



Wallace County Schools Unified School District 241 Crisis Plan

Approval date

Aug 11, 2025

Originally developed by KSDE Safe and Secure Schools
Adapted by Project FRONTIER with consultation from Julie Zollinger, EdS, NCSP

Wallace County School Crisis Plan

Table of Contents

I.	Basic School District Crisis Plan	
	p. 6	
a.	Record of Distribution	
	p. 7	
b.	ICS Position Responsibilities	
	p. 8	
c.	Introduction & Purpose	
	p. 10	
d.	Promulgation Statement & Approval	p.
	10	
e.	Scope of Plan	
	p. 11	
f.	Situation Overview	
	p. 11	
g.	Hazard Analysis Summary & Mitigation Overview	p. 12
h.	Concept of Operations	
	p. 13	
i.	Communications	
	p. 13	
j.	Incident Command Post & District Emergency Operations Center	p. 14
k.	Evacuation Procedures	
	p. 15	
l.	Shelter in Place (SIP) Procedures	p.
	15	
m.	Lock Down Procedures	
	p. 16	
n.	Secure Campus Procedures	p.
	16	
o.	Accountability Procedures	p.
	17	
p.	Reverse Evacuation Procedures	p.
	17	
II.	Incident Command in a School Setting	p.
	18	
	Flow Chart	
	p. 19	
	ICS Position Responsibilities Breakdown	p.
	20	
	District Employees	
	p. 22	
a.	Direction and Control	
	p. 23	

b.	Information Collection, Analysis, and Dissemination	p. 24
c.	Communications	p. 24
d.	Administration and Logistics Support	p. 25
e.	Plan Development and Maintenance	p. 25
III.	The Functional Annexes	p. 26
A.	Direction and Control	p. 27
B.	Incident Notification and Assessment	p. 27
C.	Crisis Management Action Outline and Universal Emergency Procedures ...	p. 27
D.	Continuity of Operations Procedures (COOP)	p. 27
E.	Communication	p. 30
F.	Accountability Procedures (Accounting for All Persons)	p. 31
G.	Psychological/Emotional Recovery	p. 31
H.	Mass Care	p. 32
I.	Off Campus Incidents	p. 33
J.	Special Needs Population Procedures	p. 33
K.	Donations Management	p. 35
IV.	Hazard or Threat Specific Annexes	p. 36
a.	Human Caused Hazards	p. 37
1.	Activity Trip	p. 37
2.	Bomb Threat	p. 38
3.	Bus Emergency	p. 41
	a. Accidents	
	b. Active Assailants	

c. All Weather	
4. Death of a Student/Staff	p. 42
5. Guidelines for Student/Staff Death	p. 43
6. Hostage Situation	p. 45
7. Intruder	p. 46
8. Medical Emergencies	p. 47
9. Weapons Violations	p. 48
10. Multiple Incident Casualty Triage	p. 49
b. Natural Disasters	p. 51
1. Earthquake	p. 51
2. Extreme Cold Weather	p. 52
3. Fire	p. 53
4. Flood	p. 54
5. Pandemic	p. 55
6. Severe Weather/Tornado/Lighting	p. 56
c. Physical Plant/Technological Failures	p. 57
1. Biological Agent Release (Anthrax or other)	p. 57
2. Chemical/Hazardous Material Spill	p. 58
3. Cyber Attack	p. 59
4. Food Safety Plan (USDA, KDA required)	p. 60
5. Gas Leak	p. 61
6. Utility Disruption	p. 62
V. Recovery	

[p. 63](#)

a. Students/Parents/Staff	p. 64
i. Psychological/Emotional Recovery	
ii. Reunification procedures include at	
1. least two non-published reunification sites (Appendices)	
2. photo identification of parents/guardians prior to release of students	
3. Identifies a reunification point area for students (which is out of sight from parents)	
a. Facilities	
i. Alternate facilities	
ii. Reconstitution	
iii. Alternate power	
1. Generators	
2. Emergency lighting	
VI. Appendix I	p. 65
a. Record of Changes	p. 66
b. Appendices	p. 67
c. Web Resources	p. 67
VII. Appendix II	p. 68

Communication Templates for School Leaders to Post and Share With Faculty/Families

a. Different Teacher Will Finish the Year	p. 70
b. Lock Down Procedure	p. 72
c. Evacuation Procedure	p. 74
d. Reunification Plan	p. 76
e. Weapon Recovered at School	p. 77
f. Staff Member Illness, Injury, or Death	p. 78
g. Student Illness, Injury, or Death	p. 80
h. Addressing Rumors	

[p. 82](#)

VIII. Appendix III

[p.83](#)

a. Jason Flat Act, Suicide prevention

IX. ICS Glossary

[p. 94](#)

I. Basic School District Crisis Plan

I. BASIC SCHOOL DISTRICT CRISIS PLAN

A. RECORD OF DISTRIBUTION

Specific community partners shall receive a copy of this CRISIS PLAN. The following is a list of agencies who have received this plan (e. g. Fire, EMS, Law Enforcement, Emergency Mgt., Educational Cooperatives).

External Agency Distribution	Title of and Person Receiving Plan	Date
Wallace County Fire Department	Jay Sharp, Wallace Co. Fire Chief	
Wallace County Sheriff	Marshall Unruh, Sheriff	
Wallace County Emergency Management	Marshall Unruh, Sheriff	
Wallace County EMS	Paulette Unruh, Director of EMS	
Internal Distribution	Title of and Person Receiving Plan	Date
NKESC	Dave Younger, NKESC director	
School Board Members	Ross Cox, board president	
Staff	Certified & Classified Staff	
Coaches	Kyle Gfeller, Athletic Director	
Head Start	Susan Chaney, Lead Teacher	

B. ICS POSITION RESPONSIBILITIES

- i. Incident Command Position breakdown can be found in **II. Incident Command in a School Setting: ICS Position Responsibility Breakdown, p. 20.**

Title	Name Location and Phone Numbers	Alternate Name Location and Phone Numbers	2 nd Alternate Name Location and Phone Numbers
Incident Commander:	Dettra Crawford	Andrew Korte	Marsha Klinge
Public Information Officer:	Dettra Crawford	Andrew Korte	Lisa Dewees
Safety Officer	Eric Jarvis	Marsha Klinge	Jamie Hawkins
Liaison Officer:	Lisa Dewees	Kim VanLaey	Cassandra Laughlin
Mental Health Officer:	Lisa Dewees	Kim VanLaey	Katie Gay, NKESC
Planning Chief:	Dettra Crawford	Andrew Korte	
Operations Chief:	Dettra Crawford	Andrew Korte	
Operations – First Aid:	Paulette Unruh	Aften Gardner	Gabrielle Hammer
Operations –Facilities and Security Response:	Eugene Kaiser	Andrew Korte	Kyle Gfeller
Operations – Student Release:	Chelsea Batterton - 114 Marsha Klinge - 201 Jamie Hawkins - 217 Beverly Keller - 504 Eric Jarvis - 413 Gabrielle Hammer-425	Debbie Summers-116 Kristina Boldt - 202 Jeff House - 208 Joanna Basgall - 309 Rebecca Edwards-4111 Dana Clay - 422	Colleen Wagoner - 112 Susan Chaney - 119 Myka Reinert - 216 Brenda Tropf - 417 Kim Van Laeys - 412/107

Logistics Chief:	Joanna Basgall	Beverly Keller 504	
Logistics – Communication:	Dettra Crawford	Andrew Korte	Lisa Dewees
Logistics - Transportation:	Eugene Kaiser	Kyle Gfeller	
Logistics – Supply:	Joanna Basgall	Beverly Keller	
Finance/Administration Chief:	Dettra Crawford	Joanna Basgall	

C. INTRODUCTION & PURPOSE

All educational institutions are vulnerable to threats, hazards and disasters which have the potential to cascade into emergencies or disasters. It is critical for school officials along with first responders, emergency management and local government officials to prevent or mitigate, plan for, respond to and recover from these potential incidents.

The intent of a Crisis Plan is to provide an overview of the School District's approach to emergency operations. It describes the School District, its emergency response policies, procedures and assigns tasks. The primary audience for this plan is the Superintendent's staff, key administrators and policy makers (Board Members). This plan will help serve as the foundation for the more operationally oriented building level plans.

The purpose of this plan is to identify, guide and support the actions of this school district and its employees when responding to incidents as outlined in this document. These guidelines are meant to be flexible, revised and expanded to meet the needs of each school and situation. The contents of this plan must be regularly practiced with training provided to faculty and staff who will carry out the responsibilities of this plan. In addition, an after-action review and improvement plan should be completed following each drill/incident.

D. PROMULGATION STATEMENT AND APPROVAL

The Wallace County School District is committed to the safety and preparedness of its students, staff and its visitors. In support of this commitment, the Board of Education has asked for a thorough review of this District's Crisis Plans. The CRISIS PLAN that follows will assist this District in saving lives, minimizing property damage and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in the All-Hazards approach to school crisis management. This is to verify that Wallace County School's Crisis Plan is hereby approved, is in force and supersedes all previous editions.

Superintendent

Date

Board of Education President

Date

Clerk of the Board

Date

E. SCOPE OF THE PLAN

This school district plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school confined emergency to a wide scale community disaster. This plan uses the five phases of emergency management as its foundational guide. These phases are:

1. Prevention: Focuses on preventing human hazards, primarily from potential natural disasters or terrorist.
2. Mitigation: On going activities aimed at eliminating or reducing the risk of hazards and vulnerabilities.
3. Preparedness/Planning - Activity that improves the coordination and develops the capacity of response actions
4. Response - Period of time shortly before, during and after an incident when activities are conducted in order to save lives, minimize property damage and protect the environment
5. Recovery – Actions taken when the immediate threat to life and property has passed that allows the return to normal operations. These actions are both short term and long term in nature.

F. SITUATION OVERVIEW

<u>USD 241, Sharon Springs, Wallace</u>				
Building	# of students	# of staff	special needs students concerns	layout of building
PK-2	55	9		
3-5	28	4		
JH		4		
HS	36	13		
Staff				

G. HAZARD ANALYSIS SUMMARY AND MITIGATION OVERVIEW

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

district.

Hazard	Details
Medical Emergencies	The district experiences medical emergencies with both staff and students. Common medical emergencies have included seizures, heart attacks/stroke, broken bones, concussions, objects in eyes, loss of extremities in shop class, open wounds that required stitches.
Severe Weather	The district has experienced tornadoes, severe and damaging winds, dust storms, hail, flooding, blizzards, excessive snow-fall, high heat index, and fires.
Utilities Disruptions	The district has experienced loss of electricity, loss of natural gas, loss of water, loss of hot water, sewer back-ups and delayed trash service.
Intruder/Missing Child	The most common experience the district has with this hazard has been with school Secure Campuses due to external disturbances in the near vicinity of the school. Custody dispute for release of students.
Lightning	District buildings and transformers that supply power to the district have both been struck by lightning.
Bus Emergency	The district has experienced bus accidents, bus breakdowns, bus delays due to road conditions.
Classmate tragedy	The district has experienced situations where classmates have experienced tragedy.
Student/Staff Death	The district has experienced student deaths during the school year.
Fire	NA at this time

H. CONCEPT OF OPERATIONS

1. *Initial Response.* School personnel will be the first responders during the initial phases of an incident. Staff is expected to take charge and manage the incident until someone

more qualified with legal authority can assume responsibility. On District level situations, the Superintendent or their designee will activate the CRISIS PLAN. On Building level situations, the building administrator or their designee will activate the CRISIS PLAN.

2. *Coordination*. This school district will coordinate with all responding agencies (local, state & federal) and other associated stakeholders. The development of this plan and its contents will be in coordination with the proper responding agencies.
3. *Adoption of the National Incident Management System (NIMS)*. NIMS is a set of principles that provides a systematic approach guiding agencies at all levels to work seamlessly to prevent, plan for, respond to and recover from the effects of incidents that will preserve life, protect property and preserve the environment. The role of NIMS is to assist those involved in incident response/recovery understanding their roles and responsibilities. According to Homeland Security Presidential Directive 5 and the US Department of Education, schools are among local agencies that must adopt NIMS if they are to receive federal grants. As such, key personnel of this school district will take courses in NIMS and ICS (Incident Command System).
4. *Implement the Incident Command System (ICS)*. The incident command system is a standardized on scene emergency management system designed to provide an integrated organizational structure to the scene. ICS is used for all kinds of emergencies and is applicable to all size incidents.

I. COMMUNICATIONS

Internal Communications	Communication with staff members shall be timely and intentional, keeping them informed. The IC will communicate with the District Office. Communication with other buildings will occur as needed.	Methods used: E3 App Intercom System
External Communications	Communications with 1st responders established, informing them of critical information. Communication to parents/guardians . Communication with media coordinated through the District's PIO or designated comm. person.	Methods used: E3 App Telephone Cell Phone Parent Square Website app Facebook page

A. COMMUNICATION TOOLS

1. Several methods of communication shall be established for use. Examples of these are:

- Standard telephones
- Cell phones
- Intercom systems
- Computers
- Alarm systems-E3
- Whistles
- District website
- USD 241 Facebook page
- USD 241 App
- Messengers
- Parent Square

2. What equipment do you utilize for internal communication?

- Standard telephones
- Cell phones
- Intercom systems
- 2 Way radios-Buses
- Computers
- Alarm systems
- Whistles
- District website
- USD 241 Facebook page
- USD 241 App
- Messengers
- E3
- Parent Square

J. INCIDENT COMMAND POST & DISTRICT EMERGENCY OPERATIONS CENTER

1. In advance of an emergency situation, each school building should establish an Incident Command Post. The incident command post is the location at which on site tactical or operational command functions are performed.
2. In a larger scale emergency, each school district should establish a District Emergency Operations Center (EOC). The EOC is the physical location where the coordination of information and resources that support the incident management takes place. The incident command post and EOC for this district are:

Building Name	On-site (Room or Location)	Off-site (Address)
District Office	Room 313 Phone - 504	Methodist Church - 520 West 6th

K. EVACUATION PROCEDURES ([COMMUNICATION SCRIPTS ON P. 76](#))

An orderly and pre planned exit from a building when conditions are safer outside than

inside.

- Sound alarm (fire)
- Call 911, if warranted
- Notify Central Office - E3 app activation
- Make a clear speech intercom announcement
- Teachers take head count
- Take closest & safest planned route out of building
- Be familiar with 2nd route as needed
- Teachers take attendance – take classroom kit (if available)
- Office staff ensures evacuation destination is safe
- Office staff take building crisis kit
- Office staff account for itinerant staff & visitors
- Assist those with special needs
- All staff should limit technology

L. SHELTER IN PLACE (SIP) PROCEDURES

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

- Make a clear speech intercom announcement
- Call 911, if warranted
- Notify Central Office-E3 app activation
- Move students and staff to designated area(s)
- Remove ropes or magnets from doors.
- Shut down HVAC – close, lock & seal doors & windows
- Take attendance
- Do not allow anyone to leave area
- All staff should limit technology
- Wait for further instructions from E3 app
- Assist those with special needs
- Teachers take classroom kit (if available) to SIP area
- Supply kit available in office

M. LOCKDOWN PROCEDURES ([COMMUNICATION SCRIPTS ON P. 74](#))

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

- Make a clear speech intercom announcement - **“We are in a Lockdown”**
- Call 911
- Notify Central Office-E3 app activation
- Clear all hallways of students and visitors – report to nearest classroom
- Disregard fire alarms and bells
- Close, cover, and lock all doors/windows

- Shut off lights
- Block door with furniture, if necessary
- Move away from the doors and windows – find the best hiding spot
- Prepare a plan of action if an intruder gains entry
- Classes outside the building should not enter the building- Evacuate to Methodist Church
- Be quiet. Wait for further instructions
- Turn off ringers on cell phones – silence electronic devices
- Take attendance
- Assist those with special needs
- All staff should limit technology
- Notification of resolved crisis will be through the E3 app.
- A law enforcement officer or administrator will come to your room and open your door from the outside.
- Parents should be notified of Lockdown via text, voice, or app message ASAP per the advice of law enforcement

N. **SECURE CAMPUS PROCEDURES**

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

- Make a clear speech intercom announcement – **“We are in Secure Campus”**
- Call 911, if warranted
- Notify Central Office-E3 app activation - Home
- Main entry door should be locked - All other doors should remain locked
- All students and staff that are outdoors should come back inside building
- All students and staff remain inside the building
- All staff should limit technology
- All activities continue within the building
- Make an “all clear” announcement when ready to resume normal activities
- All outside buildings teachers should take their students to room 410
- In the event power goes out, stay out of gyms.
- Parents should be notified of Secure Campus via Parent Square prior to end of school day

O. **ACCOUNTABILITY PROCEDURES**

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

Who is..	Number	Names (missing and extra)
----------	--------	---------------------------

Present?		E3 app roll call
Missing?		E3 app
Extra?		E3 app

P. REVERSE EVACUATION PROCEDURES

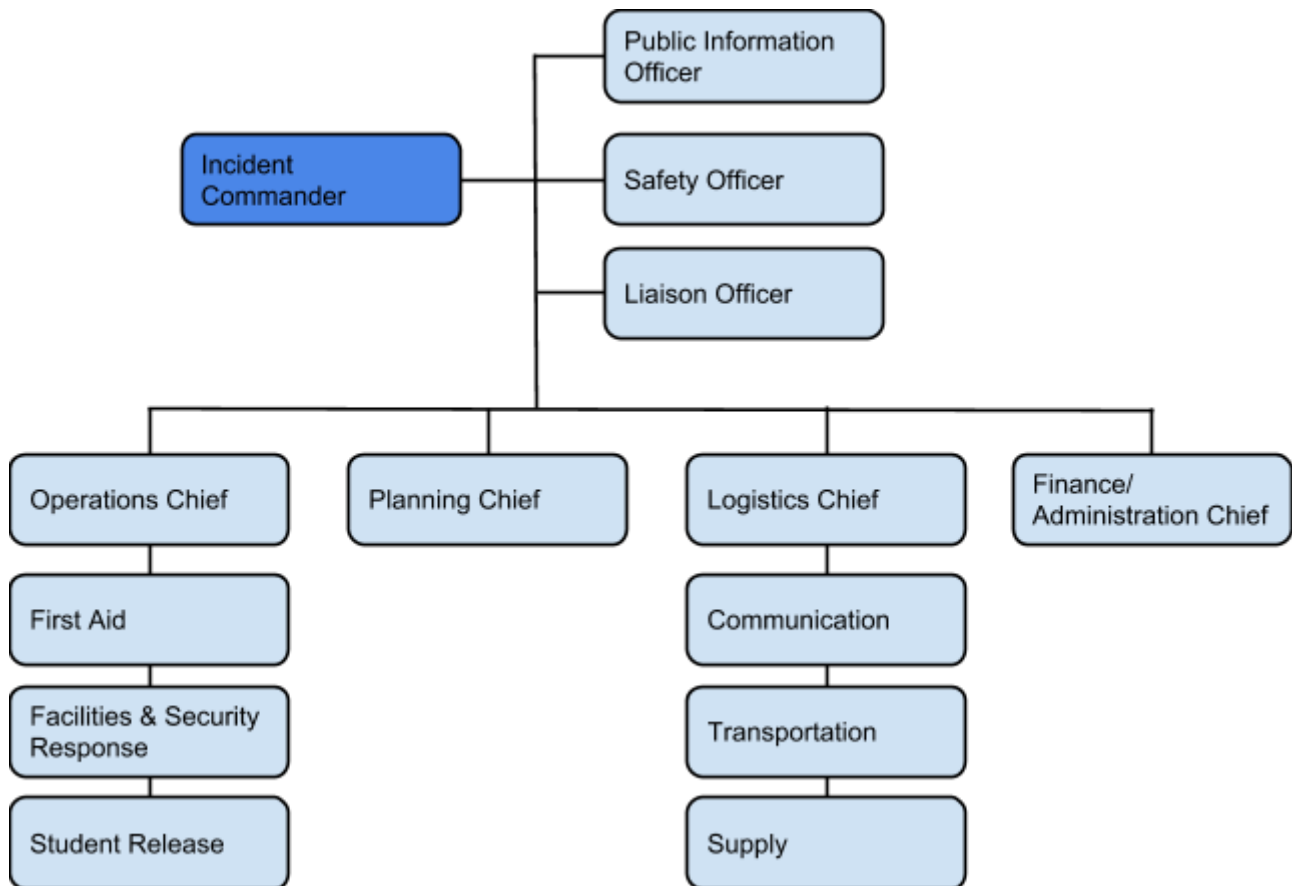
When a threat or imminent danger is outside, and there are students and staff in outdoor areas, reverse evacuation is used to bring them into the safer environment of the building.

- Make a clear speech announcement by any means available
- Call 911, if warranted
- Notify Central Office-E3 activation
- Take closest & safest route into the building
- Assist those with special needs
- Teachers should take attendance once in the building
- Office staff should account for itinerant staff & visitors

II. INCIDENT COMMAND IN A SCHOOL SETTING

II. Incident Command in a School District Setting

FLOW CHART



ICS POSITION RESPONSIBILITIES BREAKDOWN

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

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

DISTRICT EMPLOYEE

School district employees have everyday responsibilities in their normal school work assignment. During an emergency, school district employees will have additional responsibilities. It is imperative that they be familiar with their roles and responsibilities during an emergency situation.

1. Board of Education

The Board of Education usually has executive responsibilities during a school emergency. Examples of this would be to review or enact policy, statutes and procedures to aid and support the response to the situation.

2. Superintendent/District Administrators

The Superintendent's role during an emergency varies with each situation. They usually are the direct link with the policy makers in the District who formulate or implement policies related to the situation. They may also have an important role in the internal and external communication process. Their role requires flexibility to provide leadership and timely decision making as needed in the District.

3. The Principal or Building Administrator

The Building Administrator often serves as the Incident Commander. At times the building administrator may delegate this responsibility to an appropriate staff member. At all times the building administrator retains the overall responsibility for the safety of students and staff. The Building Administrator also coordinates between the District Office and the situation

4. District Crisis Team - Ms Batterton, Mrs. Klinge, Mrs. Hawkins, Miss Hammer, Mr. Jarvis, Mrs. Dewees, Mr. Korte, Mrs. Hammer

Each Building in the District shall have a crisis management team. The team shall be organized in compliance with the principles of ICS. Crisis team members should:

- a. Have the authority, ability, training and resources to carry out their responsibilities
- b. Be familiar with all aspects of the crisis management plan
- c. Understand the ICS structure
- d. Possess the ability to remain calm and work effectively in emergencies
- e. Have the trust and confidence of their colleagues
- f. Demonstrate good communication and collaboration skills

5. Teachers

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

6. Para-professionals

Para's responsibilities include assisting with teachers as directed

7. Mental Health

Mental Health professionals include counselors, social workers and psychologists. They will

assist with the overall direction of the incident management as directed.

8. School Nurses/Health Assistants

Health professionals will administer first aid and render treatment as needed. They will also supervise others who administer first aid. They will organize and distribute medical supplies.

9. School Administrative Professionals

Administrative professionals will receive and provide consistent information. They will assist with essential school records. They will perform other assignments as directed.

10. Custodial/Maintenance Personnel

Custodial/Maintenance will survey and report the condition of the building to the Incident Commander. They will manage utilities shut off valves. They will provide damage control as needed. They will assist in use and distribution of supplies and equipment needed. They will perform other duties as needed.

11. Food Service Workers

Food service personnel will use, prepare and serve food and water as needed. They will perform other duties as needed.

12. Bus Drivers

Bus drivers will supervise the care of students if disaster occurs while the students are on the bus. They will transport students as directed. They will perform other duties as needed.

13. Other Staff

Other staff will report to the Incident Commander as requested and needed.

14. Students

Students will cooperate and fully participate in all drills, exercises and during an actual incident. They will learn to be responsible for themselves and others in an incident. They will report situations of concern. They will develop an awareness of the potential threats, hazards and disasters that could impact the school.

15. Parents/Guardians

Parents will encourage and support safety, prevention and preparedness programs within the school. They will provide schools with requested necessary information during a school incident. They will practice preparedness and safety measures in their homes with their family.

A. DIRECTION AND CONTROL

1. The Superintendent (their designee) is responsible for establishing the objectives and providing general guidance for emergency response operations.

2. The Incident Commander will manage the emergency response from the Incident Command Post until local emergency response services arrive.
3. The district's CRISIS PLAN will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
4. This district may implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

B. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

Wallace County Schools, USD 241, will collect, analyze, and disseminate information before, during, and after an incident.

1. Types of Information

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

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

2. Information Documentation

The assigned staff member will document the information gathered to include:

- a. The source of the information.
- b. The staff member who collected and analyzed the information.
- c. The staff member to receive and use the information.
- d. The format for providing the information.
- e. The date and time the information was collected and shared.

C. COMMUNICATIONS

1. Internal Communications.

- a. Staff members. Internal communications with staff members shall be timely and intentional keeping them informed as new developments occur. Methods used may be telephone trees, calls, apps, emails, text messages and staff meetings.
- b. The IC will communicate with the District Office
- c. Communication with staff in other buildings will occur as needed

2. External Communications - address importance with staff

- a. Communications with first responders will be established informing them of critical information needed to respond to the situation

- b. Several methods of communication important information to parents/guardians will be established and implemented
- c. Communication with the media shall be coordinated through the District's PIO or designated communication person

D. ADMINISTRATION AND LOGISTICS SUPPORT

This district shall keep all records necessary to document the response to and recovery from a disaster. The rationale for establishing these records is to create a historical record, recover costs, address insurance or other needs and develop mitigation strategies. Specific categories of reports should include among others:

1. Initial report of the incident
2. Situation report at regular time intervals
3. Activity logs of responders
4. Incident costs (equipment, supplies, personnel & other resource costs)
5. After action report upon conclusion of the incident
6. All pre-negotiated agreements and contracts are included in appendices II
 - a. Logistics are the mechanisms used to identify and acquire resources needed during an emergency operation.
 - b.
7. District wide resource list

E. PLAN DEVELOPMENT AND MAINTENANCE

The Superintendent and the Board of Education are responsible for the overall development and completion of this Crisis Plan. This responsibility may be delegated to the District's Emergency Coordinator or designee of the Superintendent. Specific responsibilities to maintain the plan are:

1. Annual review of the plan with approval of necessary changes
2. Distribution and record of the plan
3. Assignment of personnel to fulfill roles & responsibilities of the plan
4. This plan will require frequent training opportunities in accordance with state regulations, so staff and students will know how to respond in emergency situations.
5. Methods of how the students, parents, and public can be informed of parts of the plan

III. THE FUNCTIONAL ANNEXES

III. The Functional Annexes

Functional annexes describe methods and procedures used by this school district that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency situation.

A. DIRECTION AND CONTROL: THE INITIAL COORDINATION OF RESPONSES TO EMERGENCY OPERATIONS WILL BE UNDERTAKEN BY THE ADMINISTRATOR IN CHARGE OR BY THE PERSON ASSUMING THE ROLE OF THE INCIDENT COMMANDER.

B. INCIDENT NOTIFICATION AND ASSESSMENT – WHEN FIRST ARRIVING UPON THE INCIDENT OR SCENE:

1. Make sure the scene is safe before entering
2. Assess the situation gathering critical information
3. Provide clear and concise information to persons in the immediate scene who can assist, for first responders, and additional school personnel who may provide assistance
4. Render aid and assistance to persons or the situation as needed
5. If possible, write down (or have someone assist in this task) the time, place, description of the situation, actions taken and other important information from the scene.

C. CRISIS MANAGEMENT ACTION OUTLINE AND UNIVERSAL EMERGENCY PROCEDURES

This school district's emergency operation plans are based upon the all-hazards approach. The all-hazards approach is based upon the *three* major strands of likely emergencies in the *human* caused, *natural* disasters and *technological or physical plant* failure categories.

D. CONTINUITY OF OPERATIONS PROCEDURES (DISTRICT CRISIS TEAM)

1. The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district.
2. The scope of these COOP plans pertain to this school district.
3. Designated school staff will perform the essential functions as listed below:
 - Superintendent/Their Designee/Incident Commander
 - i. Determine when to close schools, and/or send students/staff to alternate locations.
 - ii. Disseminate information internally to students and staff.
 - iii. Communicate with parents, media, and the larger school community.
 - iv. Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
 1. *Ensure systems are in place for rapid contract execution after an incident
 2. *Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

- Principals and/or Department Heads
 - i. Identify relocation areas for classrooms and administrative operations.
 - ii. Create a system for registering students
 - iii. Brief and train staff regarding their additional responsibilities.
 - iv. Secure and provide needed personnel, equipment, resources, and services
 - 1. Required for continued operations.
 - v. Identify strategies to continue teaching
 - vi. Reevaluate the curriculum
 - vii. Other as needed
- Custodians/Maintenance Personnel
 - i. Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
 - ii. Manage the restoration of school buildings and grounds (e. g. debris removal, repairing, repainting, and/or re-landscaping)
 - iii. Other as needed
- Teaching staff
 - i. Work with others to obtain class teaching materials
 - ii. Work with others to obtain student curricular materials
 - iii. Prepare for alternative curriculum delivery methods as needed
 - iv. Other as directed
- School Secretary/Administrative Support Staff
 - i. Maintain inventory
 - ii. Maintain essential records
 - iii. Ensure duplicate records are kept at a different physical location.
 - iv. Secure classroom equipment, books, and materials in advance.
 - v. Retrieve, collect, and maintain all building personnel data (emergency contact information, etc.).
 - vi. Provide accounts payable and cash management services
 - vii. Other duties as needed
- Counselors, Social Workers, and School Nurses/Health Assistants
 - i. Establish academic and support services for students and staff/faculty.
 - ii. Implement additional response and recovery activities according to established protocols.
- Support Staff
 - i. *Determine how transportation, food services, maintenance and custodial services will resume.
- 4. District and Building Continuity of Operations Charts
 - i. The Public Information Officer maintains the District and Building Continuity of Operations Charts.
- 5. Annual Training
 - i. All core DCT members and senior staff will undergo annual training on the COOP Plan. Training will be designed to inform each member of their responsibilities during a COOP Plan implementation. Identified DCT members will participate in

exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of off-site backup system data and IT operating systems in cooperation with the district office.

6. Procedures
 - i. The following procedures will be followed by staff/faculty to assist in the execution of
 - ii. Essential functions and the day-to-day operations.
7. Activation and Relocation
 - i. The Superintendent/Administrator will determine when to activate and implement the COOP Plan and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP Plan whenever it is determined the school is not suitable
 - ii. For safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.
8. Alert, Notification, and Implementation Process
 - i. Parent Square and/or email/phones will be used to notify employees of the COOP Plan activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.
9. Relocation Sites
 - i. Relocation sites have been identified as locations to establish management and to implement essential functions as warranted by an incident.
10. Alternate Facilities and Strategy
 - i. Contingent alternative facilities are listed below:
 - District Business Office: 521 N Main
 - High School: As directed based on the emergency.
 - Junior High School: As directed based on the emergency.
 - Elementary Schools: As directed based on the emergency.
 - District Support/Maintenance Offices: Maintenance Barn
 - Methodist Church: 520 E 6th

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with the School's backup data.
11. Vital Records and Retention File
 - i. Vital records are archived or retained on backup data systems stored off site.
12. Staff
 - i. Employees responsible for essential functions are cross-trained. Identified special needs
 - ii. Employees are provided ADA accommodation and guidance in their responsibilities

and assistance may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

13. Reconstitution

- i. In most instances of COOP Plan implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:
- ii. Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- iii. Supervise an orderly return to the school building.
- iv. Conduct an after-action review of COOP operations, plans and procedures.

E. COMMUNICATION

During an emergency it is vital to have the ability to share essential information during the emergency operations. As the situation progresses it becomes vital to share information with critical internal audiences (staff and students) and with important external audiences (parents and the larger community). In most school emergencies a plan to communicate with the public and the media becomes an essential operational component of the situation.

1. During emergency operations, with internal audiences as the building & district staff, students and first responders as the communication target, the crisis management team will communicate using the following:

- v. P. A. system
- vi. Building radios
- vii. E3 app
- viii. Cell phones
- ix. Hard wired phones
- x. Written communication
- xi. Email
- xii. Direct communication (face to face)
- xiii. Faculty meetings
- xiv. Other as needed

2. Parent notification will occur using the following:

- i. Parent Square
- ii. Personal phone calls
- iii. Information lines
- iv. Public announcements
- v. Mass media news outlets
- vi. Email
- vii. Text messages
- viii. District websites
- ix. Written communication
- x. Public meetings
- xi. Mobile App
- xii. Other as needed

3. The Media and Public will receive critical information via:

- i. District PIO or designated staff member
- ii. News conferences
- iii. Written correspondence
- iv. Interviews
- v. Prepared statements
- vi. District outlets
- vii. USD 241 Facebook
- viii. Other

F. ACCOUNTABILITY PROCEDURES

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

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

G. PSYCHOLOGICAL/EMOTIONAL RECOVERY

These procedures have been developed to provide guidelines to staff and students who have been impacted by emotional trauma at school or in the community. Following a traumatic incident these procedures will be helpful in assisting students, staff and their families in the healing/recovery process.

1. Responsibilities

All staff will undergo training to learn how to recognize signs of trauma.

- ii. Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- iii. Parents and guardians will be offered tips on how to recognize signs of trauma.
- iv. Mental health experts will review and provide input into the plan.
- v. Other duties as assigned

2. Specialized procedures

The following procedures will be implemented by staff/faculty when directed by the principal immediately following a serious injury, death and/or major incident:

- i. Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- ii. Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- iii. Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns (as appropriate to the incident and the grade level of their students) shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- iv. Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- v. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.
- vi. Other as discussed

3. Hospital/Funeral Arrangements

- i. Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available.
- ii. Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
- iii. Other as agreed to by the school district.

4. Post-Incident Procedures

- i. Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- ii. Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- iii. Donate all remaining memorial items to charity.
- iv. Discuss and approve memorials with the school board's consent.
- v. Other as agreed upon

H. MASS CARE

The purpose and scope of mass care is to provide procedures to adequately shelter students and staff in their own school building for an extended period of time. This includes plans to stock and provide adequate water, basic food items and sanitary needs for sheltered students and staff. In addition, communication devices will need to be established that will allow outside communication from the school shelter. Basic details of the plans are:

1. Water
2. Basic Food
3. Sanitary Needs
4. Communication needs

5. Other as provided for (e. g. – medicines, blankets, etc.)

Schools are often used as a place for community shelter, a memorandum of understanding (MOU) or some other document outlining terms, conditions and details of use should be established by the school district and the sheltering agency (i.e. Red Cross, Salvation Army, local community emergency management, etc.) A copy of the agreement will be found in the appendix section of this CRISIS PLAN.

I. OFF CAMPUS INCIDENTS

A school emergency is likely to occur when students are outside of the school facility but still under school supervision. As such, procedures to assist responding are as follows:

1. Staff member will have an accurate roster of students and staff
2. An accurate headcount of students/staff
3. Possession of a working communication device (cell phone, radio, etc.)
4. A list of emergency contact information for those attending the off campus event
5. A copy of the school's emergency response procedures
6. A first aid kit
7. Other items and procedures as necessary

J. SPECIAL NEEDS POPULATION PROCEDURES

1. Purpose

The cumulative effects of trauma and other environmental stimuli have compelled school administrators to identify and implement methods for assisting students who are unable to function and learn in traditional ways and/or settings.

2. Scope

The Procedures for the Special Needs Population Annex provides appropriate

Accommodations for these students. In most cases, additional safeguards have been established regarding roles, responsibilities, and procedures for students with physical, sensory, cognitive, emotional, and health disabilities. All school nurses and staff members assigned to assist students with special needs are required to participate in the development, implementation, and evaluation of the School CRISIS PLAN as it relates to this annex.

This annex provides for the safety of students with:

- * Limited English proficiency
- * Blindness or visual disabilities
- * Cognitive or emotional disabilities
- * Deafness or hearing loss
- * Mobility/physical disabilities (permanent and temporary)

- * Medically fragile health (including asthma and severe allergies)

3. Responsibilities

Designated school staff/faculty, in conjunction with the principal, will take the following actions:

- *Identify the staff and students with special needs and the type of assistance they will require in an incident.
- *Review all paths of travel and potential obstacles.
- * Create a usable circulation path to allow students with visual and/or mobility needs to travel unassisted to an exit.
- * Determine the primary and secondary paths of exit to be used during incidents.
- * Assign appropriate staff members to students that require assistance and provide training.
- * Install appropriate signage and visual alarms
- * Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms, and cafeterias.

4. Specialized procedures

The following procedures will be followed by staff/faculty designated to assist students with special needs during an incident. Staff/faculty will receive training and equipment based upon the specific needs of the student(s).

- Students with Limited English Proficiency will be assigned staff members for assistance.
- Students/Staff who are Blind or Have Visual Disabilities will be assigned a staff member to assist them during an incident when appropriate. All assigned staff members will receive training in how to be a sighted guide, how to use specialized equipment, and where additional supplies are located to assist students/staff who have visual disabilities.

Note: If a visually disabled student/staff member has a service animal, it may become confused, panicked, frightened, or disoriented during an incident. Keep the animal confined or securely leashed or harnessed.

- Students With Cognitive or Emotional Disabilities will be assigned a staff member to assist during an incident (if deemed necessary). Specific procedures include:
 - * Quickly describe the situation and how to involve him or her during an incident.
 - * Let the student know what is happening and keep him/her reassured.
 - * Remain with the student until directed otherwise by the school administrator or emergency response personnel.

- iv. Students Who Are Deaf or Have a Hearing Loss will be assigned a staff member to assist during an incident. Procedures include:

- *Create a pre-printed message such as “I may need help. I am hearing impaired.” For deaf or hearing-impaired students to display.
 - * Communicate with a notepad and pen, with simple and concise speech, or with sign language.

- v. Students With Physical/Mobility Disabilities may need staff assistance during an incident.

- vi. Alternative/Enhanced Communication Strategies

All staff members will be made aware of the following alternative/enhanced communication. Strategies that may be useful for communicating with all students in an incident include:

- ***Pantomime** is used in everyday life. Staff can use their hands to describe the size, roundness, or placement of an object. Facial expressions are often all that are needed to project a feeling or thought to a deaf student.

- ***Speech reading** is the ability to read lips. Eye contact and lighting are essential for deaf students or those with hearing loss to read lips successfully.

- ***Written communications** can be used for short conversations with deaf or hearing impaired students.

- ***Interpreting** is a very effective mode of communication for students who do not speak English or students who use American Sign Language.

K. DONATIONS MANAGEMENT

1. This annex section discusses the process used to coordinate the collection and distribution of goods and monies donated following an emergency.
2. The District will establish methods and procedures to receive and manage cash contributions.
3. The District will assist, as requested, other voluntary organizations in donations management.
4. The District will establish procedures to handle the spontaneous influx of volunteers.
5. The District will pre-identify facilities likely to be used in the management and storage of contributions.
6. The District will implement additional donation management procedures as necessary.
7. Donations should be in concert with BOE policy.

IV. Hazard or Threat Specific Annexes

IV. HAZARD OR THREAT SPECIFIC ANNEXES

These annexes describe strategies or procedures for managing a specific hazard. The organization of these annexes follows the sequence of the Crisis Management Action Outline which is found in the Functional Annexes section of this document. The general guidance for these annexes is the use of the all-hazards approach in a school setting. The three major strands of the Crisis Management Action Outline are human caused hazards, natural disasters and technological or physical plant failures. It is not the intent of this section to cover all hazards specific annexes. The ones listed are the more common hazards impacting a school. The outline of this section is:

A. HUMAN CAUSED HAZARDS

ACTIVITY TRIP

Each teacher/coach/sponsor should maintain a folder for each activity trip. This folder should contain rosters, including an emergency telephone number for each student. A copy of the student's manifest should be placed in the trip folder and a second copy should accompany the teacher/coach/sponsor on the trip.

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

Staff at the Scene:

- Call 911, if warranted
- Assess situation, account for all students and staff following Accountability Procedures
- Confirm information
- Call Building Administration or designee and inform them of situation
- If district school bus is involved refer to Bus Emergency procedures
- Share precise information with first responders and/or school officials as needed
- Know your present address or location
- School staff at the scene of the incident render aid and assistance until first responders arrive and take charge of the situation
- School staff at the scene will move all unaffected students to a safe location and account for all students.
- If students are injured and transported, the names of injured students and the location to which they are taken for medical treatment will be provided to the school

Principal/Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the activity trip will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

BOMB THREAT

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

Staff Actions:

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

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

Date _____ Time of call _____

Bomb threat was received on telephone number _____

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

Exact language/wording used by the caller _____

Record the following information was provided:

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

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (check/fill in)

Gender: _____ Male _____ Female Describe _____

Age: _____ Adult _____ Child Describe/Estimate age _____

Speech: _____ Normal _____ Excited Describe _____

Speech: _____ Slow _____ Fast Describe _____

Did the caller have an accent? Describe _____

Did you recognize the caller's voice? Describe _____

Background noises: _____ music _____ traffic _____ machine _____ voices/talking

_____ airplanes _____ typing _____ children _____ TV/radio

_____ other _____

Other Notes: _____

Person receiving call:

Name _____ Home Phone _____

Address _____

Notification:

School Principal _____ Time _____

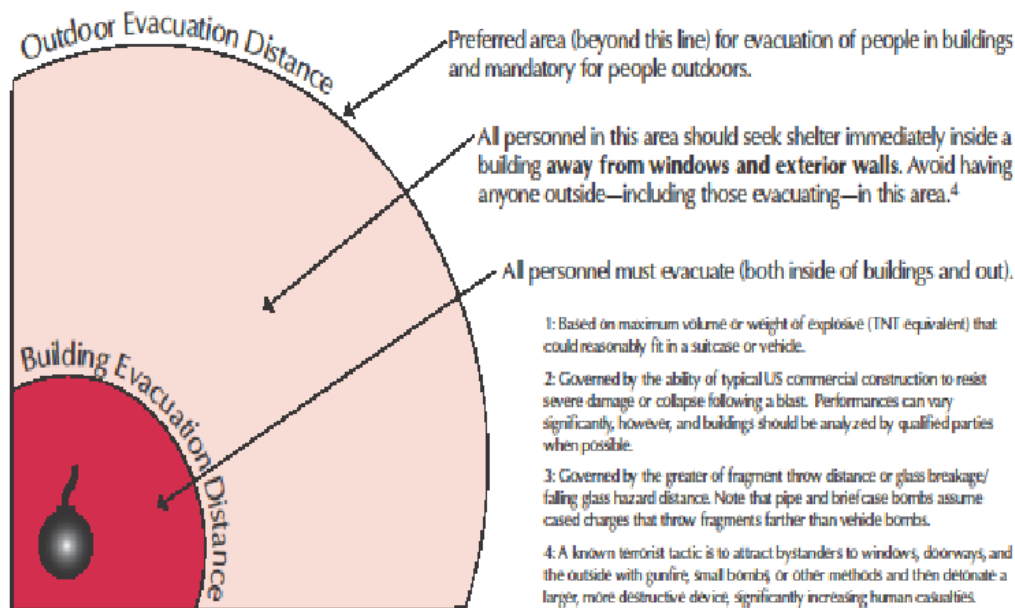
Police _____ Time _____

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

Bomb Threat Stand-Off Distances

Threat Description	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
 Pipe Bomb	5 LBS/ 2.3 KG	70 FT/ 21 M	850 FT/ 259 M
 Briefcase/ Suitcase Bomb	50 LBS/ 23 KG	150 FT/ 46 M	1,850 FT/ 564 M
 Compact Sedan	500 LBS/ 227 KG	320 FT/ 98 M	1,500 FT/ 457 M
 Sedan	1,000 LBS/ 454 KG	400 FT/ 122 M	1,750 FT/ 533 M
 Passenger/ Cargo Van	4,000 LBS/ 1,814 KG	600 FT/ 183 M	2,750 FT/ 838 M
 Small Moving Van/ Delivery Truck	10,000 LBS/ 4,536 KG	860 FT/ 262 M	3,750 FT/ 1,143 M
 Moving Van/ Water Truck	30,000 LBS/ 13,608 KG	1,240 FT/ 378 M	6,500 FT/ 1,981 M
 Semi-Trailer	60,000 LBS/ 27,216 KG	1,500 FT/ 457 M	7,000 FT/ 2,134 M

This table is for general emergency planning only. A given building's vulnerability to explosions depends on its construction and composition. The data in these tables may not accurately reflect these variables. Some risk will remain for any persons closer than the Outdoor Evacuation Distance.



Bus EMERGENCY

Each bus has a folder containing rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare a trip bus folder, one copy of the students manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

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

In the event of a Bus Accident:

Document the Following:

Accident

Active Assailants

All Weather

Examples:

Staff at the Scene:

- Call 911, if warranted
- Evacuate bus if needed
- Call Principal
- Account for all students and staff following Accountability Procedures (page)
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal/Team:

- Notify Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is

available

- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

DEATH OF A STUDENT/STAFF ([COMMUNICATION SCRIPTS ON P. 80-82](#))

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

Example: Death of a friend or family member

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things that were said or did that make you feel better?
- Ask how you think our classmate might be feeling.
- What could you say that might help him/her know you care? Guide student responses toward helpful comments and away from less helpful comments.
- Ask what would you want someone to say to you if you experienced the death of someone close?
- Ask are there things you could do that may help them feel better.
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns: (First Words)

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, "Hello," "welcome back," "I'm glad to see you," or something similar.
- The brave might even say: "I'm so sorry to hear about your ____'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your ____ die."
- Other options include: write a brief note or card, make a phone call, etc.
- If your classmate cries, this is okay; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work.

Some Don'ts:

- Don't shun the student, speak to them.
- No cliché statements (e. g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased.
- Don't expect the person to snap back into their "old self."

- Don't be surprised if a classmate seems unaffected by the loss; everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____ enjoy together?" (people often like to talk about the people they grieve).
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

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

Staff Actions:

- Notify Principal

Principal/Team:

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others.
- Notify the Central Office.
- Notify staff prior to school by using Parent Square or during school prior to notification of students.
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedures for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance.
- Contact the family or visit the home to offer help, condolence and support.
- Allow students to meet in the guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance.
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on his/her bus.
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school.
- Offer assistance to parents of impacted students.
- If deemed necessary by the building principal, at the end of the day a faculty meeting may be called to disseminate additional information.

GUIDELINES FOR STUDENT/STAFF SUDDEN DEATH

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

Day of a Sudden Death

- Upon notification of the sudden death of a student or staff member, the building Principal will notify the Central Office.
- The Principal will initiate communication to all faculty and support staff, informing them of the sudden death and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
- All staff members will refrain from sharing/disseminating information about the incident.
- Telephone conferences with the district's crisis team will be held to plan tentative activities for the next day (the day after the sudden death).

First Day after a Sudden Death

- The school Principal meets with the crisis team 30 minutes before meeting with faculty to plan the aftermath of the sudden death.
- The Principal reviews the available facts of the case with all faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for faculty and support staff to express feelings. Faculty/Staff are encouraged to lend support to one another.
- A member of the district crisis team describes some of the feelings the students may be experiencing following the death of a classmate: disbelief, anger, denial, sadness, and loss. Suggestions are reviewed on ways to handle expressions of grief in their classes.
- A crisis center will be established in the school building. Additional Student Services staff from other buildings may be called in to assist with the crisis. A member of the crisis team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents, and staff.
- Peer helpers may be assembled to work through their feelings, and the crisis team will offer them some guidelines for helping troubled students.
- Communication from the Principal may be sent home with students notifying parents of the sudden death, and providing them with information regarding the stages of grief and listing reading materials that are available in the school media center on the subject of death.
- School staff are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
 - a. Allows for expression of feelings and mutual support.
 - b. Reviews the events of the day.
 - c. Reviews the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students' reactions during the day.
 - d. Announce the funeral arrangements (if available). Staff may be encouraged to attend if they feel a special need or to provide support to students and their families.

Statement to Students

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

Talking Points:

- Use a calm and caring demeanor.
- Encourage students to support one another.
- Routine is important. Students often find a sense of comfort in a familiar routine.
- Provide time for students to express or share feelings. Remember, listening is helping.
- Be alert for students who may need additional support and allow them to see a counselor. When this occurs, please notify the counseling office of students we should expect to see.
- People react to death/loss in different ways. There is no 'right' way.
- It's ok for students to see that adults are hurting.
- Don't say you know how they feel.
- Don't tell them how they should feel or react.
- Don't try to find something positive about death.
- Don't offer your ideas/opinions about the cause of death.
- Do not observe a moment of silence.
- Counselors can work with students individually, but can also be available if you need assistance in your classroom.

Days following a Sudden Death

- Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.
- Return to normal routine as appropriate.

HOSTAGE SITUATION

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Staff Actions:

- Notify Principal or his designee
- Keep all students in their classrooms until further notice

Principal/Team:

- Initiate Lockdown Procedures
- Call 911, Superintendent, Central Office
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances shall the students be evacuated from the building without approval and/or assistance
- If the hostage taker or armed person can be contained in one section of the building, students should be moved from exposed area or classrooms to a safer part of the building
- As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger

INTRUDER

Disruptions/intruder/missing child/abduction – a group of emergencies where school personnel or an individual is placed in a potentially dangerous situation. These emergencies usually require immediate defensive action.

Intruder – An unauthorized person who enters school property:

- Notify administration or designee
- Ask another staff person to accompany you before approaching guest/intruder
- Politely greet the guest/intruder and identify yourself.
- Ask the guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Incident Commander if the intruder still refuses to leave. Give the police full description of the intruder. (Keep intruder unaware of call for help if possible)
- Walk away from the intruder if he/she indicates a potential for violence. Be aware of the intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Maintain visual contact with the intruder from a safe distance.
- Building administration or designee notifies Superintendent and may issue Lock Down Procedures (page 14-16)

MEDICAL EMERGENCIES

A medical emergency is a life threatening injury, illness or situation.

Staff actions:

- Notify building office and/or administration; call 911 if warranted
- If poisoning is suspected call the Poison Center Hotline 1-800-222-1222
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, FA, AED, etc.), until trained Emergency Medical Services arrives
- Do not move victim unless they are in immediate danger of further injury
- Comfort victim
- After immediate needs have been cared for, remain to assist emergency medical personnel with pertinent information about the incident
- For relatively minor events, have students taken to office or school clinic for assistance
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid, CPR or AED training
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

WEAPONS VIOLATIONS

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

If you are aware of a WEAPON on school property:

Staff Actions:

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

Principal/Team:

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

[\(communication scripts on p. 79\)](#)

MULTIPLE CASUALTY TRIAGE

Multiple Casualty Incident (MCI) –

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

Objective:

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

Notification/Evacuation

1. School office to contact EMS/911 and to arrange for immediate safety measures by sound appropriate alarm.
 - When calling EMS/911 give directions to locate school and triage area.
 - If a public address system is available (E3), give pertinent direction to staff/students.
 - Notify administration if the incident is large scale, and the district level incident response team needs to respond.
 - Every teacher will evacuate, if indicated, with class roster in hand and accompany students to designated safe waiting areas.
2. The following persons report immediately to a predetermined triage area.
 - All building level crisis teams (trained in first aid), who have no class assignment at the time of disaster are to report immediately to established triage area.
 - If in class at time of disaster you will escort the assigned class to a secure area. Your responsibilities will be to take roll, secure students, turn class over to adjacent teacher, and then report to the triage area.
 - Specified office person to immediately bring the emergency contact notebook.
 - Teachers with identified medically fragile students to accompany student to triage area after securing class with adjacent teacher.
 - Secure telephone availability as soon as possible.
3. Suggested criteria for identifying appropriate triage area:
 - The football field is the designated triage area however if not appropriate consider,
 - Away from power lines and trees
 - Accessible to EMS/911 personnel
 - Distance of 100 to 200 feet from building
 - Adjacent to building office
 - Adjacent to but separated from the area to which others are evacuating.
 - When the external environment presents a greater risk than does the internal environment, designate cafeteria or gymnasium

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

1. First aid trained personnel to triage and geographically separate victims into four categories:
 - **Immediate:** Life-threatening injury; needs medical attention within the next hour **Code Red**
 - **Delayed:** Non-life-threatening injuries; needs medical attention, but treatment can be delayed a few hours **Code Yellow**
 - **Minor:** Minor injuries; may need medical attention in the next few days ("the walking wounded") **Code Green**

- **Deceased or expectant:** Deceased, or injuries so severe that life-saving treatment cannot be provided with the resources available. **Code Black**
2. EMS will upon arrival assume command of managing the triage and intervention of medical care. Building level emergency operations team staff and the school nurse will work cooperatively with EMS personnel until the emergency event has been managed.
- EMS will give direction regarding distribution of general health information, including who should be notified. (i.e. students parents)
 - EMS will manage students/faculty who refuse to follow medical assistance or recommendations. As possible, the administrator will be advised by EMS.
3. The administrator is the person responsible to determine when a building is safe for return or when early dismissal is necessary.

Communication:

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

B. NATURAL DISASTERS

EARTHQUAKE

An earthquake is a sudden movement of the earth's crust caused by the release of geologic stress along a fault line.

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

If inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- If in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- After initial shock, initiate evacuation and standard student accounting

If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Use E3 for accounting for all students.
-
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- Call 911, if warranted
- Call Central Office
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given "all clear" from Incident Commander

Additional steps for school/facility (if any):

- Remember school facility may be used to shelter others who have been impacted by an earthquake

EXTREME COLD WEATHER

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

In the event of anticipated extreme cold weather:

District Actions:

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

FIRE

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

In the event of a fire alarm:

- Fire alarm will sound as normal
- Office personnel will silence the alarm and make an announcement for everyone to remain in their classrooms, prepare to evacuate, and wait for further instructions
- Evacuation is delayed for three minutes to allow for investigation for smoke and/or fire, as well as investigation of means of egress on the interior and exterior for signs of suspicious subjects, or signs of targeted violence
- Assigned staff verify if alarm is actual or false
- If no smoke, fire, or suspicious circumstances announce the all-clear and that no evacuation is required
- If suspicious circumstances are found implement Lock Down Procedures (page 16) immediately
- If unable to verify if alarm is actual or false within three minutes, announce evacuation is required
- Call 911
- Call Central Office
- Implement Evacuation Procedures (page 15) to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student Accountability Procedures (page 31)
- Do not re-enter building until being given the “all clear” to do so
- Determine if arrangements need to be made for transportation to alternate building location or if school is to be dismissed

In the event of a fire:

- Sound alarm, announce that there is a confirmed fire, and that evacuation is required
- Call 911
- Call Central Office
- Implement Evacuation Procedures (page 15) to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student Accountability Procedures (page 31)
- Do not re-enter building until being given the “all clear” to do so
- Determine if arrangements need to be made for transportation to alternate building location or if school is to be dismissed.

Flood

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

- Flash Flood or Flood Watch- flash flooding or flooding is possible within the designated WATCH area- BE ALERT!
- Flash Flood or Flood Warning-flash flooding or flooding has been reported or is imminent. Take necessary precautions at once!
- Urban and Small Stream Flood Advisory-flooding of small streams, streets, and low-lying areas, such as railroad underpasses and urban storm drains is occurring or is about to occur.
- Flash Flood or Flood Statement-follow-up information regarding a flash flood/flood event.

What to do:

- Act quickly to save yourself, as you may only have seconds.
- Get out of areas subject to flooding. This includes dips, low spots, canyons, and washes.
- Avoid already flooded and high velocity flow areas. Do not attempt to cross flowing streams.
- If driving, be aware that the roadbed may not be intact under the floodwaters. Turn around and go another way. **(Turn around don't drown)**
- If the vehicle stalls, leave it immediately and seek higher ground. Rapidly rising water may engulf the vehicle and its occupants and sweep them away.
- Be especially cautious at night when it is harder to recognize flood dangers.
- Do not park your vehicle along streams and washes, particularly during threatening conditions.

When a flood warning is issued:

- If advised to evacuate, do so immediately.
- Move to a safe area before access is cut off by floodwater.
- Continue to monitor NOAA Weather radio, television or emergency broadcasts for information.
- Be alert for rising waters and water over roads.

PANDEMIC PLAN

Wallace County Schools play an integral role in protecting the health and safety of the district's staff, students, and their families. USD 241 has a Pandemic Influenza Plan to assist the district in preparing for and responding to an influenza pandemic. The Kansas Pandemic Influenza Preparedness Action Kit formed the basis of the district's pandemic planning and organizational structures to manage the execution of the plan.

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

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

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

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

SEVERE WEATHER/TORNADO/LIGHTNING EMERGENCIES

Severe weather means meteorological conditions are developing or present for weather that is potentially disruptive to normal procedures and/or may develop into conditions that are threatening to persons or property.

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

Weather advice from the National Weather Service is categorized into three significant terms. These are:

1. An “**Advisory**” is issued when the weather is expected to disrupt normal routines but not be life threatening.
2. A “**Watch**” means weather conditions are present for the development of severe weather. For a **tornado watch** classrooms with shuttered windows should secure all shutters.
3. A “**Warning**” means severe weather conditions are occurring in your area. For a **severe thunderstorm warning** – each building should be on a heightened alert status ready to respond immediately if protective action is needed. For a **tornado warning** (outdoor sirens sounding or alert given by media) – each building will take immediate protective action. No students or staff members will be allowed to leave the shelter area until the warning has expired.

During a tornado warning:

- Activate E3 app and sound the tornado signal through intercom.
- Review or activate severe weather drills (model for students).
- Turn on local radio or TV for updates; listen to your NOAA weather radio.
- Take portable radio, crisis kit and cell phone (for outside calls) to the sheltered area. All students and staff proceed to designated shelter areas. All are to take protective positions and remain quiet.
- Remind staff they are responsible for the accountability of each student in their class.
- All persons should remain in sheltered area until the “all clear” is given
- Building administration is responsible for the accountability of every person in building.

C. PHYSICAL PLANT/TECHNOLOGICAL FAILURES

ANTHRAX AND OTHER BIOLOGICAL AGENT THREATS

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

Staff Actions:

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

CHEMICAL/HAZARDOUS MATERIAL SPILL

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

Staff Actions:

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

Principal/Team:

- Initiate Shelter in Place
- Shut off HVAC units
- Call 911, if warranted
- Call Central Office, activate E3
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes, and follow Evacuation Procedures

CYBER-ATTACK

A cyber-attack is an assault or attack (often computer to computer) against a computer system or network that undermines the confidentiality, integrity or availability of information that resides on it.

Staff Actions:

- Contact the Technology Office.

Technology Office Actions:

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

FOOD SAFETY PLAN

A food defense plan is a set of plans and procedures to ensure the safe purchase, storage, preparation, transportation, distribution and waste disposal of food for students and staff at every school. Each school has a Food Safety Plan. The Food Safety Plan follows USDA guidance on developing a food safety plan based on the Process Approach to Hazard Analysis and Critical Control Points (HACCP). All standards in the Food Safety Plan are in accordance with the current Kansas Food Code. Minimum cooking temperatures used are those required by Child Nutrition & Wellness, Kansas State Department of Education which meet or exceed those required by the current Kansas Food Code.

Each Food Safety Plan includes sections for:

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

GAS LEAK

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

Staff Actions:

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

Principal/Team:

- Call 911, if warranted
- Call Central Office, Activate E3
- Assess situations
- Implement appropriate procedures (e. g. evacuation or shelter-in-place)
- Notify appropriate gas or supply company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide buses to transport students to partner school or shelter students on buses
- If evacuation procedures implemented, do not re-enter building until being given the “all clear” to do so

UTILITY DISRUPTION

The disruption of utility services to the school (water, electricity, phone, gas service, etc.) will usually alter normal educational procedures.

Staff Actions:

- Notify building administration
- If an element of danger, move students away from immediate vicinity of danger
- Know where the shut off valves are in each building

Principal/Team:

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

V. RECOVERY

V. RECOVERY

A. STUDENTS/PARENTS/STAFF

- i. Psychological/Emotional Recovery
- ii. Reunification procedures include [\(communication scripts on p. 78\)](#)
 - 1. At least two non-published reunification sites
 - 2. Photo identification of parents/guardians prior to release of students
 - 3. Identifies a reunification point area for students (which is out of the sight from parents)

B. FACILITIES

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

VI. APPENDIX I

A. RECORD OF CHANGES

It is recommended this CRISIS PLAN be reviewed annually by the Superintendent’s leadership team and the Board of Education. All changes to the plan will be recorded in this document using the following form.

Page/Section of Change	Brief Description of Change	Changed Entered By	Date of Change

B. APPENDICES

- a. All Hazards Preparedness Drill Record
- b. Updated map of the school's floor plan and site plan with room numbers, evacuation routes, utility shut offs, the location of first aid kits, and other detailed information.
- c. Remote sites and includes evacuation plans, evacuation routes, and other detailed information for those alternate facilities.
- d. Utility Shut Off Procedures
- e. Traffic Control Plans
- f. Building Crisis Team Reunification Form
- g. Student Accountability Form
- h. Student Release Log
- i. Staff Skills Survey
- j. Emergency First Aid Procedures
- k. Memorandum of Understanding(s)
- l. Classroom Crisis Kits

C. WEB RESOURCES

1. FEMA – www.fema.gov
2. American Red Cross – www.redcross.org
3. U. S. Department of Education – www.ed.gov
4. U. S. Department of Justice – www.usdoj.gov
5. The Center for Mental Health Services – www.mentalhealth.org
6. National Weather Service – www.noaa.gov
7. American Association of School Administrators – www.aasa.org
8. National Association of School Resource Officers – www.nasro.org
9. National PTA – www.pta.org
10. Kansas Center for Safe and Prepared Schools – www.kspreparedschools.org

VII. Appendix II

COMMUNICATION TEMPLATES FOR SCHOOL LEADERS TO POST AND SHARE WITH FACULTY/STUDENT

Crisis Situations and Special Situations/Circumstances

DIFFERENT TEACHER WILL FINISH THE YEAR

LOCKDOWN PROCEDURE IN PROCESS / USED & ALL CLEAR

EVACUATION PROCEDURE IN PROCESS / USED & ALL CLEAR

REUNIFICATION PLAN INITIATED

WEAPON RECOVERED AT SCHOOL

STAFF MEMBER ILLNESS OR INJURY AND DEATH*

STUDENT ILLNESS OR INJURY AND DEATH*

ADDRESSING RUMORS

***Ensure that you have followed policies regarding permission/consent to share name(s).**

DIFFERENT TEACHER WILL FINISH THE YEAR: MESSAGE TO FAMILIES

<DATE>

Dear Parents/Guardians:

Thank you for your continued support of our <SCHOOL NAME> students, staff, and our school community. We wanted to inform you that <NEW TEACHER NAME> will be finishing the year as your child's <GRADE/SUBJECT> teacher. <NEW TEACHER NAME> is a licensed teacher, and we are confident that <HE/SHE> will be a great fit.

<NEW TEACHER NAME> can be reached via email at <NEW TEACHER EMAIL ADDRESS> or you can call the school and leave a message. <HE/SHE> will be reaching out to families soon to introduce <HIMSELF/HERSELF> and answer any questions you may have.

If you have any other questions, please feel free to call me or you can email me at <PRINCIPAL EMAIL ADDRESS>.

Sincerely,

<PRINCIPAL NAME>

Principal, <SCHOOL NAME>
<SCHOOL PHONE NUMBER>

DIFFERENT TEACHER WILL FINISH THE YEAR: MESSAGE TO STAFF

<DATE>

Dear <SCHOOL NAME> Staff:

Thank you for your continued support of our students, each other, and our entire school community. We wanted to inform you that <NEW TEACHER NAME> will be finishing the year as our <GRADE/SUBJECT> teacher. <NEW TEACHER NAME> is a licensed teacher, and we are confident that <HE/SHE> will be a great fit.

<NEW TEACHER NAME> will have the following email address: <NEW TEACHER EMAIL ADDRESS>. <HE/SHE> will be reaching out to families soon to introduce <HIMSELF/HERSELF> and answer any questions that our families may have. Please take a moment when you have the opportunity to help us welcome <NEW TEACHER NAME> to the <MASCOT> family!

If you have any other questions, please let me know.

Sincerely,

<PRINCIPAL NAME>

LOCKDOWN PROCEDURE IN PROCESS: MESSAGE TO FAMILIES

Dear <DISTRICT NAME/SCHOOL NAME> Families,

We wanted to let you know that we have initiated our lockdown procedure as a precaution due to a safety concern in our immediate area. Law enforcement and school district personnel have been contacted and they are assisting with this safety concern. We are following all of our procedures that we have practiced. Our students and staff are safe, and they responded quickly to this situation. We will provide an update to everyone when this safety concern has been resolved and when we have issued an all clear for our school. Until that time, we will not be able to welcome visitors into our building and our response to phone calls will be limited to calls from school district personnel and law enforcement only.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

LOCKDOWN PROCEDURE USED / ALL CLEAR ISSUED: MESSAGE TO FAMILIES

Dear <DISTRICT NAME/SCHOOL NAME> Families,

We wanted to let you know that we initiated our lockdown procedure today at <TIME> because we received a report that <BRIEF DESCRIPTION>.

We very recently issued an “all clear” and our school operations have resumed to normal. Students and staff are safe.

Law enforcement and school district personnel were contacted immediately and they assisted us with this safety concern. We followed all of our procedures that we have practiced. Our students and staff were safe throughout the lockdown, and they are to be commended for their quick response to this situation. Thank you for your patience and understanding as we worked together through this safety concern.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

LOCKDOWN PROCEDURE IN PROCESS: MESSAGE TO STAFF

Dear <DISTRICT NAME> Staff,

We wanted to let you know that we have initiated our lockdown procedure at <SCHOOL NAME> as a precaution due to a safety concern in the immediate area. Law enforcement and school district personnel have been contacted and they are assisting with this safety concern. The school is following all of the procedures that we have practiced. Students and staff are safe, and they responded quickly to this situation. We will provide an update to everyone when this safety concern has been resolved and when we have issued an all clear for the school. Until that time, the school will not be able to welcome visitors into the building and their response to phone calls will be limited to calls from school district personnel and law enforcement only.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

LOCKDOWN PROCEDURE USED / ALL CLEAR ISSUED: MESSAGE TO STAFF

Dear <DISTRICT NAME> Staff,

We wanted to let you know that we initiated our lockdown procedure today at <TIME> because we received a report that <BRIEF DESCRIPTION>.

We very recently issued an “all clear” and school operations have resumed to normal.

Law enforcement and school district personnel were contacted immediately and they assisted with this safety concern. The school followed all of the procedures that we have practiced. Students and staff were safe throughout the lockdown, and they are to be commended for their quick response to this situation. Thank you for your patience and understanding as we worked together through this safety concern.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

EVACUATION PROCEDURE IN PROCESS: MESSAGE TO FAMILIES

Dear <DISTRICT NAME/SCHOOL NAME> Families,

We wanted to let you know that we have initiated our evacuation procedure in response to a safety concern. We are following all of our procedures that we have practiced, and our students and staff are safe. Emergency management and school district personnel have been contacted and they are assisting with this safety concern. We will provide an update to everyone when this safety concern has been resolved or in the event we need to activate our reunification plan. We will not be able to welcome visitors into our building at this time and our response to phone calls will be limited to calls from school district personnel and emergency management only.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

EVACUATION PROCEDURE USED / ALL CLEAR ISSUED: MESSAGE TO FAMILIES

Dear <DISTRICT NAME/SCHOOL NAME> Families,

We wanted to let you know that we very recently issued an “all clear” and our school operations have resumed to normal. All students and staff are accounted for and have returned to their classrooms.

We initiated our evacuation procedure today at <TIME> because we received a report that <BRIEF DESCRIPTION>. Emergency management and school district personnel were contacted immediately and they assisted us with this safety concern. We followed all of our procedures that we have practiced. Our students and staff were safe throughout the evacuation, and they are to be commended for their quick response to this situation. Thank you for your patience and understanding as we worked together through this safety concern.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

EVACUATION PROCEDURE IN PROCESS: MESSAGE TO DISTRICT STAFF

Dear <DISTRICT NAME> Staff,

We wanted to let you know that we have initiated our evacuation procedure at <SCHOOL NAME> in response to a safety concern in the immediate area. Law enforcement and school district personnel have been contacted and they are assisting with this safety concern. The school is following all of the procedures that we have practiced. Students and staff are safe, and they responded quickly to this situation. We will provide an update to everyone when this safety concern has been resolved and when we have issued an all clear for the school. Until that time, the school will not be able to welcome visitors into the building and their response to phone calls will be limited to calls from school district personnel and law enforcement only.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

EVACUATION PROCEDURE USED / ALL CLEAR ISSUED: MESSAGE TO DISTRICT STAFF

Dear <DISTRICT NAME> Staff,

We wanted to let you know that we very recently issued an “all clear” and school operations at <SCHOOL NAME> have resumed to normal. All students and staff are accounted for and have returned to their classrooms.

We initiated our evacuation procedure today at <TIME> because we received a report that <BRIEF DESCRIPTION>. Emergency management and school district personnel were contacted immediately and they assisted us with this safety concern. We followed all of our procedures that we have practiced. Our students and staff were safe throughout the evacuation, and they are to be commended for their quick response to this situation. Thank you for your patience and understanding as we worked together through this safety concern.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

REUNIFICATION PLAN INITIATED: MESSAGE TO FAMILIES

Dear <SCHOOL NAME> Families,

We need to initiate our reunification plan by having you meet us at <REUNIFICATION LOCATION WITH ADDRESS>. All students and staff are accounted for and safe. Please arrive calm, have confidence in and patience with our procedures, and please follow our instructions and directions when you arrive. We will work with all families as quickly as possible to release your child(ren) to you in a safe and orderly manner. Thank you for your support and understanding as we work together through this situation.

Sincerely,

<NAME>
<TITLE>

REUNIFICATION PLAN INITIATED: MESSAGE TO DISTRICT STAFF

Dear <DISTRICT NAME> Staff,

We have initiated our reunification plan for <SCHOOL NAME>. All students and staff are accounted for and safe. We have asked that families arrive calm, have confidence in and patience with our procedures, and that they follow all instructions and directions when they arrive. The school will work with all families as quickly as possible to release children to their families in a safe and orderly manner. Thank you for your support during this time.

Sincerely,

<NAME>
<TITLE>

WEAPON RECOVERED AT SCHOOL: MESSAGE TO FAMILIES

Dear <SCHOOL NAME> Families,

The purpose of this communication is to let you know that a weapon was brought to school today. Once we were notified of this, we were able to immediately work through our processes, policies, and procedures to recover the weapon and ensure that all students and staff remained safe throughout and after the recovery process.

Safety is and always will be our top priority, and the presence of weapons in our school will not be tolerated. We appreciate your continued support of our students, staff, and school community during this time.

Sincerely,

<NAME>

<TITLE>

WEAPON RECOVERED AT SCHOOL: MESSAGE TO STAFF

Dear <SCHOOL NAME> Staff,

The purpose of this communication is to let you know that a weapon was brought to our school today. Once we were notified of this, we were able to immediately work through our processes, policies, and procedures to recover the weapon and ensure that all students and staff remained safe throughout and after the recovery process.

Safety is and always will be our top priority, and the presence of weapons in our school will not be tolerated. Thank you for your continued support of our students, each other, and our school community. Please let me know if you have any questions.

Sincerely,

<NAME>

<TITLE>

STAFF MEMBER ILLNESS OR INJURY: MESSAGE TO FAMILIES (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Families,

Thank you for taking the time to read this information. Please keep <STAFF MEMBER NAME> in your thoughts as <HE/SHE> works through an existing <ILLNESS or INJURY>. Our thoughts are with <HIM/HER> during this time. As we receive additional information or updates, we will keep you informed.

We appreciate your continued support of our students, staff, and school community during this time.

Sincerely,

<NAME>
<TITLE>

STAFF MEMBER DEATH: MESSAGE TO FAMILIES (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Families,

Our hearts are heavy as we share with you that <STAFF MEMBER NAME> died on <DATE>. Please keep <HIS/HER> family in your thoughts as they work through this very difficult time. We will have counseling and support available for students and staff who may need some time to process. As we receive additional information or updates, we will keep you informed.

We appreciate your continued support of our students, staff, and school community during this time.

Sincerely,

<NAME>
<TITLE>

STAFF MEMBER ILLNESS OR INJURY: MESSAGE TO STAFF (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Staff,

Thank you for taking the time to read this information. Please keep <STAFF MEMBER NAME> in your thoughts as <HE/SHE> works through an existing <ILLNESS or INJURY>. Our thoughts are with <HIM/HER> during this time. As we receive additional information or updates, we will keep you informed. Please let me know if you have any questions or need anything during this time.

We appreciate your continued support of our students, each other, and our school community during this time.

Sincerely,

<NAME>
<TITLE>

STAFF MEMBER DEATH: MESSAGE TO STAFF (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Staff,

Our hearts are heavy as we share with you that <STAFF MEMBER NAME> died on <DATE>. Please keep <HIS/HER> family in your thoughts as they work through this very difficult time. We will have counseling and support available for students and staff who may need some time to process. As we receive additional information or updates, we will keep you informed. Please let me know if you have any questions or need anything during this time.

We appreciate your continued support of our students, each other, and our school community during this time.

Sincerely,

<NAME>
<TITLE>

STUDENT ILLNESS OR INJURY: MESSAGE TO FAMILIES (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Families,

Thank you for taking the time to read this information. Please keep <STUDENT NAME> in your thoughts as <HE/SHE> works through an existing <ILLNESS or INJURY>. Our thoughts are with <HIM/HER> during this time. As we receive additional information or updates, we will keep you informed.

We appreciate your continued support of our students, staff, and school community during this time.

Sincerely,

<NAME>
<TITLE>

STUDENT DEATH: MESSAGE TO FAMILIES (ENSURE YOU HAVE PERMISSION)

Dear <SCHOOL NAME> Families,

Our hearts are heavy as we share with you that <STUDENT NAME> died on <DATE>. Please keep <HIS/HER> family in your thoughts as they work through this very difficult time. We will have counseling and support available for students and staff who may need some time to process. As we receive additional information or updates, we will keep you informed.

We appreciate your continued support of our students, staff, and school community during this time.

Sincerely,

<NAME>
<TITLE>

STUDENT ILLNESS OR INJURY: MESSAGE TO STAFF

Dear <SCHOOL NAME> Staff,

Thank you for taking the time to read this information. Please keep <STUDENT NAME> in your thoughts as <HE/SHE> works through an existing <ILLNESS or INJURY>. Our thoughts are with <HIM/HER> during this time. As we receive additional information or updates, we will keep you informed. Please let me know if you have any questions or need anything during this time.

We appreciate your continued support of our students, each other, and our school community during this time.

Sincerely,

<NAME>

<TITLE>

STUDENT DEATH: MESSAGE TO STAFF

Dear <SCHOOL NAME> Staff,

Our hearts are heavy as we share with you that <STUDENT NAME> died on <DATE>. Please keep <HIS/HER> family in your thoughts as they work through this very difficult time. We will have counseling and support available for students and staff who may need some time to process. As we receive additional information or updates, we will keep you informed. Please let me know if you have any questions or need anything during this time.

We appreciate your continued support of our students, each other, and our school community during this time.

Sincerely,

<NAME>

<TITLE>

ADDRESSING RUMORS: MESSAGE TO FAMILIES

Dear <DISTRICT NAME/SCHOOL NAME> Families,

I am writing to address a rumor that has been circulating in our school district community and on social media in recent days. The claim is that <add detail here>. This claim is false. In reality, <add detail on the actual situation here>. As evidenced by this situation, a false rumor can spread very quickly, creating unnecessary worry and stress for students, families, and staff members. I urge everyone to seek credible information before posting claims online without knowing whether or not they are true. If you have any questions or concerns, please do not hesitate to contact me. Thank you for your time and support

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

ADDRESSING RUMORS: MESSAGE TO STAFF

Dear <DISTRICT NAME/SCHOOL NAME> Staff,

I am writing to address a rumor that has been circulating in our school district community and on social media in recent days. The claim is that <add detail here>. This claim is false. In reality, <add detail on the actual situation here>. As evidenced by this situation, a false rumor can spread very quickly, creating unnecessary worry and stress for students, families, and staff members. Please do not hesitate to reach out to me if you see any claims to believe to be false posted online. If you have any questions or concerns, please let me know. As always, thank you for all you do for our students, each other, and our school community.

Sincerely,

<NAME>, <TITLE>
<DISTRICT_NAME>

In compliance with the Jason Flatt Act, KSA 72-6284, Wallace County Schools USD #241 maintains a district crisis plan that includes Suicide Prevention, Intervention, Reintegration, and Postvention based on the recommended resources from the KSDE Suicide Prevention, Intervention, Reintegration, and Postvention Toolkit.

Wallace County School provides suicide education and awareness to staff, students, and parents/guardians, as explained in the following graph.

**Annual Professional Development:
STAFF EDUCATION**

RESPONSIBLE PARTY	TRAINING	TIMELINE	CONTACT INFORMATION	ATTENDEES
School District	Suicide Prevention & Awareness	Prior to the Start of School	Superintendent	School Staff
School District	Mark Potter-warning signs and symptoms	1st Quarter	Superintendent	School Staff
School Mental Health Team	Risk and Protective Factors	December Late Start	Student Serv. Coordinator	School Staff

STUDENT EDUCATION

RESPONSIBLE PARTY	TRAINING	TIMELINE	CONTACT INFORMATION	ATTENDEES
Superintendent	Mark Pottor-Warning Signs	1st Qtr	Superintendent 6-12 Principal	7-12 grades
SMHT	Available Mental Health supports Seeking Help for self or peer	1st Qtr.	Student Serv. Coordinator	7-12 grades

CAREGIVER EDUCATION

RESPONSIBLE PARTY	TRAINING	TIMELINE	CONTACT INFORMATION	ATTENDEES
School District	Mark Pottor-Warning signs	1st Qtr.	Superintendent	All Caregivers
School District	Suicide Prevention-Posted on Website/Parent Square	1st Semester	6-12 Principal	All Caregivers

Wallace County Schools has identified the following roles and responsibilities of the School Mental Health Team:
School and Community Resources

Lisa Dewees, Student Services Coordinator
Kim Van Laeys, Special Education Coordinator
Katie Gay, Behavioral Consultant, NKESC

ROLE	RESPONSIBILITIES	PERSONNEL	CONTACT INFORMATION (PHONE & EMAIL)	TRAINED TO SCREEN FOR SUICIDE RISK?
SMHT Coordinator	☐ Coordinates annual training for the SMHT, school faculty, and staff members. ☐ Mobilizes team members as needed. ☐ Coordinates team member assignments. ☐ Coordinates prevention education.	Superintendent 6-12 Principal	785-728-4571 superintendent@usd241.org usd241exec@usd241.org	☐
SMHT Assistant Coordinator	☐ Fulfills duties above when SMHT Coordinator is unavailable. ☐ Coordinates communication among staff members, students, families, and community members. ☐ Shares updates with SMHT. ☐ Facilitates communication with caregivers/guardians when concerns arise.	Student Serv. Coordinator	785-728-4571 usd241exec@usd241.org	☐

HeadQuarters Kansas (formerly Kansas Suicide Prevention HQ)

Available 24/7, free and confidential
2110 Delaware Street
Lawrence KS 66046
(785) 841-2345

988 Suicide & Crisis Lifeline

Available 24/7, free and confidential
Call or text the number 9-8-8

Crisis Text Line

Text KANSAS to 741-741

SUICIDE SCREENING & RESPONSE PROTOCOL

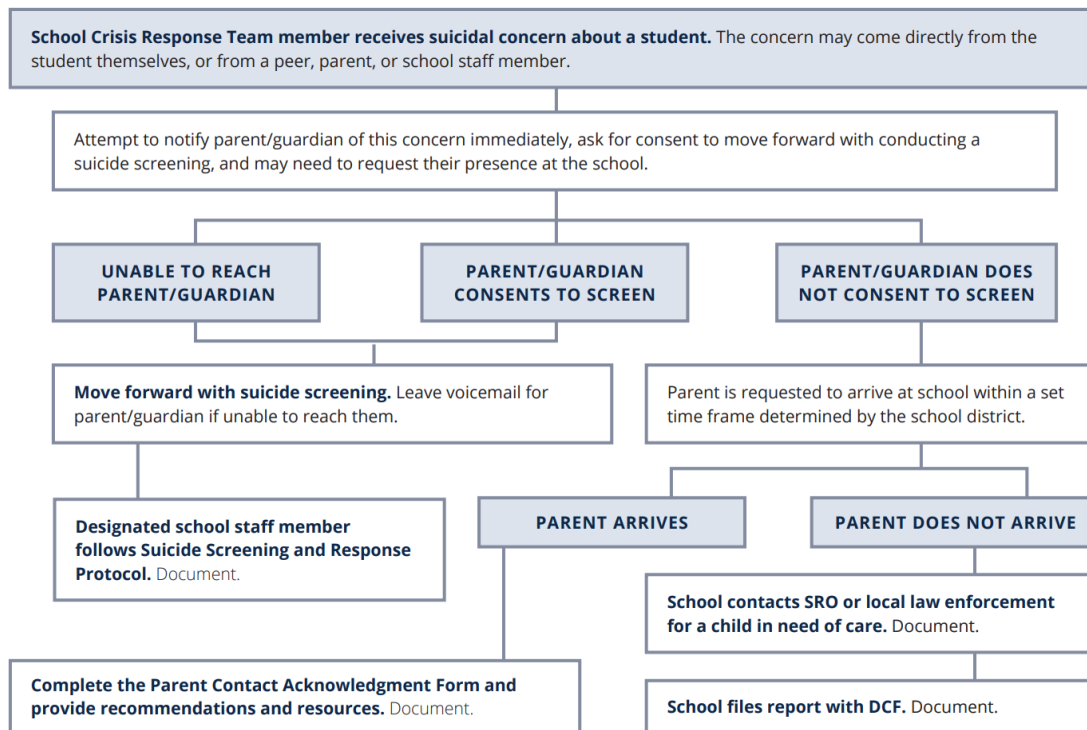
If a student self reports a need for mental health resources, indicates suicide ideation or is referred by a fellow student or staff member, Wallace County Schools must attempt to notify parents/guardians and get permission to screen. A SMHT member will stay with the student until parent-contact has been attempted.

Wallace County Schools will use The Columbia-Suicide Severity Rating Scale (C-SSRS) as the recommended screening tool to be used by schools in Kansas.(See the C-SSRS in the appendix.) Students' answers will be documented and the results of the screener will be shared with the parents/guardians.

Documentation should be captured on the Student Suicide Intervention Documentation form provided by KSDE (see appendix for form).

Once the screening is complete, a SMHT member will consult the table recommended by KSDE below to determine appropriate next steps.

Suicide Screening Response Protocol



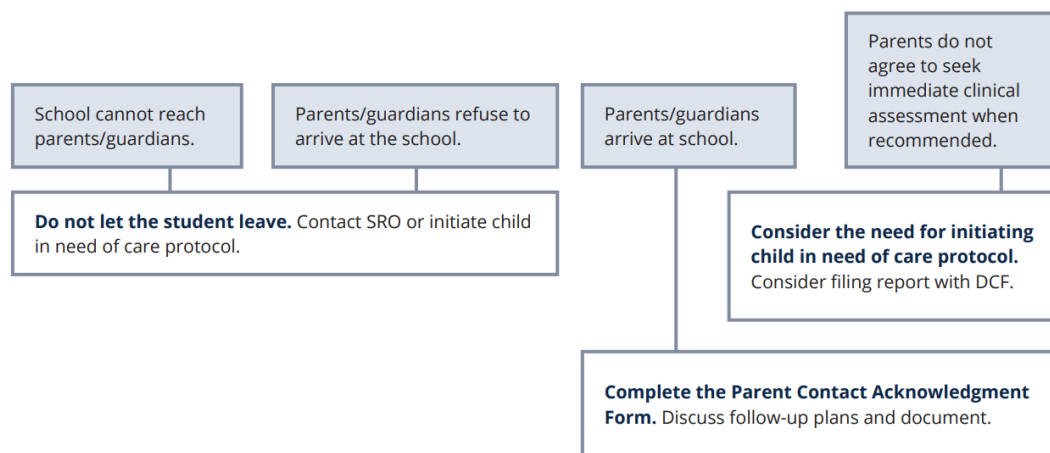
36 Kansas State Department of Education | www.ksde.org

Collaborating with Families:

The following steps should be taken to engage parents/ guardians after the student has been screened.

1. When the parents arrive at the school, explain again why we have screened the student for suicidality and the outcome of that screening.
2. Inform parents of the school's recommendations based on the outcome of the screener.
3. Ask the parents to sign the Parent Contact Acknowledgment Form confirming that they were notified of their child's potential risk and received recommendations for next steps. (included in the appendix.)
4. Discuss available options for further clinical assessment and/or outpatient mental health services. Provide the parents with contact information for mental health service providers in the community. If possible, call and make an appointment while the parents are present.
5. Explain the importance of removing from the home (or locking up) firearms and other dangerous items, including over-the-counter and prescription medications and alcohol.
6. Release the student to the parents.

7. Tell the parents that you will follow up with them in a few days. If this follow-up conversation reveals that the parent has not contacted the mental health provider and/or taken the recommended steps to ensure their child's safety:
 - a. Stress the importance of getting the child help.
 - b. Discuss barriers to taking the recommended steps and offer to assist with the process (facilitate warm handoffs, etc.).
8. If the parents refuse to seek services for a child under the age of 18 who you believe is in danger of self-harm and/or suicide, Wallace County School is a mandated reporting agency required to notify child protective services that the child is being neglected. Document.
9. Document all contacts with the parents/guardians and the student. Wallace County Schools will utilize the Post-Screening Intervention Flowchart recommended by KSDE to help navigate parent/guardian involvement.



Guidelines for Releasing Information

Wallace County Schools take seriously the responsibility to help a family navigate establishing a connection to community resources. That may look like explaining what options are available to the family, facilitating warm handoffs, and/or coordinating care with established providers. A signed Release of Information is required to share any information about the student with outside agencies (with the exceptions of calling 9-1-1 or having a Child in Need of Care). (Release of Information in Appendix)

DISCLAIMER: The school district and/or staff is not responsible for any costs associated with the care that the student receives in the community.

Reintegration

A reintegration plan shall be established for any student that has had an extended absence due to a suicide attempt or identified ideation. The reintegration team shall consist of, but not be limited to, the student, parents/guardians, school administrator, school mental health professional,

therapist or mental health worker, teacher, nurse, or others deemed important to the family. This group shall meet to form a student safety plan and support plan for returning to school. (Stanley Brown Safety Plan in Appendix). Areas for consideration include modification of the student's schedule, off-campus considerations, lunch time, class transitions considerations, restroom access considerations, how the student will handle questions from peers, extracurricular activities, other circumstances the student may be concerned about, and who on the staff need to know the information. This information shall be filled out on the form, Student Support Plan for Returning to School and the Reintegration checklist.(included in the appendix). Both shall be turned into the administration.

Postvention

In the event of a death by suicide, Wallace County Schools shall use the Postvention Response Checklist to guide the following interactions:

- Staff notification
- Activation of SMHT
- Establishing command center
- Coordinate external support of mental health professionals and ministerial alliance
- Reach out to and work with the family of the deceased
- Coordinate communication with the public, students, and school community
- How to handle inquiries of press or social media concerns
- Coordinate implementation of long-term response protocol
- Identification, monitoring and assisting vulnerable students
- Support to siblings

(Postvention check list in appendix)

GUIDELINES FOR WORKING WITH THE FAMILY

Representatives from Wallace County Schools should use the following recommended guidelines below from KSDE when working with the family of the deceased student.

1. Appoint two representatives (administrator and designated school mental health professional) from the school to engage the family.
2. Representatives should reach out to the family via phone call to offer condolences and request an in-person visit (preferably in the family's home, if possible; certainly not at the school). Best practice is to meet as soon as the family is ready and available.
 - a. If the deceased student splits time between two or more households, coordinate to the best of your ability (the District Office might be a neutral ground for meeting jointly). If the student died by suicide, the school must ask for permission from the family to share that information with students and staff during their initial phone call with the family.

See the sample script below: *On behalf of the entire school district, we are so incredibly sorry for your loss. I can't imagine how painful and difficult this has been for you and your family. If there is anything the school can do to support you at this time, or to connect you to the folks who can support you, please let me know without hesitation. I'd like to speak with you about the school's response to [Student's Name] death. We've received guidance from HeadQuarters Kansas, who are the leading experts in suicide prevention for our state, on the best way to support our school*

community as we all grieve this loss. Many students are already talking about what happened and we are concerned that word is spreading. We know that when a student dies by suicide, the risk for the rest of the school population increases. Because of that, we have a responsibility to take actions that are most protective for our students AND that honor this loss in the most truthful way. We don't want people to engage in spreading rumors that aren't true about [Student's Name] and we also want to ensure that our students have access to the resources and support they need to process and cope. Suicide prevention experts say that the most protective thing we can do at this time is alert students of the death, be transparent that it was a suicide, and provide ongoing support. I understand that this has been an incredibly painful time for your family, and we absolutely want to respect your privacy. For all these reasons, I am asking for your permission to disclose to the school community that [Student's Name] died by suicide.

During the physical visit with the family, the school representatives should:

- Offer condolences on behalf of the school.
- Inquire about memorial services. Ask if the services will be private or if the family will allow students to attend.
- Ask if the family knows of any students who may be especially impacted so the school can check-in.
- Ask the family if they would like their child's personal belongings returned (items found in student's locker, in-class projects, homework assignments, etc.).
- Give the option to take any school property with you at this time or let them know that you can follow up in a few weeks to return school property (iPad, books, etc.).
- Provide a point-of-contact to the family for any future questions, needs, or concerns.
- Provide resources to families.

IMPORTANT RESOURCES • 988 Suicide & Crisis Lifeline

- Local mental health services
- Local support groups for suicide-loss
- Grief and loss brochures/materials.

Best Practices for Memorialization

Wallace County Schools will use the following guidance to determine best practice in the event of a death by suicide.

- Schools should treat all deaths the same when it comes to memorialization policies. Schools should be committed to discussing with the family of the deceased in each case.
- Flags: Flags should not be flown at half-staff. Only the President of the United States or a governor has the authority to order flags to be flown at half-staff.
- Memorial Displays: Spontaneous memorials (such as displays of objects and notes) are not encouraged and should be respectfully removed as soon as possible. A memorial display can be an upsetting reminder of a loss and can romanticize the deceased in a way that increases risk of suicide and suicide-imitation or contagion.
- Assemblies: Large memorial assemblies are advised against, especially on school property, as the emotions generated at such a gathering can be difficult to control. Instead, students should have opportunities to process their emotions individually or in small groups with trained counselors.

- Graduations: Students/staff who have died can be acknowledged and remembered at graduation ceremonies but should not be the focus of the event. Each school should follow their own local board policies on this topic. Physical memorials at graduation ceremonies are not recommended (saving a chair, etc.). Examples of appropriate acknowledgment of the deceased at graduation ceremonies include naming the deceased student/staff at the beginning of the ceremony or facilitating a moment of silence for those who have died.
- Memorial Services: It is not recommended that memorial services be held on school grounds.
- Long-Term Memorial Displays: Permanent or long-term memorial displays for a deceased student or staff are not recommended on school grounds.

Guidelines for Remembrance

- Involve the students in the decision-making process and solicit ideas from them to memorialize the deceased in positive ways that do not put other students at risk or contribute to the emotional crisis that occurs after a death.
- Memorials should be temporary, non-renewable, or “living” (e.g. monetary donation to charity or research, purchase of a suicide prevention program for students, etc.).
- Memorials should celebrate the deceased person’s life, not glorify their death.

Examples of Safe Memorializations

- Invite the students to write personal and lasting remembrance in a memory book located in the counseling office, which will ultimately be given to the family.
- Encourage students to engage in service projects, such as organizing a community service day, sponsoring behavioral health awareness programs, or becoming involved in a peer support program.
- Invite students to make donations to the library or to a scholarship fund in memory of the deceased.

The Suicide Prevention Plan for Wallace County Schools is a dynamic resource designed to guide actions in the event of a student suicide. The SMHT should convene regularly to review and update the document, ensuring its ongoing relevance. This plan has been adapted from the Suicide Prevention, Intervention, Reintegration, and Postvention KSDE suicide toolkit.

All documents mentioned above can be found in the Suicide Prevention, Intervention, Reintegration, and Postvention Tool kit at the following link:

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/School-Mental-Health#si>

Jason Flatt Act

<https://jasonfoundation.com/about-us/jason-flatt-act/>

Resource document links:

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-01-Parent-GuardianNotification.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-02-SuicideScreeningandResponseProtocol.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-04-ParentContactAcknowledgementForm-Sample.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-06-ReleaseofInformation-ROI-Sample.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-07-Stanley-BrownSafetyPlan-Adapted.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/2-08-StudentSuicideInterventionDocumentationForm-Sample.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/3-01-StudentSupportPlanforReturningtoSchool-Sample.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/PostventionResponseChecklist.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/4-11-NonSuicide-NotPermittedtoDisclose-InquiryResponseProtocol.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/4-23-Suicide-Permittedtodisclose-NotifyingAllStudentsofaDeath.pdf>

<https://www.ksde.gov/Portals/0/ECSETS/SMH/toolkit/4-27-Suicide-Permittedtodisclose-GuidelinesforMediaInteractions.pdf>

VIII. ICS Glossary

ICS GLOSSARY – INCIDENT COMMAND SYSTEM

A

Action Plan: See Incident Action Plan.

Agency: An agency is a division of government with a specific function, or a nongovernmental organization (e. g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or cooperating (providing resources and/or assistance). (See Assisting Agency, Cooperating Agency, Jurisdictional Agency, and Multi Agency Incident.)

Agency Administrator or Executive: Chief executive officer (or designee) of the agency or jurisdiction that has responsibility for the incident.

Agency Dispatch: The agency or jurisdictional facility from which resources are allocated to incidents.

Agency Representative: An individual assigned to an incident from an assisting or cooperating agency who has been delegated authority to make decisions on matters affecting that agency's participation at the incident. Agency Representatives report to the Incident Liaison Officer.

Air Operations Branch Director: The person primarily responsible for preparing and implementing the air operations portion of the Incident Action Plan. Also responsible for providing logistical support to helicopters operating on the incident.

Allocated Resources: Resources dispatched to an incident.

All-Risk: Any incident or event, natural or human-caused that warrants action to protect life, property, environment, public health and safety, and minimize disruption of governmental, social, and economic activities.

Area Command (Unified Area Command): An organization established (1) to oversee the management of multiple incidents that are each being handled by an ICS organization, or (2) to oversee the management of large or multiple incidents to which several Incident Management Teams have been assigned. Area Command has the responsibility to set overall strategy and priorities, allocate critical resources according to priorities, ensure that incidents are properly managed, and ensure that objectives are met and strategies followed. Area Command becomes Unified Area Command when incidents are multijurisdictional. Area Command may be established at an emergency operations center facility or at some location other than an incident command post.

Assigned Resources: Resources checked in and assigned work tasks on an incident.

Assignments: Tasks given to resources to perform within a given operational period, based upon tactical objectives in the Incident Action Plan.

Assistant: Title for subordinates of the Command Staff positions. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions.

Assisting Agency: An agency or organization providing personnel, services, or other resources to the agency with direct responsibility for incident management.

Available Resources: Resources assigned to an incident, checked in, and available for a mission assignment, normally located in a Staging Area

B

Base: The location at which primary Logistics functions for an incident are coordinated and administered. There is only one Base per incident. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base.

Branch: The organizational level having functional or geographic responsibility for major parts of

the Operations or Logistics functions. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section. Branches are identified by the use of Roman Numerals or by functional name (e. g., medical, security, etc.).

C

Cache: A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.

Camp: A geographical site, within the general incident area, separate from the Incident Base, equipped and staffed to provide sleeping, food, water, and sanitary services to incident personnel.

Chain of Command: A series of management positions in order of authority.

Check-In: The process whereby resources first report to an incident. Check-in locations include: Incident Command Post (Resources Unit), Incident Base, Camps, Staging Areas, landing zones, and Division Supervisors (for direct line assignments).

Chief: The ICS title for individuals responsible for functional Sections: Operations, Planning, Logistics, and Finance/Administration.

Clear Text: The use of plain English in radio communications transmissions. No Ten Codes or agency-specific codes are used when utilizing clear text.

Command: The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.

Command Post: See Incident Command Post.

Command Staff: The Command Staff consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander. They may have an Assistant or Assistants, as needed.

Communication Unit: An organizational Unit in the Logistics Section responsible for providing communication services at an incident. A Communication Unit may also be a facility (e. g., a trailer or mobile van) used to provide the major part of an Incident Communications Center.

Compacts: Formal working agreements among agencies to obtain mutual aid.

Compensation/Claims Unit: Functional Unit within the Finance/Administration Section responsible for financial concerns resulting from property damage, injuries, or fatalities at the incident.

Complex: Two or more individual incidents located in the same general area that are assigned to a single Incident Commander or to Unified Command.

Cooperating Agency: An agency supplying assistance other than direct operational or support functions or resources to the incident management effort.

Coordination: The process of systematically analyzing a situation, developing relevant information, and informing appropriate command authority of viable alternatives for selection of the most effective combination of available resources to meet specific objectives. The coordination process (which can be either intra- or interagency) does not involve dispatch actions. However, personnel responsible for coordination may perform command or dispatch functions within the limits established by specific agency delegations, procedures, legal authority, etc.

Coordination Center: A facility that is used for the coordination of agency or jurisdictional resources in support of one or more incidents.

Cost Sharing Agreements: Agreements between agencies or jurisdictions to share designated costs related to incidents. Cost sharing agreements are normally written but may also be oral between authorized agency and jurisdictional representatives at the incident.

Cost Unit: Functional Unit within the Finance/Administration Section responsible for tracking

costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.

Crew: See Single Resource.

D

Delegation of Authority: A statement provided to the Incident Commander by the Agency Executive delegating authority and assigning responsibility. The Delegation of Authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines as needed. Many agencies require written Delegation of Authority to be given to Incident Commanders prior to their assuming command on larger incidents.

Demobilization Unit: Functional Unit within the Planning Section responsible for assuring orderly, safe, and efficient demobilization of incident resources.

Deputy: A fully qualified individual who, in the absence of a superior, could be delegated the authority to manage a functional operation or perform a specific task. In some cases, a Deputy could act as relief for a superior and therefore must be fully qualified in the position. Deputies can be assigned to the Incident Commander, General Staff, and Branch Directors.

Director: The ICS title for individuals responsible for supervision of a Branch.

Dispatch: The implementation of a command decision to move a resource or resources from one place to another.

Dispatch Center: A facility from which resources are ordered, mobilized, and assigned to an incident.

Division: Divisions are used to divide an incident into geographical areas of operation. A Division is located within the ICS organization between the Branch and the Task Force/Strike Team. (See Group.) Divisions are identified by alphabetic characters for horizontal applications and, often, by floor numbers when used in buildings.

Documentation Unit: Functional Unit within the Planning Section responsible for collecting, recording, and safeguarding all documents relevant to the incident.

E

Emergency: Absent a Presidentially declared emergency, any incident(s), human-caused or natural, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

Emergency Management Coordinator/Director: The individual within each political subdivision that has coordination responsibility for jurisdictional emergency management.

Emergency Operations Centers (EOCs): The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e. g., fire, law enforcement, and medical services), by jurisdiction (e. g., Federal, State, regional, county, city, tribal), or some combination thereof.

Emergency Operations Plan (CRISIS PLAN): The plan that each jurisdiction has and maintains for responding to appropriate hazards.

Event: A planned, non-emergency activity. ICS can be used as the management system for a wide range of events. (e. g., parades, concerts, or sporting events)

F

Facilities Unit: Functional Unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, sanitary facilities, etc.

Federal: Of or pertaining to the Federal Government of the United States of America.

Field Operations Guide: A pocket-size manual of instructions on the application of the Incident Command System.

Finance/Administration Section: The Section responsible for all incident costs and financial considerations. Includes the Time Unit, Procurement Unit, Compensation/Claims Unit, and Cost Unit.

Food Unit: Functional Unit within the Service Branch of the Logistics Section responsible for providing meals for incident personnel.

Function: Function refers to the five major activities in ICS: Command, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, and the planning function. A sixth function, Intelligence, may be established, if required, to meet incident management needs.

G

General Staff: A group of incident management personnel organized according to function and reporting to the Incident Commander. The General Staff normally consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Administration Section Chief.

Ground Support Unit: Functional Unit within the Support Branch of the Logistics Section responsible for the fueling, maintaining, and repairing of vehicles, and the transportation of personnel and supplies.

Group: Groups are established to divide the incident into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic division. (See Division.) Groups are located between Branches (when activated) and Resources in the Operations Section

H

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Helibase: The main location for parking, fueling, maintenance, and loading of helicopters operating in support of an incident. It is usually located at or near the incident Base.

Helispot: Any designated location where a helicopter can safely take off and land. Some helispots may be used for loading of supplies, equipment, or personnel.

Hierarchy of Command: See Chain of Command.

I

Incident: An occurrence or event, natural or human-caused, which requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

Incident Action Plan (IAP): An oral or written plan containing general objectives reflecting the

overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

Incident Base: Location at the incident where the primary Logistics functions are coordinated and administered. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base. There is only one Base per incident.

Incident Commander (IC): The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

Incident Command Post (ICP): The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by a green rotating or flashing light.

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

Incident Communications Center: The location of the Communications Unit and the Message Center.

Incident Complex: See Complex.

Incident Management Team (IMT): The Incident Commander and appropriate Command and General Staff personnel assigned to an incident.

Incident Objectives: Statements of guidance and direction necessary for the selection of appropriate strategy(ies), and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.

Incident of National Significance: Based on criteria established in HSPD-5 (paragraph 4), an actual or potential high-impact event that requires a coordinated and effective response by an appropriate combination of Federal, State, local, tribal, nongovernmental, and/or private-sector entities in order to save lives and minimize damage, and provide the basis for long-term community recovery and mitigation activities. (Source: National Response Plan)

Incident Types: Incidents are categorized by five types based on complexity. Type 5 incidents are the least complex and Type 1 the most complex.

Incident Support Organization: Includes any off-incident support provided to an incident. Examples would be Agency Dispatch centers, Airports, Mobilization Centers, etc.

Initial Action: The actions taken by resources that are the first to arrive at an incident site.

Initial Response: Resources initially committed to an incident.

Intelligence Officer: The intelligence officer is responsible for managing internal information, intelligence, and operational security requirements supporting incident management activities. These may include information security and operational security activities, as well as the complex task of ensuring that sensitive information of all types (e. g., classified information, law enforcement sensitive information, proprietary information, or export-controlled information) is

handled in a way that not only safeguards the information, but also ensures that it gets to those who need access to it to perform their missions effectively and safely.

J

Joint Field Office (JFO): The JFO is a temporary Federal facility established locally to coordinate operational Federal assistance activities to the affected jurisdiction(s) during Incidents of National Significance. The JFO is a multiagency center that provides a central point of coordination for Federal, State, local, tribal, nongovernmental, and private-sector organizations with primary responsibility for threat response and incident support and coordination. The JFO enables the effective and efficient coordination of Federal incident-related prevention, preparedness, response, and recovery actions. The JFO replaces the Disaster Field Office (DFO) and accommodates all entities (or their designated representatives) essential to incident management, information-sharing, and the delivery of disaster assistance and other support.

Joint Information Center (JIC): A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

Joint Information System (JIS): Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the Incident Commander; advising the Incident Commander concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

Jurisdiction: A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e. g., city, county, tribal, State, or Federal boundary lines) or functional (e. g., law enforcement, public health).

Jurisdictional Agency: The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.

K

Kinds of Resources: Describe what the resource is (e. g., medic, firefighter, Planning Section Chief, helicopters, ambulances, combustible gas indicators, bulldozers).

L

Landing Zone: See Helispot.

Leader: The ICS title for an individual responsible for a Task Force, Strike Team, or functional Unit.

Liaison: A form of communication for establishing and maintaining mutual understanding and cooperation.

Liaison Officer (LNO): A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies. The Liaison Officer may have Assistants.

Logistics: Providing resources and other services to support incident management.

Logistics Section: The Section responsible for providing facilities, services, and materials for the incident.

Local Government: A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council

of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal organization, or in Alaska a Native village or Alaska Regional Native Corporation; a rural community, unincorporated town or village, or other public entity. See Section 2 (10), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

M

Major Disaster: As defined under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U. S. C. 5122), a major disaster is any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under this Act to supplement the efforts and available resources of States, tribes, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Management by Objective: A management approach that involves a four-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities and directing efforts to fulfill them, in support of defined strategic objectives; and documenting results to measure performance and facilitate corrective action.

Managers: Individuals within ICS organizational Units that are assigned specific managerial responsibilities, e. g. , Staging Area Manager or Camp Manager.

Medical Unit: Functional Unit within the Service Branch of the Logistics Section responsible for the development of the Medical Emergency Plan, and for providing emergency medical treatment of incident personnel.

Message Center: The Message Center is part of the Incident Communications Center and is collocated or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.

Mitigation: The activities designed to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of an incident. Mitigation measures may be implemented prior to, during, or after an incident. Mitigation measures are often informed by lessons learned from prior incidents. Mitigation involves ongoing actions to reduce exposure to, probability of, or potential loss from hazards. Measures may include zoning and building codes, floodplain buyouts, and analysis of hazard-related data to determine where it is safe to build or locate temporary facilities. Mitigation can include efforts to educate governments, businesses, and the public on measures they can take to reduce loss and injury.

Mobilization: The process and procedures used by all organizations (Federal, State, and local) for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.

Mobilization Center: An off-incident location at which emergency service personnel and equipment are temporarily located pending assignment, release, or reassignment.

Multiagency Coordination (MAC): The coordination of assisting agency resources and support to emergency operations.

Multiagency Coordination Entity: A multiagency coordination entity functions within a broader multiagency coordination system. It may establish the priorities among incidents and associated resource allocations, deconflict agency policies, and provide strategic guidance and direction to

support incident management activities.

Multiagency Coordination Systems (MACs): Multiagency coordination systems provide the architecture to support coordination for incident prioritization, critical resource allocation, communications systems integration, and information coordination. The components of multiagency coordination systems include facilities, equipment, emergency operation centers (EOCs), specific multiagency coordination entities, personnel, procedures, and communications. These systems assist agencies and organizations to fully integrate the subsystems of the NIMS.

Multiagency Incident: An incident where one or more agencies assist a jurisdictional agency or agencies. May be single or unified command.

Mutual-Aid Agreement: Written agreement between agencies and/or jurisdictions that they will assist one another on request, by furnishing personnel, equipment, and/or expertise in a specified manner.

N

National Incident Management System (NIMS): A system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State, local, and tribal governments; the private-sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

National Response Plan (NRP): A plan mandated by HSPD-5 that integrates Federal domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan.

O

Officer: The ICS title for the personnel responsible for the Command Staff positions of Safety, Liaison, and Public Information.

Operational Period: The period of time scheduled for execution of a given set of operation actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although usually not over 24 hours.

Operations Section: The Section responsible for all tactical operations at the incident. Includes Branches, Divisions and/or Groups, Task Forces, Strike Teams, Single Resources, and Staging Areas.

Out-of-Service Resources: Resources assigned to an incident but unable to respond for mechanical, rest, or personal reasons.

P

Planning Meeting: A meeting held as needed throughout the duration of an incident, to select specific strategies and tactics for incident control operations, and for service and support planning. On larger incidents, the Planning Meeting is a major element in the development of the Incident Action Plan.

Planning Section: Responsible for the collection, evaluation, and dissemination of information related to the incident, and for the preparation and documentation of the Incident Action Plan. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident. Includes the Situation, Resources, Documentation, and Demobilization Units, as well as Technical Specialists.

Preparedness: The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness is a continuous process. Preparedness involves efforts at all levels of government and between government and private-sector and nongovernmental organizations to identify threats, determine vulnerabilities, and identify required resources. Within the NIMS, preparedness is operationally focused on establishing guidelines, protocols, and standards for planning, training and exercises, personnel qualification and certification, equipment certification, and publication management.

Preparedness Organizations: The groups that provide interagency coordination for domestic incident management activities in a nonemergency context. Preparedness organizations can include all agencies with a role in incident management, for prevention, preparedness, response, or recovery activities. They represent a wide variety of committees, planning groups, and other organizations that meet and coordinate to ensure the proper level of planning, training, equipping, and other preparedness requirements within a jurisdiction or area.

Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

Procurement Unit: Functional Unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.

Public Information Officer (PIO): A member of the Command Staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

R

Recorders: Individuals within ICS organizational units who are responsible for recording information. Recorders may be found in Planning, Logistics, and Finance/Administration Units.

Reinforced Response: Those resources requested in addition to the initial response.

Reporting Locations: Location or facilities where incoming resources can check in at the incident. (See Check-in.)

Resources: Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an EOC.

Recovery: The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; post incident reporting; and development of initiatives to mitigate the effects of future incidents.

Resource Management: Efficient incident management requires a system for identifying available resources at all jurisdictional levels to enable timely and unimpeded access to resources needed to prepare for, respond to, or recover from an incident. Resource management under the NIMS includes mutual-aid agreements; the use of special Federal, State, local, and tribal teams; and

resource mobilization protocols.

Resources Unit: Functional Unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.

Response: Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of Crisis Plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

S

Safety Officer: A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have Assistants.

Section: The organizational level having responsibility for a major functional area of incident management, e. g., Operations, Planning, Logistics, Finance/Administration, and Intelligence (if established). The section is organizationally situated between the Branch and the Incident Command.

Segment: A geographical area in which a Task Force/Strike Team Leader or Supervisor of a single resource is assigned authority and responsibility for the coordination of resources and implementation of planned tactics. A segment may be a portion of a division or an area inside or outside the perimeter of an incident. Segments are identified with Arabic numbers.

Service Branch: A Branch within the Logistics Section responsible for service activities at the incident. Includes the Communication, Medical, and Food Units.

Single Resource: An individual, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified work Supervisor that can be used on an incident.

Situation Unit: Functional Unit within the Planning Section responsible for the collection, organization, and analysis of incident status information, and for analysis of the situation as it progresses. Reports to the Planning Section Chief.

Span of Control: The number of individuals a supervisor is responsible for, usually expressed as the ratio of supervisors to individuals. (Under the NIMS, an appropriate span of control is between 1:3 and 1:7.)

Staging Area: Location established where resources can be placed while awaiting a tactical assignment. The Operations Section manages Staging Areas.

State: When capitalized, refers to any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. See Section 2 (14), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

Strategy: The general direction selected to accomplish incident objectives set by the Incident Commander.

Strategic: Strategic elements of incident management are characterized by continuous long-term,

high-level planning by organizations headed by elected or other senior officials. These elements involve the adoption of long-range goals and objectives, the setting of priorities, the establishment of budgets and other fiscal decisions, policy development, and the application of measures of performance or effectiveness.

Strike Team: A specified combination of the same kind and type of resources with common communications and a Leader.

Supervisor: The ICS title for individuals responsible for a Division or Group.

Supply Unit: Functional Unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.

Support Branch: A Branch within the Logistics Section responsible for providing personnel, equipment, and supplies to support incident operations. Includes the Supply, Facilities, and Ground Support Units.

Supporting Materials: Refers to the several attachments that may be included with an Incident Action Plan, e. g., communications plan, map, safety plan, traffic plan, and medical plan.

Support Resources: Non-tactical resources under the supervision of the Logistics, Planning, Finance/Administration Sections, or the Command Staff.

T

Tactical Direction: Direction given by the Operations Section Chief that includes the tactics required to implement the selected strategy, the selection and assignment of resources to carry out the tactics, directions for tactics implementation, and performance monitoring for each operational period.

Tactics: Deploying and directing resources on an incident to accomplish incident strategy and objectives.

Task Force: A combination of single resources assembled for a particular tactical need with common communications and a Leader.

Team: See Single Resource.

Technical Specialists: Personnel with special skills that can be used anywhere within the ICS organization.

Threat: An indication of possible violence, harm, or danger.

Time Unit: Functional Unit within the Finance/Administration Section responsible for recording time for incident personnel and hired equipment.

Type: A classification of resources in the ICS that refers to capability. Type 1 is generally considered to be more capable than Types 2, 3, or 4, respectively, because of size, power, capacity, or, in the case of incident management teams, experience and qualifications.

Tools: Those instruments and capabilities that allow for the professional performance of tasks, such as information systems, agreements, doctrine, capabilities, and legislative authorities.

Tribal: Any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) (43 U. S. C. A. and 1601 et seq.), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

U

Unified Area Command: A Unified Area Command is established when incidents under an Area Command are multijurisdictional. (See Area Command and Unified Command.)

Unified Command: An application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the

designated members of the Unified Command, often the senior person from agencies and/or disciplines participating in the Unified Command, to establish a common set of objectives and strategies and a single Incident Action Plan.

Unit: The organizational element having functional responsibility for a specific incident Planning, Logistics, or Finance/Administration activity.

Unity of Command: The concept by which each person within an organization reports to one and only one designated person. The purpose of unity of command is to ensure unity of effort under one responsible commander for every objective.