



St. Edmond Catholic School Emergency Operations Plan

December 2025

FEMA

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SIGNATORY PAGE

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

Signatory Page

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the St. Edmond Catholic School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of St. Edmond Catholic School and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that St. Edmond Catholic School 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. St. Edmond Catholic School 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 School EOP increases St. Edmond Catholic School's 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.

B. Scope of the Plan

The St. Edmond Catholic School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and 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 St. Edmond Catholic School Emergency Operations Plan operates within the framework of the Diocese of Sioux City School Board policy.

C. Situation Overview

1. School Population

St. Edmond Catholic School's current enrollment is approximately 736 elementary school, middle school, and high school students located in one, two-story building on campus. These students are supported by a committed staff and faculty consisting of:

- 55 Teachers and specialists
- 3 Administrators
- 4 Office/support staff
- 1 Instructional Coach
- 5 Cafeteria staff
- 5 Maintenance and custodial staff

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. [Note: Appendixes are not included in this sample plan.]

St. Edmond Catholic School 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 4; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. 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. [Note: Appendixes are not included in this sample plan.]

2. Building Information

St. Edmond Catholic School is located on a 40-acre lot which includes three buildings: Holy Trinity Church, St. Edmond Catholic School and the Business/Development and Holy Trinity Parish Office; playground; one staff parking lot; and one student parking lot. All classes take place in the main building on campus, which houses the preschool, elementary school, middle school, and high school.

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 shutoffs 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

St. Edmond Catholic School 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 October 2024, 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 table on the following page briefly discusses St. Edmond Catholic School's high-priority threats/hazards of flood, severe storm, fire, hazardous material, active shooter, pandemic, terrorism, and bullying.

Table 1. High-Priority Hazards

Severe Storm	St. Edmond Catholic School and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Springfield School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire	Fire hazards are the most prevalent types of threat/hazard.
Hazardous Materials	Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Fort Dodge. Currently, ammonia, chlorine, and propane are all used and stored on school grounds.
Active Shooter	While an active shooter incident has never occurred in a Fort Dodge School, St. Edmond Catholic, like any school, is vulnerable.

<p>Pandemic</p>	<p>An influenza pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu.</p> <p>The effects of a pandemic can be lessened if preparations are made ahead of time. St. Edmond Catholic School is vulnerable to pandemic and must understand the school’s impact on the overall illness rates within the community.</p>
<p>Terrorism</p>	<p>St. Edmond Catholic School School, like other public institutions, is vulnerable to terrorist activity. We were reminded of this in the Fall semester of 2025, when Annunciation Catholic School in Minneapolis, MN was targeted by an active shooter domestic terrorist with particular disdain for the Catholic Faith.</p>
<p>Bullying</p>	<p>In any given school year, St. Edmond Catholic School has investigated cases of bullying.</p>
<p>Flood</p>	<p>Flooding is highly unlikely</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings.</p> <p>Flooding may occur if a water pipe breaks or prolonged rainfall causes storm drains to become overwhelmed.</p>

4. Resources

St. Edmond Catholic School’s leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. St. Edmond Catholic School has the following agreements in place, with:

- High School and Johnson Middle School to borrow or lend counselors.
- Springfield Waste Removal Company to provide debris removal services.
- Fort Dodge Senior High School as a reunification site.
- Marian Home as a reunification site.
- Iowa Central as a reunification site..
- American Red Cross to supply cots and bedding.
- Happyway Grocery Store to supply food and water supplies.
- Webster County Emergency Management to provide counseling services.

All pre-negotiated agreements and contracts are included in the appendix section. [Note: Appendixes are not included in this sample plan.]

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

- The school community will continue to be exposed and subject to 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 St. Edmond Catholic School that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, St. Edmond Catholic School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

St. Edmond Catholic School uses the Standard Response Protocol (SRP) in concert with local law enforcement and first responders. Within the SRP 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.

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

St. Edmond Catholic School and the Fort Dodge Community Schools work with local government agencies to remain SRP / NIMS compliant. SRP 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-100 training. ICS-100: Introduction to Incident Command System is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in the local government's SRP / 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.

B. Implementation of the Incident Command System (ICS)

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

management.

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

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

C. Initial Response

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.

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.

III. ORGANIZATION AND 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. School President

The School President 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 president to focus on policy-level activities and interfacing with the school district, the diocese, other agencies, and parents/guardians. The principals shall coordinate between the superintendent's office and the Incident Commander. Local law enforcement is in charge of the incident scene. First responders are in charge of any casualties or patients. The school is in charge of the students.

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., Hold, Secure, Shelter, Lockdown, or Evacuate.), 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.

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. Teaching Assistants

Responsibilities include assisting teachers as directed.

E. Counselors and Student Support Staff

Counselors and student support staff 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 Mental Health First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurse

Responsibilities include:

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

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 Secretaries/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 EMC.
- 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 locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

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

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

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.

- Develop an awareness of 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.

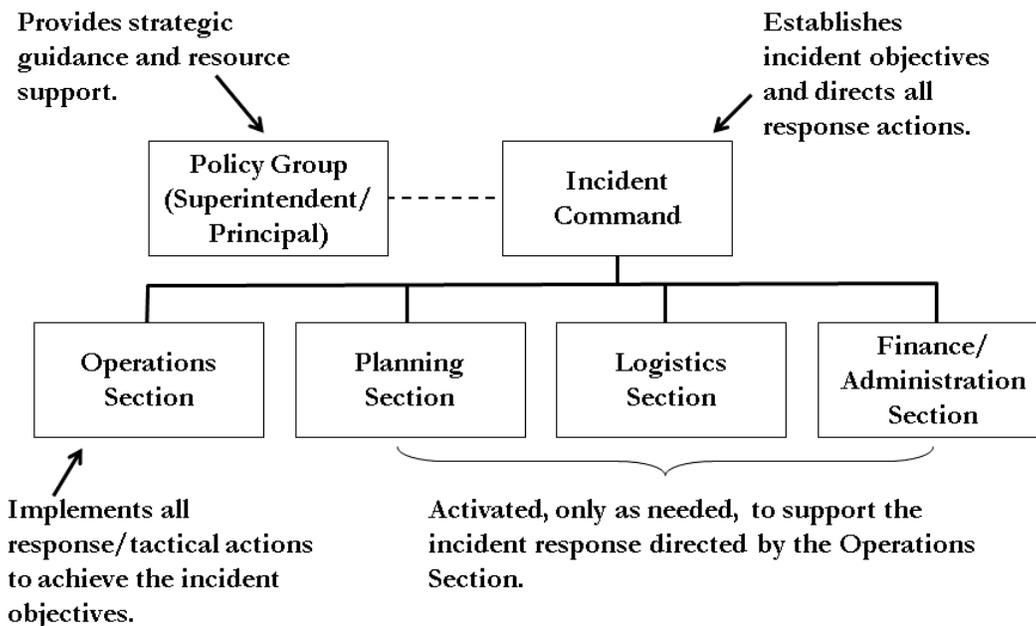
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Policy Group.

Responsibilities and duties may include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.

- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. Operations Section

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, Psychological First Aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties may include:

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

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

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and Mental Health First Aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up a first aid area for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/ Shelter/Care Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating fire/HazMat. ▪ Assessing and notifying officials of fire/HazMat. ▪ Conducting perimeter control.
Psychological and Emotional Recovery Team	<p>The Psychological and Emotional Recovery Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Reunification Team	Potential Responsibilities
<p>Reunification Team</p>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages. ▪ This team will follow the Standard Reunification Method (SRM)

3. Planning Section

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

Responsibilities and duties may include:

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

4. Logistics Section

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties may include:

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

5. Finance/Administration Section

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

Responsibilities and duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses in accordance with district policy, and secure all records.

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

B. Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The Springfield School Principal and Incident Commander will keep the Policy/Coordination Group informed.

C. School District Emergency Operations Plan (EOP)

The St. Edmond Catholic School maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The St. Edmond Catholic School EOP has been developed to fit into the Fort Dodge Community and Webster County EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan attend monthly safety meetings with representatives of various agencies within Webster County.

D. Coordination With Responders

An important component of the St. Edmond Catholic School EOP (in conjunction with the 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 St. Edmond Catholic 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.

E. Source and Use of Resources

St. Edmond Catholic School 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 and sanitation supplies will be provided by:
- Cots and bedding supplies will be provided by:
- Food/water supplies will be provided by:
- Security will be provided by:
- Counseling services will be provided by:

All pre-negotiated agreements and contracts are included in the appendix section. [Note: Appendixes are not included in this sample plan.]

V. INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

St. Edmond Catholic School will collect, analyze, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, St. Edmond Catholic School will assign administrative staff 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, St. Edmond Catholic School will assign staff to monitor Web sites 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.

B. Information Documentation

The assigned staff member will document the information gathered using the form in the appendix section. [Note: Appendixes are not included in this sample plan.] Information to be documented includes:

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

VI. TRAINING AND EXERCISES

St. Edmond Catholic School 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.

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

A. Training

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

1. Staff Training

Basic training and refresher training sessions will be conducted during the first in-service days 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 School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Mental Health First Aid for Schools for school counselors and other designated staff.

All St. Edmond School 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.

2. Student Training

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

B. Exercises

Drills will be conducted at least once per semester. Other types of exercises will occur at least once per school year.

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

VII. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, St. Edmond Catholic School 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 districts 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. [Note: Appendixes are not included in this sample plan.]

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

The ICS Section Chiefs will maintain accurate 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.

C. Incident Costs

1. Annual Incident Management Costs

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

2. Incident Costs

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

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

D. 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.

VIII. PLAN DEVELOPMENT AND MAINTENANCE

The administration team is responsible for the overall maintenance and revision of the St. Edmond Catholic School EOP and for coordinating training and exercising of the School EOP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

St. Edmond Catholic School Board, President, and the St. Edmond Catholic School Principals are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board, together with the St. Edmond Catholic School President and principal, will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board, principals, and president)
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the planning team.

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The planning team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

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

IX. AUTHORITIES AND REFERENCES

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

- **Iowa Code 280.30** A high-quality emergency operations plan is required for each school district and individual school buildings.

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Functional Annexes

Note:

Functional annexes address critical operational functions for all threats and hazards, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents four sample functional annexes.

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COMMUNICATIONS PROCEDURE

I. PURPOSE

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

II. SCOPE

The communications procedure outlines the steps to be taken to communicate information before, during, and after an incident.

III. RESPONSIBILITIES

To implement the communications procedures all staff will be trained on the communications procedures in this annex.

IV. SPECIALIZED PROCEDURES

A. Before an Incident

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

Before an incident occurs, St. Edmond Catholic School will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents/guardians who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain (by the principal's administrative assistant) a list of contacts for the major television and radio stations and Web sites.

B. During an Incident

1. Internal Communications

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

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

The Incident Commander will use the countywide Webster County Emergency Radio Network to notify the principal of the school's status/needs. The principal will notify the district office and will designate staff member(s) to monitor all communications.

2. External Communications

St. Edmond Catholic School will communicate with parents during an incident by:

- Disseminating information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implementing the plan to manage phone calls and parents who arrive at school.
- Describing how the school and school district are handling the situation.
- Providing information regarding possible reactions of their children and ways to talk with them.
- Providing a phone number, Web site address, or recorded hotline where families can receive updated incident information.
- Informing families and students when and where school will resume.

St. Edmond Catholic School will communicate with the media during an incident by:

- Designating a Public Information Officer.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with the principal and Policy Group.
- Requesting the media contacts broadcast Springfield School's external communications plans, including the information hotline for parents and guardians.

St. Edmond Catholic School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the appendix. [Note: Appendixes are not included in this sample plan.]

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction.

3. Rumor Control

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

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

C. After an Incident

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

After an incident, St. Edmond Catholic School administrators will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

After an incident, the staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Diocese of Sioux City Superintendent's office of recovery status.

After an incident, St. Edmond Catholic School will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

V. COMMUNICATION TOOLS

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

- **Standard telephone:** The School has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

EVACUATION OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the evacuation of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

The evacuation procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure a safe evacuation of all occupants when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills as outlined in the SRP.
- Staff assigned to work with students with access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for a fire alarm or evacuation procedure announcement.
- Immediately leave the building in a calm, orderly fashion using the primary or alternate evacuation routes shown on the school map.
- Check the classroom and any adjoining restrooms to ensure everyone has exited (this should be a teacher or other staff member).
- Close the classroom door, but not lock it (teacher or other staff member).
- Bring class rosters, emergency kit, and crisis box (teacher or other staff member).
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Implement the procedures in the accounting for all persons annex once at the assembly area.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.

- Remember that it may be necessary to take independent action during a real emergency.

Note: Under no circumstances should staff/students use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for a fire alarm or evacuation procedure announcement.
- Direct students to move away from the building immediately in a calm, orderly fashion to the pre-assigned assembly area.
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Implement the procedures in the accounting for all persons annex once at the assembly area.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.
- Remember that they may need to take independent action during a real emergency.

FULL LOCKDOWN OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the full lockdown of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

The lockdown procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the full lockdown procedure:

- All staff and students will undergo training and participate in incident management drills.
- Staff assigned to work with students with access and functional needs will undergo in-depth training and provide appropriate assistance during drills.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

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

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Execute the SRP Lockdown response of Locks, Lights, Out of Sight
- Immediately lock windows and doors, simultaneously bringing students from the area immediately outside the classroom into the classroom.
- Leave blinds or curtains open, unless directed otherwise.
- Turn off lights.
- Crouch down away from windows and doors.
- Remain silent and ensure the room looks and sounds like it is unoccupied.
- Ensure students with access and functional needs are properly assisted in the lockdown.
- Not allow anyone to enter the room once it is locked.
- Remain calm.
- Not make phone calls.
- Continue the lockdown until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Gather behind a natural barrier.
- Follow instructions for a reverse evacuation if given.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Continue the lockdown until notified by the appropriate authority.

PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

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

III. RESPONSIBILITIES

To implement the recovery psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- 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.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff may be excused from school.

- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

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

Threat- and Hazard-Specific Annexes

Note:

The threat/hazard-specific annexes:

Provide unique procedures, roles, and responsibilities that apply to a specific threat or hazard.

Include provisions and applications for warning the public and disseminating emergency public information.

Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:

School staff and students should learn and exercise simple procedures that apply to all threats/hazards. The threat/hazard-specific annexes should present only threat/hazard-unique information.

Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

The plan becomes larger and more difficult for users to comprehend.

Threat/hazard-specific annexes do not repeat content but rather build on the information within the basic plan. This section presents four sample annexes.

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Hazard- or Threat-Specific Annexes

This section outlines specific procedures for responding to particular hazards or threats that may impact the school community. Each annex includes purpose, scope, assigned roles, and step-by-step procedures to ensure safety and coordinated response.

1. Fire and Explosion Annex

Purpose: To ensure safe evacuation and protection of life and property during a fire or explosion.

Scope: Applies to all students, staff, and visitors on campus.

Roles and Responsibilities:

- **Staff/Teachers:** Activate alarms, lead evacuation, take attendance.
- **Administrators:** Contact emergency services; coordinate with fire department.
- **Custodians:** Assist with building evacuation and secure utilities if safe.

Procedures:

1. Pull fire alarm and call 911.
 2. Evacuate using nearest exit, avoiding elevators.
 3. Teachers bring emergency kits and attendance rosters.
 4. Assemble at designated safe areas.
 5. Account for all individuals and report missing persons.
 6. Re-entry permitted only upon clearance by fire department.
-

2. Severe Weather Annex

Purpose: To protect students and staff during severe weather events such as tornadoes, hurricanes, or extreme temperatures.

Scope: Applies during school hours or while school is in session during weather alerts.

Roles and Responsibilities:

- **Administrators:** Monitor weather alerts and initiate shelter procedures.
- **Teachers:** Move students to designated shelter areas.

Procedures:

1. Receive alerts via NOAA or emergency notification systems.
 2. Announce shelter-in-place procedures.
 3. Move to interior hallways or rooms away from windows.
 4. Assume protective position (kneel, head down, cover head).
 5. Remain sheltered until official all-clear.
-

3. Earthquake Annex

Purpose: To reduce risk of injury and damage during seismic events.

Scope: Applies to all persons in school facilities during an earthquake.

Roles and Responsibilities:

- **Teachers:** Instruct students to drop, cover, and hold on.
- **Administrators:** Conduct post-event damage assessment.

Procedures:

1. Immediately "Drop, Cover, and Hold On."
2. Stay away from windows and heavy objects.
3. After shaking stops, calmly evacuate the building.
4. Assemble in open areas; take attendance.
5. Do not re-enter buildings until cleared by officials.

4. Flood Annex

Purpose: To protect life and property during flooding or flash floods.

Scope: Applies to schools in flood-prone areas or near water bodies.

Procedures:

1. Monitor weather and flood alerts.
 2. Move students and staff to higher ground or upper floors.
 3. Avoid walking or driving through floodwaters.
 4. Turn off power and utilities if instructed.
 5. Await official clearance before returning.
-

5. Active Shooter / Armed Intruder Annex

Purpose: To minimize casualties during an active threat.

Scope: Applies during any situation involving a weapon or active threat.

Procedures:

1. Initiate lockdown: Locks, lights, out of sight.
 2. Hide out of sight; silence electronic devices.
 3. If escape is possible, do so safely (Run/Hide/Fight).
 4. Call 911 when safe.
 5. Follow law enforcement instructions.
 6. Conduct accountability and reunification after incident.
-

6. Bomb Threat Annex

Purpose: To ensure safe response to bomb threats or suspicious objects.

Procedures:

1. Record all details of the threat; notify administration.
 2. Call 911; law enforcement will assess the situation.
 3. Evacuate if directed, avoiding suspected areas.
 4. Do not use radios or cell phones near suspicious objects.
 5. Re-entry authorized only by law enforcement.
-

7. Hazardous Materials (HazMat) Annex

Purpose: To protect from chemical spills, leaks, or airborne toxins.

Procedures:

1. Identify and report odor or visible spill immediately.
 2. Initiate shelter-in-place (close windows, seal doors) if airborne.
 3. Evacuate upwind or uphill if indoors and spill contained.
 4. Provide first aid and contact EMS if exposure occurs.
 5. Await guidance from emergency responders for decontamination.
-

8. Medical Emergency Annex

Purpose: To provide immediate response to health emergencies.

Procedures:

1. Call 911 and notify the school nurse or trained responder.
2. Provide first aid or CPR as trained.
3. Protect privacy and control the scene.

4. Document incident and inform guardians.
-

9. Utility Failure Annex

Purpose: To ensure safety during utility failures.

Procedures:

1. Assess situation and ensure safety.
 2. Evacuate if gas leak or electrical hazard is suspected.
 3. Implement continuity plans using backup resources.
 4. Contact utility providers and district maintenance.
 5. Resume normal operations when safe.
-

10. Transportation Incident Annex

Purpose: To ensure safe and organized response to bus or transportation accidents.

Procedures:

1. Driver secures vehicle, calls 911, and notifies dispatch.
 2. Admin staff contact parents and district officials.
 3. Account for all passengers.
 4. Provide first aid until emergency personnel arrive.
 5. File incident report and support recovery efforts.
-

11. Public Health Emergency Annex

Purpose: To maintain health and safety during disease outbreaks or pandemics.

Procedures:

1. Coordinate with local health authorities.
 2. Isolate symptomatic individuals.
 3. Promote hygiene, sanitation, and disinfection protocols.
 4. Shift to remote learning if closures mandated.
 5. Communicate updates to staff, students, and parents.
-

12. Missing Student / Kidnapping Annex

Purpose: To quickly locate and secure missing or abducted students.

Procedures:

1. Notify office and search campus immediately.
 2. Contact law enforcement if not located promptly.
 3. Secure campus entrances.
 4. Notify parents/guardians.
 5. Conduct after-action review.
-

13. Civil Disturbance Annex

Purpose: To maintain order and safety during community unrest.

Procedures:

1. Monitor situation and coordinate with law enforcement.
2. Lockdown or shelter-in-place as needed.
3. Communicate verified information only.
4. Evacuate if directed by authorities.
5. Support emotional recovery post-incident.

14. Cybersecurity Incident Annex

Purpose: To protect information systems and maintain operations during cyberattacks.

Procedures:

1. Report suspicious activity to IT department.
2. Disconnect affected devices from network.
3. Notify administration and authorities if required.
4. Implement backup communication systems.
5. Restore from secure backups and assess system integrity.

Note: Each annex should be reviewed annually, tested during drills, and updated based on after-action findings and changing conditions.

