

Banner County School



Emergency Operations Plan

Updated:

8/13/2025

RECORD OF CHANGES

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SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Banner County School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Banner County School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Banner County School has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Banner County School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Banner County School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Banner County School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Banner County School Emergency Operations Plan operates within the framework of the Banner County School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Banner County School is approximately 78 elementary-school students, 29 middle-school students, and 40 high-school students located in one, single-story building on campus. These students are supported by a committed staff and faculty consisting of:

1	Superintendent
1	Principal
22	Teachers
5	Instructional Assistants
1	Counselor
1	School Nurse
2	Custodians/Maintenance Personnel
2	Office/support staff
2	Food Service/Cafeteria staff
8	Other staff (part-time Bus Drivers, sub bus drivers, coaches, custodians, substitute teachers)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. (Appendix G). The daily Bell Schedule is included in Appendix H.

b. Special Needs Population

Banner County School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 20; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents is updated annually. (Appendix I)

2. Building Information

Banner County School is located on a 25-acre lot and includes 7 buildings, a football field, and parking lot. All classes take place in the main building on campus, some physical education classes take place in the "Old" Gym.

Annotated maps of the buildings and grounds are included in Appendix A.

Evacuation routes
 Shelter locations
 Fire alarm pull stations
 Fire hydrants
 Fire extinguishers
 First aid kits
 AED (Automatic External Defibrillator)
 Hazardous materials storage
 Utility shutoffs

<u> X </u>	Electricity
<u> X </u>	Gas
<u> X </u>	Water
<u> X </u>	HVAC

All staff members are required to know these locations as well as how to operate the utility shutoffs.

Local utility companies and contact numbers for additional assistance are listed in Appendix B.

3. Hazard Analysis Summary

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

In 2019, Chuck Elly, completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed 10/9/2024.

In addition, the table on the following page briefly discusses Banner County School's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

Table 1. High-Priority Hazards

Tornado (Shelter Plan Appendix F)	Banner County School is located in an area that experiences frequent severe storms which include tornadoes. The school serves as the primary shelter in these types of incidents.
Extreme Weather	Harrisburg and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Banner County School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas, in and around Banner County. Currently, chemicals used in science programs, propane, and acetylene are all used and stored on school grounds.
Unauthorized Persons on Grounds	While a hostile intruder incident has never occurred in Banner County school, Banner School, like any school, is vulnerable to intruders.
Fire	Fire hazards are the most prevalent types of hazard. Fire hazards due to dry weather accompanied by severe weather make prairie fires a threat. Building fires are considered the most threatening to our students and staff.
Pandemic	The pandemic of 2020-2021 demonstrated the need to be prepared. A pandemic can happen at any time without notice.
Medical Emergency	Banner County School is located in a rural area with no medical services locally.
Dangerous animal on grounds	Banner County School is surrounded by agricultural and ranchland with the Wildcat Hills to the north and south. Rattlesnakes, dogs, and possibly mountain lions could pose a threat to student and staff safety.
Bus/Auto Accidents	The majority of the students at Banner County arrive by bus or personal vehicle.
Water/Gas Breaks	There are no major gas lines in the vicinity of Banner County School, however, the school is supplied by large stand alone propane tanks located near the main school building.
Parent Custodial Issues	Banner County School's Student population includes students with multiple custodial caregivers where problems may arise.
Student/Staff Death	Although, infrequent, student/staff death has previously occurred, and we feel that it is always a possibility.
Parent Custodial Issues	Banner County School's Student population includes students with multiple custodial caregivers where problems may arise.
Missing Student	The remote and rural location of Banner County School lends itself to potential problems.

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Banner County School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, Banner County School requires all adults and students to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Banner County School fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Banner County School will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Banner County School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.'
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.

- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Banner County School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Banner County School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

DHHS GUIDANCE:Behavioral Health Messages Related to Disasters & Other Public Health Emergencies

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf>

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Banner County School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Banner County School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Banner County School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Banner County School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities.]**

The Superintendent/Principal/Incident Commander at Banner County School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal/Building Administrator (first person on the Emergency Procedure Chain of Command)

The first person on the Emergency Procedure Chain of Command may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the first person on the Emergency Procedure Chain of Command still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the first person on the Emergency Procedure Chain of Command to focus on policy-level activities and interfacing with other agencies and parents. The first person on the Emergency Procedure Chain of Command shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander(Second person on the Emergency Procedure Chain of Command)

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants, Assistant Librarian

Responsibilities include:

- Assisting teachers as directed.

E. Counselor, ESU13 Service Providers on site

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurse

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.

- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

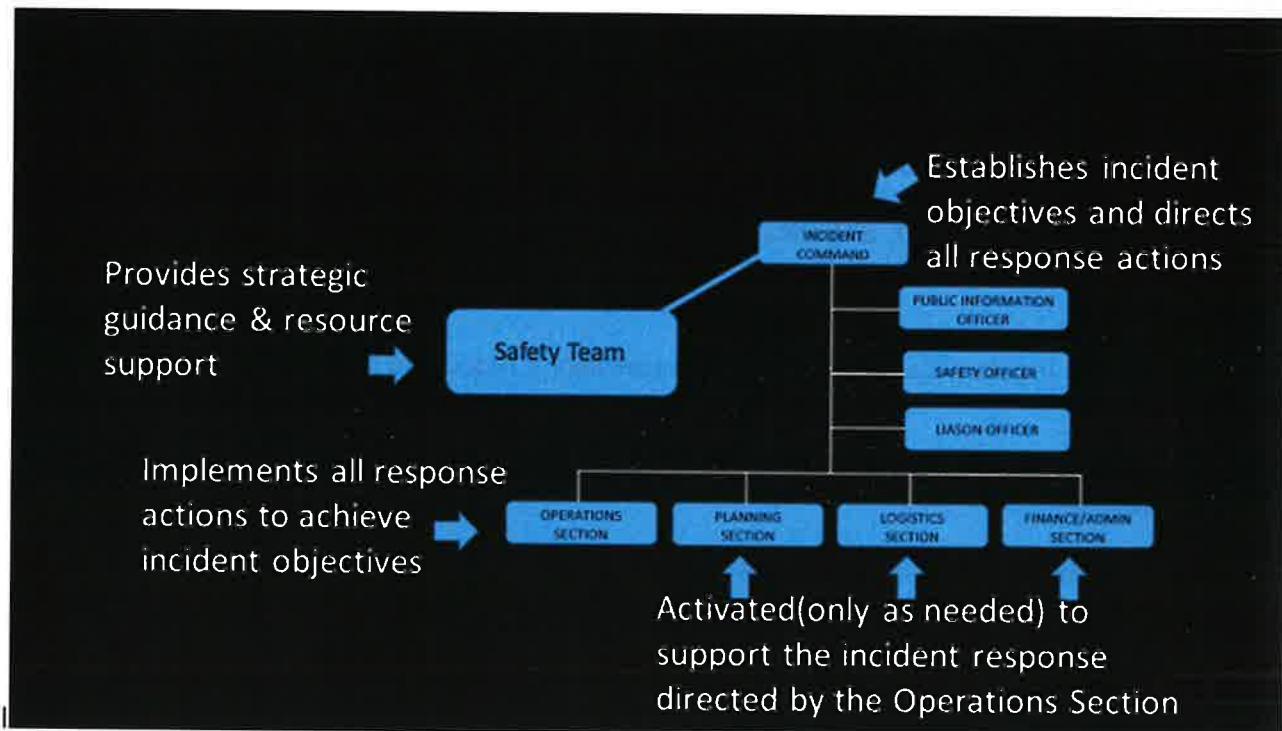
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in Appendix C.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities.

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management 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.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities.

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	<p>Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for:</p> <ul style="list-style-type: none">• Identifying and marking unsafe areas.• Conducting initial damage assessment.• Obtaining injury and missing student reports from teachers.• Provide triage & treatment services as needed.• Assessing and treating injuries.
First Aid/Health Team	<p>First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for:</p> <ul style="list-style-type: none">• Setting up a first aid area for students.• Stop the bleed.• Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/Shelter/Care Team Reunification Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none">• Establish an Incident Command.• Classroom evacuation.• Mobilize the reunification team.• Provide a secure assembly area, greeting area, check in table, reunification area.• Law Enforcement support and investigations.• Student/Staff Transport.• Proper unification paperwork.

	<ul style="list-style-type: none"> • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
PFA Support Team	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team Reunification Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

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

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities.

4. Logistics Section: Supports incident management 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 communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities.

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

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities.

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Banner County School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Banner County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Banner County School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Banner County, County/City Emergency Manager, Banner County/City Emergency Management Department.

D. Coordination With First Responders

An important component of the Banner County School EOP is the coordination of services between the agencies and Banner County School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Banner County School will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- Cots and bedding supplies will be provided by: Panhandle Public Health District - Kim Engle
- Security will be provided by: Banner County Sheriff- Zane Hopkins
- Counseling services will be provided by: Wittni Boettcher
- Communication will be handled by: First person on the Chain of Command List

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Banner County School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree:** A telephone tree is used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff). See Appendix D
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will use the countywide Banner County School Emergency Radio Network to notify all stakeholders

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Banner County School about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Banner County School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Banner County School will:

- Disseminate information via text messages, mass telephone messages, radio announcements, website, social media, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Banner County School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Banner County School employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf>

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Banner County School's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Banner County School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.
- After the immediate incident response period, Banner County School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Banner County School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.

- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Banner County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Banner County School may use include the following:

- **Landline Phone:** A designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **App:** Access to the website is available through an application that can be accessed via cell phone.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit 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. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Evacuation is alerted through the Fire Safety System alarm.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Banner County School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

B. Recordkeeping

1. Administrative Controls

Banner County School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Banner County School EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principal will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Post the Plan on school website

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

Definitions

Drill: The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

Exercise: The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical

emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

Tabletop Exercise: is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

Functional Exercises: typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

Full-scale Exercise: is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during the first in-service days of the school year for all school personnel.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester; local law enforcement (County Sheriff) will monitor safety drills. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the

Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;

H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);

I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);

J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);

K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;

L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;

M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

IX. FUNCTIONAL SYSTEMS

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IN AN EMERGENCY TAKE ACTION

HOLD! In your room or area. Clear the halls.



STUDENTS

Remain in the area until
the "All Clear" is indicated

ADULTS

Close and lock door
Business as usual
Account for students and adults

SECURE! Get inside. Lock outside doors.



STUDENTS

Return inside
Business as usual
Monitored entry or controlled
release of students as
information increases

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults

LOCKDOWN! Locks, lights, out of sight.



STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend

EVACUATE! (A location may be specified)



STUDENTS

Evacuate to specified location
Bring your phone
Instructions may be provided about
retaining or leaving belongings

ADULTS

Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students
or adults

SHELTER! Hazard and safety strategy.



STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a "known" procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveuguys.org/The-Standard-Reunification-Method.html>

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The "Reunifier" recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian "flows" are created so lines don't cross.
- When it's all said and done, successful reunification is about managing the student and parent experience. The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: <https://iloveuguys.org/The-Standard-Reunification-Method.html#ROK-Box>

SRM

Staging the

STEP 1

ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2

CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM

Actions and

COMMUNITY ACTION

PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



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REUNIFICATION SITE

MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

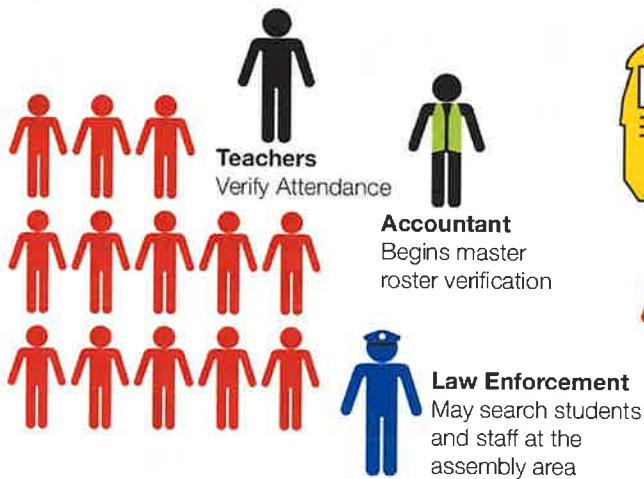


School for Transport

STEP 3

SECURE ASSEMBLY AREA

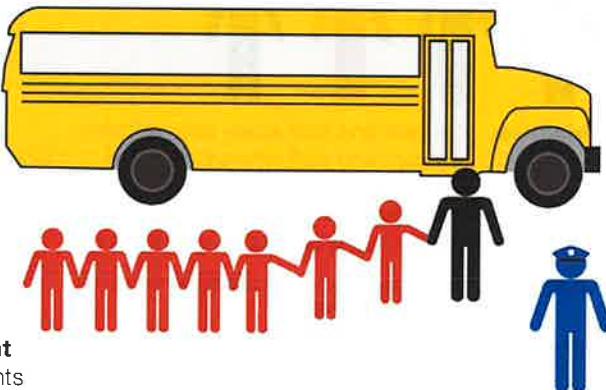
At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4

STUDENT AND STAFF TRANSPORT

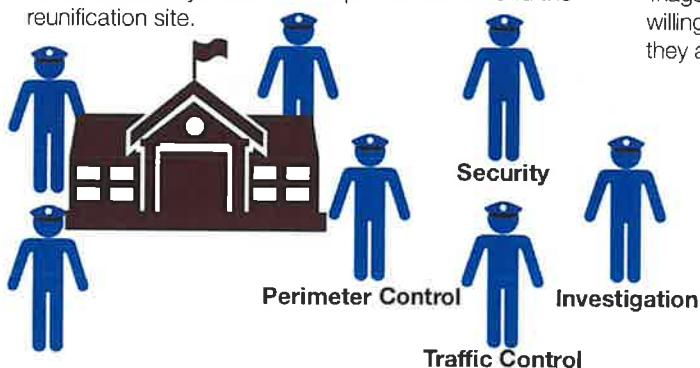
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Banner County School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Banner County School, 200 School Street, Harrisburg, NE 69345.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Banner County School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent	<ul style="list-style-type: none">• Determine when to close schools, and/or send students/staff to alternate locations.• Disseminate information internally to students and staff.• Communicate with parents, media, and the larger school community.• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Chris Lecher	Phone/Email: chris.lecher@bcswildcats.org
Alternate: Troy Holmberg	Phone/Email : troy.holmberg@bcswildcats.org
Second Alternate: Wittni Boettcher	Phone/Email: wittni.boettcher@bcswildcats.org
Principal	<ul style="list-style-type: none">• Ensure systems are in place for rapid contract execution after an incident.• Identify relocation areas for classrooms and administrative operations.• Create a system for registering students. (out of district or into alternative schools)• Brief and train staff regarding their additional responsibilities.• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.

	<ul style="list-style-type: none"> Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) Reevaluate the curriculum.
Primary Person: Troy Holmberg	Phone/Email: troy.holmberg@bcswildcats.org
Alternate: Wittni Boettcher	Phone/Email: wittni.boettcher@bcswildcats.org
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Tod Wenger	Phone/Email: tod.wenger@bcswildcats.org
School Secretary/ Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including the school's insurance policy. Ensure redundancy of records is kept at a different physical location. Secure classroom equipment, books, and materials in advance. Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. Retrieve, collect, and maintain personnel data. Provide accounts payable and cash management services.
Primary Person: Kindra Olsen	Phone/Email: kindra.olsen@bcswildcats.org
Alternate: Sonja Lind	Phone/Email: sonja.lind@bcswildcats.org
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> Ensure all students have electronic access and equipment. Establish academic and support services for students and staff/faculty. Implement additional response and recovery activities according to established protocols. Maintain continual contact with families and students.
Primary Person: Wittni Boettcher	Phone/Email: wittni.boettcher@bcswildcats.org
School Nurses/Health Assistants	<ul style="list-style-type: none"> Assist families with medical questions and concerns. Connect families/students with medical services.
Primary Person: Cassi Parker	Phone/Email: cassi.parker@bcswildcats.org
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> Determine how transportation and food services will resume. Establish food security for any student.
Primary Person: Alda Schluterbusch	Phone/Email: alda.schluterbuschl@bcswildcats.org

Alternate: Genny Milner	Phone/Email: genny.milner@bcswildcats.org
Teachers	<ul style="list-style-type: none"> ● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students.
Transportation	<ul style="list-style-type: none"> ● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed.
Primary Person: Chris Lecher	Phone/Email: chris.lecher@bcswildcats.org
Alternate: Troy Holmberg	Phone/Email: troy.holmberg@bcswildcats.org
Emergency Management	<ul style="list-style-type: none"> ● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure.
Primary Person: Tim Newman	Phone/Email: tnewman@scottsbuffcounty.org
Law Enforcement	<ul style="list-style-type: none"> ● Maintain the security of off-site location. ● Set up traffic flow at an off-site location. ● Provide traffic control at the off-site location.
Primary Person: Zane Hopkins	Phone/Email: 308-562-9491
Alternate: State Patrol	Phone/Email: 308-632-1211
Parents	<ul style="list-style-type: none"> ● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	<ul style="list-style-type: none"> ● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Delegation of Authority

Alternate authority will follow the Chain of Command with the limitations listed below. (Appendix E)

Banner County Chain of Command

- Chris Lecher
- Troy Holmberg
- Witni Boettcher
- Jessica Stauffer
- Mark Steer
- Kinsey Groves

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Superintendent	associated authorities of the superintendent	
	Principal	associated authorities of the principal	
	Chain of Command		
Delegation Circumstances	Effective: Superintendent or Principal out of contact/unable to execute duties, or authority is delegated by the Superintendent or Board of Education Termination: Key position holder can assume duties once again.		
Limitations	Personnel & financial decisions as per policy deferred to Board of Education		

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
2-way radios	Y	Y		N
Personal cellphones	Y	Y	Cell carrier	N
Laptops	Y	Y	SIS, email, Google Drive	N

C. Relocation Sites

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

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Harrisburg Community Church	Banner County Court House	Katie West, County Clerk 436-5265	Restrooms and furniture available	Food, water, Medical supplies

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Banner County School's backup data.

Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, Banner County Court House is the first option for relocation because it has a generator back-up system.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Phone tree and JMC Messaging System

Notifying Students and Parents/Guardians about the Continuity of Instruction

- JMC Messaging System

Provisions and accommodations for students who have IEPs

- Special Education liaison

Provisions and accommodations for eligible students to continue receiving medical and food service

- School Nurse and Cafeteria Manager

COOP training plan for staff

- Annual review of plan and training on COOP roles and responsibilities

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. Full or partial devolution of essential functions may be necessary to continue essential functions and services. The District needs to establish plans and procedures for devolution, which identifies how it will transfer operations, if any hazard, threat, or incident renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Principal	Superintendent
	External alert and notification	Principal	Superintendent
	Transfer equipment, vital records, data	Office Staff	
	Transfer communications	Superintendent	
	Deployment and departure from alternate facility	Maintenance	
	Transition to primary operations	Principal	Superintendent
	Set up at primary or replacement site	Maintenance	
Operations	Execution of essential functions	Principal	Superintendent
	Execution of non-essential functions		

	Establishment of communications	Principal	Superintendent
	Procurement of equipment and supplies	Principal	Superintendent
	Conduct a review of COOP execution and effectiveness (After Action Report)	Safety Committee	

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Safety Committee		
Review list of essential functions	Safety Committee		
Identify essential employees and confirm their availability	Safety Committee		
Update contact information, emergency call roster, and checklists	Safety Committee		
Establish assistance/cooperative agreements with suppliers and vendors	Superintendent		
Identify computer network interdependencies (such as servers connected to the district network)	Net Work Administrator		
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Maintenance		

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide an emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.

4. **Information Gathering: Current Needs and Concerns Goal:** To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems

A hazard risk assessment was completed by members of the School Safety Team (Appendix J). Goals and Objectives to mitigate and respond to the identified hazards and threats are included in Appendix K.

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

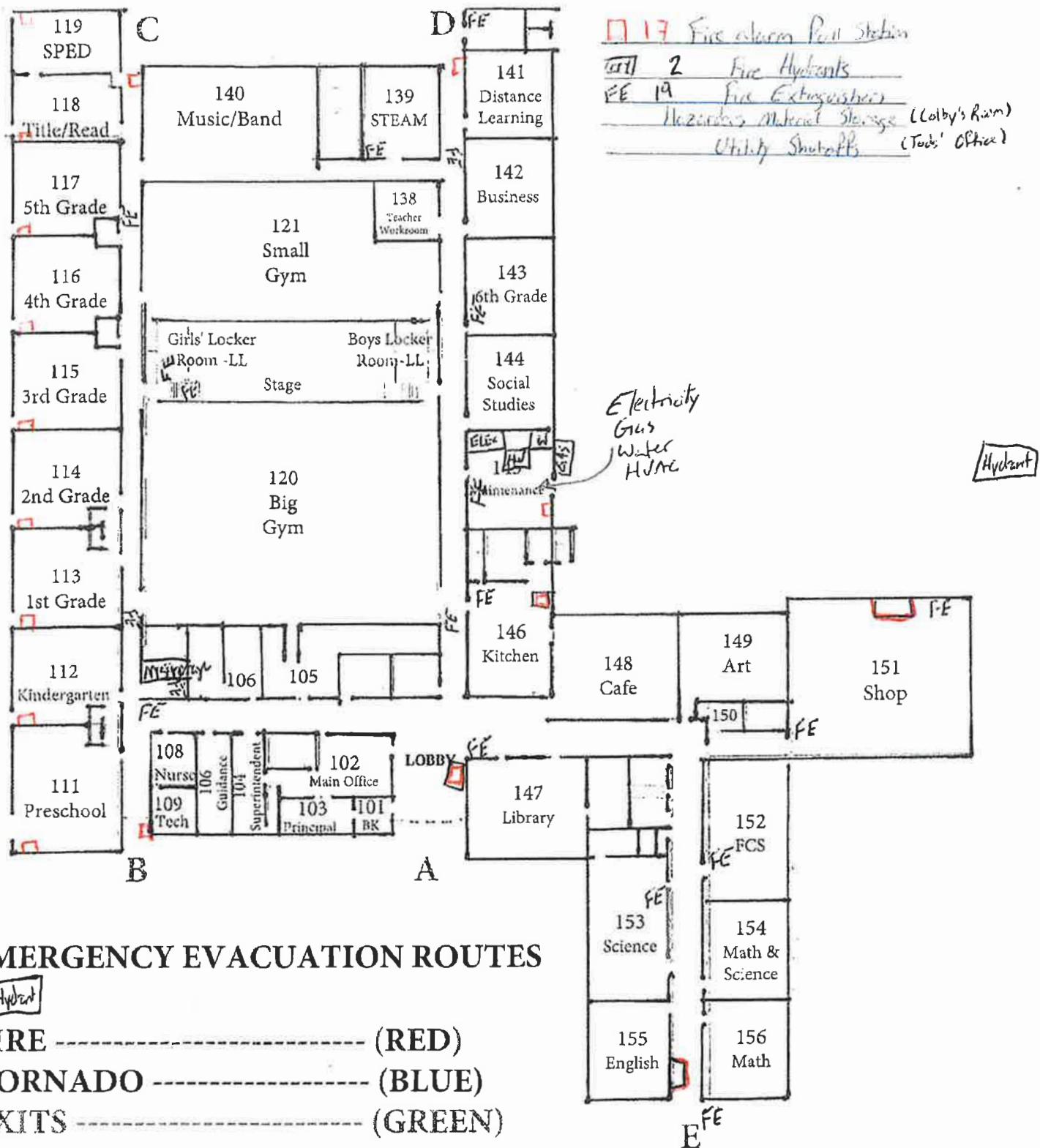
SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Appendix A



EMERGENCY EVACUATION ROUTES

Hydrant

FIRE ----- (RED)

TORNADO ----- (BLUE)

EXITS ----- (GREEN)

Appendix B

Company/Utilities Name and Phone Number

Appendix C
ICS Organizational Chart



1000

100

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1920-1921

108

Appendix D

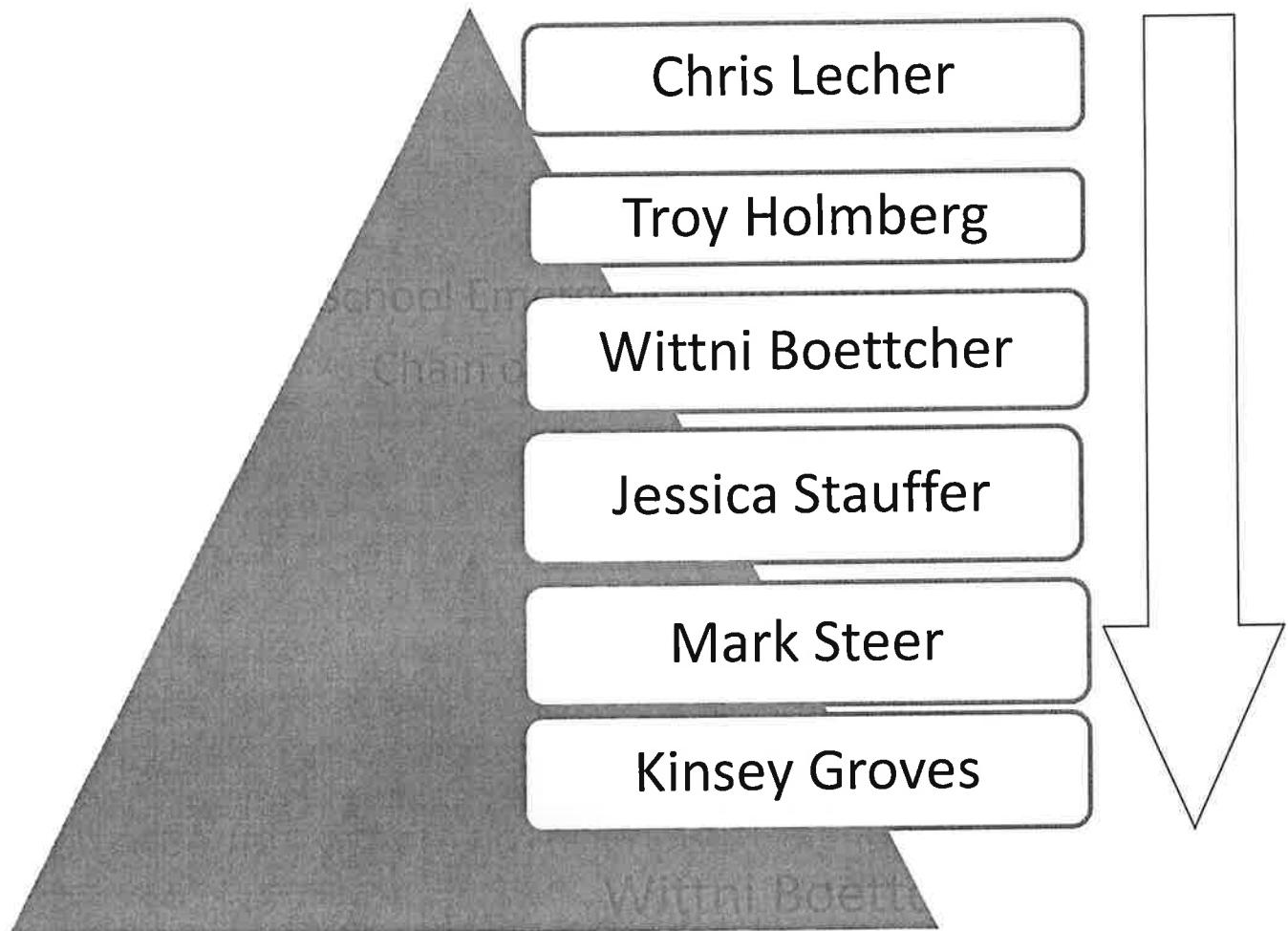
2025-2026 Calling Tree

Chris calls	Chris's # 308-529-8077	Troy Calls	Troy's # 308-883-1918	
Tod 308-641-2159 ---->	Tod calls	Sonja 308-631-8780 ---->	Sonja calls	
Stephanie F 308-279-0001	Mike 308-235-5969		Priscilla 308-220-8116 --->	Priscilla calls
Kinsey 308-641-1560	Genny 605-877-4755			Brandon 308-225-3850
Kaitlin 308-241-1843	Greg 720-382-0617			Mai Lee 307-575-0470
Katie 308-637-2065				
Jessica 316-304-3976			Megan 308-672-3209 ---->	Megan calls
Carla 308-235-5130				Elizabeth 308-241-1628
Jim 605-877-6296				Danielle 308-631-7903
Christy 308-529-8093				
		Kindra 308-672-5874 ---->	Kindra calls	
			Mellisa 308-241-0885	
			Sara/Mark 308-279-2530---->	Sara/Mark call
				Angie 308-249-1816 --->
				Angie calls
				Emma 507-676-1531
				Robin 308-235-7468
				Cherry 308-225-0310
		Wittni 308-631-0763 ---->	Wittni calls	
			Ray 402-326-5628 --->	Ray calls
				Mical 307-205-3964 --->
				Mical calls
				Rick 308-631-0440
				Barb 308-672-8758
		Steph S 308-672-5003--->	Steph S calls	
			Olivia 641-750-0016	
			Deb 308-637-1103	
		Alda 308-765-9379		
		Cassi 308-672-5993		
		Morgan 970-520-4688		
		Patti 308-883-1918		

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Appendix E

Banner County School Emergency/Discipline Procedure Chain of Command



3. Übung

Emergency Tornado Plan for Banner County School

In case it is necessary to evacuate our classroom area, the following plan will be used:

Pre School #111	Hall by Rest Rooms between classrooms
Kindergarten #112	Storeroom by Office
First Grade #113	Hall by Rest Rooms between class room
Second Grade #114	Girls Locker Room
Third Grade #115	Girls Locker Room
Fourth – Fifth #116-117	Girls Locker Room
Title – SPED #118-119	Handicapped Rest Room
Band Room #140	Girls Locker Room
STEAM Lab #139	Boys Locker Room
Distance Learning #141	Boys Locker Room
Ms. Villagrana #142	Boys Locker Room
Ms. Bohac #143	Boys Locker Room
Mrs. Hilbert #144	Boys Locker Room
Kitchen #146	Kitchen Rest Room
Lunch Room #148	
Elementary	Girls Locker Room
Secondary	Boys Locker Room
Mrs. Parsons #149	Hallway by the Shop
Mrs. Olsen #151	Hallway by the Shop
Library #147	Rest Rooms by Office
Mr. Lemoine #153	Rest Rooms by Office
Mrs. Knaub #155	High School Girls Rest Room
Mrs. Boettcher #152	Rest Rooms by Office
Mrs. Groves #154	Hallway by Shop
Mrs. May #156	High School Boys Restroom
PE (gym) #120-121	Locker Rooms as Needed

P.E. classes should not go outside or to the old gym during a tornado watch

If outside when warning is sounded, proceed immediately to Boys Locker Room

If in the weightroom when warning is sounded, shelter in place

Office #101-104

Office Rest Room, Storage Room #105 or Vault

Teachers take Class List, Red Folder, Radios, Cell Phone to Shelter Location

Office Staff take Radios and Cell Phone

If, and when, the warning is given, teachers and their students should proceed to their designated areas as quickly and quietly as possible and remain until an all clear signal is given by the school authorities.

"TORNADO WATCH"

ALL CALL OVER PA

"TORNADO WARNING"

ALL CALL OVER PA

Appendix G

Room Numbers for Safety Plan

Room Number	Description	Room Number	Description
101	Book Keeper Sonja Lind	121	Little Gym
102	Main Office Kindra Olsen	138	Teacher Workroom
103	Principal Troy Holmberg	139	STEAM Room
104	Superintendent Chris Lecher	140	Music Mical Cooper
105	Tunnel Storage	141	Distance Learning
106	Study Room	142	JAG Danielle Villagrana
107	Guidance Wittni Boettcher	143	Sixth Grade Elizabeth Bohac
108	Nurse Cassi Parker	144	Social Studies Angie Hilbert
109	Server Room	145	Maintenance Tod Wenger
110	Custodial Greg Coons	146	Kitchen Alda Schluterbusch
111	Preschool Deb Griebe	147	Library Rick Caudillo
112	Kindergarten Mark Steer	148	Cafeteria
113	First Grade Katie Armstrong	149	Art Robin Parsons
114	Second Grade Megan Sinks	150	Speech/OT Room
115	Third Grade Christy Lecher	151	Shop Mai Lee Olsen
116	Fourth Grade Priscilla Stauffer	152	FCS Wittni Boettcher
117	Fifth Grade Stephanie Stricker	153	Science Ray Lemoine
118	RTI/Title Barb Cooper-Sara Steer	154	Math Kinsey Groves
119	SPED Jessica Stauffer	155	English Kaitlin Knaub
120	Big Gym	156	Tech/CS/Math Morgan May

165

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Appendix H

2025-2026

BANNER COUNTY SCHOOL

BELL SCHEDULE

REGULAR SCHEDULE

1st Period	7:45-8:35
Wildcat	8:37-9:00
2nd Period	9:02-9:52
3rd Period	9:54-10:44
4th Period	10:46-11:36
5th Period/Lunch	11:36-1:02
Lunch 6-8	11:36-12:06
Lunch 9-12	12:32-1:02
6th Period	1:04-1:43
7th Period	1:45-2:24
8th Period	2:26-3:05
	3:07-3:45

1:00 DISMISSAL

1st Period	7:45-8:24
2nd Period	8:26-9:00
3rd Period	9:02-9:36
4th Period	9:38-10:12
5th Period	10:14-10:47
6th Period	10:49-11:23
7th Period	11:25-11:59
8th Period	12:01-12:35
6-12 Lunch	12:35-1:00

TWO HOUR LATE START

1st Period	9:45-10:23
2nd Period	10:25-11:00
3rd Period	11:02-11:36
4th Period/Lunch	11:36-1:02
Lunch 6-8	11:36-12:06
Lunch 9-12	12:32-1:02
5th Period	1:04-1:43
6th Period	1:45-2:24
7th Period	2:26-3:05
8th Period	3:07-3:45

FRIDAY SCHEDULE

1st Period	7:45-8:30
2nd Period	8:32-9:17
3rd Period	9:19-10:04
4th Period	10:06-10:51
5th Period	10:53-11:36
7th Period /Lunch	11:36-1:02
Lunch 6-8	11:36-12:06
Lunch 9-12	12:32-1:02
6th Period	1:04-1:47
8th Period	1:49-2:30



ELEMENTARY LUNCHES WILL BE
K-2 @ 11:00
3-5 @ 12:05



Appendix I

Students/Staff Needing Additional Assistance

Appendix J

Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Extreme Weather	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Auto/Bus Accident	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Unknown unauthorized person on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Tornado	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Dangerous animal on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Parent/custodial Issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Social Media Attack	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Student/Staff Death	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Missing Student	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Neighborhood Fire	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Chemical Spill	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Gas/water Break	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Pandemic	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

Appendix K Goals/Objectives and Action Plan

<p>Hazard: Tornado</p> <p>Goal: 1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life.</p> <p>2) (DURING) Protect life and property from damage by the tornado.</p> <p>3) (AFTER) Provide necessary medical attention to those in need.</p>			
<p>Objectives:</p> <ul style="list-style-type: none"> 1.1 Conduct shelter/tornado training and drills. 1.2 Identify location for shelter. 1.3 Ensure shelter location(s) are structurally sound. 			
<ul style="list-style-type: none"> 2.1 Shelter all persons in the designated areas of the building. 2.2 Ensure building structure is secure without unsecure objects 2.3 Account for all persons and their safety. 			
Incident Commander	Before	During	After
	Prevention	Preparedness	Response
Public Information Officer	<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Notify staff/students 	<ul style="list-style-type: none"> • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Liaison Officer			

•	• Ensure alignment with LEOP	• Call 911 - to inform of Sheltering	•
Safety Officer			
• Ensure building are structurally sound	• Check local weather conditions on a regular basis	• Everyone inside the building	•
• Ensure exterior doors lock	• Access to weather alert radio	•	•
• Ensure alignment with LEOP	• Ensure alignment with LEOP		
Operations			
•	• Assignments made for notification coverage	• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	• Identify students that need immediate physical/emotional support
	• Assignment of staff at exterior doors		• Watch for students/staff signs & symptoms of distress
Planning			
• Develop EOP Plan prior	• Have protocols developed for when school is weather watch/warnings	•	•
	• Determine needs of special ed/physically challenged		
	• Review security procedures frequently		
	• Copy & Laminate signage		
	• Display Signage on areas of shelter		
	• Create annual schedule of teaching protocols for parents		
	• Create annual schedule of teaching protocols for staff/students		
	• Create annual schedule for drilling		
	• Educate students return from lunch, non-exit out of building protocol if in Shelter		
	• Trainings/Drills are		

<p>conducted</p> <ul style="list-style-type: none"> • Educate students/staff on Shelter protocols • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Educate parents on Shelter protocols 	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 	<ul style="list-style-type: none"> • Accountability of students/staff
<p>Logistics</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 	<ul style="list-style-type: none"> • Accountability of students/staff
<p>Finance/Administration</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • List of students ready • Emergency contact list • parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff

Extreme Weather			
<p>Goal:</p> <ol style="list-style-type: none"> 1) (BEFORE) Monitor weather forecasts 2) (DURING) Protect all persons. 3) (AFTER) Return to normal school operations 			
<p>Objectives:</p> <ol style="list-style-type: none"> 1.1 Maintain calling tree and information in student information system(SIS) 1.2 Monitor local weather reports & warnings 1.3 Ensure protective measures are in place. 			
<ol style="list-style-type: none"> 2.1 Make decision on school closure, early dismissal, late opening. 2.2 Communicate with all stakeholders. 2.3 Continue to monitor weather. 			
<ol style="list-style-type: none"> 3.1 Assess situation & any damage to facilities. 3.2 Make immediate repairs 3.3 Develop reopening plan 			
Prevention	Before	During	After
	Preparedness	Response	Recovery
<p>Incident Commander</p>			
<ul style="list-style-type: none"> • Develop EOP Plan prior • Comprehensive Supervision of all staff/students in all settings 		<ul style="list-style-type: none"> • Align memorials with PFA • Notify staff/students 	<ul style="list-style-type: none"> • Align memorials with PFA • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
<p>Public Information Officer</p>			
<ul style="list-style-type: none"> • Public Information disseminated 		<ul style="list-style-type: none"> • Scripted announcement ready to be modified • Public Information disseminated • Disseminate parent letter 	<ul style="list-style-type: none"> • Public Information disseminated • Scripted announcement modified to situations
<p>Liaison Officer</p>			
<ul style="list-style-type: none"> • Ensure alignment with 		<ul style="list-style-type: none"> • Contact ESU for PFA 	<ul style="list-style-type: none"> • Contact ESU for PFA assistance

	LEOP	assistance	• Contact suicide partners (i.e., LOSS teams)
Safety Officer		• Call 911 - to inform of Sheltering	
Ensure buildings are structurally sound • Ensure exterior doors lock	• Ensure alignment with LEOP	• Everyone inside the building	• Follow through with Bully/Cyberbullying reports
Operations			
•	• Assignment of staff at exterior doors • Identify PFA support rooms for PFA team • Assignments made for notification coverage	• Align memorials with PFA • Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	• Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
• Develop EOP Plan prior	• Suicide Prevention Training • Team has been trained in PFA • Support team has PFA process in place • Review security procedures frequently • Educate students/staff on Suicide prevention	•	
Logistics	• Ensure medicine, food, etc. for PFA support rooms	•	•
Finance/Administration	• Emergency contact list • parents/guardians	• Accountability of students/staff	• Accountability of students/staff

Secure: Chemical or Hazardous Material (in Community)

Goal:

- 1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
- 2) (DURING) Protect all persons from injury or harm.
- 3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:

- 1.1 Be prepared and have knowledge of what possible chemicals are in your community.
- 1.2 To identify locations to shelter during a chemical spill.
- 1.3 To have all necessary materials/supplies for room sealing.
- 1.4 Ensure HVAC shut offs are in working condition.
- 1.5 Provide training to staff and students how to shelter and seal an identified location.

- 2.1 Notify and ensure all persons to shelter because of chemical spill.
- 2.2 Account for all staff and students.
- 2.3 All locations with people are sealed.
- 2.4 Administer first aid.

- 3.1 Connect with local fire/rescue for assistance to determine next steps.
- 3.2 Prepare to evacuate or return to a learning environment.

Prevention	Before	During	After
Incident Commander	Preparedness	Response	Recovery
• Develop EOP Plan prior	•	• Notify staff/students	<ul style="list-style-type: none"> • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
• Public Information disseminated	• Scripted announcement ready to be modified • Public Information disseminated • Disseminate parent letter	• Disseminate parent letter • Public Information Disseminated • Scripted announcement modified to situations	<ul style="list-style-type: none"> • Announcement of end of threat • Disseminate parent letter • Public Information disseminated • PIO update the all clear •

Liaison Officer	<ul style="list-style-type: none"> • Ensure alignment with LEOP • Ensure alignment with Call 911 	
Safety Officer	<ul style="list-style-type: none"> • Review security procedures frequently • Ensure building are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Check local weather conditions on a regular basis • Access to weather alert radio • Ensure alignment with LEOP • Identify perimeter access points
Operations	<ul style="list-style-type: none"> • Assignments made for notification coverage • Assignment of staff at exterior doors 	<ul style="list-style-type: none"> • Everyone inside the building
Planning	<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Educate parents on secure protocols • Educate students/staff on secure protocols • Create annual schedule of teaching protocols for parents • Create annual schedule

<ul style="list-style-type: none"> of teaching protocols for staff/students • Create annual schedule for drilling • Determine needs of special ed/physically challenged • Review security procedures frequently <ul style="list-style-type: none"> • Copy & Laminate signage • Display Signage on areas of shelter • Educate students return from lunch, non-exit out of building protocol • Trainings/Drills are conducted <p>Logistics</p>	<ul style="list-style-type: none"> • Regularly clean Shelter area <ul style="list-style-type: none"> • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in

	<ul style="list-style-type: none"> Shelter <ul style="list-style-type: none"> Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) Have 'go bags' ready
Finance/Administration	<ul style="list-style-type: none"> <ul style="list-style-type: none"> List of students ready Emergency contact list parents/guardians

Lockdown - Unauthorized Person on Grounds			
Goal:			
1) (BEFORE) Prevent an intruder on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need			
Objectives:			
1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year. 2.1 Implement lockdown: locks, lights, out of sight. 2.2 Account for all persons. 2.3 Call 911 for law enforcement and EMS to respond. 2.4 Begin first aid and PFA where feasible. 3.1 Continue first aid and PFA.			
Before	During	After	
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop EOP Plan prior	• Threat assessment team	• Establish Incident	• Administrator or law enforcement officer unlock each

• Threat management process in place	and process in place	Command • Not opening classrooms w/o law enforcement • Notify staff/students	classroom door for the all clear • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
• Public Information disseminated	Public information disseminated • Disseminate parent letter	• Public Information disseminated • Scripted announcement modified to situations	• Public Information disseminated • PIO update the all clear
Liaison Officer			
•	• Ensure alignment with LEOP • Collaborating with community partners	• Call 911 • Ensure alignment with LEOP • Communication with EMS and Law Enforcement	• Ensure alignment with LEOP
Safety Officer			
• Ensure building are structurally sound • Ensure exterior doors lock • Review security procedures frequently	• Ensure alignment with LEOP	• Everyone inside the building • Protect crime scene • “Don’t touch anything	
Operations			
•	• Assignments made for notification coverage • Assignment of staff at exterior doors • Testing alarm and intercom systems • Buses available for evacuation • Evacuation sites tested for functionality • If feasible, hand held	• Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • Assign personnel to, set and mark perimeter at school • Assign personnel to, set and mark perimeter at reunification site	• Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress • Render First aid • Assign personnel to, set and mark perimeter at school • Assign personnel to, set and mark perimeter at reunification site

	radios	
Planning	<ul style="list-style-type: none"> • Develop EOP Plan prior • Office Personnel attend Secretaries Safety Training 	<ul style="list-style-type: none"> • Establish media location • Evacuation sites identified • Third party identified to answer student call when self evacuating • Third party trained how to answer call • Determine needs of special ed/physically challenged • Copy & Laminate signage • Display Signage on areas of shelter • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Educate students return from lunch, non-exit out of building protocol • Trainings/Drills are conducted • Educate students/staff on protocols • Educate parents on protocols • Establish strong visitor protocols • Educate all staff/students on visitor

<p>protocols</p> <ul style="list-style-type: none"> • Exercise possible situations • Educate substitutes on protocols • Practice and test "out of sight" • Reunification sites identified • Reunification drilled and exercised • Set up the reunification site and process (PFA support, interview, notification rooms) 			
<p>Logistics</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Doors/windows numbered (interior & exterior) • Have 'go bags' ready • ROK KIT prepared and ready • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) • If feasible, hand held radios 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Accountability of students/staff • Accountability of students/staff
<p>Finance/Administration</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 		

Evacuate - Fire			
<p>Goal:</p> <ol style="list-style-type: none"> 1) (BEFORE) Prevent a fire from occurring on school grounds. 2) (DURING) Protect Students/Staff from injury or loss of life. 3) (AFTER) Provide necessary medical attention to those in need. 			
<p>Objectives:</p> <ol style="list-style-type: none"> 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment. 1.2 Store combustible materials in fire safe containers or rooms. 			
<p>2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner.</p> <p>2.2 Account for all persons.</p>			
Prevention	Before	During	After
	Preparedness	Response	Recovery
<p>Incident Commander</p>			
<ul style="list-style-type: none"> • Develop EOP Plan prior 		<ul style="list-style-type: none"> • Notify staff/students 	<ul style="list-style-type: none"> • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
<p>Public Information Officer</p>			
<ul style="list-style-type: none"> • Scripted announcement to be modified for situations • Disseminate SRP parent letter • Public Information disseminated 		<ul style="list-style-type: none"> • Disseminate parent letter • Public Information disseminated • Scripted announcement modified to situations 	<ul style="list-style-type: none"> • Disseminate parent letter • Public Information disseminated • PIO update the all clear • PIO notification regarding next school day
<p>Liaison Officer</p>			
<ul style="list-style-type: none"> • Ensure alignment with LEOP 		<ul style="list-style-type: none"> • Call 911 - regardless • Facilitated) 	<ul style="list-style-type: none"> •
<p>Safety Officer</p>			

<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Review security procedures frequently 	<ul style="list-style-type: none"> • Everyone outside the building • Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Ensure accessibility at all times to evacuation site
Operations	Operations	Operations
<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Reunification with parents following SRM • Assignments made for notification coverage • Assignment of staff at exterior doors • Assigned staff for safe street crossing • Ensure accessibility at all times to evacuation site 	<ul style="list-style-type: none"> • Reunification with parents following SRM • Display SRP Signs on building doors • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • Assigned staff for safe street crossing

	<ul style="list-style-type: none"> protocols for staff/students Create annual schedule for drilling Educate students return from lunch, non-exit out of building protocol if in Evacuation Trainings/Drills are conducted Educate students/staff on Evacuation protocols All Evacuation locations identified, appropriate for type of hazard type 	
<p>Logistics</p> <ul style="list-style-type: none"> Develop a Transportation plan 	<ul style="list-style-type: none"> Transportation plan <ul style="list-style-type: none"> If feasible, hand held radios Appropriate supplies (i.e., bottled water) Have 'to go' bags ready Food and snacks Ensure medicine, food, etc, for medical purposes available Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water) 	<ul style="list-style-type: none"> Transportation plan Transportation plan
<p>Finance/Administration</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> List of students ready Emergency contact list parents/guardians 	<ul style="list-style-type: none"> Accountability of students/staff Accountability of students/staff

Type of Hazard/Threat: Pandemic/Illness**Goal:**

- 1) (Before) Develop a safety protocol.
- 2) (During) Implement the safety protocol.
- 3) (After) Return to regular instruction.

Objectives:

- 1.1 Gather information
- 1.2 Identify needs
- 1.3 Communicate with other organizations

- 2.1 Implement safety protocols
- 2.2 Communicate safety protocols
- 2.3 Obtain PPE, cleaning supplies, etc.

- 3.1 Assess learning loss.
- 3.2 Reestablish standard schedules
- 3.3 Identify continuity of learning

	Before	During	After
Prevention	Preparedness	Response	Recovery
Incident Commander	•	•	•
Public Information Officer	•	•	•
Liaison Officer	•	•	•
Safety Officer	•	•	•
Operations	•	•	•
Planning	•	•	•

•	•	•	•	•
Logistics				
•	•	•	•	•
Finance/Administration				
•	•	•	•	•

Type of Hazard/Threat: Medical Emergency				
Goal:				
1) (Before) Be Prepared.				
2) (During) Respond				
3) (After) Return to normal operations				
Objectives:				
1.1 AED & CPR Training of all staff				
1.2 Medical supplies on hand.				
1.3 Emergency contacts				
2.1 Isolate incident				
2.2 Initiate "Hold"				
2.3 Contact EMS				
3.1 Communicate with family				
3.2 Cover work assignment				
3.3 Return to normal operations				
Before		During		After
Prevention	Preparedness	Response	Recovery	
Incident Commander				
•	•	•	•	
Public Information Officer				
•	•	•	•	

Liaison Officer	•	•	•	•
Safety Officer	•	•	•	•
Operations	•	•	•	•
Planning	•	•	•	•
Logistics	•	•	•	•
Finance/Administration	•	•	•	•

Type of Hazard/Threat: Death of Staff/Student

Goal:

- 1) (BEFORE) School Crisis Team in place
- 2) (DURING) Notification, take a minute to process before moving forward.
- 3) (AFTER) Providing necessary condolences to those in need. Review how the situation was handled.

Objectives:

- 1.1 Reach out to community resources
- 1.2 Plan to notify staff and student set in place
- 1.3 Create a template of a statement to be shared with staff and students.

2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students

2.2 Crisis Team creates a plan on how to handle the current situation

2.3 Statements are released to the staff and students

2.4 Have counselors available on site

3.1 Get information out about viewing and funeral

3.2 Post catastrophe feedback session done by Crisis Team

3.3 Reach out to the family on behalf of the school			
	Before	During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop an EOP prior	• Notify staff/students • Align memorials with PFA	• Notify staff/students • Align memorials with PFA	• Determine if further action is needed • Align memorials with PFA
Public Information Officer			
• Information disseminated	• Scripted announcement ready to be modified • Disseminate parent letter • Public information disseminated	• Public Information disseminated • Scripted announcement modified to situations	• Public information disseminated • Scripted announcement modified to situations
Liaison Officer			
•	• Ensure alignment with LEOP	• Contact ESU for PFA assistance	• Contact ESU for PFA assistance • Contact other partners to assist with counseling
Safety Officer			
•	•	•	•
Operations			
•	• Identify PFA support rooms for PFA team • Assignments made for notification coverage	• Align memorials with PFA • Modify routines according to time of situation (dismissal, lunch, end of day)	• Checking in with staff/students who may have been affected • Watch for student/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
• Develop EOP prior	• Team has been trained in • PFA • Support team has PFA • Training	•	•

Logistics	<ul style="list-style-type: none"> • Ensure PFA support rooms have necessary equipment 	•
Finance/Administration	<ul style="list-style-type: none"> • 	•

Dangerous Animal on Grounds			
Goal:			
1) (BEFORE) Monitor school grounds 2) (DURING) Keep everyone safe & out of harm's way 3) (AFTER) Resume normal operations.			
Objectives:	Before	During	After
1.1 Staff Training & awareness			
1.2 Maintain video cameras & speaker system.			
1.3 Facility & Grounds maintenance			
2.1 Notification, Initiate Shelter in Place			
2.2 Contact local animal control officer.			
3.1 Evaluation of safe environment			
3.2 Evaluation of procedure			
3.3 Resume normal operations			
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop an EOP prior		<ul style="list-style-type: none"> • Notify staff/students • Align memorials with PFA 	<ul style="list-style-type: none"> • Determine if further action is needed • Align memorials with PFA
Public Information Officer			
• Information	<ul style="list-style-type: none"> • Scripted announcement 	<ul style="list-style-type: none"> • Public Information 	<ul style="list-style-type: none"> • Public information disseminated

disseminated	ready to be modified • Disseminate parent letter • Public information disseminated	disseminated • Scripted announcement modified to situations	• Scripted announcement modified to situations
Liaison Officer	• Ensure alignment with LEO/P	• Contact ESU for PFA assistance	• Contact ESU for PFA assistance • Contact other partners to assist with counseling
Safety Officer	•	•	•
Operations	• Identify PFA support rooms for PFA team • Assignments made for notification coverage	• Align memories with PFA • Modify routines according to time of situation (dismissal, lunch, end of day)	• Checking in with staff/students who may have been affected • Watch for student/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning	• Develop EOP prior	• Team has been trained in PFA • Support team has PFA • Training	•
Logistics	•	• Ensure PFA support rooms have necessary equipment	•
Finance/Administration	•	•	•
Auto/Bus Accident			
Goal:	1) (Before) Vehicle maintenance & training		

2) (During) Assess situation & act accordingly
 3) (After) Report & evaluation

Objectives:

- 1.1 Driver Training & awareness
- 1.2 Regular maintenance of vehicles
- 1.3 Safety drills

- 2.1 Secure vehicle & ensure safety of students
- 2.2 Contact local law enforcement & EMS
- 2.3 Maintain communication with stakeholders

- 3.1 Staff debriefing
- 3.2 Evaluation of procedure
- 3.3 Resume normal operations

		Before	During	After
Prevention	Preparedness	Response	Recovery	
Incident Commander				
• Develop an EOP prior	•	• Notify staff/students • Align memorials with PFA	• Determine if further action is needed • Align memorials with PFA	
Public Information Officer				
• Information disseminated	• Scripted announcement ready to be modified • Disseminate parent letter • Public information disseminated	• Public Information disseminated • Scripted announcement modified to situations	• Public information disseminated • Scripted announcement modified to situations	
Liaison Officer				
•	• Ensure alignment with LEOP	• Contact ESU for PFA assistance	• Contact ESU for PFA assistance • Contact other partners to assist with counseling	
Safety Officer	•	•	•	

<p>Operations</p> <ul style="list-style-type: none"> • Identify PFA support rooms for PFA team <ul style="list-style-type: none"> • Align memories with PFA • Modify routines according to time of situation (dismissal, lunch, end of day) 			
<p>Planning</p> <ul style="list-style-type: none"> • Develop EOP prior 	<ul style="list-style-type: none"> • Team has been trained in PFA • Support team has PFA • Training 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Checking in with staff/students who may have been affected • Watch for student/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
<p>Logistics</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ensure PFA support rooms have necessary equipment 	<ul style="list-style-type: none"> • 	
<p>Finance/Administration</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
<p>Gas/Water Break</p>			
<p>Goal:</p> <ol style="list-style-type: none"> 4) (BEFORE) Facility & Grounds Maintenance/Locate Shutoffs 5) (DURING) Shutoff Supply/Evacuate if necessary 6) (AFTER) Evaluate Safety & Resume normal operations 			
<p>Objectives:</p> <ol style="list-style-type: none"> 1.1 Staff Training & awareness of location of shut off 1.2 Maintain speaker system. 1.3 Facility & Grounds maintenance 2.1 Shut off main supply 2.2 Evacuate if necessary 2.3 Communication to stakeholders 			

3.1 Evaluation of safe environment				
3.2 Evaluation of procedure				
3.3 Resume normal operations				
	Before	During	After	
Prevention	Preparedness	Response	Recovery	
Incident Commander				
• Develop an EOP prior	<ul style="list-style-type: none"> • Notify staff/students • Align memorials with PFA 	<ul style="list-style-type: none"> • Determine if further action is needed • Align memorials with PFA 		
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Liaison Officer				
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Safety Officer				
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Operations				
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Planning				
• Develop EOP prior	<ul style="list-style-type: none"> • Team has been trained in PFA 		<ul style="list-style-type: none"> • 	

	<ul style="list-style-type: none"> • Support team has PFA • Training 	
Logistics		
•	<ul style="list-style-type: none"> • Ensure PFA support rooms have necessary equipment 	<ul style="list-style-type: none"> •

Parent Custodial Issues			
Goal:			
7) (BEFORE) Develop relationships & obtain documentation 8) (DURING) Knowledge of family situations 9) (AFTER) Inform proper authorities			
Objectives:			
1.1 Documentation of proper guardianship			
1.2 Familiarity with those who are guardians			
1.3 Build relationships with guardians & students			
2.1 Awareness of current situation within the family			
2.2 Insure safety of student			
2.3 Notify all stakeholders involved			
3.1 Notify authorities			
3.2 Notify custodial parent			
Incident Commander			
• Develop an EOP prior	Before	During	After
	Preparedness	Response	Recovery
•			
	<ul style="list-style-type: none"> • Notify staff/students • Align memorials with PFA 	<ul style="list-style-type: none"> • Determine if further action is needed • Align memorials with PFA 	

Public Information Officer			
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Liaison Officer			
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Logistics	<ul style="list-style-type: none"> Develop EOP prior 	<ul style="list-style-type: none"> Team has been trained in PFA Support team has PFA Training 	
Finance/Administration			

Missing Student																							
<p>Goal:</p> <p>10) (BEFORE) Student Enrollment 11) (DURING) Attempt to locate 12) (AFTER) Confirm location of student</p>																							
<p>Objectives:</p> <p>1.1 Take attendance 1.2 1.3</p> <p>2.1 Phone calls 2.2 Staff communication 2.3 Check sign out sheet</p> <p>3.1 Phone communication with people of interest 3.2 Notify all stakeholders 3.3 Seek additional assistance if needed</p>																							
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Finance/Administration			
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