

**SCHOOL DISTRICT
EMERGENCY
OPERATIONS
PLAN**

For

ShowMe School District

August 2009

ShowMe School District Emergency Operations Plan

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City Manager (evacuation)

Community Services Director (damage assessment)

Public Works Director (removal of debris and utility coordination)

Distribution List
ShowMe School District Emergency Operations Plan

<u>Agency</u>	<u># Copies</u>
Superintendent	8
School District Safety Committee members	16
Principal/Building Supervisor	23
School Libraries (2 each)	46
City Manager	1
Community Services Director	1
Public Works Director	1

Record of Changes
ShowMe School District Emergency Operations Plan

Change Number	Date of Change	Description of Change	Change Made By (signature)
1	Feb 23, 06	page iv form	R. S. Thompson
2	Feb 23, 06	page 8 references	R. S. Thompson
3	Jul 1, 06	Apn 4 to Anx A added	R. S. Thompson
4	Jul 1, 06	Apn 5 to Anx C added	R. S. Thompson
5	Jul 3, 06	Apn 6 to Anx G added	R. S. Thompson
6	May 23, 07	Apn 1 to Basic Plan	R. S. Thompson
7	Sep 25, 07	Annex E: Security	R. S. Thompson
8	Feb 13, 08	Annex A and Incident Action Plan	R. S. Thompson
9	Apr 4, 08	Annex F appendices	R. S. Thompson
10	Jun 16, 08	Apn 3 to Anx H added	R. S. Thompson
11	Dec 8, 08	11 questions added to Appendix 4	R. S. Thompson
12	Jan 20, 09	Annex G	R. S. Thompson
13	Aug 26, 09	Annex F appendices modified	R. S. Thompson

FOREWORD

- A. This plan will outline actions to be taken by the school officials in conjunction with school district and local government officials to:
 - 1. Prevent avoidable disasters and reduce the vulnerability of students, faculty and administration to any disaster that may strike
 - 2. Establish capabilities for protecting students, faculty and administration from the effects of disasters
 - 3. Respond effectively to the actual occurrence of disasters
 - 4. Provide for recovery in the aftermath of any emergency involving extensive damage within the school
- B. It is not the intent of this plan to deal with those events that happen on a daily basis, which do not cause widespread problems and are handled routinely by the administration and staff. It will, however, deal with those occurrences that create needs and cause suffering that the victims cannot alleviate without assistance, and that require an extraordinary commitment of school and governmental resources.
- C. The ShowMe School District Emergency Operations Plan is a multi-hazard, functional plan, broken into three components:
 - 1. A basic plan that serves as an overview of the district's approach to emergency management
 - 2. Annexes that address specific activities critical to emergency response and recovery
 - 3. Appendices which support each annex and contain technical information, details, and methods for use in emergency operations.
- D. The Basic Plan is to be used primarily by the members of the district's incident command team, but all school staff should be familiar with it. The annexes and the appendices are for the members of the incident command team and not for all members of the staff.
- E. The contents of this plan must be understood by those who will implement it in order for emergency management planning to be effective. The district administration will brief staff on their roles in emergency management. Newly employed administrators and staff members will be briefed as they assume their duties.
- F. Staff with assigned tasks will be responsible for the development and maintenance of their respective segments of the plan (See Part V of the Basic Plan). They will update their portion of the plan as needed based on observations made during emergency response, deficiencies noted during drills and exercises, and changes in school structure and procedures.

Glossary of Terms and Acronyms

After Action Review – The process facilitated by the principal immediately after the end of each incident or exercise to capture lessons learned and, as appropriate, to draft changes to this plan. The after action review will include a summary of situation reports, actions taken, and final status of personnel, facilities, equipment, and resources. The after action review will then reinforce the things that went well and identify areas needing improvement.

Command Post – The location from which the Incident Commander directs emergency operations.

DRC – The Disaster Recovery Center (DRC) is a place manned by local, state, and federal agencies and organizations where disaster victims can find out what types of assistance are available to them.

EMD – The Emergency Management Director (EMD) is responsible for developing and maintaining the EOP and EOC at each government level.

EOC – The Emergency Operations Center (EOC) is the centralized location that serves as the command center for emergency operations at the city level or above. Here information is collected, displayed and evaluated. Coordination between school administrators and emergency response agencies takes place in the EOC and resources are managed.

EOP – The Emergency Operations Plan

ERT – Emergency Response Teams (ERT) assume functional responsibilities as part of the Incident Command System (ICS)

Exercises – An activity designed to promote emergency preparedness; test or evaluate emergency management plans, procedures of facilities; train personnel in emergency response duties, and demonstrate operational capability. There are four types of exercises utilized by ShowMe schools: drills, tabletops, functional, and full-scale.

HAZMAT – Hazardous Material

ICS – Incident Command System is the national model for command and control at the incident level in an emergency. See also NIMS.

JIC – The Joint Information Center (JIC) is the public information part of the EOC, where the unified command coordinates news releases, statements, and responses to media inquiries.

LEPC – Local Emergency Planning Committee, normally organized at the county level, oversees hazardous material response for the community.

Mitigation – The on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced.

NIMS – National Incident Management System is the consistent nationwide template for coordination of government, private-sector, and nongovernmental organizations above the incident commander (ICS) level during emergencies.

PIO - The Public Information Officer is the individual within the Incident Command System responsible for informing the public and releasing information to the media.

Recovery – Getting the school operation back to normal following an emergency.

SOG – Standard Operating Guideline is a ready reference to those procedures that are unique to a situation and which are used for accomplishing specialized functions.

Stand Down – To inactivate emergency response teams and command posts, normally as part of recovery.

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ShowMe School District Emergency Operations Plan

Basic Plan

I. PURPOSE

This emergency operations plan has been developed to assist the ShowMe School District in protecting the lives of its students and staff should a disaster or emergency situation affect the school. This plan addresses all types of hazards and must account for activities before, during and after an occurrence.

II. SITUATION & ASSUMPTIONS

A. The district has 19 buildings:

Administration	1234 1 st St.	666-XXXX
District Operations	5678 9 th St.	666-XXXX
Holden Center	514 22 nd St.	666-XXXX
Berry Center	803 13 th St.	666-XXXX
Barkley Center	1202 28 th St.	666-XXXX
Vocational Technical Center	3434 Fairlane	666-XXXX
University High School	412 Highland Ave.	666-XXXX
Tiger High School	5655 4 th St.	666-XXXX
Glenn Middle School	720 Noyes Blvd.	666-XXXX
Robidoux Middle School	4214 St. Joseph, Ave.	666-XXXX
Tiger Middle School	5802 S. 22 nd St.	666-XXXX
Coleman Elementary School	3312 Beck Rd.	666-XXXX
Edison Elementary School	515 N. 22 nd St.	666-XXXX
Ellison Elementary School*	45 SE 85 th Rd.	666-XXXX
Field Elementary School	2602 Gene Field	666-XXXX
Hall Elementary School	2509 Duncan	666-XXXX
Hosea Elementary School	6401 Gordon	666-XXXX
Humboldt Elementary School	1520 N. 2 nd St.	666-XXXX
Hyde Elementary School	509 Thompson	666-XXXX

B. The enrollment and employment figures for the 2007-08 School Year are:

6929 students as follows:

586 - Kindergarten

- 592 -1st grade
- 543 -2nd grade
- 553 -3rd grade
- 549 -4th grade
- 524 -5th grade
- 535 -6th grade
- 542 -7th grade
- 528 -8th grade
- 519 -9th grade
- 501 -10th grade
- 488 -11th grade
- 425 -12th grade
- 44 – ShowMe Alternative School

927 full or part time employees, as follows:

- 63 – Full time aides
- 488 – Full time teachers
- 8 – Part time teachers
- 249 – Other building level staff (full time)
- 28 – Other building level staff (part time)
- 91 – District level staff

- C. The school nurse will be responsible for maintaining a roster of students/staff who have sight, hearing, language, mobility, and other impairments. Building administrators will be provided the staff and student rosters prior to each semester. The building administrators will assign “buddy rooms” to ensure that a teacher with impairments is partnered with a teacher who can assist under emergency conditions. Classroom teachers will be provided the roster of students with impairments prior to the beginning of each semester, along with a copy of any existing individual Emergency Action Plans for assigned students. The classroom teacher will be responsible for updating the Emergency Action Plan as necessary and returning a copy of the updated plan to the School Nurse. They should annotate their class roster with the students’ impairments. During the first class period they should work with the special needs student to identify and train an “emergency buddy” from within the same class who will help whenever emergency procedures are initiated
- D. This plan is aligned with and supports the ShowMe City Emergency Disaster Operations Plan and Hazard Mitigation Plan, which describe the overall emergency management procedures for our city.
- E. The district administration must be able to determine who is present and who is missing or unaccounted for in the event of an emergency. The master daily attendance roster for students is recorded by the administration office at each school on the computer database each day. The computer database can be accessed by appropriate district officials using networked computers at any of the

district's 19 buildings. The school offices also maintain the records on staff and guest attendance and are responsible for carrying those records out of the buildings if there is an emergency evacuation. The District Personnel Office is notified as staff attendance status changes.

- F. The Emergency Standard Operating Guidelines for Classrooms and Buses, providing quick-reference emergency response guidance, are posted in each instructional area (classrooms, gymnasium, library, cafeteria) and on each school bus.
- G. It is assumed, in consultation with community emergency services, that in the event of a large-scale, area-wide disaster, professional emergency responders may not be able to get to a school for 3 or more hours (because local emergency resources sustain losses from the disaster, or emergency services are overwhelmed by higher priority calls, or routes to the school are blocked, etc.). Under these circumstances, this plan and the associated training enables school district personnel to respond internally to the emergency in order to save lives and property, while better preparing for the eventual arrival of emergency service professionals in a way that will expedite their work.
- H. The ShowMe School District is part of the following emergency mutual aid agreements:
 - a. Emergency planning with the Missouri Psychiatric Rehabilitation Center for the several school programs housed in their facilities
 - b. Emergency planning with the juvenile justice authorities regarding the alternative school housed in their facility
 - c. Use of middle schools as Red Cross shelters
 - d. Use of school buses for community evacuation
 - e. In the event of a traumatic incident at the ShowMe School District, counselors from area school districts will be made available to facilitate student and staff debriefings. Our counseling staff may be called away on short notice to provide the same support to other school districts within the region if the need arises.

III. CONCEPT OF OPERATIONS

- A. The ShowMe School District coordinated with responding agencies (city police, county sheriff, highway patrol, fire marshal, ambulance service, public works, etc.) on the development of this plan and will coordinate with them on all changes to the plan. Each responding agency is provided a copy of the emergency management plan for the overall school district and the plans for each building within the district, including the floor plans (Appendix 7). They also receive a copy of the district's key staff roster with contact numbers. Someone on the staff for each school has been designated to evacuate the building with a consolidated file of material safety data sheets for all hazardous materials stored within the

school building. This file, which will contain a floor plan indicating storage locations, will be turned over to the emergency responders as they arrive at the scene.

- B. Pre-emergency prevention and mitigation involves the on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced. Details regarding the prevention and mitigation measures already taken are found at Appendix 3 of this plan.
- C. Preparation to increase readiness involves training and exercising. A review of this plan is included as part of new employee training. Two drills will be conducted during the first month of school (1 fire and 1 tornado). At least one drill will be conducted every month thereafter such that there are not fewer than two fire drills and two tornado drills during the school year. For example: October fire drill, November intruder drill, December earthquake drill, January hazardous material spill drill, February fire drill, March tornado drill, and April bomb threat drill. There will not normally be a drill in May. Each drill will introduce some new challenges (closed off exit routes, students held for accountability checks, etc.). The incident command structure (incident commander, command group, and emergency response teams) will be exercised during at least 2 tabletop exercises, functional exercises, or full-scale exercises each year. Exercises will consider occurrences during passing periods, during cafeteria operation, during pre/post-school activities, etc. Every exercise (drill, tabletop, etc.) will be followed by a brief after action review, during which staff and students will provide input on lessons learned and recommended changes to the plan. The record at Appendix 5 (After Action Review Record) to this Basic Plan will be completed and a copy will be submitted to the district safety coordinator.
- D. Response to the emergency includes continuous command and control, identifies the problem and assesses the damage, activates emergency response resources, and stabilizes the situation. The command and control mechanism is referred to as the incident command system. For the ShowMe School District, the incident command system is outlined in Annex A to this plan. The Incident Commander is responsible for all emergency response duties until those duties are delegated to someone else. Response procedures include:
 - a. The initial emergency procedures to be followed by classroom teachers are outlined in the Standard Operating Guidelines posted in each instructional area. The buddy room system included in the emergency procedures improves command and control of students and makes it possible for some teachers to be released from student supervision in order to participate as members of crisis response teams. Buddy room assignments are in Appendix 2 to Annex A of building plans.
 - b. The initial emergency procedures to be followed by bus drivers are outlined in the Standard Operating Guidelines posted in each bus.

- c. The district policy regarding early release of students in the event of an unforeseen emergency is:
 - ✓ The decision to release students early is made by the Superintendent.
 - ✓ The availability of transportation and the safety of routes will be considered whenever students are released early.
 - ✓ Many high school students drive to school and are responsible for transporting younger siblings to the elementary or middle schools. Furthermore, many high school students are responsible for the care of siblings and other children until adults in the household return home from work. Therefore, high school release must be coordinated with the release of other schools in the district.

- E. Recovery from the emergency involves getting the school operation back to normal. This may depend on arranging for an interim facility while the damaged school is repaired or replaced. There are two stages of recovery:
 - ✓ Short-term recovery involves restoring crucial services and providing for basic needs.
 - ✓ Long-term recovery is restoring the school to its pre-disaster condition. Expensive reparations will involve insurance claims and perhaps government disaster relief funding. Record keeping is key to reimbursement of up to 87.5% from government disaster relief funds. A video of all district property is updated annually and a copy stored with the county emergency management office. Recording of overtime hours will be the responsibility of the principal's secretary. Mental health concerns may take longer to address than property losses. Post trauma stress disorder, even with skillful debriefings and counseling, can impact behavior for 3 to 5 years after the occurrence. Traumatized staff members may not be able to function effectively, and temporary or permanent replacement may be necessary. Recovery of the school may take a long time, but it is important to move toward recovery of the school as expeditiously as possible because the recovery of the community and the futures of the children depend upon it.

IV. CONTINUITY OF SCHOOL ADMINISTRATION

- A. Preservation of Records (from page 7 of the Emergency Disaster Operations Plan for the City of ShowMe):
 - a. Certain records and documents are vital to the continuance of government following a severe disruption of normal activities such as a major disaster.
 - b. These records and documents are to be identified by officials responsible for their day-to-day maintenance.
 - c. Resources from local government will be allocated to provide for one or more of the following options:

- i. Duplication of all such records
 - ii. Development of secure storage areas
 - iii. Timely movement to secure storage areas
- B. Essential school building records, in addition to the property video described in Recovery (above), include:
 - a. Student academic, attendance, and discipline records, and student/staff emergency data, are maintained on the district computer network and can be downloaded at the central office or another school office.
 - b. Student/staff emergency data is collected on cards or forms, which are kept by the school nurse or an office secretary. This card file is carried out of the building during emergency evacuations.
 - c. The school nurse also evacuates the building with the consolidated file of material safety data sheets for all hazardous materials in the building. That file has includes a floor plan indicating where the items are stored. That consolidated file is made available to the emergency service providers who respond to the school.
- C. The ShowMe School District is insured under the Missouri United School Insurance Council (MUSIC).

V. PLAN MAINTENANCE

- A. The district safety coordinator will facilitate after action reviews with members of the central office staff following each exercise and actual emergency. The after action reviews will include a summary of situation reports, actions taken, and final status of personnel, facilities, equipment, and other resources. The after action review will then reinforce the things that were done well and identify areas needing improvement. Weaknesses in the plan will be identified and steps will be taken to rectify those weaknesses. A record will be kept of the after action review utilizing the form at Appendix 4.
- B. The building principals will collect after action review recommendations at the building level and forward them, utilizing the After Action Review Record form (Appendix 4), to the district safety coordinator. The principals will act on recommendations by working with their safety committees to draft changes to the building plans.
- C. Plan updates will be distributed in accordance with the Distribution List on page iii of this plan.

VI. AUTHORITIES & REFERENCES

- A. Federal Civil Defense Act of 1950, Public Law 81-920.
- B. Title 42, United States Code (USC), 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. Missouri Revised Statute 44.080
- E. Missouri Revised Statute 160.480
- F. Missouri Code of State Regulation, Title 11, Div 10, Chapter 11.
- G. City of ShowMe General Ordinance 4623, October 6, 1980.
- H. ShowMe City Emergency Disaster Operations Plan, August 1996.
- I. ShowMe City Hazard Mitigation Plan.

Appendix 1 to the Basic Plan

PRIMARY AND SUPPORT RESPONSIBILITIES CHART

FUNCTIONAL ANNEX	A	B	C	D	E	F	G	H	I	J	K
F U N C T I O N	C O M M U N I C A T I O N	C O M M U N I C A T I O N	P U B L I C I N F O	S E R V I C E & R E S C U E	S E C U R I T Y	F I R E S T A I D	M E N T A L H E A L T H	H A Z A R D	M A I N T E N A N C E	S A F E & T R A N S P O R T A T I O N	F A M I L Y R E U N I O N
STAFF POSITION											
Superintendent	P										
Associate Sup. for Personnel (Personnel)	S1		S1			S2	S1				
Assistant Superintendent	S2	S1	S2		S2						P
Director of Safety & Trans. (Transportation)	S3				S1					P	
Chief Ops. Officer for Support Services (Maintenance & Supplies)								S1	P	S2	
Director of District Operations (Operations)				P				P	S1		
Director of Administrative Services		P	P								S2
Director of Special Service				S2			S2				S1
Director of Food Services								S2	S2	S1	
Technical Services Coordinator		S2									
Coordinator of School Resource Officers				S1	P						
Coordinator of Counseling						S1	P				
Coordinator of Nursing						P					

P=Primary S1=Support 1 (first alternate) S2=Support 2 (second alternate)

When the primary designee is not able to perform the assigned functional leadership role then the first alternate (S1) assumes that responsibility. Likewise, if both the primary and first alternate are unable to perform the leadership responsibility, then the second alternate (S2) assumes the role. If not otherwise indicated, the first and/or second alternate will be designated from within the department of the primary in order that all functional responsibilities are three deep.

Those designated as primaries are responsible to the District Safety Committee for the content of the assigned annex and for the training of the building level emergency response teams charged with implementing the emergency function addressed by the annex.

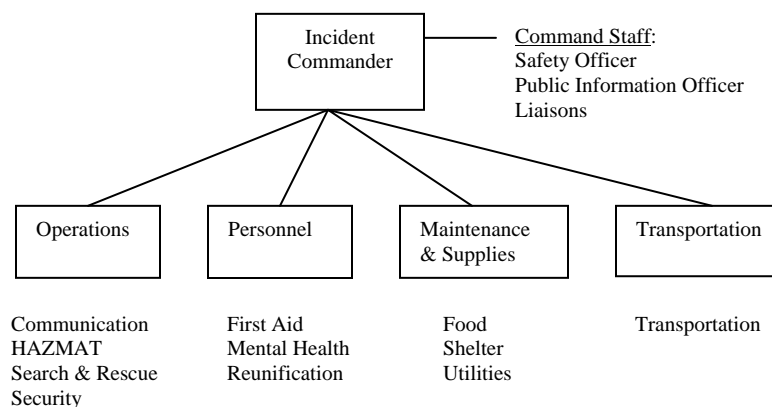
Consistent with the Incident Command System, there have been two or more alternates designated to support the primary and to replace the primary if s/he is unable to serve.

The primary is responsible for keeping the alternates involved in annex maintenance and training presentation. If the primary knows that s/he is either departing the organization or will be away from the district for an extended period (more than 2 months), the primary should arrange with the superintendent to redesignate the first alternate as primary prior to his/her departure. Alternates may have to assume primary responsibility without notice, due to unforeseen circumstances, and they must be prepared for that responsibility.

The training of building emergency response teams must be scheduled for the beginning of each school year. Each building has individuals designated for performing the function described in each annex. It is the primary's responsibility to make sure that the building emergency response team members are given adequate training to perform their responsibilities.

The terminology of the incident command system will be utilized to make clear the role and relationships of the various school personnel and emergency responders. The first school official on the scene is initially the incident commander. As soon as the principal or his alternate (as indicated in the chart above) is ready (on the scene and informed regarding the situation) s/he assumes the incident command. The district safety coordinator, the district public information officer, and liaisons (to the emergency service agencies as required) serve within the command group. For most emergency operations the superintendent will be located at the District Command Post and will be represented at the city Emergency Operations Center where unified operations are coordinated. The Emergency Operations Center is described in the Emergency Disaster Operations Plan for the City of ShowMe, Missouri (page 6, etc.). It will be located at the ShowMe Arena, or in alternate fixed and mobile facilities, including the Public Works Department, 231 3rd Street.

Initially, emergency response teams (Hazmat Team, Security Team, etc.), which are manned by school employees with leadership as indicated above, will continue to perform their incident command system function and respond to the direction of the incident commander, even when that role is assumed by a professional emergency responder. Eventually, professional emergency responders are likely to assume many of the functions addressed in the table. School employees who were performing as part of the incident command may then be reassigned by school district command depending on the nature and extent of the disaster. The incident command system looks as follows:



Appendix 2 to the Basic Plan

DISTRICT HAZARDS ANALYSIS

The hazards for which the school district plans are:

- Bomb Threat
- Bus Accident
- Civil Disturbance
- Earthquake
- Fire
- Flooding
- Hazardous Material Spill/Leak (internal spill with science lab or custodial chemicals, external spill on neighboring roadways)
- Health Emergency: Bioterrorism
- Hostage
- Intruder
- Severe Winter Storm/Blizzard/Ice Storm
- Suicide
- Tornado
- Traumatic Injury or Death of a Student or Staff Member

Risk Analysis—Information from several sources¹ was combined to produce the following analysis. This information will be used to better plan for those events posing the greatest threat to the school district.

Definitions:

Probability: A subjective estimate of the likelihood (categorized as Low, Medium or High) that a hazard of disastrous proportions will occur in our area during the next (or any) ten-year period.

Vulnerability: A subjective estimate (categorized as Low, Medium or High) of the population, property, social infrastructure and economic resources vulnerable to a hazard.

Risk: A subjective combination of Probability and Vulnerability (categorized as Low, Medium or High) which provides a general assessment of the significance of a hazard and how much effort should go into planning for and mitigating against it.

¹ The risk matrix represents information compiled from material published by the State Emergency Management Agency, the American Red Cross, the National Weather Service, and local historical records.

HAZARD	Probability	Vulnerability	Risk
Natural Hazards			
Severe Thunderstorm (large hail and high wind)	H	L	M
Tornado	M	H	H
Flood (slow rising)	M	H	H
Flood (flash)	M	H	H
Severe Winter Storm/Blizzard/Ice Storm	H	L	M
Earthquake	L	H	M
Technological or Human Caused Hazards			
Hazardous Material Spill or Release (fixed facility)	M	M	M
Hazardous Material Spill (transportation)	M	M	M
Epidemic	M	H	H
Terrorism (chemical, biological, radiological)	L	H	M
Terrorism (nuclear, explosive)	L	H	M
Civil Disorder	L	L	L
Major Fire (conflagration)	L	H	M
Bus Accident	M	H	H
Traumatic Injury or Death of a Student or Staff	M	H	H

Appendix 3

to the Basic Plan

PREVENTION AND MITIGATION

Prevention involves the on-going efforts to eliminate hazards or reduce the likelihood of their occurrence. Mitigation consists of measures taken to reduce the severity of the impact if a hazard is experienced. Details regarding the prevention and mitigation measures already taken include:

1. Bomb Threat
 - a. Securing all but the main entrance against access from the outside.
 - b. Keeping all internal storage places, including custodial closets and student lockers, that may serve as hiding places for bombs secured at all times.
 - c. Minimizing clutter in hallways and classrooms to facilitate searches.
 - d. Minimizing the presence of hazardous flammable/explosive materials in the school as part of the instructional and maintenance supplies.
 - e. Knowing how to shut off the gas utility.
 - f. Arranging for the *57 call tracing service for the listed telephone numbers and knowing how to utilize it.

2. Earthquake
 - a. Storing heavy items on lower shelves. Securing all shelves to the walls.
 - b. Anchoring heavy items like pianos and TV rolling stands.
 - c. Covering glass with a film to protect against shattering.
 - d. Reinforcing the connection of light fixtures to the ceiling.
 - e. Maintenance of emergency supplies for an extended stay at the school (up to 3 days), including water, food, first aid supplies, flashlights, batteries, etc.

3. Fire
 - a. Fire extinguishers every 75 feet. Staff trained in their operation.
 - b. Smoke detectors and heat sensors tied in with the fire alarm system.
 - c. Sprinkler system in danger areas.
 - d. Fire doors in the hallway close automatically when the alarm goes off.

4. Hazardous Material Spill/Leak
 - a. Material Safety Data Sheets posted on all hazardous materials, which are inventoried prior to school opening each August.
 - b. Procedures in place to close windows and shut off the ventilation system as appropriate.
 - c. Materials pre-positioned in classrooms for sealing air vents and around doors and windows during in-place sheltering.

5. Health Emergency: Bioterrorism
 - a. Students and staff trained on epidemiology, symptoms of diseases, the importance of good hygiene/sanitation, and safeguarding against blood borne pathogens.
 - b. Information provided to families about the 3 P's of bioterrorism preparedness (be Prepared, don't Panic, follow Procedures).
 - c. Staff wears latex gloves when sorting and opening mail.

6. Intruder
 - a. Only the main entrance near the office is unsecured to access from the outside.
 - b. The procedures for screening and monitoring visitors, including a visitor badge system, are assertively enforced.
 - c. The School Resource Officer parks his police car in front of the school each day and is available in the school building throughout the school day.

7. Suicide
 - a. Mental health assistance is available through the counseling office at the school.
 - b. Caring community. Zero tolerance for bullying.
 - c. Staff trained in asking the right questions to save lives (*QPR: Questions, Persuade, Refer*).

8. Tornado
 - a. Tied in with the State/County/City emergency warning system.
 - b. Covering glass with a film to protect against shattering.

9. Traumatic Injury or Death of a Student or Staff Member
 - a. School nurse and trained first aid team.
 - b. Well stocked first aid kit.
 - c. Automatic external defibrillator.
 - d. Mental health assistance is available through the counseling office.

Appendix 4

to the Basic Plan

THREAT ASSESSMENT PROCEDURES

Threats will be assessed before they are acted on. Threat assessment inquiry should be initiated if there is credible information that passes a threshold of concern. Individuals who become the focus of threat assessment inquiries may come to the attention of authorities in a number of ways, including communications that cause concern, weapons-seeking, weapons-use, tips from others, etc.

The assessment inquiry will be accomplished by a multidisciplinary team, which will include a school administrator, a faculty member, the school resource officer, the counselor, and a mental health professional. Laws pertaining to information access and dissemination, as well as searches of persons or property, will be complied with.

Information gathered by the team will be organized into 4 categories:

1. Information about the individual(s) suspected of making the threat
2. Information about “attack-related” behavior (planning, weapons acquisition/practice, casing out possible sites, rehearsing, etc.)
3. Motives
4. Target selection

Most threats are anonymous or under a false name. If the threatener’s identification cannot be determined, the assessment must be based on the information contained in the threat itself. There are three categories of threats:

- Low Level—the threat is vague/lacks detail, contains inconsistent information, and is not plausible.
- Medium Level—wording suggests the threatener has given thought to how the act will be carried out, providing general information about the place and time, but there is no strong indication of preparatory steps having been taken.
- High Level—wording is direct, specific and plausible. The threat suggest that concrete steps have been taken toward carrying out the act.

If, however, the identity of the threatener can be determined, then the 4-pronged Assessment Model should be used:

1. Assess the personality of the threatener (how s/he copes with conflict, expresses anger, responds to rules, etc.)
2. Assess the family dynamics
3. Assess the school dynamics
4. Assess the social dynamics

The three assessments of dynamics are based on patterns of behavior and thinking, attitudes, access to weapons/drugs, and choice of friends, activities, entertainment, reading material, etc. There are 11 key questions for threat assessment when the threatener can be identified:

1. What are the threatener’s motives?

2. Have there been any communications suggesting ideas of intent to attack?
3. Has the subject shown inappropriate interest in any of the following: school attacks, weapons, incidents of violence?
4. Has the student engaged in attack-related behaviors?
5. Does the student have the capacity to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

Put it all together by following four steps:

- ✓ Step One—Receipt of information by the school's multidisciplinary threat assessment team and notification of the district office
- ✓ Step Two—Assess the threat itself
- ✓ Step Three—Conduct a 4-pronged assessment if the ID of the threatener is known
- ✓ Step Four—Involve law enforcement in conducting a threat investigation as appropriate and in deciding on the threat level and appropriate response

All bomb threats must be taken seriously and carefully analyzed. The bomb report should be treated as genuine until investigated and until a search of the school has been completed. The decision-making process begins by gathering as much information about the bomb report as possible. Factors that will be considered include:

Have there been national bomb incidents lately?

Have there been other hoaxes lately?

Has a hostile student been suspended lately?

Are there exams scheduled for today?

Is it senior skip day?

Any unexplained student unrest?

Any rumors circulating about a student threatening to harm others?

How much information did the caller provide?

Consider the seriousness of the voice of the caller.

Were specific details given?

Any missing chemicals?

Did the caller have knowledge of the design of the school?

Any recent break-ins?

Did the caller give repeated warnings? (This seriously escalates the degree of danger.)

Check surveillance tapes.

Large-scale bomb incidents, such as Oklahoma and the embassy building in New York received no warnings.

There are five possible alternatives in response to a bomb threat:

1. Conduct a low profile search of the exterior grounds and public areas of the building.

2. Conduct a comprehensive search, having all staff search their work area, in addition to the grounds and public areas, so the entire building is covered.
3. Search with partial evacuation.
4. Evacuate after searching.
5. Evacuate immediately. [This is an option that on face value appears to be the preferred approach. Evacuating personnel may, however, increase rather than decrease the risk of injury. Bombs are three times more likely to be planted outside buildings than inside. Bombs planted inside buildings are most often found in the public areas. One obvious result of evacuation is the disruptive effect on the school community and the possibility of encouraging prank calls. To discourage this, move students to another facility and hold them. Do not release students unless they will be required to make up the school day.]

General bomb search guidelines:

1. Turn off all electronic transmitters (radios, cell phones, etc.)
2. Start on the outside of the school and work inward.
3. When inside, start at the bottom and work up. Divide the room into various search levels. First sweep all objects resting on the floor or built into the walls up to waist height. Second sweep the room from waist height to chin height. Finally sweep from the top of the head to the ceiling, including air ducts, window tops and light fixtures.
4. Search personnel always work toward each other.
5. Listen for background noises.
6. If a suspicious object is found, do not touch it. Report it immediately.

Resources utilized in preparing the threat assessment plan are:

- *Threat Assessment In Schools: A Guide To Managing Threatening Situations and To Creating Safe School Climates*, U.S. Secret Service and U.S. Department of Education, May 2002
- *The School Shooter: A Threat Assessment Perspective*, FBI Academy, undated

Appendix 5

to the Basic Plan

AFTER ACTION REVIEW RECORD

EMERGENCY MANAGEMENT EXERCISE

The organization(s) involved in the exercise: _____

The date of the exercise: _____

Type of exercise: (check one)

- _____ Drill
- _____ Tabletop
- _____ Orientation
- _____ Functional
- _____ Full-scale

Type of incident: (check one)

- _____ Fire
- _____ Tornado
- _____ Earthquake
- _____ Intruder
- _____ Other: specify _____

Start time _____

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

Exercise termination time _____

After Action Review Record:

Time conducted _____

Individuals included: _____(continue on back)

Things that went well:

Things that should be improved on:

Record completed by: _____

Appendix 6 to the Basic Plan

CHART OF SCHOOLS AND ENROLLMENT

Appendix 5 to the Basic Plan. CHART OF SCHOOLS AND ENROLLMENT

CITY	NAME OF SCHOOLS	GRADE LEVELS	ADDRESS	Telephone (xxx) 418-	Start/End Times	# Students	# Staff
Show Me	Tiger HS	9-12	1 Tiger Paw Lane 6XXXX	4000	7:15/2:15	579	53
Show ME	Nowlin MS	6-8	2800 Hardy 6XXXX	4125	7:15/2:15	526	43
Show Me	Fairmont Elem.	PK-5	120 N. Cedar 6XXXX	4300	9:05/3:40	218	17
Show Me	Mt. Washington Elem.	PK-5	570 Evanston 6XXXX	4350	9:20/3:55	262	17
NRC	North Rock Creek Elem.	K-5	2431 S. Hardy 6XXXX	4450	9:20/3:55	290	19

Appendix 7
to the Basic Plan

MAP OF DISTRICT FACILITIES

City/county map with building and campus locations appear on the following pages:

[NOT INCLUDED IN THIS COPY]