

**SCHOOL  
EMERGENCY  
OPERATIONS  
PLAN**

**For**

**Stanberry R-II School District**

August 2010

# Stanberry R-II School District

## Emergency Operations Plan

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Distribution List  
 Stanberry Campus Emergency Operations Plan

<u>Agency</u>	<u># Copies</u>
Superintendent .....	1
School Maintenance Director .....	1
School Principals .....	2
City Fire Marshall .....	1
School Nurse .....	1
School Counselor .....	1
Head Custodian.....	1
School Library .....	1
Cafeteria Manager.....	1
Elementary Secretary.....	1
Pre-School Teacher.....	1
High School Secretary.....	1
Superintendent's Secretary.....	1
High School PE Teacher.....	1
Librarian.....	1
High School Science Teacher.....	1



## FOREWORD

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

## Glossary of Terms and Acronyms

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

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

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

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

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

EOP – The Emergency Operations Plan

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

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

HAZMAT – Hazardous Material

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

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

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

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

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

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

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

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

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

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# Stanberry R-II School District Emergency Operations Plan

## Basic Plan

### I. PURPOSE

This emergency operations plan has been developed to assist the Stanberry R-II leadership in protecting the lives of its students and staff should a disaster or emergency situation affect the campus. This plan addresses all types of hazards and must account for activities before, during and after an occurrence.

### II. SITUATION & ASSUMPTIONS

A. The enrollment and employment figures for the 2010-11 School Year are:

352 students

20 Pre-School

22 Kindergarten

20 1<sup>st</sup> grade

20 2<sup>nd</sup> grade

19 3<sup>rd</sup> grade

38 4<sup>th</sup> grade

35 5<sup>th</sup> grade

18 6<sup>th</sup> grade

25 7<sup>th</sup> grade

29 8<sup>th</sup> grade

26 9<sup>th</sup> grade

22 10<sup>th</sup> grade

28 11<sup>th</sup> grade

30 12<sup>th</sup> grade

43 teachers/aides

21 other staff

1 superintendent

2 principals

- 2 counselors
- 1 nurses
- 4 custodians
- 4 kitchen staff
- 4 secretaries
- 1 interpreter
- 1 maintenance/technology

- C. The school nurse will be responsible for maintaining a roster of students/staff who have sight, hearing, language, mobility, and other impairments. Building administrators will be provided the staff and student rosters prior to each semester. The building administrators will assign “buddy rooms” to ensure that a teacher with impairments is partnered with a teacher who can assist under emergency conditions. Classroom teachers will be provided the roster of students with impairments prior to the beginning of each semester, along with a copy of any existing individual Emergency Action Plans for assigned students. The classroom teacher will be responsible for updating the Emergency Action Plan as necessary and returning a copy of the updated plan to the School Nurse. They should annotate their class roster with the students’ impairments. During the first class period they should work with the special needs student to identify and train an “emergency buddy” from within the same class who will help whenever emergency procedures are initiated
- B. Stanberry R-II School is located in one large joined building on Park Street. A map of the campus and building floor plans annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous material storage areas, and utility shut-offs are located in the Appendix in this basic plan.
- C. The building administration must be able to determine who is present and who is missing or unaccounted for in the event of an emergency. The master daily attendance roster for students is maintained by the school secretary and is stored in the school office. During an emergency, the secretary will carry the attendance roster with her at all times. A copy of the student attendance roster is transmitted to the superintendent’s office each morning and each afternoon. The school secretary maintains the records on staff and guest attendance and is responsible for carrying those records if there is an emergency. The staff attendance roster is transmitted to the superintendent’s office each morning.
- D. The Emergency Standard Operating Guidelines for Classrooms and Buses, providing quick-reference emergency response guidance, are posted in each instructional area (classrooms, gymnasium, library, cafeteria) and on each school bus.
- E. It is assumed, in consultation with community emergency services, that in the event of a large-scale, area-wide disaster, professional emergency responders

may not be able to get to a school for 3 or more hours (because local emergency resources sustain losses from the disaster, or emergency services are overwhelmed by higher priority calls, or routes to the school are blocked, etc.). Under these circumstances, this plan and the associated training enables school district personnel to respond internally to the emergency in order to save lives and property, while better preparing for the eventual arrival of emergency service professionals in a way that will expedite their work.

- F. Stanberry R-II is part of two emergency mutual aid agreements:
  - a. In the event of an emergency evacuation of district buildings, students may be moved into the Methodist Church for temporary shelter. If both District Buildings and the Methodist Church cannot be occupied, the second alternate shelter is the Baptist Church.
  - b. In the event either Methodist Church or Baptist Church is evacuated they will be utilizing our multi-purpose room for temporary shelter. Contingency class schedule revisions and associated lesson plans have been prepared for both possibilities.
  - c. In the event of a traumatic incident at Stanberry R-II, counselors from surrounding school districts will be made available to facilitate student and staff debriefings. Our counseling staff may be called away on short notice to provide the same support to other schools within the region if the need arises.

### III. CONCEPT OF OPERATIONS

- A. The Stanberry R-II School District safety coordinator worked with responding agencies (city police, county sheriff, highway patrol, fire marshal, and ambulance service) on the development of this plan and will coordinate with them on all changes to the plan. The School District and each responding agency are provided a copy of the plan, including the floor plans for each area of the building (Appendix 7). They also receive a copy of the campus's key staff roster with contact numbers. The fire marshal, through previous walk through tours, knows the locations of hazardous material.
- B. Pre-emergency prevention and mitigation involves the on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced. Details regarding the prevention and mitigation measures already taken are found at Appendix 2 of this plan.
- C. Preparation to increase readiness involves training and exercising. A review of this plan is included as part of new employee training. Two campus drills will be conducted during the first month of school (1 fire, and 1 tornado). These two drills will be conducted each semester thereafter such, as well as other various drills as needed such as intruder drills. Each drill will introduce

some new challenges (closed off exit routes, students held for accountability checks, etc.). The incident command structure (incident commander, command group, and emergency response teams) may be exercised during at tabletop exercises, functional exercises, or full-scale exercises each year. Exercises will consider occurrences during passing periods, during cafeteria operation, during pre/post-school activities, etc. Every exercise (drill, tabletop, etc.) will be followed by a brief after action review, during which staff and students will provide input on lessons learned and recommended changes to the plan. The record at Appendix 5 (After Action Review Record) to this Basic Plan will be completed and a copy will be submitted to the district safety coordinator.

- D. Response to the emergency includes continuous command and control, identifies the problem and assesses the damage, activates emergency response resources, and stabilizes the situation. The command and control mechanism is referred to as the incident command system. For Stanberry R-II, the incident command system is outlined in Annex A to this plan. The Incident Commander is responsible for all emergency response duties until those duties are delegated to someone else. Response procedures include:
- a. The initial emergency procedures to be followed by classroom teachers are outlined in the Standard Operating Guidelines posted in each instructional area. The buddy room system included in the emergency procedures improves command and control of students and makes it possible for some teachers to be released from student supervision in order to participate as members of crisis response teams. Buddy room assignments are in Appendix 2 to Annex A.
  - b. The initial emergency procedures to be followed by bus drivers are outlined in the Standard Operating Guidelines posted in each bus.
  - c. The school policy regarding early release of students in the event of an unforeseen emergency, which is:
    - ✓ The decision to release students early is made by the Superintendent.
    - ✓ The availability of transportation and the safety of routes will be considered whenever students are released early.
    - ✓ Many Stanberry High School students drive to school and are responsible for transporting younger siblings. Furthermore, many Stanberry High School students are responsible for the care of siblings and other children until adults in the household return home from work. The above instances must be taken in account.
- E. Recovery from the emergency involves getting the school operation back to normal. This may depend on arranging for an interim facility while the damaged school is repaired or replaced. There are two stages of recovery:
- ✓ Short-term recovery involves restoring crucial services and providing for basic needs.
  - ✓ Long-term recovery is restoring the school to its predisaster condition.

Expensive reparations will involve insurance claims and perhaps government disaster relief funding. Record keeping is key to reimbursements of up to 87.5% from government disaster relief funds. A video of all district property is updated annually and a copy stored with the county emergency management office. Recording of overtime hours will be the responsibility of the office staff. Mental health concerns may take longer to address than property losses. Post trauma stress disorder, even with skillful debriefings and counseling, can impact behavior for 3 to 5 years after the occurrence. Traumatized staff members may not be able to function effectively, and temporary or permanent replacement may be necessary. Recovery of the school may take a long time, but it is important to move toward recovery of the school as expeditiously as possible because the recovery of the community and the futures of the children depend upon it.

#### IV. CONTINUITY OF SCHOOL ADMINISTRATION

- A. Essential records, in addition to the property video described in Recovery (above), include:
  - a. Student academic, attendance, and discipline records, and student/staff emergency data, are maintained on the district computer network and can be downloaded at the central office or another school office.
  - b. Student/staff emergency data is collected on 5X8 cards, which are kept by the school nurse. This card file is carried out of the building during emergency evacuations.
  - c. The maintenance director also evacuates the building with the consolidated file of material safety data sheets for all hazardous materials in the building. That file has includes a floor plan indicating where the items are stored. That consolidated file is made available to the emergency service providers who respond to the school.
- B. The Stanberry School District is insured under the Missouri United School Insurance Council (MUSIC).

#### V. PLAN MAINTENANCE

- A. The district safety coordinator will collect after action review recommendations for plan changes following each exercise (drill, tabletop, functional, full scale) and incident. The district safety coordinator will act on recommendations by drafting changes to the plan or assigning that responsibility. The draft changes will be staffed with the District Safety Committee listed on page ii of this plan. With the recommendation of the District Safety Committee, the superintendent will be the final approval authority for any change.

- B. Plan updates will be distributed in accordance with the Distribution List on page iii of this plan.

VI. AUTHORITIES & REFERENCES

- A. Federal Civil Defense Act of 1950, Public Law 81-920.
- B. United States Code (USC), Title 42, Chapter 68, Disaster Relief, Sections 5121-5204 [Robert T. Stafford Emergency Assistance and Disaster Relief Act, Federal Public Law 93-288, as amended].
- C. “Guide for State and Local All-hazard Emergency Operation Planning,” Federal Emergency Management Agency.
- D. Missouri Revised Statute 44.080
- E. Missouri Revised Statute 160.480
- F. Missouri Code of State Regulation, Title 11, Div 10, Chapter 11
- G. Gentry County Emergency Operations Plan.

## Appendix 1 to the Basic Plan

# PRIMARY AND SUPPORT RESPONSIBILITIES CHART

FUNCTIONAL ANNEX	A	B	C	D	E	F	G	H	I	J	K
F U N C T I O N	C O M M U N I C A T I O N	C O M M U N I C A T I O N	P U B L I C I N F O	S E R V I C E & R E S C U E	S E C U R I T Y	F I R E S T A I D	M E N T A L H E A L T H	H A Z A R D S	U T I L I T Y	L O G I S T I C S	F A M I L Y R E U N I O N
STAFF POSITION											
Superintendent	P								S2	P	
HS Principal	S2	S2	S1								P
Elementary Principal	S1			S1	p						
Vocational Ag. Teacher				S2							
Elementary Secretary						S2					
Nurse						P	S1			S2	
H.S. Counselor			S2				P				S1
Maintenance Director					S1			S1	P	S1	
FACS/Health Teacher						S1					
HS Secretary		P									
Superintendent's Secretary			P				S2				
Librarian											S2
HS PE Teacher				P	S2						
JH Science Teacher		S1						S2			
Information Technology Director								P	S1		

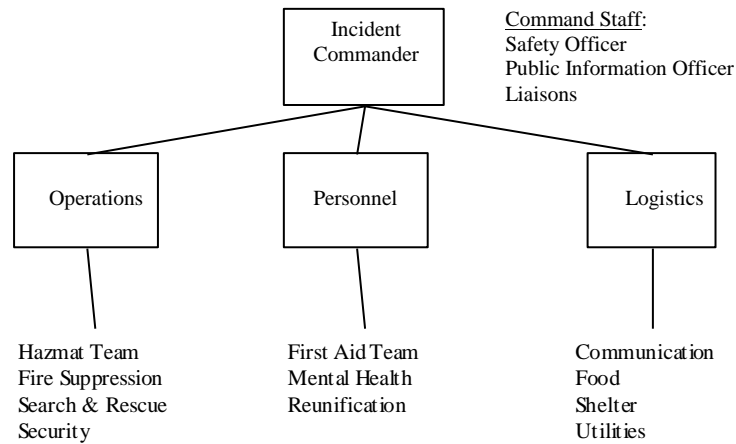
P=Primary      S1=Support 1 (first alternate)      S2=Support 2 (second alternate)

When the primary designee is not able to perform the assigned functional leadership role then the first alternate (S1) assumes that responsibility. Likewise, if both the primary and first alternate are unable to perform the leadership responsibility, then the second alternate (S2) assumes the role. Therefore, all functional responsibilities are three deep.

The terminology of the incident command system will be utilized to make clear the role and relationships of the various school personnel and emergency responders. The first school official on the scene is initially the incident commander. As soon as the principal or his alternate (as indicated in the chart above) is ready (on the scene and informed regarding the situation) s/he assumes the incident command. The incident commander should appoint a safety coordinator and liaisons (to the district central office and emergency service agencies as required) to serve within the command group. For most emergency operations the principal will turn over incident command to the first



professional emergency responder on the scene. Initially, emergency response teams (Hazmat Team, Security Team, etc.), which are manned by school employees with leadership as indicated above, will continue to perform their incident command system function and respond to the direction of the incident commander, even when that role is assumed by a professional emergency responder. Eventually, professional emergency responders are likely to assume many of the functions addressed in the table. School employees who were performing as part of the incident command may then be released from those roles and made available to support student/family reunification and other designated functions as required for the school recovery, with the support of the community/county incident command system. The incident command system looks as follows:



## Appendix 2 to the Basic Plan

### CAMPUS HAZARDS ANALYSIS

After reviewing the hazards analysis of the school district and conditions in and around this campus, hazards for which the school district plans are:

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

Risk Analysis—Information from several sources<sup>1</sup> was combined to produce the following analysis. This information will be used to better plan for those events posing the greatest threat to the school district.

Definitions:

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

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

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

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

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

## **Appendix 3**

to the Basic Plan

### **PREVENTION AND MITIGATION**

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

1. Bomb Threat
  - a. Securing all but the main entrance against access from the outside.
  - b. Keeping all internal storage places, including custodial closets and student lockers, that may serve as hiding places for bombs secured at all times.
  - c. Minimizing clutter in hallways and classrooms to facilitate searches.
  - d. Minimizing the presence of hazardous flammable/explosive materials in the school as part of the instructional and maintenance supplies.
  - e. Knowing how to shut off the gas utility.
  - f. Arranging for the \*57 call tracing service for the listed telephone numbers and knowing how to utilize it.
2. Earthquake
  - a. Storing heavy items on lower shelves. Securing all shelves to the walls.
  - b. Anchoring heavy items like pianos and TV rolling stands.
  - c. Covering glass with a film to protect against shattering.
  - d. Reinforcing the connection of light fixtures to the ceiling.
  - e. Maintenance of emergency supplies for an extended stay at the school (up to 3 days), including water, food, first aid supplies, flashlights, batteries, etc.
3. Fire
  - a. Fire extinguishers every 75 feet. Staff trained in their operation.
  - b. Smoke detectors and heat sensors tied in with the fire alarm system.
  - c. Sprinkler system in danger areas.
  - d. Fire doors in the hallway close automatically when the alarm goes off.
4. Hazardous Material Spill/Leak
  - a. Material Safety Data Sheets posted on all hazardous materials, which are inventoried prior to school opening each August.
  - b. Procedures in place to close windows and shut off the ventilation system as appropriate.
  - c. Materials pre-positioned in classrooms for sealing air vents and around doors and windows during in-place sheltering.

5. Health Emergency: Bioterrorism
  - a. Students and staff trained on epidemiology, symptoms of diseases, the importance of good hygiene/sanitation, and safeguarding against blood borne pathogens.
  - b. Information provided to families about the 3 P's of bioterrorism preparedness (be Prepared, don't Panic, follow Procedures).
  - c. Staff wears latex gloves when sorting and opening mail if a bioterrorism alert is given.
  
6. Intruder
  - a. Only the main entrance near the office is unsecured to access from the outside.
  - b. The procedures for screening and monitoring visitors, including a visitor badge system, are assertively enforced.
  
7. Suicide
  - a. Mental health assistance is available through the counseling office at the school.
  - b. Caring community. Zero tolerance for bullying.
  - c. Staff trained in asking the right questions to save lives (*QPR: Questions, Persuade, Refer*).
  
8. Tornado
  - a. Tied in with the State/County/City emergency warning system.
  - b. Covering glass with a film to protect against shattering.
  
9. Traumatic Injury or Death of a Student or Staff Member
  - a. School nurse and trained first aid team.
  - b. Well stocked first aid kit.
  - c. Automatic external defibrillator.
  - d. Mental health assistance is available through the counseling office.

## **Appendix 4**

### to the Basic Plan

# **THREAT ASSESSMENT PROCEDURES**

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

The assessment inquiry will be accomplished by a multidisciplinary team, which will include a school administrator, a faculty member, the counselor, and a mental health professional. Laws pertaining to information access and dissemination, as well as searches of persons or property, will be complied with. Information gathered by the team will be organized into 4 categories:

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

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

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

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

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

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

1. What are the threatener’s motives?

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

Put it together by following four steps:

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

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

Have there been national bomb incidents lately?

Have there been other hoaxes lately?

Has a hostile student been suspended lately?

Are there exams scheduled for today?

Is it senior skip day?

Any unexplained student unrest?

Any rumors circulating about a student threatening to harm others?

How much information did the caller provide?

Consider the seriousness of the voice of the caller.

Were specific details given?

Any missing chemicals?

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

Any recent break-ins?

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

Check surveillance tapes.

Large-scale bomb incidents received no warnings.

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

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

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

General bomb search guidelines:

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

Resources utilized in preparing the threat assessment plan are:

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



## Appendix 5 to the Basic Plan

### AFTER ACTION REVIEW RECORD EMERGENCY MANAGEMENT EXERCISE

The organization(s) involved in the exercise: \_\_\_\_\_

The date of the exercise: \_\_\_\_\_

Type of exercise: (check one)

- \_\_\_\_\_ Drill
- \_\_\_\_\_ Tabletop
- \_\_\_\_\_ Orientation
- \_\_\_\_\_ Functional
- \_\_\_\_\_ Full-scale

Type of incident: (check one)

- \_\_\_\_\_ Fire
- \_\_\_\_\_ Tornado
- \_\_\_\_\_ Earthquake
- \_\_\_\_\_ Intruder
- \_\_\_\_\_ Other: specify \_\_\_\_\_

Start time \_\_\_\_\_

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

Exercise termination time \_\_\_\_\_

After Action Review Record:

Time conducted \_\_\_\_\_

Individuals included: \_\_\_\_\_ (continue on back)

Things that went well:

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Things that should be improved on:

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Record completed by: \_\_\_\_\_

# Appendix 6 to the Basic Plan

## Special Needs Emergency Plan Template

Student:

Stanberry R-II

\*\*\*\*\*

Classroom Location: **Block 1 – Room** \_\_\_\_\_

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

-----

Classroom Location: **Block 2 – Room** \_\_\_\_\_

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

-----

Classroom Location: **Block 3 – Room** \_\_\_\_\_

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

-----

Classroom Location: **Block 4 – Room** \_\_\_\_\_  
Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair  
Adult responsible for student during evacuation/relocation:  
Student evacuated/relocated to:

- Tornado:**
- Earthquake:**
- Building Intruder:**
- Fire:**

---

Classroom Location: **Block 5 – Room** \_\_\_\_\_  
Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair  
Adult responsible for student during evacuation/relocation:  
Student evacuated/relocated to:

- Tornado:**
- Earthquake:**
- Building Intruder:**
- Fire:**

---

Classroom Location: **Block 6 – Room** \_\_\_\_\_  
Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair  
Adult responsible for student during evacuation/relocation:  
Student evacuated/relocated to:

- Tornado:**
- Earthquake:**
- Building Intruder:**
- Fire:**

---

Classroom Location: **Block 7 – Room** \_\_\_\_\_  
Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair  
Adult responsible for student during evacuation/relocation:  
Student evacuated/relocated to:

- Tornado:**
  - Earthquake:**
  - Building Intruder:**
  - Fire:**
-

Classroom Location: **Cafeteria**

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

---

Classroom Location: **Health Clinic**

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

---

Classroom Location: **Counseling Center**

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

---

Classroom Location: **Library Media Center**

Teacher: \_\_\_\_\_

Assistive Device student uses: Wheelchair

Adult responsible for student during evacuation/relocation:

Student evacuated/relocated to:

**Tornado:**

**Earthquake:**

**Building Intruder:**

**Fire:**

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### Special Needs Emergency Plan Signature Page

In an effort to make sure that all students are safe within the confines of Stanberry R-II School, emergency evacuation/relocation plans have been developed for certain students. These emergency evacuation/relocation plans outline actions that must be taken by certain teachers to make sure that the students on those plans are safe during an emergency situation. You, as a staff member, have been identified as a person needed to help during those emergency situations. If you are willing to help in these types of situations, I ask that you sign below. However, understand that if you do sign below, you are verifying that you are willing to help during any type of emergency situation necessary. In addition by signing below, you are verifying that you have read, understand, and are willing to participate in the Special Needs Emergency Plan for:

**(Student Name)** \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Printed)

**Appendix 7**  
to the Basic Plan

**MAP OF SCHOOL CAMPUS AND BUILDING  
FLOOR PLANS**

The campus map and elementary school floor plans have not been included in this example.

Floor plans for the secondary school, as of August 2010, appear on the following pages:

Page 22 High School (phase I), Junior High, Music and Gym

Page 23 Library, Intermediate and Superintendent's Building (phase II)

Page 24 Primary

Page 25 Agriculture, FACS and Multi-purpose Room Addition

**NOTE: Maps of all  
buildings are posted at each  
of the main entrances. Law  
enforcement has maps of all  
areas.**

Aug 10

Aug 10



Aug 10

Aug 10

## Appendix 8 to the Basic Plan

### AFTER SCHOOL EVENTS

The campus may experience an emergency during an after school event (i.e. sports event, concert, etc.). These may be outdoor or indoor events. This plan addresses those possibilities. There will be a school representative on duty at each event. The school representative will be familiar with the emergency procedures for the facility being used and will be responsible for initiating their implementation. The school representative will carry a walkie-talkie, a cell phone, a building master key, the principal's contact information, and these instructions.

#### For Outdoor Events

1. Severe weather conditions (heavy rain, hail, high winds, lightning, tornado, etc.):
  - a. Instruct all personnel to enter the designated and posted storm shelter area on the bottom floor of the school. The school representative will have the building master key and be able to unlock the entrances to be used. All school representatives will be familiar with light switches that may be needed. Use the small classrooms and interior hallways that have been designated as storm shelters. Do not allow individuals to enter/remain in the auditorium, cafeteria, and other spaces with large roof expanses; they are not safe under these conditions.
  - b. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.
2. Group fight, disturbance
  - a. Notify the police.
  - b. Use the public address system to announce that all fans need to return to the bleachers/seats and that anyone creating a disturbance will be arrested.
  - c. The school representative should be ready to sign a police complaint if necessary to affect an arrest.
  - d. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.
3. Gun fire
  - a. Notify the police and ask that an ambulance be dispatched as well. Be specific about the location of the threat and the best approach.
  - b. Use the public address system to give the following instructions: *Please remain where you are, get down on the ground or the floor of the bleachers, remain quiet, and await further instructions. Help is on the way. Do not panic.*
  - c. Open any closed gates to facilitate the orderly exit from the danger area.

- d. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.

For Indoor Events

1. Fire:
  - a. Pull the closest fire alarm pull station and sound the alarm and ensure the fire department is notified.
  - b. Direct all personnel out the closest fire exit using the public address system. Arrange assistance for those with mobility problems.
  - c. If the building principal is not present, notify the building principal of the situation by calling him at home. The building principal will notify the superintendent.
2. Tornado conditions:
  - a. Instruct all personnel to enter the designated and posted storm shelter area. The school representative will have the building master key and be able to unlock the entrances to be used. All school representatives will be familiar with light switches that may be needed. Use the small classrooms and interior hallways that have been designated as storm shelters. Do not allow individuals to enter/remain in the gym, multi-purpose room, and other spaces with large roof expanses; they are not safe under these conditions.
  - b. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.
3. Group fight, disturbance
  - a. Notify the police.
  - b. Use the public address system to announce that all fans need to return to the bleachers/seats and that anyone creating a disturbance will be arrested.
  - c. The school representative should be ready to sign a police complaint if necessary to affect an arrest.
  - d. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.
4. Gun fire
  - a. Notify the police and ask that an ambulance be dispatched as well. Be specific about the location of the threat and the best approach.
  - b. Use the public address system to give the following instructions: *Please remain where you are, get down on the floor, remain quiet, and await further instructions. Help is on the way. Do not panic.*
  - c. If the shooters are still in the area, try to have people move into safe locations away from the shooters and secure the doors to those locations. Individuals should be instructed to wait inside secure locked areas until released by the police.
  - d. Open any closed exit doors to facilitate the orderly exit from the danger area.

- e. If the building principal is not present, notify the building principal of the situation by calling him at home. The superintendent will in turn be notified.