

# Haxtun School District's

## Emergency Operations Plan

Plan Revised March 20, 2023

## EMERGENCY CONTACTS

Emergency	911
Dispatch	970-854-2735
Haxtun Police	970-774-6102
Phillips County Sheriff	970-854-2144
Poison Control	1-800-332-3073
Superintendent Marsha Cody	719-936-1974
Jr Sr High Principal Amanda Ridlen	970-520-3275
Elementary Principal Becky Heinz	970-580-0080
Building Manager Don Schelling	970-466-4547
Jeff Plumb	970-520-6157
Colleen Lockwood	970-520-1110
Michelle Henry	720-771-3237
Julie Brown - Little Sprouts	970-571-2917
New Hope Church	WiFi password: bible 101
Fire Alarm Company	1-800-642-4662 BA-40-7036 Bulldog BA-40-7023 (Ag Shop)

## Approval & Implementation

This school EOP, which supersedes all other plans, has been written through a collaborative process to provide for the safety and security of students, staff, faculty, visitors and other community stakeholders while in or using the Haxtun School District.

The Haxtun School District acknowledges that despite prevention and mitigation efforts, crises can occur and that this plan, based on best practices, will be used by all school employees to identify their roles, responsibilities and the procedures used during an emergency.

The following individuals are authorized to make changes to the plan **with** approval by the district administrator:

Marsha Cody

Dana Davis

Amanda Ridlen

The undersigned has reviewed and approved this plan.

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Superintendent, Haxtun School District

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

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Haxtun School District regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

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

# Scope

The Haxtun School District Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

## **1. Definitions**

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

**Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Threat:** A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

**Vulnerability:** Characteristics of the school that could make it more susceptible to the identified threats and hazards.

## **2. School Board Policy Statement**

The Haxtun School District Emergency Operations Plan operates within the framework of the Haxtun School District School Board policy.

<b>Haxtun School District Board of Education Policies related to the Emergency Operations Plan</b>
<a href="#">ADD Safe School</a>
<a href="#">ADD-E Safe School Exhibit</a>
<a href="#">EBBB Accident Reports</a>
<a href="#">EBBB-E Accident/Injury Report Form</a>
<a href="#">EBCE School Closing &amp; Cancellations</a>
<a href="#">EBCE-R School Closing &amp; Cancellations - Late Start</a>

<a href="#"><u>GBGAB First Aid Training</u></a>
<a href="#"><u>JICDD Violent &amp; Aggressive Behaviors</u></a>
<a href="#"><u>JICI Weapons in School</u></a>
<a href="#"><u>JIH Student Interview, Interrogation, Searches, and Arrests</u></a>
<a href="#"><u>JKBA Disciplinary Removal from Classrooms</u></a>
<a href="#"><u>JLIA Security &amp; Supervision of Students</u></a>
<a href="#"><u>KBBA Custodial &amp; Non-Custodial Parent Rights &amp; Responsibilities</u></a>
<a href="#"><u>KDE Crisis Prevention &amp; Management</u></a>
<a href="#"><u>KDE-R Crisis Prevention &amp; Management Regulation</u></a>
<a href="#"><u>KDEA Crisis Management Communications</u></a>

## Situation Overview

### **1. Haxtun School District's Population**

Haxtun School District's current enrollment is approximately 327 PK-12 students located in one campus. These students are supported by a committed staff and faculty consisting of:

30 Teachers and Counselors (2 teachers are part-time)

4 Office Staff (2 secretaries, 1 business manager, 1 part-time business manager)

8 Paraprofessionals (5 SpEd, 1 afternoon SpEd, 1 Music, 1 Library)

4 Preschool Staff (1 director, 1 assistant director, 2 morning paraprofessionals)

3 Cafeteria staff (Chartwells)

2 full time maintenance and custodial staff (maintenance director & secondary custodian)

4 part time elementary custodians (after hours)

3 administrators (2 principals and 1 superintendent)

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference.

Haxtun School District is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with access and functional needs is approximately six . However, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0; however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

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Classrooms containing students and staff that require additional assistance during an incident will be noted with an asterisk. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

### **2. Building Information**

Haxtun School District contains Haxtun Jr/Sr High and Haxtun Elementary schools. The district is located in one main building with an agricultural shop near the football field.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

### **3. Threat/Hazard Assessments Summary**

Haxtun School District is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In January 2023, the school planning team completed a thorough site 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 interior and exterior portions of all school buildings and school grounds have been assessed for potential threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The school planning team also conducted a culture and climate assessment to determine student and staff perceptions of safety and to identify problem behaviors needing to be addressed.

The table on the following page briefly discusses Haxtun School District's high-priority threats/hazards of

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### High Priority Hazards

Hazard Type	Description
Active Shooter	<p>While an active shooter incident has never occurred in Haxtun School District, like any school, it is vulnerable.</p> <ul style="list-style-type: none"> <li>● Goal 1: To protect staff/students and school property in the event of an active shooter on school grounds or in the school building.</li> </ul> <p>Course of Action:</p> <ol style="list-style-type: none"> <li>1. Staff are trained on the importance of responding immediately, including recognizing the sounds of danger, forcefully communicating the danger and necessary action to students, and calling 911 when it is safe to do so.</li> <li>2. To prevent unauthorized access to the school, Haxtun School District administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.</li> <li>3. The first individual(s) to hear or witness shots fired will activate the EOP immediately, taking the necessary response actions to keep everyone safe and notifying the office and (when possible) calling 911.</li> <li>4. The administrator will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures. The Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.</li> </ol> <p><b>5. Incident Commander actions:</b></p> <ul style="list-style-type: none"> <li>▪ Determine what procedures should be activated depending on the location and nature of the shooter.</li> <li>▪ Issue instructions, e.g., lockdown, reverse evacuation, or evacuation depending on the situation.</li> <li>▪ Deactivate the fire alarm pull stations without disengaging the fire sensors and deactivate the school bells, until law enforcement arrives.</li> <li>▪ Notify school buses to not enter the school grounds.</li> <li>▪ Notify law enforcement to assist if necessary. Provide a description and location of the active shooter.</li> <li>▪ Activate communications procedures.</li> <li>▪ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.</li> <li>▪ Be available to deal with the media and bystanders and keep the site clear of visitors.</li> <li>▪ Implement reunification and accounting for all persons procedures.</li> <li>▪ Activate the Crisis Management Team to implement psychological healing procedures.</li> <li>▪ Update the Incident Management Team of any significant changes.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.</li> <li>▪ Give the “all clear” signal after the threat has passed.</li> <li>▪ Determine whether school will be closed or remain open.</li> <li>▪ Document all actions taken.</li> </ul>
<p><b>Building Fire</b></p>	<p>Fire hazards have mostly been limited to areas with combustible materials or equipment such as the kitchen or science labs.</p> <ul style="list-style-type: none"> <li>● Goal 1 (before): Prevent a fire from occurring in the school. <ul style="list-style-type: none"> <li>○ Objective 1: Provide fire prevention training to all students and staff who use combustible materials or equipment.</li> <li>○ Objective 2: Store combustible materials in fire proof containers.</li> </ul> </li> <li>● Goal 2 (during): Protect all persons from injury and property damage by the fire. <ul style="list-style-type: none"> <li>○ Objective 1: Evacuate all persons from the building immediately.</li> <li>○ Objective 2: Account for all persons.</li> </ul> </li> <li>● Goal 3 (after): Provide necessary medical attention to those in need. <ul style="list-style-type: none"> <li>○ Objective 1: Immediately notify the fire department and EMS via 911.</li> <li>○ Objective 2: Immediately provide first aid to those in need.</li> </ul> </li> </ul> <p>Course of Action</p> <ol style="list-style-type: none"> <li>1. Make sure all staff and students are aware of fire marshal guidelines for fire prevention safety.</li> <li>2. Pull fire alarm and contact administration, then call 911.</li> <li>3. Evacuate school to pre-designated areas.</li> <li>4. Account for all students and staff.</li> <li>5. Provide first aid to anyone in need.</li> </ol>
<p><b>Missing/ Runaway Students</b></p>	<p>Haxtun School District has been involved with many instances of students running from school and ditching classes by leaving school property. The ages of students vary, as well as the dangers attributed to leaving school grounds. Students on foot run the risk of falling or getting struck by a moving vehicle, causing injury. They also run the risk of being abducted.</p> <ul style="list-style-type: none"> <li>● Goal #1 (before): Be sure students are accounted for both before and during classes. <ul style="list-style-type: none"> <li>○ Objective 1 - Take attendance at the beginning of every class period</li> <li>○ Objective 2 - Hold students accountable for whereabouts and reasons for leaving the school.</li> </ul> </li> <li>● Goal #2 (during): In the event of a runaway situation, ensure student safety <ul style="list-style-type: none"> <li>○ Objective 1 - Contact all parties responsible for the well-being of the student</li> <li>○ Objective 2 - Keep a visual on the student at all times.</li> <li>○ Objective 3 - Make contact with student and return them to school</li> </ul> </li> <li>● Goal #3 (after): Ensure student does not attempt to leave again <ul style="list-style-type: none"> <li>○ Objective 1 - Alert administration and secretaries of the possibility of another attempt to leave school grounds.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Objective 2 - Maintain a visual at all times of the student.</li> <li>○ Educate student on the importance of not leaving without permission</li> <li>○ Assess procedures and points of improvement</li> </ul> <p>Course of Action</p> <ol style="list-style-type: none"> <li>1. Ensure all teachers take attendance promptly at the beginning of class.</li> <li>2. Report any students leaving the school without permission.</li> <li>3. When a student leaves school grounds without permission, staff should be sure to contact administration who then ensure authorities are contacted.</li> <li>4. Ensure student returns safely to school</li> <li>5. Consequences determined by administration</li> </ol>
<p><b>Severe Storms/High Winds/Blizzards/Dust Storms (Travel Safety), Hail/Lightning</b></p>	<p>Weather related hazards are a regular occurrence in the Haxtun area. High winds, blizzards, and severe storms may negatively impact the regular conduct of school or school related activities. These impacts may vary depending on the severity of the event, time of year, and activities which are planned.</p> <ul style="list-style-type: none"> <li>● Goal #1 (before) Develop guidelines for determining when conditions present a hazard to the safety and well being of students and staff. <ul style="list-style-type: none"> <li>○ Objective 1 - Regularly monitor weather conditions especially when the potential for severe weather may occur. Monitoring includes considering data from agencies such as NOAA, Colorado State Patrol and CDOT.</li> <li>○ Objective 2 - Identify specific criteria for when it is best for school or activities to be delayed, postponed and/or canceled due to potential weather related concerns.</li> </ul> </li> <li>● Goal #2 (during) When severe or hazardous weather occurs, Haxtun School District will take appropriate actions to ensure the safety of students and staff during school and related activities. <ul style="list-style-type: none"> <li>○ Objective 1 - When it is determined that it is unsafe for school and/or school related activities to occur, district staff will effectively communicate to parents, students, and community the need to delay, postpone, or cancel school as well as the specific actions to be taken. For example busses running mud routes after heavy rain, or the need for parents to pick up bus students due to high winds making bussing unsafe.</li> </ul> </li> <li>● Goal #3 (after) Haxtun School District will determine when it is safe to resume school and school related activities. <ul style="list-style-type: none"> <li>○ Objective 1 - School personnel will evaluate buildings, equipment and vehicles for any damage sustained during the severe weather event to ensure there are no additional risks to students.</li> <li>○ Objective 2 - School personnel will ensure roads are safe for travel by using reliable reports from CDOT, county road and bridge departments, or other reliable sources.</li> </ul> </li> </ul>

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<p><b>Dangerous People</b></p>	<p>Haxtun lies 30 miles from a large state correctional facility. There are also many non-custodial parent issues. Effects are differentiated by the level of communication among involved parties. In the past, custodial issues have required law enforcement involvement, and a lockout procedure has been instituted for an escaped convict from the correctional facility.</p> <ul style="list-style-type: none"> <li>● Goal #1 (before) Ensure knowledge of procedures             <ul style="list-style-type: none"> <li>○ Objective 1 - Practice lock-out procedures on a quarterly basis</li> <li>○ Objective 2 - Ensure that all doors remain locked and all times</li> </ul> </li> <li>● Goal #2 (during) Ensure student and staff safety             <ul style="list-style-type: none"> <li>○ Objective 1 - Communicate the issue with staff and students.</li> <li>○ Objective 2 - Ensure that all doors are locked and closed</li> <li>○ Objective 3 - Be prepared for a lock-down procedure if a threat moves inside the building.</li> </ul> </li> <li>● Goal #3 (after) Return to standard operations             <ul style="list-style-type: none"> <li>○ Objective 1 - Communicate and “all clear”</li> <li>○ Objective 2 - Revisit procedure for learning opportunities</li> </ul> </li> </ul> <p>Course of Action</p> <ol style="list-style-type: none"> <li>1. Educate all staff and students on lock out procedures</li> <li>2. Ensure adequate communication abilities throughout building</li> <li>3. Keep all doors locked and closed</li> </ol>
<p><b>Medical Emergencies</b></p>	<p>Medical Emergencies: Medical emergencies are a potential hazard in any setting, including the course of a regular school day as well as any school sponsored activity. It is a goal of Haxtun School District to be as prepared as possible to mitigate any medical emergencies as well as to appropriately address any resulting outcomes of such emergencies.</p> <ul style="list-style-type: none"> <li>● Goal #1 (before) Haxtun School District will be proactive in its efforts to minimize the effects of medical emergencies at school or school related events.             <ul style="list-style-type: none"> <li>○ Objective 1 - Staff will receive regular training on recognition and mitigation of common medical emergencies. All staff will be current with CPR/first aid.</li> <li>○ Objective 2 - Student medical information will be kept up to date in the Student Information System (SIS).</li> <li>○ Objective 3 - Parents/Guardians will be encouraged to inform the appropriate district personnel of major changes to student medical conditions.</li> <li>○ Any and all emergency medical supplies i.e. first aid kits, AED’s, will be kept in readily available locations and serviceable conditions.</li> </ul> </li> <li>● Goal #2 (During) Should a medical emergency arise, school staff will perform necessary first aid within the scope of their training and recognize the importance of requesting assistance as needed.             <ul style="list-style-type: none"> <li>○ Objective 1 - School staff will utilize their training to identify a medical emergency and take appropriate actions.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Objective 2 - If and when staff determine the need for advanced medical care, they will immediately call 911 or direct another person to do so.</li> <li>○ Staff members will take appropriate actions to protect the privacy and dignity of all persons to the greatest extent possible.</li> <li>○ Staff members will complete all necessary documentation in a timely manner.</li> <li>● Goal #3 (After) Haxtun School District will consider the effects of a medical emergency to the patients, caregivers, and others who may be impacted by the event.             <ul style="list-style-type: none"> <li>○ Objective 1 - Counselors will be made available on an as needed basis for anyone wishing to make use of their services.</li> <li>○ Objective 2 - Follow ups will be conducted with school staff involved in the incident for purposes of determining the effectiveness of the actions taken.</li> </ul> </li> </ul>
<p><b>Tornado</b></p>	<p>Although Haxtun School District has not been damaged directly by a tornado, Haxtun and surrounding areas are vulnerable to tornadoes. There is generally little time to respond, and injury and structural damage are a definite possibility.</p> <p>Everyone should then crouch low, head down, protecting the back of the head with the arms. Stay away from windows and large open rooms like gyms and auditoriums.</p> <ul style="list-style-type: none"> <li>● Goal #1 (before): Maintain adequate knowledge of procedures             <ul style="list-style-type: none"> <li>○ Objective 1 - Do tornado drills at least once prior to April</li> <li>○ Objective 2 - Maintain focus on weather predictions and warnings</li> </ul> </li> <li>● Goal #2 (during): Maintain student and staff safety             <ul style="list-style-type: none"> <li>○ Objective 1 - Execute tornado protocols</li> <li>○ Objective 2 - Verify that all students are accounted for</li> </ul> </li> <li>● Goal #3 (after): Assess damage, injuries, and response             <ul style="list-style-type: none"> <li>○ Objective 1 - Verify that all students are accounted for</li> <li>○ Objective 2 - Communicate with administration about next steps</li> <li>○ Objective 3 - Assess procedures and points of improvement opportunities</li> </ul> </li> </ul>
<p><b>WildFire</b></p>	<p>Wildfires are a regular occurrence in this area and have on occasion impacted school operations.</p> <ul style="list-style-type: none"> <li>● Goal #1 (Before) Haxtun School District acknowledges the impact wildfires may have in this community and will have a plan to mitigate the impact fires may have on the function of the school.             <ul style="list-style-type: none"> <li>○ Objective 1 - Haxtun School District will develop a plan for the potential evacuation of the schools due to wildfire. This plan will include a reunification process for students and parents as well as communication procedures.</li> </ul> </li> <li>● Goal #2 (During) School staff will follow the communication plan to convey all necessary information to parents and students regarding the evacuation procedure and reunification plans.</li> <li>● Goal #3 (After) Haxtun School District will review the evacuation and reunification process to identify both strengths and weaknesses for potential revision.</li> </ul>

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<b>Dangerous Animal</b>	<p>Dangerous animals can vary from domestic pets that have gotten loose, to wild animals. They could be roaming the school grounds or be on the playground.</p> <ul style="list-style-type: none"><li>● Goal 1 (before): Keep a diligent watch for loose animals on school grounds.</li><li>● Goal 2 (during): Move all students and staff into the building.<ul style="list-style-type: none"><li>○ Objective 1: Notify all persons that an animal is on school grounds and to return inside the school building.</li><li>○ Objective 2: Notify the office to make an announcement that there is a loose animal on the school grounds.</li></ul></li><li>● Goal 3 (after): Make sure that there were no injuries that need attended to.</li></ul> <p>Course of Action</p> <ol style="list-style-type: none"><li>1. When a loose animal is spotted, ask all staff and students to move inside the building.</li><li>2. The office will make an announcement that there is a loose animal on school grounds.</li><li>3. The office will notify the communications center that there is an animal at-large.</li><li>4. After the animal is no longer a threat, announce the all-clear to resume normal activities on school grounds.</li></ol>
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#### 4. Resources

The Haxtun School District leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Haxtun School District has the following agreements in place, with:

- Haxtun Health
- Haxtun Volunteer Fire Department

All pre-negotiated agreements and contracts are included in the appendix section.

# Planning Assumptions and Limitations

## **1. Planning Assumptions**

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

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

## **2. Limitations**

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

## Concept of Operations

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

### **A. National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

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

Haxtun School District works with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS 100SCa training. ICS 100SCa, An Introduction to ICS for Schools is recommended for all persons with a responsibility in a school EOP or designated in a school incident command structure. ICS 100SCa is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- IS 362 Multi-Hazard Emergency Planning for Schools should be taken by those school personnel responsible for developing a Safe School, Readiness and Incident Management Plan. This course is also available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and threat/hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.
- Administrators and Directors are required and Safety Committee Members are encouraged to take the following NIMS course ([Link to NIMS Independent Courses](#))

## Concept of Operations

The State Recommends:

- All Safety Team Members, Key Leaders, and Planning Team Members: ICS-100 Introduction to the Incident Command System
- Key Leaders & Planning Members: IS-362.A: Multi-Hazard Emergency Planning for Schools

Additional Suggested Courses:

- ICS-200 Basic Incident Command System for Initial Response
- IS-800 National Response Framework (NRF), an Introduction
- IS-700 NIMS, an Introduction

### **B. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, Haxtun School District may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

**The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used before, during, and after an incident.]**

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

### **C. Initial Response**

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from school district and local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

## Concept of Operations

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as threat/hazard-specific procedures. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

### **D. Purpose**

The primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property.

The primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and

The primary purpose of actions taken after an emergency is to recover from its impact on life or property.

## Organization & Assignment of Responsibilities

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

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

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

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

### **A. Principal/Building Administrator**

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

### **B. Incident Commander**

The Incident Commander responsibilities include:

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

## **Organization & Assignment of Responsibilities**

### **C. Teachers**

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

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

### **D. Paraprofessionals**

Responsibilities include assisting teachers as directed.

### **E. Counselors**

Counselors provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid and Psychological First Aid if necessary. Counselors will be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.

## **Organization & Assignment of Responsibilities**

- Execute assignments as directed by the Incident Commander or ICS supervisor.

### **G. Custodians/Maintenance Personnel**

Responsibilities include:

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

### **H. School Secretary/Office Staff**

Responsibilities include:

- Assist in the school site assessments.
- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

### **I. Food Service/Cafeteria Workers**

Responsibilities include:

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

### **J. Bus Drivers**

Responsibilities include:

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

## Organization & Assignment of Responsibilities

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

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

### **L. Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.
- Take an active part in school incident response/recovery activities, as age appropriate.

### **M. Parents/Guardians**

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understand their roles during a school emergency.

## **School Crisis Teams Roles/Responsibilities within the ICS**

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis situation are listed below. Some personnel may assume more than one role and perform several tasks. Required tasks may depend on the type of crisis situation a school is experiencing. Please note the suggested staff members who might be assigned the roles below but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill roles. Staff members must be trained for their role.

### **School Incident Commander (Principal or Site Administrator\*)**

- Assesses the situation and engages appropriate crisis response protocol
- Communicates with higher level administrators
- Monitors implementation of the response plan
- Implements crisis team phone tree to assemble the team
- Serves as liaison with public safety and response agencies to coordinates responses in a unified command
- Assigns duties to team according to ICS structure
- Reviews and approves public information releases with District Public Information Officer
- Coordinates with School Security and Safety Officer for the safety of students and staff
- Reviews and approves communication with staff and students
- Approves appropriate requests for additional resources
- May also serve as Finance (“the payer”) and approve funds

\*May or may not also be crisis team chair/coordinator

### **District Public Information Officer**

- Works as the media contact for the district and/or school
- Coordinates with the principal or site administrator for statements to the press, as needed
- Briefs the media, if necessary
- Reviews public information releases with the Principal or Site Administrator
- Serves as link with the City/County/State Public Information Officers

### **School Safety Coordinator (Second Administrator)**

- Assigns, supervises, and coordinates school security (with local law enforcement if necessary)
- Secures incident site, perimeter
- Maintains liaison with public safety agencies on operational issues
- Briefs incident commander and key officials on security issues and investigation
- Collaborates with local law enforcement
- Supervises crowd and traffic control and access management
- Supervises safe and organized movement of students and staff, as needed

- Assembles students and staff for information sharing and/or safety
  - Knows evacuation plans/routes/procedures, security measures, alternative site plans
  - Reports weather, emergency conditions, obstacles or others concerns
  - Other duties associated with protection of life, property and information

### **Operations Team Leader**

*(Second Administrator)*

#### ***Crisis Team Chair/Co-Coordinator\****

- Assists Incident Commander (Principal or Site Administrator)
- Chairs or co-chairs the school crisis team meetings
- Facilitates or co-facilitates discussions and decision making with team
- Provides expertise in linking team to the appropriate crisis response protocols and guidelines
- Leads the development of the response and intervention plan to include physical and psychological interventions
- Leads or provides the functions in the Operations section
- Reviews effectiveness of response and interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Communicates with district and/or community level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities

### **Operations Team:**

#### **Emergency Medical Coordinator *(EMT/Haxtun Health)***

- Identifies and coordinates staff who have First Aid/CPR/EMT training
- Coordinates the emergency card/emergency information procedure with the Principal/Site Administrator
- Maintains trauma bags and supplies with beginning of year and mid-year check
- Works with special education staff, school mental health staff and counselors to identify and plan for individuals who may need evacuation assistance
- Coordinates medical triage in the event of an emergency
- Provides direct medical care
- Arranges for additional medical support from trained staff
- Liaisons with Emergency Medical Responders
- Requests additional supplies, as needed
- Knows and provides for student and staff medical needs
- Documents medical and transport activities
- Evaluates for additional training needs

### **Student and Staff Communication Coordinator**

*(Counselor)*

- Implements crisis team and/or staff phone tree, as needed
- Coordinates the communication content and dissemination to student and staff during a crisis event
- Works with Principal/Site Administrator and Student Care & Recovery Coordinator to determine appropriate content and means of communication
- Provides written statements to use for student, staff, and parent notification (works with district PIO as needed) (i.e. fact sheet., parent letter)
- Monitors communication dissemination plan
- Considers information and responses needed by office personnel
- Engages and monitors communication with victims and families
- Keeps records of communication requested and released

#### **Student Care and Recovery Coordinator** *(Mental Health Staff)*

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Contacts District Crisis Recovery Coordinator when incident occurs to discuss care and recovery needs
- Develops a plan for care and recovery using appropriate resources
- Maintains a crisis resource notebook with readily available resources and handouts
- Works with district and/or community resources
- Mobilizes mental health/counseling resource personnel
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed.
- Prepares for memorial services and long-term support, as needed.
- Communicates resources available to administration, staff, students and parents/guardians.
- Maintains records of referrals and services provided.
- Assesses additional training needs of the school recovery team

#### **Student Supervision Coordinator**

*(Dean/Teacher)*

- Accounts for all students and staff
- Works with safety officer
- Coordinates supervision and duties of teachers not with students

#### **Student and Parent Reunion Coordinator** *(Office Personnel)*

- Develops system for releasing students to parents
- Designates a Reunion Site/Center
- Checks Emergency cards for name of person/s authorized to pick up student

- Releases student to authorized person (checks and verifies ID with name listed on student emergency card)
- Maintains a student release log

### **Possible Alternate Roles Needed:**

#### *Translation/Cultural Mediator Coordinator (as needed)*

- Translates and serves as a cultural interpreter for the crisis team and/or community.
- Helps with culturally competent responses and trains staff on cultural awareness.
- Helps facilitate meetings with students, parents, and community, as needed.

#### **Logistics Team Leader** *(Dean/Safety Committee Member)*

- Leads or provides the functions of the Logistics section
- Works with Building Engineer for facilities needs
- Works with office personnel for supplies and equipment needs
- Monitors supplies and equipment needs
- Coordinates access with district personnel
- Coordinates access to and distribution of supplies during an emergency
- Documents activities of Logistics section

### **Logistics Team:**

#### **Facilities Coordinator** *(Director of Maintenance)*

- Locks entrances/exits, helps secure building (supplemented by security and staff in secondary schools)
- Knows floor plan of building and locations of shut-off valves (e.g. gas, electrical, furnace, alarm system)
- Communicates with district maintenance.
- Helps move objects to help with response.

#### **Supplies and Equipment Coordinator** *(Office Personnel)*

- Coordinates requests for copying, documentation instruments, parent letters, etc.
- Locates identified support supplies to help implement crisis plan and response
- Purchases necessary supplies
- Maintains the emergency response kits (Go-Kits)

#### **Transportation Coordinator** *(Director of Transportation)*

- Coordinates the assembly and transport of students with Executive Director and District Transportation Services

#### **Food and Water Coordinator** *(Office Personnel, Cafeteria Staff)*

- Coordinates the acquisition, preparation and distribution of food and water during shelter-in-place

## **Possible Alternate Roles Needed:**

### ***Staff and Community Volunteer Assignment/Coordinator***

- Establishes and implements the contact plan for both during and after school hours contact
- Establishes plan to rapidly disseminate information to staff or volunteers during school hours
- Maintains an accurate directory of community resources and staff
- Helps coordinate volunteer assignments

### **Planning Team Leader *(Second Administrator, Teacher or role may be filled by district personnel)***

In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Collects and evaluates information related to development of the crises
- Evaluates status of resources
- Helps to think ahead of current status and prepare for future change to situation

### **Finance Team Leader**

#### ***(Business Manager)***

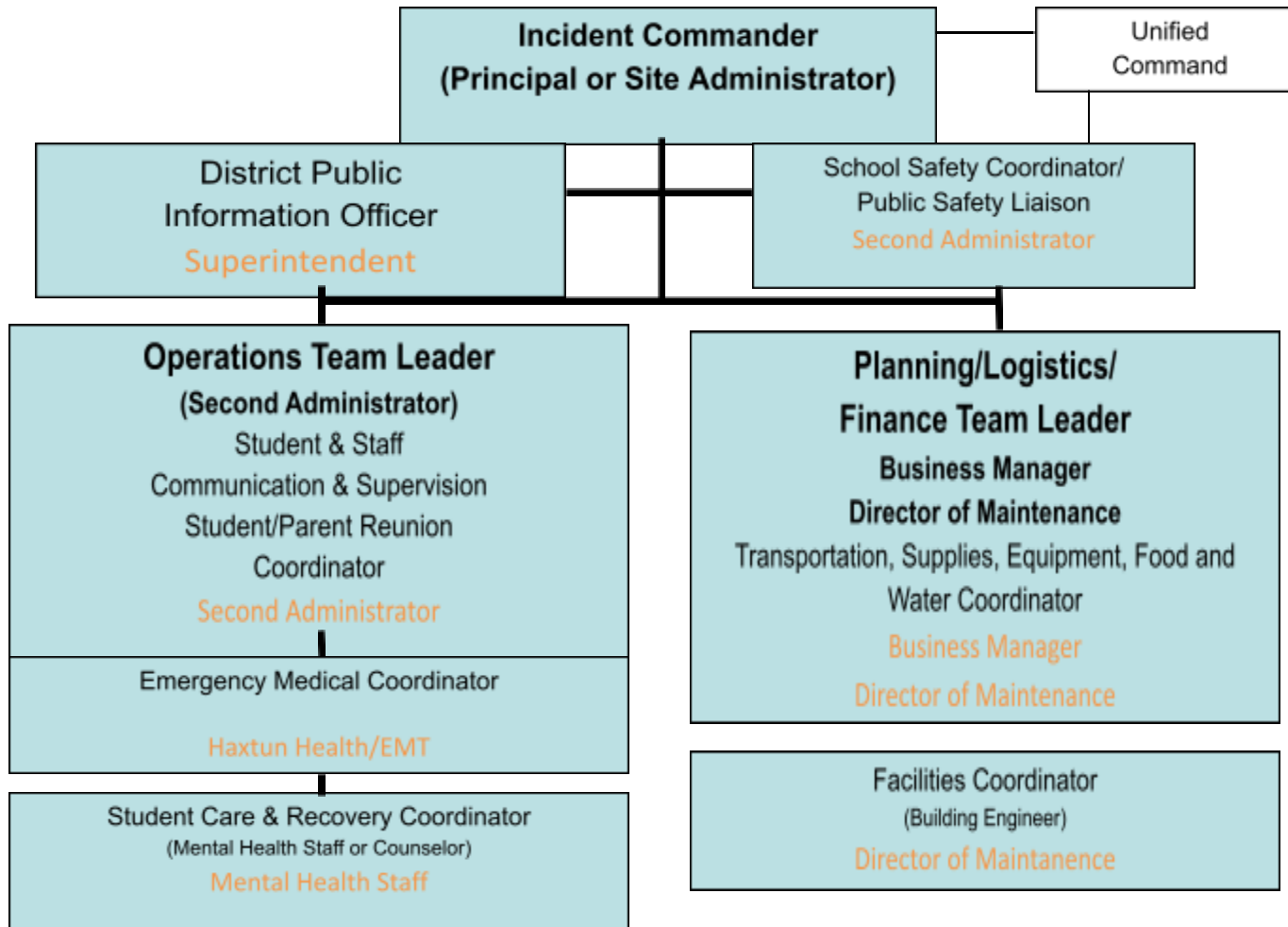
In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Gathers and documents anticipated crisis related planning expenses
- Documents and tracks expenses related to crisis planning and development
- Tracks and records expenses incurred when a crisis event occurs
- Completes paperwork to seek reimbursement, if available

*Adapted from:*

*Reeves, M., Kanan, L. & Plog, A. (2009); Cherry Creek School District, 2008; Reeves, Nickerson, Jimerson, 2006*

# School Incident Command Team (ICS) Structure



<b>ICS Team</b>				
<b>Role in ICS</b>	<b>Name</b>	<b>Position</b>	<b>E-mail</b>	<b>Cell Phone or Alternate</b>
IC/Alternate	Marsha Cody	Superintendent	marshacody@haxtunk12.org	719-936-1974
PIO (District)	Marsha Cody	Superintendent	marshacody@haxtunk12.org	719-936-1974
Alternate/Second Administrator	Becky Heinz	Elementary Principal	beckyheinz@haxtunk12.org	970-580-0080
Alternate/Second Administrator	Amanda Ridlen	Jr/Sr High Principal	amandaridlen@haxtunk12.org	970-520-3275
Local County Emergency Manager	Broc Pelle	Phillips County Emergency Manager	broc.pelle@phillipscounty.co	
Emergency Medical Coordinator	Haxtun Health/EMT			970-774-6123
Student Care & Recovery Coordinator (Mental health/counselor)	Sharon Seger & Audree Edwards	School Counselors	<a href="mailto:sharonseger@haxtunk12.org">sharonseger@haxtunk12.org</a> <a href="mailto:audreeedwards@haxtunk12.org">audreeedwards@haxtunk12.org</a>	970-774-6111
LOGISTICS/PLANNING/FINANCE TEAM LEADER	Debbie Myers	Business Director	debbiemyers@haxtunk12.org	970-554-1787
Facilities Coordinator	Don Schelling	Director of Maintenance	donschelling@haxtunk12.org	970-466-4547



## **School District Emergency Operations Plan (EOP)**

The Haxtun School District maintains a district Emergency Operations Plan (EOP) to address threats/hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with Marsha Cody, Superintendent..

### **Coordination With Responders**

An important component of the Haxtun School District's EOP is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and the school. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

### **Source and Use of Resources**

Haxtun School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit, sanitation supplies, cots, and bedding supplies will be provided by:
  - Haxtun Health 970-774-6123
- Food/water supplies will be provided by:
  - Haxtun Supers 970-774-6286
  - LeAnn Harms
- Security will be provided by:
  - Haxtun Police Department 970-774-6102
- Counseling services will be provided by:
  - Centennial Mental Health 970-522-4392

All pre-negotiated agreements and contracts are included in the appendix section.

## **Information Collection, Analysis, and Dissemination**

Haxtun School District will collect, analyze, and disseminate information before, during, and after an incident.

### **1. Types of Information**

Before and during an incident, Haxtun School District will assign Marsha Cody, Superintendent to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal with any immediate actions required identified.

After an incident Haxtun School District will assign Marsha Cody, Superintendent, 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.

List of Websites, hotlines and other sources of information:

- [www.haxtunk12.org](http://www.haxtunk12.org)

### **2. Information Documentation**

The assigned staff member will document the information gathered using the form in the appendix section. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member receives and uses the information.
- The format for providing the information.
- The date and time the information was collected and shared.

Haxtun School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program and applicable Colorado statutes.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

## **1. Training**

All Haxtun School District staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

### A. Staff Training

Basic training and refresher training sessions will be conducted during the first in-service of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory staff training will include:

- Threat/hazard and incident awareness training for all staff.
- Orientation to the Haxtun EOP for all staff.
  - Personal/family emergency plans
- First aid and CPR for all staff.

Additional trainings as needed:

- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation
- Two online FEMA courses: ICS 100 and IS-362. Both courses are available without charge at FEMA's Emergency Management Institute Website.
- Psychological First Aid for Schools for school counselors and other designated staff.

All Haxtun School District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

## B. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter
- Fire
- Tornado

## C. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take training courses on some of the school's response procedures via the school website or other method as provided by the school.

## **2. Exercises**

Drills will be conducted at least once per semester. Other types of exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see the appendix). According to the Colorado Division of Fire Prevention and Control, schools are to conduct a drill within the first 10 days of school and then one every thirty days after for the rest of the school year. They do permit schools to replace two fire drills a year with another emergency drill.

Approved parent/guardian volunteers and community members will also be incorporated into a larger exercise plan.

## **1. Agreements and Contracts**

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

All pre-negotiated agreements and contracts are included in the appendix.

## **2. Recordkeeping**

### A. Administrative Controls

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

### B. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

## **3. Incident Costs**

### A. Annual Incident Management Costs

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

## B. Incident Costs

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

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

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

### **4. Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

## **Authorities & References**

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

- Colorado Safe Schools Act (CRS 22-32-109.1, SB 00-133) with subsequent amendments
- Senate Bill 08-181 - Coordination Among Agencies when Responding to School Emergencies (NIMS)
- Senate Bill 11-173 - Concerning Interoperable Communications in Schools

## Functional Annexes

# HOLD!

### **1. Purpose**

HOLD is for situations that require students and staff to remain in their classrooms or stay out of access areas.

### **2. Scope**

For example an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **3. Responsibilities**

Students:

1. Clear the hallways and remain in the room or area until the “All Clear” is announced.
2. Do business as usual.

Adults:

1. Close and lock the door.
2. Account for students and adults.
3. Do business as usual.

### **4. Specialized Procedures**

The public address for HOLD! is, “HOLD in your room or area. Clear the halls.” It is repeated twice each time the public address is performed.

## Functional Annexes

# **SECURE!**

### **1. Purpose**

The SECURE! action is called when there is threat or hazard outside of the school building.

No one in or out. The initial directive and practice during the SECURE Action is to retain students and staff within the building and prevent entry into the building.

### **2. Scope**

Whether it is due to violence or criminal activity in the immediate neighborhood or a dangerous animal on the playground, SECURE uses the security of the physical facility as protection.

Controlled Release: An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Busses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

### **3. Responsibilities**

Students:

1. Return inside the building.
2. Do business as usual.

Adults:

1. Bring everyone indoors.
2. Ensure outside doors are locked.
3. Increase situational awareness.
4. Account for students and adults.
5. Do business as usual.

### **4. Specialized Procedures**

The public address for SECURE! is, "SECURE! Get inside, lock outside doors. No one in or out." It is repeated twice each time the public address is performed.

## Functional Annexes

# **LOCKDOWN!**

### **1. Purpose**

LOCKDOWN is called when there is a threat or hazard inside the building.

### **2. Scope**

From parental custody disputes to intruders to an active assailant, LOCKDOWN uses classroom and school security actions to protect students and staff from the threat.

### **3. Preparations**

Identification of classroom access points that must be locked in the event of a LOCKDOWN is essential. These may include doorways, windows, and loading docks.

A “Safe Zone” should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

Drills: LOCKDOWN drills should be performed at least twice a year or as mandated by state requirements. If possible, one of these drills should be performed with local law enforcement participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

### **4. Responsibilities**

Students:

1. Move away from sight.
2. Maintain silence.
3. Do not open the door.

Adults:

1. Recover students from the hallway if possible.
2. Ensure that the classroom door is locked.
3. Turn out the lights.
4. Move away from sight.
5. Maintain silence.
6. Do not open the door.
7. Prepare to evade or defend.

### **5. Specialized Procedures**

## **Functional Annexes**

The public address for LOCKDOWN! is, "LOCKDOWN! Locks, lights, out of sight." It is repeated twice each time the public address is performed.

## Functional Annexes

# EVACUATE!

### 1. Purpose

Evacuate is called when there is a need to move people from one location to another for safety reasons.

### 2. Scope

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them. If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

### 3. Preparations

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an off site evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

### 4. Responsibilities

Students:

- 1) Follow directions from teachers and staff in an orderly manner.
- 2) Quickly and quietly follow the teacher/staff member to designated evacuation locations
- 3) Do not stop at lockers, restrooms, other areas to pick up wanted items.
- 4) Do not walk in roadways.
- 5) Once in the designated evacuation area remain calm and orderly following directions until released by administration.
- 6) If returning to the school building following an evacuation, do so in an orderly fashion to maintain safety of all individuals

Adults:

- 1) Know the proper evacuation routes and designated evacuation areas
- 2) Take crisis management notebooks with rosters

## Functional Annexes

- 3) Make sure doors are secured and locked and all students have left the classroom.
- 4) Clearly communicate instructions to students and maintain organization of students.
- 5) Once in the designated evacuation area, teachers should take roll and communicate with administration.
- 6) Note any absent students and any possible injuries or unsafe conditions and report to admin.
- 7) Follow procedures in the crisis management plan for any further evacuation and reunification procedures.
- 8) Maintain communication with administration and incident command.

### **5. Specialized Procedures**

Once in the designated evacuation area, teachers should take roll. After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up a Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention. Teachers need to maintain communication with administration and incident command for any following directives.

## Functional Annexes

# **SHELTER!**

### **1. Purpose**

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

### **2. Scope**

Hazards for Haxtun School District may include: tornado, severe weather, wildfires, Haz-Mat spill or release. Each of these hazardous conditions may require special strategies and procedures.

### **3. Responsibilities**

Students:

- 1) Follow all response directives quickly and quietly
- 2) Report any injuries or health concerns to an adult immediately
- 3) Stay Calm

Adults:

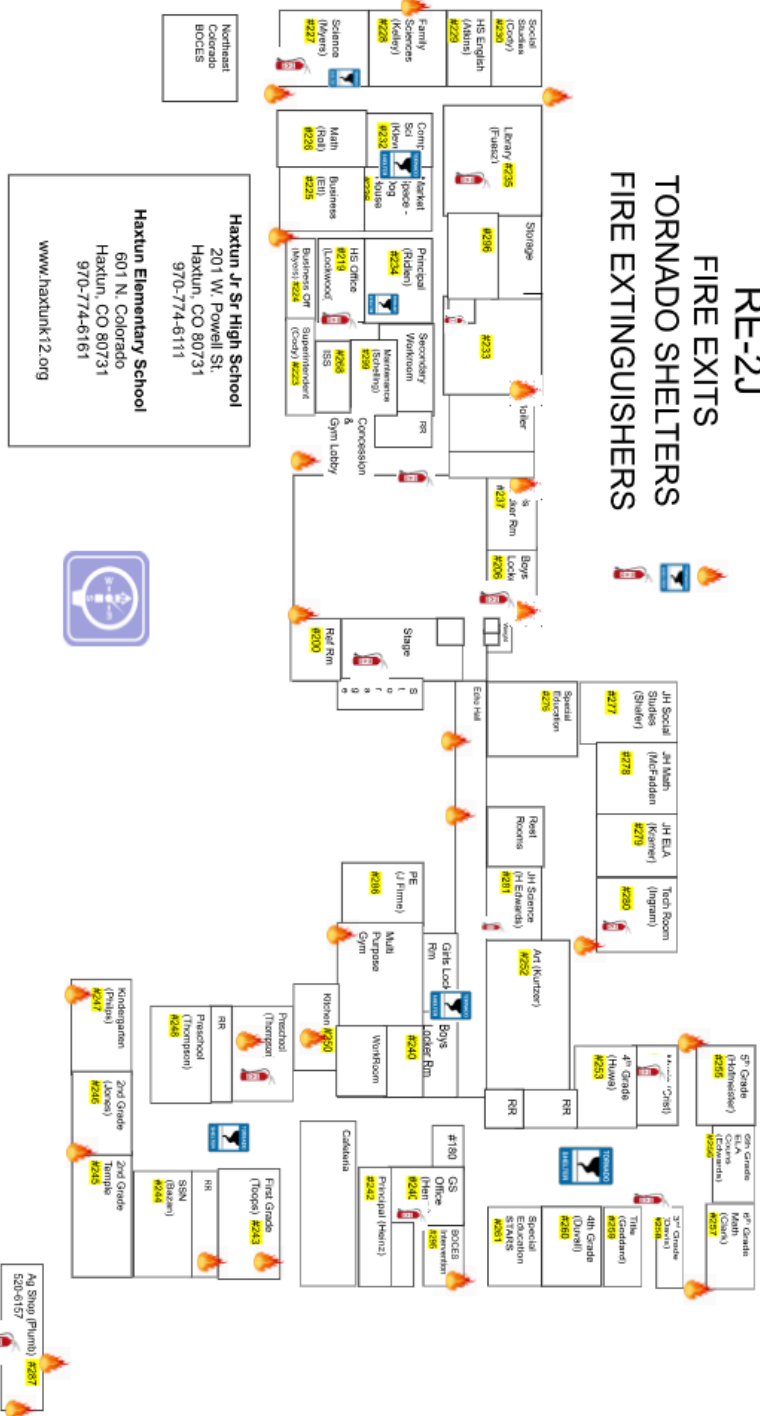
- 1) Follow all response directives quickly and efficiently
- 2) Communicate clearly with first responders and administration
- 3) Take roll and note any abnormalities immediately
- 4) Be prepared for changing situations and follow crisis management guidelines

### **4. Specialized Procedures**

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take. Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

# Location of Fire Extinguishers

## Haxtun School District RE-2J FIRE EXITS TORNADO SHELTERS FIRE EXTINGUISHERS



06/29/23