inside and outside the school) and avoid touching or moving any out of place packages or items. If evacuation is required, avoid parking lots.

Overall Emergency Response Actions

Chemical Spills/Toxic Fumes:

If chemical attack or release is suspected, turn off HVAC (heating, ventilation, air conditioning) systems.

1. Call Emergency 911, notify SRO and administration.
2. Control building ingress/egress.
3. Use PA announcement directing staff and students to remain in classrooms or move to a pre-designated safe/assembly area.
 - a. Only at the direction of the incident commander.
4. Conduct attendance audit of visitors, staff and students.
5. Public announcement through local emergency manager or broadcast media.

Biological Attack Release/Outbreak

1. Call Emergency 911, notify SRO and administration.
2. Ensure local health department contacted.
3. Conduct attendance audit of visitors, staff and students.

Radiological Attack/Release

1. Call 911 immediately, notify SRO and administration.
2. Public address announcement to staff.
3. Control building ingress/egress.
4. Turn off HVAC (heating, ventilation, air conditioning) system.
5. Ensure windows and doors are closed.
6. Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
7. If within 10 mile radius of incident, shelter in place until evacuation procedures are initiated.
8. Conduct attendance audit of visitors, staff and students.

Nuclear Attack/Release

1. Call Emergency 911, notify SRO and administration
2. Await further instruction
3. Conduct attendance audit of visitors, staff and students.
4. Refer to "Radiological Release/Incident" template.

Explosion

1. Upon notification, call Emergency 911, notify SRO and administration
2. Use messenger to signal evacuation of staff and students to designated assembly area.
 - a. Radio signals and/or electronic devices can activate explosive devices.
3. Do NOT USE radios, cell phones, electronic bells/public address system.
4. Report any unaccounted students to first responder on scene.
 - a. Fire
 - b. Police
 - c. Emergency Medical Services
5. Conduct attendance audit of visitors, staff and students.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email
___ Other

Incident Worksheet: Contagious Disease

Event Date: _____ Time: _____

General Safety Message:

- The world of communicable disease continues to present a challenge to the professionals who track and contain them.
- Communicable diseases kill, maim and surprise. Far from having been conquered, they have resurged dramatically in recent years. The microbial agents that cause them are dynamic, resilient, and well adapted to exploit opportunities for change and spread.
- Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
- Hand-washing alone is the most effective tool used to combat communicable diseases.
- Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Overall Emergency Response Actions:

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of LOCKDOWN procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Hand-Washing Instructions should be posted near every sink.
5. Vaccine administration may be recommended and directed by Public Health Officials.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Dangerous Intruder(s)

Event Date: _____ Time: _____

General Safety Message:

DO NOT confront the suspect. Keep in mind that a running evacuation may be necessary if the suspect tries to access your location.

If the suspect is INSIDE, DO NOT lock external doors, this only delays police/law enforcement response.

Overall Emergency Response Actions:

The Three Outs

When security and prevention measures fail and a shooter is in your school; you have only three response options or what's known as the "**3 outs**."

1. **Lock Out** or Keep the shooter out of your room or facility
2. **Get Out** - Run away from the shooter
3. **Take Out** - Fight back against the shooter

Lock Out

While no location can offer total protection from a shooter, implementing a "lockdown" inside a securable location provides some degree of protection. The purpose of a lockdown is to delay or slow down the shooters progress until law enforcement arrives.

While locking the door is a vital component, there are methods of reinforcing the lockdown that can further deter an attacker. These methods are called target hardening and can include:

- **Barricading doors:** use desks, chairs, shelves, etc. Note, barricades are most effective if the door opens towards the barricade. However, even if the door opens away from the barricade (usually into the hallway), stacked objects can delay an attacker.
- **Tying off doors:** This action limit the attackers ability to open doors; even if they are unlocked. Generally, tying off doors is used to reinforce doors that open out (towards the hallway) where barricades have limited value. There several methods ways to tie off doors and more than one should be attempted:
 1. Tie one end of a belt or electric cord around the handle and secure the other end around a corner and out of site. If the end cannot be secured, have several people hold it, while around a corner and out of site. This will reinforce any type of door.
 2. For handicap accessible handles (levers that are pushed downward to open the door), chair or stool legs may be wedged between the handle and door, with at least 1/4 of the chair extending beyond the doorframe. When the door is pulled to open, the chair catches on the door frame.

3. Doors that have folding hinges above the door may be reinforced by tying the folding hinge tightly so that it cannot expand and allow the door to open.

Get Out

If you cannot lock the shooter out of your location, attempt to help students Get Out of the area by running away.

An example of when to implement a "Get Out" approach may be if you are in the cafeteria when a shooter enters. Since the shooter is already in the cafeteria there is no point in attempting to implement a "Lock Out"; so you order the students to run out through the kitchen and side exit.

Note: Using the 3 Out approach, the Get Out approach should be implemented using a secondary exit (ground floor windows or exits) if the attacker attempts to defeat the lockdown. If Get Out is not an option, the Take Out or fight back approach should be implemented as soon as the attacker attempts entry. This includes reaching through a defeated vision panel.

Take Out

If the attacker is in your immediate area and blocking your path and there is no way you can Lock Out or Get Out; You must then fight back and **Take Out** the shooter using any available means.

When fighting back, use any available weapon such as a fire extinguisher, chair or even books.

The Take Out option is to be used as a last resort.

Teaching or discussing with students the Take Out option is not recommended. The Take Out option is no different than any other emergency, staff and faculty must take charge and provide clear direction.

For instance, if the Lock Out option is failing, and Get Out is required through a ground floor window, it is imperative the teacher direct students. This direction should include not just to climb out the window, but where to go next.

If the Take Out option is required, the teacher should prepare the students with clear and confident instructions. Should an attacker be attempting to defeat a lockdown and Get Out is not possible the teacher should order students to grab books and chairs and to throw anything and everything they can find at the attacker should he attempt to enter the area.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Earthquake

Event Date: _____ Time: _____

General Safety Message

DO NOT attempt to exit the building while the structure is shaking. During the tremor, persons should “DUCK, COVER and HOLD”.

Overall Emergency Response Actions:

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation – follow these steps

1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify Public Information Office (557-2070)
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Explosion

Event Date: _____ Time: _____

General Safety Message:

- Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Overall Emergency Response Actions:

1. Initiate **DROP, COVER, AND HOLD ON**
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
3. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
5. Render first-aid as necessary
6. Do not return to the building until the emergency response personnel determine it is safe to do so
7. If explosion occurred in the surrounding area, initiate **SHELTER-IN-PLACE**. Keep students at a safe distance from site of the explosion.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Field Trip-Off Campus Incident

Event Date: _____ Time: _____

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an “Off-Site Event” form and Off-Site Event Roster with the school or district office prior to departing campus.

Overall Emergency Response Actions:

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is enroute, and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Notify Public Information Office
16. Make arrangement for family reunification.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Fire/Fire Alarm

Event Date: _____ Time: _____

General Safety Message

No fire alarm will be ignored. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Overall Emergency Response Actions:

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
 - a. Provide keys to the facility.
 - b. Provide floor plans.
 - c. Provide utility shutoff information.
 - d. Student Roster.
11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Make arrangement for family reunification.
16. Announce "all clear" when directed by emergency response personnel.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Gymnasium Plan (Fire/Fire Alarm)

Event Date: _____ Time: _____

General Safety Message:

- In Case of FIRE – EXIT via the nearest SAFE exit

Overall Emergency Response Actions:

1. Immediately Call 9-1-1, if warranted.
2. Announce over public address system the nature of the emergency and that emergency services have been notified.
3. Remain calm. Execute orderly EVACUATION procedures:
 - a. Direct persons to exit locations and away from the danger,
 - b. Assist individuals with special needs, assist those that cannot self evacuate,
 - c. Ensure everyone has been safely evacuated away from the danger.
4. Notify Principal or designee to report location and status of students/staff.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Gymnasium Plan (Weather)

Event Date: _____ Time: _____

General Message: Safety

1. In Case of Inclement Weather – Monitor NOAA Weather Radio for current information and updates.
2. A **WATCH** is issued when storms are possible in and near the **WATCH** area. It does not mean that they will occur, it only means they are possible.
3. A **WARNING** is issued when storms are occurring or imminent in the **WARNING** area. If a **WARNING** is issued, seek safe shelter immediately.
4. Be Prepared to **EVACUATE** to Shelter locations.

Overall Emergency Response Actions:

1. Immediately Call 9-1-1, if warranted.
2. Announce over public address system the nature of the emergency and that emergency services have been notified.
3. Remain calm. Execute orderly **EVACUATION** procedures:
 - a. Direct persons to exit locations and away from the danger,
 - b. Assist individuals with special needs, assist those that cannot self evacuate,
 - c. Ensure everyone has been safely evacuated away from the danger.
4. Notify Principal or designee to report location and status of students/staff.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email
__ Other

Overnight Emergency Plan:

1. This plan is in case of a situation which would require, with approval, anyone to stay overnight:
 - a. in any area / Building of the Crocker School District.
2. In the event this should happen the school would designate a school official:
 - a. to stay overnight with the individual(s).
3. Baptist Church, located across from the High School:
 - a. has agreed to provide food and water for Individuals involved.

Incident Worksheet: Hazardous Materials Incident (Exterior)

Event Date: _____ Time: _____

General Safety Message:

- The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an **EVACUATION** of the school(s). See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**

Overall Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders – Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Hazardous Materials Incident (Interior)

Event Date: _____ Time: _____

General Safety Message:

- The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an **EVACUATION** of the school(s). See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**

Overall Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders – Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Reverse Evacuation

Event Date: _____ Time: _____

General Safety Message:

- REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
- This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:
 - Chemical Accident near campus
 - Flooding
 - Explosion on or near campus
 - Rabid Animal on campus
 - Severe Weather

Overall Emergency Response Actions:

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first-aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Severe Weather (Tornado/Thunderstorm)

Event Date: _____ Time: _____

General Safety Message:

- Severe Thunderstorms and Tornadoes can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
- An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
- A **WATCH** is issued when storms are possible in and near the **WATCH** area. It does not mean that they will occur, it only means they are possible.
- A **WARNING** is issued when storms are occurring or imminent in the **WARNING** area. If a **WARNING** is issued, seek safe shelter immediately.
- Be Prepared to **EVACUATE** to Shelter locations.

Overall Emergency Response Actions:

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate **REVERSE EVACUATION** procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Severe Weather (Winter Storm)

Event Date: _____ Time: _____

General Safety Message:

- Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
- Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
- An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Overall Emergency Response Actions:

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate **REVERSE EVACUATION** procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Stadium Plan (Bomb Threat/Threat of Violence)

Event Date: _____ Time: _____

General Safety Message:

- In the event that the school receives a bomb threat directed at a large gathering of individuals in a stadium, follow the Bomb Threat Checklist to document information about the threat.
- Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Pay particular attention to the background noise/sounds on the call. Make notes on any voice characteristics, accents, etc., and complete the Bomb Threat Checklist Report as soon as possible

Overall Emergency Response Actions:

Threat via phone:

1. Listen closely. Do not interrupt caller.
2. Keep the caller on the line with statements such as, "I am sorry, I did not understand you. What did you say?"
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Notify the Principal or designee immediately after completing the call.
5. Complete the Bomb Threat Checklist.

Threat via mail (letter, note, email, etc):

1. Note the manner in which the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement immediately.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify the Principal or designee.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Stadium Plan (Civil Unrest)

Event Date: _____ Time: _____

General Safety Message:

- A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:
 - Disrupt school activities,
 - Cause injury to staff and students, and/or,
 - Damage property.
- Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid aggression, and to keep students away from the actual act or disturbance.
- If the nature of the unrest is located within the stadium, EVACUATION is the safest course of action. If the unrest is occurring outside the stadium, you may attempt to prevent access into the stadium or evacuate away from the unrest. In either case, maintain close communications with law enforcement and request their assistance.

Overall Emergency Response Actions:

1. Isolate the incident as best as possible by:
 - a. Removing unruly students from the stadium,
 - b. Saturate the disturbance with staff (teachers, coaches, SRO's, security) to form a physical human barrier between the unruly and the student population.
2. Report disruptive circumstances to the Principal or designee.
3. Avoid arguing with the participants.
4. Have all students and visitors leave the immediate area of disturbance.
5. EVACUATE students and guests to a secure school building, lock doors, account for all students and remain until given further instructions. Stay away from windows and doors.
6. Call 9-1-1. Request assistance from Law Enforcement.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Stadium Plan (Exterior Hazmat Release)

Event Date: _____ Time: _____

General Safety Message:

- The nature of the material and the proximity of the incident to the stadium site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the stadium.

Overall Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, **EVACUATE** to a safe location away from the incident. Initiate **EVACUATION**. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
3. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
4. If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders – Health or Fire Department.
7. Do not allow the return of students to the stadium grounds until public safety officials declare the area safe.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Stadium Plan (Fire/Fire Alarm)

Event Date: _____ Time: _____

General Safety Message:

- A fire in an adjoining area, such as a wildland fire, can threaten the stadium and endanger the students and staff. Response actions are determined by the location and size of the fire, its proximity to the stadium and the likelihood that it may endanger the school community.
- Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire.
- All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Overall Emergency Response Actions:

1. Call 9-1-1, if necessary
2. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
3. If there is a threat of airborne toxicity, **EVACUATE** to a safe location away from the incident. Initiate **EVACUATION**. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Take attendance at the assembly area. Report any missing students to the Principal or designee and to Emergency Response Personnel.
5. Do not allow the return of students to the stadium grounds until public safety officials declare the area safe.
6. Notify District Office of the incident.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Stadium Plan (Severe Weather)

Event Date: _____ Time: _____

General Safety Message:

Thunderstorm/Tornado:

- Severe Thunderstorms and Tornadoes can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
- An emergency response is required when this type of weather poses any risk to the students or staff.
- A **WATCH** is issued when storms are possible in and near the **WATCH** area. It does not mean that they will occur, it only means they are possible.
- A **WARNING** is issued when storms are occurring or imminent in the **WARNING** area. If a **WARNING** is issued, seek safe shelter immediately.
- Be Prepared to **EVACUATE** to Shelter locations.

Winter Storm:

- Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
- Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
- An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Overall Emergency Response Actions:

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate **REVERSE EVACUATION** procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans for shelters.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Student with Weapon(s)

Event Date: _____ Time: _____

General Safety Message:

- The brandishing of any weapons poses an immediate threat to students and staff.
- Response is the same whether the weapon is used, seen, or suspected but not in use. Safety must always be the foremost consideration.
- A person wielding a weapon will usually respond best to calm and reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

Overall Emergency Response Actions:

1. Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or the area. Move other to a safe area to protect them from danger if it is safe to do so.
2. Alert the Principal or their designee
3. Make no effort to intervene. Allow a law enforcement officer to take possession of any weapons.
4. Provide first-aid to victims, if needed.
5. Account for all students and staff.
6. Assist police officers – provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Attachments: __ Floor Plan __ Site Map __ Bomb Threat Call Sheet __ Threat note or email __
Other

Incident Worksheet: Suspicious Object/Potential Explosive Device

Event Date: _____ Time: _____

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

- Foreign mail, air mail, or special delivery packages
- Restrictive markings, e.g., "Personal" or "Confidential"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of "common" names
- Excessive weight, unevenly distributed weight
- No return address
- Excessive postage
- Excessive masking tape, string, etc.
- Oily stains or discoloration to packaging
- Protruding wires or tin foil
- Rigid envelope

Overall Emergency Response Actions:

Unopened and non-leaking package or envelope:

1. Do not open package. Do not pass it around to show it to other people.
2. Do not bend, squeeze, shake, or drop package.
3. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
4. Leave the room promptly and prevent anyone from entering.
5. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Incident Worksheet: Threat of Violence

Event Date: _____ Time: _____

General Safety Message:

- Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
- Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Overall Emergency Response Actions:

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate LOCKDOWN. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Attachments: ___ Floor Plan ___ Site Map ___ Bomb Threat Call Sheet ___ Threat note or email ___
Other

Part 3 – Annexes

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

Standard telephone – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

Intercom systems – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.

Bullhorns and megaphones – A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

Computers – A wireless laptop computer 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, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

Fax machines – Possible uses include an off-campus accidents where lists of students and staff members 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.

Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Describe the communications systems used in the building(s), i.e., inter-com, room telephones, cellular phones, two-way radios, pagers, e-mail, etc., as well as the communications with buses, field houses, etc.

Communications Systems Table

Description	Location	Amount
Land Telephone	Central Office	
Cell Phones		
Intercom	Elementary & High School Offices	
2-Way Radio with busses, Central Offices, Elementary Office, SRO, & High School Office		

Hand Held 2-Way Radio with Elementary Office and Elementary Staff

Email – All Rooms

TELEPHONE TREE

A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to several (no more than 5-7 is recommended) on the Emergency Management Team; then link to different staff groupings (teachers, support staff, etc.). In practice, the first person on the list calls several people, who in turn call others, etc., until everyone on the list has been notified of the situation. 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 telephone tree is activated.

Contacting Families Immediately Affected by a Tragedy (School Reach)

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety*. They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- Do not embellish or speculate. Explain what happened; focus on facts.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their child and ways to talk with them.
- Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- Inform parents and students when and where school will resume.
- 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 is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

Communication with Home: Responding to Family/Community

- Area Commander will activate plan for working with media.
- Secretaries must be instructed to answer all telephone lines, if necessary, as follows:
- Be calm, patient, and courteous when dealing with callers.
- Reassure families that the district is at work to keep their children safe.
- Give all callers the same information which includes these topics:
- In answer to "What's going on?", "What happened?", read the prepared statement, which was read in faculty meeting. Update information as often as possible, but make certain all persons answering the phone have the same printed information.
- In answer to "What are you doing to keep my child safe?", enumerate measures presently in operation.
- Do not be afraid to say, "I don't know." Encourage caller to phone again later and reassure her/him that you will attempt to have the information the caller needs at that time.

- Thank parents for calling.
- Give time and place, if family meetings are scheduled.
- Ask if families have received letters, if letters were sent

HANDLING RUMORS

People are going to talk about an emergency and without facts, people 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:

- Identify and notify **ALL internal** groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

The primary objective is to work as quickly and cooperatively as possible to supply timely information to the media on the crisis and its impact on the district (as well as students, teachers, or staff members) provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of the students or employees, or the concerns of their families.

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- Identify and assign a Public Information Officer or single information source.
- Direct media representatives to one area where briefings can take place.
- Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's/district's good record.
- Speak to reporters in plain language (English) - not in "educationese."
- If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- If there is involvement with a criminal case, work in conjunction with law enforcement.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- Contact District Support Team to regularly update.
- Delay releasing information until facts are verified and the school's position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make 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.

Always provide a phone number to call for additional or updated information.

Media Briefings

During the emergency, the district will make every effort to release all news to ensure timely, consistent distribution to members of the media.

All media briefings will be scheduled in advance, with the times based on the priorities of the emergency response team and authorized spokespersons. Thirty-minute notice will be provided when the emergency is in a critical phase. A briefing schedule for the following day will be announced when the situation has stabilized.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Media Contact Information

RADIO STATIONS:		
STATION NAME	PHONE NUMBER	FAX NUMBER
KJPW-KFBD KFLW	573-336-4913 573-336-5359	573-336-2222 573-336-7619
KJEL 103.7	417-532-9111	417-532-3365
KLIK KJMO	573-893-5100 / 573-449-4141	573-893-8330 / 573-449-7770

TELEVISION STATIONS:		
STATION NAME	PHONE NUMBER	FAX NUMBER
KRCG-TV (13) CBS	573-896-5144	573-896-5193
Springfield KY3	417-268-3200	417-268-3364

PRINT MEDIA:		
PRINT MEDIA NAME	PHONE NUMBER	FAX NUMBER
Waynesville Daily Guide	573-336-3711	573-336-4640

Health & Medical Annex

Medical Team

This functional annex addresses medical care in an emergency or disaster situations, First aid, public health, and crisis counseling.

Identify absentee level that should trigger the closing of each school and district.

First Aid Kits

Identify the locations of first aid kits (i.e., nurse's station, kitchen, each classroom, gymnasium, field house, etc.) and who is responsible for their maintenance.

If a kit is in each classroom, do not list them individually.

First Aid Kit Locations

Location	Maintained By	Expiration Date
Every Classroom	School	
Nurse's Office	School	
Room 204 in Elementary Wing		

Students With Special Needs

Student Name	Nature of Special Need (Physical, Vision, Hearing, Psychological, Medical, Other)	Self Evacuate? (Yes/No)	Staff Assigned to Assist

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED) in the school. This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

RESPONSIBILITIES

1. School Board Insurance carrier:
 - a. Approves the program which is consistent with manufacturer's specifications and directions.
2. Medical Director:
 - a. Writes the medical order for the AEDs, approves this protocol and any revision prior to implementation.
 - b. Reviews any incident where an AED is used and returns comments to the School Nurse Coordinator.
3. School Nurse Coordinator:
 - a. Serves as the program coordinator for the District AED program.
 - b. Reviews the AED program annually with the Medical Director and updates protocol as needed to ensure the program is compliant with all city, state and/or federal regulations.
 - c. Schedules the initial training and continuing education programs for the school nurses.
 - d. Ensures necessary equipment and related supplies are available to sites.
 - a. Barrier mask to limit transmission of blood borne pathogens and other bodily fluids between rescuer and patient.
 - b. Razor to shave the electrode sites, if necessary.
 - c. Gloves
 - d. Sanitizing hand wash
 - e. Trauma shears for cutting away clothing
 - f. Replacement batteries and pads
 - g. Ensures all pertinent reports, forms, etc., are easily accessible.
 - h. Ensures all records and reports are properly prepared and maintained.
 - i. Notifies local EMS providers of the department's AED acquisition(s) and their locations.
 - j. Reviews any incident where the AED is used.
4. School Nurse:
 - a. Serves as the designated AED operator in the elementary and middle schools
 - b. Maintains current certification through an approved CPR/AED course.
 - c. Orders replacement pads/batteries from the School Nurse Coordinator when pads/batteries need replacing for units installed in the buildings.
5. Principals:
 - a. Provide training opportunities to ensure that they have a minimum of two (2) staff members currently trained (not including the nurse) in CPR and AED operation. Certification status is to be checked annually.

- b. Responsible to include all AED locations and a copy of this protocol in their Emergency Plan.
 - c. Ensures the maintenance and maintenance reporting of the AED and related equipment per manufacturer's recommendations or as otherwise needed.
 - d. Provide the School Nurse Coordinator and Security Coordinator with a list, updated annually, of trained responders.
 - e. At the high school level, the principal will designate two (2) trained staff members, as designated AED operators, for each AED mounted in the school.
6. AED-Trained Employee:
- a. Activates internal emergency response system and provides CPR/AED according to training and experience.
 - b. Follows the procedure for the AED program.
7. Volunteer Responder:
- a. Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training, experience, and comfort.
 - b. The emergency medical response of these individuals may include CPR, AED or medical first aid.
8. School District:
- a. Will encourage employees to take CPR/AED training.

AED LOCATION (4) Nurse's Office, Gym,(Display Case), H.S. Principal Office

- 1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
- 2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
- 3. The location of the AED will be clearly marked.
- 4. The AED will be accessible at all times during the school day.
- 5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

TRAINING

- 1. All AED training is to be performed by a certified AED/CPR instructor. AED training must have a CPR component. If no current employees are certified as an instructor, training must be contracted.
- 2. Re-certification is required annually for the American Red Cross and bi-annually for the American Heart Association.
- 3. Periodic, individual skills training will be conducted by the division's trainer or contracted trainers to ensure certified employees remain confident with their AED use skills.

AED EQUIPMENT CHECKS AND MAINTENANCE

The elementary school nurse and secondary principals/school security officers will:

1. Ensure the AED status is monitored per manufacturer's instructions. Inspections are to be performed in accordance with the AED's owner's manual and will include AED battery life, pads, and AED operation status.
2. Document inspections and record on the AED checklist form.

RECORD KEEPING

1. All records pertaining to each site's AED protocol will be kept on file and maintained by the site administrator or designee and periodically reviewed by either the School Nurse Coordinator or Occupational Health Nurse.
2. The following records and reports are to be prepared and maintained for a period of the current school year plus five (5) years.
 - a. Current records of each authorized AED user, which provides documentation of training and qualifications, including evidence of certification.
 - b. Records pertaining to incidents when the AED is used.
 - c. If an incident should occur, the employee(s) who respond shall gather as much information from bystanders as possible using the Incident Report. This report should be filled out promptly after an occurrence. Copies of this report shall be forwarded to the School Board insurance provider, Medical Director, School Nurse Coordinator, Executive for Student Services, Occupational Health Nurse (if victim is a staff member) and the division Purchasing Manager for review within 24 hours or the next business day following the event.
3. Records pertaining to each AED currently in use, to include maintenance records, AED checklist forms, and records of any pertinent safety inspections shall be maintained for the life of the equipment plus five (5) years.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:
 - a. Note the time of the event.
 - b. Follow First Aid/CPR with AED training protocols.
 - c. Provide the sequence of events to EMS when they take over the scene.
2. The second person who arrives should:
 - a. Bring the AED to the site and assist the First Aid Attendant or First Responder.
3. The third person who arrives should:
 - a. Record the events that occur and minimize traffic in the area.
4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, an District employee is to accompany the student to the hospital, and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.
8. Post Incident

- a. The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.
- b. All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

Exposure Control Plan

Possible types of exposures include but are not limited to:

Biological Agents: Biological agents can range from salmonella (food poison) to small pox.

- ***The onset of symptoms is VERY SLOW*** (measured in terms of several hours or even days), and some biological agents are contagious (like the flu).
- A critical factor on reacting to a biological threat is to determine the type of agent.
- Utilize the local and or state health departments for assistance determining the type of exposure and if it is contagious.
- If the threat is contagious, a lockdown may be necessary to minimize cross-contamination and facilitate vaccination.
- In many cases, decontamination may be required to minimize further exposures.
- If students have been exposed to a biological agent, the onset of symptoms will be slow and many students may not know they have been exposed for many hours or days.
- If you suspect a biological exposure has occurred, contact the local health department.
- Remember, if symptoms are present, the exposure probably occurred some time ago. Think in terms of **lockdown** for treatment and vaccination.
- If you suspect an exposure has recently occurred, but no symptoms are present, **evacuate** the area and enact the applicable Interior or Exterior Release plan.
- Delivery methods for biological agents are numerous (airborne, water, food, direct contact, etc.). Persons are exposed through inhalation or absorption (skin and eyes). Some biological agents are contagious (the plague is a biological pathogen) and all can be spread through cross-contamination (an exposed person touching a non-exposed person).

Chemical Agents: Chemical agents include such toxins as tear gas and deadly poisons like sarin.

- ***The onset of symptoms is VERY FAST*** (measured in seconds to minutes).
- While chemical agents are not contagious, cross exposure is a major concern and decontamination is critical.
- If students have been exposed to a chemical agent, the onset of symptoms will be very fast and affect a large number of students in the exposed area almost immediately.
- If this type of exposure has occurred, implement the applicable Interior or Exterior Release Plan.
- Delivery methods for chemical agents are numerous (airborne, water, food, direct contact, etc.).
- Persons are exposed through inhalation or absorption (skin and eyes).
- While not contagious, cross contamination can occur, when an exposed person contacts a non-exposed person.

Mental Health

The Mental Health is included in the Medical Annex and is part of each schools emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

- Before the disaster/critical event:
 - Build community at school
 - Identify, monitor, and support at-risk students and staff
 - Develop ties with mental health and other community resources that support the emotional well-being of children
- During the disaster/critical event:
 - **Protect**—children by shielding them from:
 - Bodily harm
 - Exposure to traumatic stimuli (sights, sounds, smells)
 - Media exposure
 - **Direct**—ambulatory students who are in shock and dissociative
 - By using kind and firm instruction
 - To move away from danger, destruction, and the severely injured
 - **Connect**
 - To you as a supportive presence
 - To caregivers
 - To accurate information
 - Triage for signs of stress that jeopardize safety
 - Segregate survivors based on exposure level
 - As appropriate, activate the Regional Homeland Security Mental Health Response System
 - Begin psychological first aid, including the work to reestablish the perception of security and sense of power
- After the disaster/critical event:
 - Reunite the students with caregivers as soon as possible
 - Reestablish a calm routine
 - Restore the learning environment
 - Continue with psychological first aid
 - Provide responsive crisis and grief counseling
 - Initiate referrals to mental health professionals
 - Provide information and psycho-educational materials to families/caregivers.

- Assist in community efforts to provide support for families
- Before, during, and after the disaster/critical event:
 - Provide ongoing support
 - Teach stress management
 - Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team (See Appendix 6). When appointing the CIT, consider persons who have:

- Understanding of school mission
- A sense of responsibility beyond routine
- Ability to establish rapport quickly
- Ability to listen to difficult feelings and experiences of others
- Clear about feelings, thoughts, biases
- Maintain confidentiality
- Aware of limitations
- Aware of the need for self care
- Ability to support persons with special needs
- Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, “The Road to Resilience:” <http://www.apahelpcenter.org/featuredtopics/feature.php?id=6&ch=2>). Conduct on-going screening of students for symptoms of post traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

- Lower grade point averages
- More negative comments in their school records
- More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

The CIT should review the example letter provided in Annex B, the Communication/Public Information Annex. The letter should include information about the role of the crisis intervention team and information that will help parents/guardians prepare for the procedures to be followed at the reunification site.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:

- Consider requesting responding agencies to be trained in psychological first aid.
- Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
- Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:

- Supporting schools and neighboring school district teams
- Local community mental health centers
- Local College and University resources

- Private mental health agencies
- Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

- Regional Support and Assistance Teams where available
- (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
- NOVA, the National Organization of Victim Assistance:
 - Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is nova@try-nova.org or 202-232-6682. NOVA services include:
 - Immediate assistance within 24 hours
 - Planning coordination with emergency responders
 - On-site, one-to-one companionship
 - On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companionship, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification (NOVA page 12-20).

Mental Health Resources

Organization Name	Date of written agreement	Contact Name	Phone	Address
Pulaski County Health Dept.		Debra Baker (Administrator)	573-736-2217 Or 573-736-5202	101 12 th Street at Hwy. 17

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

- Ongoing training and exercising for the CIT
- Training for all staff on referral of others and self-referral
- Educating all staff about common stress reactions they may observe in the classroom
- Training for special education teachers and facilitators regarding stress reactions of children with special needs.

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

- Irritability, anger
- Self-blame, blaming others
- Isolation, withdrawal
- Fear of recurrence
- Feeling stunned, numb, or overwhelmed
- Feeling helpless
- Mood swings
- Sadness, depression, grief
- Denial
- Concentration and memory problems

Physiological responses of survivors may include:

- Change in appetite
- Headaches, chest pain
- Diarrhea, stomach pain, nausea
- Hyperactivity
- Nightmares
- Change in sleep patterns
- Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

- The person has been exposed to a traumatic event
 - Threat to physical integrity of self or others
 - Response of intense fear, helplessness or horror
 - Children may show disorganized or agitated behavior
- The traumatic event is re-experienced (1 or more)
 - Intrusive recollection of the event
 - Young children may engage in repetitive, trauma-linked play
 - Dreams of the event
 - Children may report frightening dreams without recognizable content or dreams of monsters
 - Acting as if or feeling that the event is recurring
 - Young children may show trauma-specific reenactment
 - Intense psychological distress to exposure to trauma cues
 - Physiological reaction to exposure to trauma cues
- There is avoidance of trauma cues and numbing of responsiveness (3 or more)
 - Avoid threats, feelings, conversations of trauma
 - Avoid activities, places, people linked to trauma
 - Can't recall important aspects of trauma
 - Less interest or participation in important activities
 - Feeling of detachment/estrangement from others
 - Restricted range of feelings
 - Sense of foreshortened future
- Persistent increased arousal (2 or more)
 - Difficulty sleeping
 - Irritability or outbursts of anger
 - Difficulty concentrating
 - Hypervigilance
 - Exaggerated startle response
- Disturbance lasts longer than one month
- Distress causes significant distress or impairment

While many students and staff may show some short term stress responses, most will recover without developing a psychiatric condition.

As stated elsewhere in this plan, it is possible that an area-wide disaster would overwhelm the professional emergency response services and delay the availability of mental health professionals for 3 or more hours. The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be

given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:

- Provide adequate site security. Security and safety measures need to be concrete and visible.
- Control the flow of information to protect against unnecessary re-exposure to the trauma
- Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:

1. Introduction—state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations—ask students to describe their initial reactions to what they saw, heard, and felt
3. Information—summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event. A Classroom Discussion Worksheet is provided to assist the classroom teacher in facilitating the discussion. The worksheet is completed by the classroom teacher and submitted to the school-based mental health professional immediately after the discussion.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize the Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSN.org and in the

Preschool Through Second Grade:

- Provide support, rest, comfort, food, opportunity to play or draw
- Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
- Help clarify or correct any misconceptions that they might have regarding the event
- Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
- Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
- Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
- Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
- Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
- Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
- Give explanations about the physical reality of death

Third Through Fifth Grade

- Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
- Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
- Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
- Encourage expression of fear, anger, sadness, in your supportive presence
- Encourage them to let teachers know when thoughts and feelings interfere with learning
- Support them in reporting dreams, provide information about why we have bad dreams
- Help to share worries; reassurance with realistic information
- Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
- Offer to meet with children and parent(s) to help children let parents know how they are feeling
- Encourage constructive activities on behalf of the injured or deceased
- Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up:

- Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.
- Help them understand the adult nature of these feelings; encourage peer understanding and support
- Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
- Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
- Discuss the expectable strain on relationships with family and peers
- Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
- Link attitude changes to the event's impact
- Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be lead by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses:

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

- Identify methods to work with the reunification team
- Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed
- Establish a CIT communication protocol

Death Notifications:

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

- Make the notification in pairs
- Do not take personal items of the deceased with you to do the notification
- If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
- Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
- Confirm that the person you are talking to is the appropriate person to be notified.
- If you visit the home of a survivor, ask to enter the home before making notification.
- Encourage survivors to sit, and sit down with them when you talk to them.
- The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others, and be prepared to care for any children.
- The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."

- Be prepared to present confirming evidence in a convincing fashion in the face of denial.
- Focus on immediate needs of survivors. If survivors want, help them notify others.
- Do not leave survivors alone. Leave them with someone and with a “safety net.”

Funerals and Memorials:

The school’s policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: “What is done for one must be done for all.” This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed. (See http://www.nasponline.org/resources/crisis_safety/memorials_general.aspx for suggestions.)” (MCGP: Responsive Services School-Wide Crisis/Critical Incident Emergency Management Plan: page 13).

Notes: Some schools allow and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student’s chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are “triggers” or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources:

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition:

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after action review and report. When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References:

- APA (American Psychological Association), *Diagnostic and Statistic Manual-IV*
- Kendall Johnson, *School Crisis Management: A Hands-on Guide to Training Crisis Response Teams*. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
- NASP (National Association of School Psychologists), *Best Practices in School Crisis Prevention and Intervention*. Bethesda, MD: NASP Publications, 2002, chapters 26-27
- NCTSN (National Child Traumatic Stress Network), *The 3R's of School Crises and Disasters*, undated
- NOVA (National Organization for Victim Assistance), *The Community Crisis Response Team*, 2002
- Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. *Journal of Traumatic Stress, 1*, 445-473.
- USDE (U.S. Department of Education), *Practical Information on Crisis Planning: A Guide for Schools and Communities*, May 2003 U.S. Department of Education, *Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School*

Emergency Management, Vol. 3, Issue 3, 2008: “Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect – Model and Teach”

Hazardous Materials Annex

District Hazardous Materials Coordinator

Name: Crocker Emergency Management
Address: C/O Crocker Fire Dept.
Contact:

On-Site Hazardous Materials

Type	Amount	Location	Custodian
Propane Tank	10,000 Gal.	School (East Side)	Dennis Gibbs (Maintenance)

Cleaning Chemicals – Custodian Storage Areas –

Tammy Davis (Head Custodian)

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the District Safety and Security Procedures. These plans are school-specific and provide the detail needed to carry out the specifics of the District Safety and Security Procedures at the building level. These Safety and Security Procedures will answer such questions as:

- Who will carry out the procedures?
- What areas of the building will be involved in each part of the plan?
- When will parts of the plan be carried out?

This plan will follow the same outline as the District Safety and Security Procedures. Building procedures are to be used in conjunction with the District Safety and Security Procedures and is not intended as a stand alone document.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, has designated the following entrance and exit doors for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door No.	Location	Times Locked	Monitored by	Who may use this door?

All exterior doors are locked and monitored. All main entrance doors can be unlocked remotely, and are monitored during school hours.

Key Control Outside Lock Box on Storm Shelter (FEMA)

Name	Phone	Cell	Home
Crocker Fire Dept.	573-736-2733		
Crocker Police Dept.	573-736-2211	573-586-7525	

Crocker Emergency Management

All Administrators, Maintenance, & Custodial Staff

*All of the above have keys to Crocker School buildings.

Visitor Procedures:

Vendors, parents/guardians, and other visitors will use the following identification procedures:

- Visitors will enter through the designated entrances of the building, depending on area of school they are going.
- Visitors will follow the signs at the entrances and report to designated office to register.
- The secretary or health paraprofessional will greet all visitors in a friendly manner to relax the visitor to make it easier to ask questions later.
- Secretary or health paraprofessional will question all visitors in a friendly manner to find their purpose for visiting the school.
- If questioned, secretary or health paraprofessional will explain to visitors that, to help ensure school safety, visitor screening and identification procedures must be followed.
- If the visitor requests to visit a teacher, the greeter should contact the teacher to see if the visitor has an appointment before escorting them to the classroom.
- Only visitors who have appointments should be allowed to visit classrooms.
- Visits to classrooms, during the school day when students are present, will be granted by the principal by appointment only.
- If a visitor is unknown to school personnel, the secretary or health paraprofessional will ask them for identification.
- Any visitor announcing himself or herself as a federal agent, law enforcement officer, or employee of the District is to be asked for identification. Government and law enforcement agents and District employees should have photo ID' s.
- Immediately contact the principal and/or SRO if the visitor seems nervous, hostile, is sweating or pacing, looks unkempt, distraught, disoriented, or if there are other visible indicators that the visitor is a security risk.
- When secretary or health paraprofessional is registering visitors at the office, they should request visitors who do not have a valid reason for being in the building to leave the campus.
- If necessary, call for law enforcement assistance.
- Instruct staff members who encounter an individual in the building without a valid District identification badge to escort the individual to the principal's office. If the individual refuses to comply, notify the principal and/or SRO immediately.
- Secretary or health paraprofessional should request the visitor to record the following information in the visitor logbook: signature, printed name, date, arrival time, name of employee or student being visited, and the departure time. The printed name should be compared to the visitor's ID. Request the visitor to return to the office and sign out of the visitor logbook and return the visitor badge upon departure from the campus.
- District employees with valid identification badges are required to register in the logbook.
- Workers or vendors entering through the rear of the building, are supervised or observed by a building staff member during their visit, and have the proper

identification need not sign the logbook unless the duration of the visit extends beyond one hour.

- It is not necessary for District employees with the official identification badge to sign the logbook if it is after 4:00 p.m. and classes have been dismissed, or if there are no students in attendance.
- Volunteers need to sign the logbook when entering the building and sign out when leaving the building. Provide the visitor with a valid District visitor identification badge and explain that it is to be worn at all times while the visitor is on campus.
- Vendors who routinely enter the building and who are well known by the principal will be issued a long-term vendor badge after they sign in the visitor logbook.
- Vendors who deliver to docking areas need not obtain a visitor badge if they are under the direct supervision of a District employee.
- Report all uncollected and/or lost badges to the principal.
- Periodically review the visitor logbook to identify potential problems.
- Elementary school administrators will designate a waiting area in the lobby or other area(s) near the front entrance for parents who come into the school at the end of the day to pick up their children during inclement weather. This area should be located where visitors and parents can be contained with a minimum of supervision. This area should be as near as possible to exits so that visitors entering and exiting the building will pose minimal exposure to the rest of the building. Barriers or ropes are not recommended to cordon off this area. Having a designated area will avoid the need to issue visitor badges to parents and will help avoid confusion in the hallways.

Security-Related Services & Vendors

Agency	Phone	P.O.C.	Phone
Alarmco	573-336-5921	St. Robert, MO	

Recovery Annex

Recovery

AREA COMMAND RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Counseling Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS / COMMUNITY SERVICES TEAM

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS COUNSELING TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

FACULTY RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

Family Reunification

Part of the planning process includes finding a suitable family reunification site. It is rare to require a formal family reunification process at the same school that the emergency occurs.

Reunification Site Selection Criteria

- If the school is experiencing an emergency, family reunification should take place at an alternate site (church, community center, another school, etc.).
- The size of the location and number of staff required to efficiently implement a family reunification is dependent on the number of students.
- There should be adequate traffic control and parking for the number of parents.
- School/District officials should have the ability to regulate access to the location. This includes preventing media from entering the site and stopping students from leaving without completing the required procedures.
- The location should provide adequate support for students (restrooms, activities, etc.).
- The location/reunification team should have the ability to communicate with officials and hospitals regarding student location, injuries, etc.

Reunification Procedures

If the school evacuates/experiences an emergency, the following procedures should take place and be coordinated with the district office and emergency responders (as appropriate).

1. The school will obtain students records regarding release authority.
2. The students will be safely transported to the reunification site.
 - a. Consider accommodations for students with special needs.
3. Parents will be notified of where they can pick up the students.
 - a. Use social media, news outlets, and mass notification. Parents should NOT report to the school experiencing the emergency.
4. A **Request Gate**, **Reunion Gate** and **Student Holding Area** will be established..
 - a. **Request Gate** – where parents go to request students.
 - i. Staffed by school or district personnel and runners to obtain students.
 - ii. Counselors to assist family members may be required (I.e. if some students are unaccounted, injured, or deceased).
 - iii. Parents are directed to the Request Gate.
 1. Verify ID and authority
 2. Have parent(s) fill out reunification form
 - iv. Runner takes student(s) from Student Holding Area to the Reunion Gate.
 1. Provide support to parents if students are not onsite.
 - b. **Reunion Gate** – where students are brought to their parents.
 - i. Staffed by school/district personnel.
 - ii. Verify release authority/documentation prior to reunification.

- iii. Release student to (only) authorized Parent/Guardian, after determining the Parent/Guardian is authorized to pick up student.

c. Student Holding Area –

- i. Will consist of staff members and at least one Law Enforcement Officer to ensure safety of students, staff, and faculty.
- ii. All students will remain in this Holding Area (no exceptions), and will not leave this area without permission or escort of Holding Area personnel, or if they have been approved to be picked up by request gate staff.

Reunification Incident Team Diagram and Individual Duty Roles and Responsibilities