

MT. SINAI SCHOOL DISTRICT EMERGENCY OPERATIONS PLAN

Section 1 Introduction

1.1 Purposes, Scope and Relationship to Other Plans

This plan has been developed to deal with a crisis in the Mt. Sinai School District. A crisis, for the purpose of this plan, is defined as a sudden, generally unanticipated event that could profoundly and negatively affect a significant segment of the school population and often could result in serious injury or death. The plan presumes that a large number of students and staff could be affected, that the psychological and emotional impact may be moderate to severe, and that outside assistance will be required to resolve the situation. The plan focuses on responses to an individual(s) with a weapon on school grounds or to a hostage situation. The plan also recognizes that no one approach can apply to any crisis and that response will depend on the type and location of the crisis. The goal of this plan is to prevent the loss of life or injury to students and staff.

This emergency operations plan details how the school district will operate during critical incidents affecting students, faculty, staff or facilities. It is designed to provide guidance for personnel who discover or are notified of any emergency situation. The plan also aids in the resolution of the events by structuring levels of potential responses, each designed to address a corresponding level of threat. The emergency operations plan does not replace existing contingency plans. Rather, it supplements those plans by providing a means for "operationalizing" them quickly and efficiently.

PRE-CRISIS: PREVENTION MEASURES

On a daily basis:

- Each teacher and staff member who occupies a room or area must scan the room or area upon first entering.
- The principal should be notified immediately if anything looks suspicious.
- When leaving the room vacant, the staff should lock and close the door.
- After school begins, all entrances will be locked except those monitored or where access is controlled.

- All visitors must obtain a visitor's pass.
- All visitor passes must be returned at the end of the visit.

CRISIS KIT

Each school will be responsible for organizing a crisis kit. The kit will contain the following:

Master key/s	Blank name tags	A school floor plan
Notebooks	Pens, markers	A complete student roster
A current yearbook	A daily attendance list	Cellular phone (if possible)
A classroom telephone directory	Bell schedule/Bus schedule	

Each principal should have a crisis kit in the principal's office and one other location in the school.

1.2 Incident Command System

The emergency operations plan is based on the nationally recognized Incident Command System (ICS). ICS provides flexibility and adaptability to a wide variety of situations. It does this by establishing common standards in organization, procedures, communications and terminology. The system calls for the appointment of an Incident Coordinator (IC), a person responsible for the overall coordination of a situation. An Incident Management Team (IMT) is also appointed to help manage a response. The IMT serves under the direction of the IC.

This plan recognizes the need to ensure direction and control for an incident affecting more than one site or school district. When such a situation exists, a unified command structure will be used under the direction of one IC. The concept of unified command means that all agencies and organizations having responsibility and authority at an incident will contribute to the process of:

- Determining overall response objectives
- Selecting response strategies
- Ensuring joint application of tactical activities
- Maximizing the use of available resources

1.3 How Incidents will be managed

Generally, emergency incidents will be managed and progress through the following steps

- A faculty or staff member discovers or is notified of an incident and takes appropriate immediate action. One such action is to notify a person authorized to be an IC.
- The IC determines the level of threat and sets proper response actions into motion. The IC notifies the members of the Incident Management Team (IMT) and consults with them as the situation and time permit.
- The IC directs faculty and staff on-scene to take additional steps in line with the level of threat
- Faculty and staff follow the directives of the IC.
- When other sites, districts or agencies are involved, a unified command structure is employed.

1.4 Roles and Authority of Incident Coordinator and Incident Management Team

By adopting this emergency operations plan, the school district empowers the Incident Coordinator and Incident Management Team to take action as appropriate to protect students' faculty, staff, visitors, facilities and equipment during all critical incidents. The IC and IMT are authorized representatives of the Superintendent; their directives are to be followed.

Section 2 Classifying the Level of Threat

2.1 "All Hazards" Approach

This emergency operations plan uses an "all hazards" approach, allowing it to be effective in any emergency situation. An "all hazards" approach calls for an initial response based on the threat posed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential levels of threat are often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

2.2 Levels of Threat

The emergency operations plan uses three levels of threat to structure the district's response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

Level I—Monitor

A Level I situation is one where a minor event occurs or may occur that could negatively affect one or more district facilities, students, faculty and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

Examples of a Level I situation include

- A severe storm watch issued by the National Weather Service
- A fire or hazardous materials incident within the district or within two (2) miles of a district facility
- A minor building system problem
- A local power outage
- A bomb threat

Level II~Standby

A Level II situation is one where a risk exists or is about to occur that will impact one or more district facilities, students, faculty or staff. This risk requires that a preparatory status be adopted. Level II is characterized by the following:

- The potential danger is real; district personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally

Examples of a Level II situation include

- A severe storm warning issued by the National Weather Service
- A major fire or hazardous materials incident within one-half (1/2) mile of a district facility
- A major building system failure
- An incident at a district facility that, although being handled by the appropriate administration, may need additional district resources such as personnel, transportation, supplies, notifications, etc.

Level III—Emergency

Level III recognizes that a risk is real and requires a response by the district. It is characterized by the following:

- Students, faculty or staff are in danger; facilities are at risk Immediate action is necessary.
- The incident is on district property, or it is off district property but close enough to affect a facility or involves district students or personnel.
- The situation requires the coordination of district resources or coordination with outside agencies.

Examples of a Level III situation include

- A fire or hazardous materials incident occurring at a district facility
- A major storm or weather event that is causing or has caused injury/damage.
- A traffic accident involving students and/or district personnel
- Notification by competent authority that action is required due to a fire, hazardous materials incident or other emergency near a district facility

2.3 Determining the Level of Threat

The process for determining the level of threat for any incident will be as follows

- The IC, upon being notified of an incident, will determine the level of threat.
- The IC, either personally or through the IMT, will communicate the level of threat to those who need to know.
- The IC may modify the classification up or down as more information becomes available or as the situation changes.
- The IC will communicate any reclassification of the level of threat, either personally or through the IMT.

Section 3 General Response Options

3.1 Limited Options Rationale

The nature of any response taken by the school district will be limited. This is because the ones who will be responsible for resolving the most serious incidents are police, fire, and emergency medical, emergency management and utilities personnel. The district's primary responsibility is to protect students, faculty and staff.

3.2 Options

There are six general response options available to the district in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities and procedures.

Cancel School Prior to Start

Cancelling school prior to start means notifying students, faculty, staff, transportation and facility managers that school will not be open on a specific day. A variation of this option is to notify students and personnel that reporting times for a specific day have been changed. This option is available whenever district buildings are unoccupied and the time of day allows sufficient time for notifications. Procedures are as follows:

- The IC, with the concurrence of the Superintendent, will notify the IMT that school is to be cancelled or that reporting times have been changed.
- The IC and/or Superintendent will contact local media.
- All students, parents, faculty and staff should monitor local radio and television stations, Internet sites for announcements.

Early Dismissal

Early dismissal refers to releasing students, faculty and staff prior to normal dismissal times. This option assumes there is a need to clear buildings while school is in session. This planning and coordination of transportation needs will be important. Early dismissal should be used only when it is safe to do so. Students, faculty and staff should not be released if they will be exposed to more danger by leaving school facilities than they would if they remained under the district's control. Procedures are as follows:

- The IC, either personally or through the IMT, will notify on-site administrators that school is to be dismissed early and of the time the dismissal should take place.
- The IC will notify local radio and television stations of the early dismissal.
- The IC will notify the bus company and other general transportation personnel of the early dismissal-
- On-site administrators will be responsible for parental communications if appropriate.

Shelter-in- Place

Shelter-in-place refers to protecting students, faculty and staff within the buildings where they currently reside. This option can be used in two types of situations. First, there is no immediate threat to the structure of the facility itself; so all people can remain safe by staying inside. Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger than they would face by staying put. This option would most likely be used during a hazardous materials incident, such as the escape of a gas that could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or firefighting activity in the area. Procedures are as follows:

- The IC or public safety authorities will direct on-site administration to implement the shelter-in-place option.
- On-site administrators will determine whether sheltering should take place in classrooms or pre-determined shelters within the confines of the buildings.
- Take steps to isolate students and personnel from the external environment during environmental or hazardous materials incidents. This should include closing all outside doors and windows and turning off NC and air handling systems.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors as well as all air ducts and ventilation systems.
- A 100% accounting of students will be completed and verified.
- The IC or public safety authorities will notify on-site administrators when it is safe to resume normal operations.

Lockdown

Lockdown is protecting students, faculty and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat. This option requires the ability to quickly secure classrooms, exterior doors and the physical plant. Movement of students and school personnel should be limited; protective cover should be sought. Procedures are as follows:

- The IC will communicate about the possibility of a lockdown procedure. The Superintendent will notify the police or other appropriate public safety personnel if a lockdown is ordered.
- The IC or public safety authorities will order the lockdown, specifying the scope, i.e. exterior doors and windows only, classrooms only, specific sections, etc.
- On-site administrators will oversee the lockdown and notify the IC when the procedure is completed.
- All students, faculty and staff should move into isolated sections of buildings and reduce exposure to outside windows and doors.
- A 100% accounting of students will be completed and verified.
- The IC and/or IMT will ensure that public safety personnel have keys to access the secured area.

Evacuation

Evacuation is the removal of all students, faculty and staff from district facilities. Designated safe areas for each facility should be pre-established, with primary and secondary sites being identified. Routes to get to those designated safe areas should also be pre-established. Procedures are as follows:

- A directive to evacuate can be issued by the IC or public safety authorities.
- Evacuate students to the primary safe area unless directed to go to a secondary location or to a congregate care center established by public safety authorities.
- All persons will leave the facilities by moving along assigned routes.
- Remain calm and keep students as calm as possible.
- Close all doors behind you. **DO NOT LOCK DOORS.**
- A 100% accounting of students, faculty and staff will be completed and verified. All students shall remain under the control and authority of the school district.
- All buses and cars will be moved as necessary to allow the access of emergency equipment.
- All persons will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility. **DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN: IT MIGHT BE A MALFUNCTION.**

Relocation

Relocation is very similar to evacuation in that it is the process of vacating district facilities. It could occur during an incident that does not directly threaten the school but where public safety authorities wish to use the premises as an emergency center. Procedures are as follows:

- A directive to relocate can be issued by the IC. (All public safety requests for relocation must go through the IC.)
- The IC will determine the location to where students will be moved.
- Moving procedures are the same as for evacuation.

Section 4 Faculty/ Staff - Initial Actions and Response

4.1 Initial Actions: "What to Do if You Discover an Incident"

Typically, incidents involving schools will come to the attention of a faculty or staff member by observation or telephone notification. The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Notify the Building Principal(s) who will notify the IC. If the building administrator is not available notify the IC directly. If they are not available call police, fire or EMS if needed. The local emergency number is 911

1. Assume command.
 - State that you will serve as IC.
 - Gather all available information.
 - Ensure that emergency notifications have been made.
 - Ensure that initial protective actions have been taken.
2. Classify level of threat by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

5.3 Build and Maintain a Command Organization

As the incident continues and becomes more complex, the IC will need to delegate duties to others. Activating the ICS functions that comprise the Incident Management Team does this. Which functions are activated and when that takes place will depend on the nature of the event confronting the district. Specific actions to be taken by the IC are as follows:

Level I~Monitor

1. Identify the command post (CP).
 2. Notify the IMT, directing them to keep a 10-minute response capability to the CP.
 3. Monitor the situation, updating the IMT as necessary and others as appropriate.
- Level II--Standby
 1. Identify the command post (CP).
 2. Notify the IMT, directing them to report to the CP.
 3. Activate positions and assign duties as needed.
 4. Develop incident action plans.
 - 5 Take actions as condition dictate
 - Level III—Emergency
 1. Identify the command post (CP).
 2. Notify the IMT, directing them to report to the CP.
 3. Activate positions and assign duties as needed.
 4. Evaluate initial response options.
 5. Order and execute actions.
 6. Develop and implement action plans for incident resolution

5.4 Change of Command Procedures

As stated earlier, once a person has assumed command of an incident, that person will remain as IC until he/she requests that another person take that role or until the Superintendent directs that another person will become the IC. Should either of those events occur, the change of command procedures for the Incident Coordinator will be as follows:

- The IC will remain in command until relieved, either by choice or the Superintendent.
- The person being relieved will brief the person assuming command (face-to-face if possible) and address at least the following issues:

Incident conditions	Deployment of personnel and equipment	Status of incident action plans
Safety considerations	Progress toward completion of tactical objectives	Need for additional resources

5.5 Unified Command

The district recognizes the need to ensure direction and control for an incident involving more than one site or school district and involving multiple responding agencies. When such a situation exists, a unified command structure will be used. A unified command structure means that all agencies and organizations that have responsibility and authority at an incident will contribute to its resolution. The process for a unified command structure is as follows:

- All authorized response agencies and organizations will contribute to
 - Determining overall response objectives
 - Selecting response strategies
 - Ensuring joint planning and application of tactical activities
 - Maximizing use of available resources
- There will be only one IC. When public safety agencies are on-scene, one will assume command. The school district's IC will brief public safety authorities in the same manner as a district change of command.
- The school district will be a valuable resource and will assist public safety authorities wherever possible.
- The school district will retain authority over students, faculty and staff.

Section 6 Incident Management Team

6.1 Role of the Incident Management Team

The Incident Management Team (IMT) will be responsible for carrying out the directives of the IC. The principal IMT functions are listed below, along with the contact numbers for the people designated to fill them. Additional functions can be created and activated as needed.

- ✓ Operations: Gordon Brosdal
870-2554 872-2749

- ✓ Logistics: Gordon Brosdal
870-2554 872-2749

- ✓ Plan & Intel: Gordon Brosdal
870-2554 872-2749

- ✓ Adm/Finance: Linda Jensen
870-2561 987-4715

- ✓ Public Information: Gordon Brosdal
870-2554 872-2749

- ✓ Safety: Dwight Lukasz
870-2844 872-2780

- ✓ Liaison: Linda Jensen
870-2561 987-4715

- ✓ Incident Log/Scribe: Maureen Poerio
870-2554 384-9624

6.2 Operations

Operations manage all tactical operations of the incident, directing the implementation of action plans and strategies developed by the IC and IMT. The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations section.
- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the IC.
- Advise the IC of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the IC.
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to incident action plans based on field developments (with the concurrence of the IC.)
- Provide the IC with frequent incident status updates.

Ensure an activity log is maintained and after-action reports are prepared and submitted. Operations will carry out these responsibilities by performing the following activities for each level of threat:

Level I—Monitor

1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP).
 3. Get periodic updates.
- Level II~Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Provide input on operation needs of incident action plans
 4. Be prepared to initiate tasks if directed by IC.

 - Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Provide input on the evaluation of options.
 4. Execute actions as directed by the IC.

6.3 Logistics

Logistics provides personnel, facilities, services and other resources required for the incident. The responsibilities of Logistics are as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics section.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services required by the Operations section.
- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate and process requests for additional resources.
- Assign security for command post, staging areas and other sensitive areas as required.

- Maintain a visible chart of resources requested and advise the IC and Operations when resources are available for deployment.
- Direct that meals and refreshments be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after -action reports are prepared and submitted

Logistics will carry out these responsibilities by performing the following activities for each level of threat:

- Level I--Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP).
 3. Get periodic updates.
- Level II-Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Check communications capabilities.
 4. Provide input on logistical issues of incident action plans
 5. Be prepared to initiate tasks if directed by IC.
- Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Operationalize full emergency communications system.
 4. Stage resources.
 5. Call up resources as needed for tactical operations.

6.4 Planning & Intelligence

Planning & Intelligence collects, evaluates and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the school district. The responsibilities of Planning & Intelligence are as follows:

Provide briefing on incident size and scope to all personnel.

Deploy and supervise personnel as needed to gather and assess intelligence information. Participate in planning sessions, concentrating on obtaining the information needed for decision-making. Prepare estimates of incident escalation or de-escalation.

Report to Safety any condition observed which may cause danger or be a safety hazard to personnel-Ensure an activity log is maintained and after-action reports are prepared and submitted

Planning & Intelligence will carry out these responsibilities by performing the following activities for each level of threat:

- Level I~Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP)
 3. Get periodic updates.
- Level II~Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Assess incident information.
 4. Be prepared to collect, evaluate and disseminate any additional information needed for incident action planning.

- Level III—Emergency
 1. Get briefing from the IC. 2. Reports to the CP.
 3. Activate all planning & intelligence functions.
 4. Collect, evaluate and disseminate information as the situation dictates,

6.5 Administration/Finance

Administration/Finance handles the cost and financial matters of the incident. This generally includes overseeing the district's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process of filing claims for loss, compensation, etc. The responsibilities of Administration/Finance are as follows:

- Participate in planning sessions, concentrating on financial and cost analysis issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the IC.
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Administration/Finance will carry out these responsibilities by performing the following activities for each level of threat:

- Level I—Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP)
 3. Get periodic updates.
- Level II—Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Assess potential cost/financial impact of incident action plans
- Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Provide cost/financial input on the evaluation of options.
 4. Document all procurement, compensation, claims and other costs of operations.

6.6 Public Information

Public Information is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel- the person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. The IC prior to being released should approve all information and briefing material. The responsibilities of Public Information are as follows-

- Establish a media information center.
- Obtain copies of all media releases and post them in the CP for review.
- Prepare information summary on media coverage for command post personnel.
- Obtain approval from the IC for release of information to the news media.
- Provide press briefings and news releases as appropriate.
- Arrange for meetings between news media and incident personnel as directed by the IC.
- Provide escort service for the media and other officials as necessary.
- Maintain a log of all activities.

Public Information will carry out these responsibilities by performing the following activities for each level of threat:

- Level I—Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP)
 3. Get periodic updates.

- Level II—Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Assess information needs of the media and other appropriate agencies.
 4. Be prepared to release information as directed by IC.

- Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Activate media information center.
 4. Prepare press releases.
 5. Coordinate and release information as directed by the IC

6.7 Safety

Safety's mission is to help prevent injuries from occurring to anyone involved in the incident. The person serving in this function is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary. The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.

Safety will carry out these responsibilities by performing the following activities for each level of threat:

- Level I—Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP)
 3. Review applicable safety regulations and procedures.
 4. Get periodic updates.

- Level II—Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Be prepared to provide input on safety issues related to incident action plans.

- Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Assist in formulation of incident action plans.
 4. Monitor activities, assessing potential danger and unsafe acts.
 5. Exercise EMERGENCY AUTHORITY to stop unsafe acts when necessary

6.8 Liaison

Liaison serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representatives, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the district and sent to other command/operations posts to coordinate activities there. The responsibilities of Liaison are as follows:

- Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from command post personnel for inter-organizational contacts.
- Monitor operations to identify current/potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Liaison will carry out these responsibilities by performing the following activities for each level of threat:

- Level I—Monitor
 1. Get briefing from the IC.
 2. Maintain a 10-minute response capability to the command post (CP).
 3. Crosscheck contact names and numbers of anticipated agencies that may respond.
 4. Get periodic updates.
- Level II—Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Verify contact information as potential responding agencies are identified
- Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Identify agency representatives from each responding organization.
 4. Coordinate with IC and Operations on implementation of incident action plans
 5. Handle requests for inter-organizational contacts.
 6. Monitor operations to identify current/potential inter-organizational conflicts.

6.9 Incident Log/Scribe

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate command post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serves as the cornerstone for analysis and training that will aid the district's response to future events. The responsibilities of Incident Log/Scribe are as follows:

- Maintain a command post journal, including minutes from command post briefings.
- Periodically distribute "situation reports" to command post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.

Incident Log/Scribe will carry out these responsibilities by performing the following activities for each level of threat.

- Level I—Monitor

1. Get briefing from the IC, recording initial assessment of situation and times
 2. Maintain a 10-minute response capability to the command post (CP).
 3. Gather appropriate logs, forms and supplies that could be used.
 4. Get periodic updates, recording current assessment, activities and times.
- Level II~Standby
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Maintain a journal of significant events and decisions, including times and other important data.
 4. Make pertinent information available to command post personnel as they arrive.
 - Level III—Emergency
 1. Get briefing from the IC.
 2. Reports to the CP.
 3. Maintain a journal of significant events and decisions, including times and other important data.
 4. Distribute a "situation report" at the direction of the IC to other CP personnel.
 5. Refer pertinent information to Public Information.
 6. Maintain custody of important documents and resources that are used in the CP.

6.10 Change of Command Procedures for the IMT

The change of command procedures for the Incident Management Team will be as follows

- A person serving in an IMT function will continue to do so until the IC directs a change of command.
- The person being relieved will brief the individual assuming command, face-to-face, if possible. This briefing should address at least the following issues:
 - Incident conditions
 - Safety conditions
 - Status of incident action plans
 - Assignment and deployment of personnel and equipment under the direction of that IMT function
 - Appraisal of need for additional resources
 - Any other issue applicable to that IMT function

Appendix A

ADMINISTRATOR'S CRISIS RESPONSE CHECKLIST SUMMARY*

Initial Response

The person who identifies the crisis should immediately report it to the IC with as much detailed information as possible.

The IC or designee will take responsibility for making all decisions necessary to contain or diffuse the crisis until the police arrive.

The IC will use a warning system to issue an alert about the emergency and provide specific instructions.

At the same time the principal is alerting the staff and students, a staff member will call 911. This person should stay on the line with the 911 operator until the police arrive at the building.

Care for injured (ensuring safety for those assisting).

Lock down Building. Secure Areas. Monitor Situation

Have Crisis Team and Kit assemble at the command center.

Assign security staff with radios to secure specified and pre-arranged areas, monitor conditions, and if possible, to establish an outside perimeter.

Instruct unassigned security, custodial, clerical, teaching and paraprofessional staff to secure their immediate area. Two-way radios should not be used until those employees with two-way radios receive clearance from the principal to use them. Any staff member equipped with a two-way radio should contact the command center and wait for instructions.

Wait for Police

Keep responding units updated on situation via 911 or dispatcher.

Assemble witnesses and victims.

Gather key information for law enforcement responders.

Assign someone to maintain an event and status log.

Do not disturb the scene and evidence if safe to do so.

Assist Police to Resolve Situation

Stay at command post, supporting incident commander.

Provide information, including incident-specific knowledge, site background and resources, and special staff resources, abilities, training, etc.

Coordinate school response: on-site, off-site (staging areas, hospitals, etc. and district.

Designate a primary and an alternate staging area for dissemination of information to parents and students.

Designate a primary and an alternate site for dissemination of information to the media.

Designate a primary and an alternate site for emergency medical treatment.

Alert transportation contractor to possible "go home" situation.

Request resources from County support services that provide intervention for issues that develops among parents and students during the crisis.

The principal or designee will contact the Suffolk County Division of Mental Hygiene's community response team to request assistance in order to provide crisis response assistance for school community victims of trauma.

Signal "All Clear"

See that emergency medical care is provided.

Account for all students and staff on-site or at hospital or other off-site locations. Notify parents of those students who were injured who have not been previously notified. Support law enforcement follow-up activities. Arrange for site security, if necessary. Debrief staff.

Coordinate post-traumatic intervention: emergency medical/hospitals, district crisis intervention team, public information officer and facilities clean up and repair support.

Appendix B

CRISIS CHECKLIST FOR ALL STAFF WHO SUPERVISE STUDENTS: **CRISIS PROCEDURES**

1. ***Immediate Recognition and Assessment***

- a. Once being made aware of the crisis, follow directions as per announcement.

2. ***Immediate Sheltering Actions***

- a. Eliminate or reduce the target that you and your students present.
b. Distance yourself and those you supervise from the threat.
c. Lock or secure door(s) as needed:
 - Do not lock out those needing shelter.
d. Shelter in place.
 - In classrooms, stay away from windows, doors, and outer walls; watch for shattered glass.
 - In open areas, use objects immediately available for shelter (trees, bushes, walls, etc.)
e. Students and school personnel in open or non-sheltered areas should attempt seek areas that provide cover and concealment.
 - If current location is judged too dangerous, move to a safer location - the hallway, another room or other areas in the building or out of the building.
f. When moving to another location:
 - Use a safe, clear, secure route.
 - Establish/identify an assembly point.
 - Be ready to seek immediate cover.

3. ***Other Immediate Action***

- A. Care for injured but do not expose yourself to danger.
b. Close drapes/curtains/blinds only if safe to do so.
c. Turn out lights if it is safe to do so.
d. Be ready to move instantly (know possible evacuation routes, including windows).
e. Have an accurate account of children (take class record book with you if the class is evacuated).
f. If possible, report status or significant changes to office/incident command post.
g. For the safety of students and staff, and to prevent the dissemination of misinformation, cell phones should not be used.

Crisis Checklist For All Staff Whom Supervise Students: Crisis Procedures* (continued)

4. ***Actions During Resolution of Emergency***

- a. Care for Students
 i. Deal with panic/hysteria stress reactions.
 ii. Provide psychological first aid.
 iii. Provide for needs of handicapped students.
b. Follow instructions of police and principal.
 (Police are in charge; principal and other staff support their efforts)
c. Be ready to move, follow special instructions.

5. ***Actions to Take Following the "All-Clear** Signal***

- a. Check yourself and your students for injuries.
b. Account for all students. Stay put and wait for instructions.
c. As accurate information becomes available, explain to students what has happened and what will

happen next. Allow them to ask questions, express feelings, etc.

- d. Monitor children who were directly involved or direct witnesses and identify them for police investigators.
- e. Preserve any physical evidence (don't touch if possible) and notify police about it.
- f. Stay with your students until advised otherwise by administrator or police officials.
- g. Take advantage of personal support services.
- h. Review all post-crisis interventions that will help to deal with psychological problems that develop as a result of the crisis trauma.

6. **In The Event That A Staff Member And Students Are Taken Hostage.**

- a. Stay calm and don't try to be a hero.
- b. Follow instructions of captor.
- c. Cooperate, be friendly if possible; don't argue with or antagonize captor or other.
- d. Inform captors of medical or other needs.
- e. Be prepared to wait; elapsed time is a good sign.
- f. Don't try to escape if it will jeopardize you or others, and don't try to resolve situation by force.
- g. Be observant and remember everything you see or hear. If a rescue takes place, lie on the floor and await instructions from rescuers.
- h. Be prepared for the unexpected; think of possible courses of action for various contingencies.

Teachers

Teachers are the primary contact with the students. They will look to you for information, as a role model on how to act, and as their chief support person. The factual information provided to the students should be that given to you by administration. Giving different information can cause confusion, anxiety and build into rumors.

You must determine how to adjust your lesson plan in order to allow students to express their emotions, discuss feelings, clarify misinformation, and have instilled a feeling of sincerity and caring. It is okay for faculty to express feelings and cry in front of students. You should help identify students at-risk and direct them to the proper help. Attend all staff meetings for updates on the situation and to express your feelings with colleagues. Use the support people available to you.

Responsibilities:

- Read announcement
- Modify classes
- Talk with students, and clarify misinformation
- Engage in activities that encourage expression of feelings, and remember the deceased
- Express own feelings
- Give grief information
- Try to be non-judgmental
- Make referrals when necessary
- Support students
- Use support resources to address self needs
- Visit injured students if desired
- Attend funeral if desired

Guidance Counselors:

Since you probably have developed a relationship with some students, the feeling of trust they have for you will make it easier for them to express feelings. Your professional experience will allow you to assess if a student is at-risk. Referrals of at-risk students should be made to the psychologist, social worker, or outside resource if the risk is high. Contact with the student's family is also advisable.

Responsibilities:

- Operate crisis centers
- Talk with students

- Clarify misinformation
- Encourage students to express feelings
- Express own feelings
- Give grief information
- Try to be non-judgmental about grief
- Give priority to referrals
- Support students
- Use support resources for self— attend debriefing sessions
- Make referrals to psychologist, social worker, M.D.s
- Contact parents, if necessary
- Visit injured students/staff if desired
- Attend funeral to support students

School Psychologist and Social Worker.

In your position(s), you act as receiver for in-school referrals of children who rate high on the at-risk scale. Your role should be to assist outside response teams with: in-school counseling of students and staff, providing information and assistance to school staff, completing assessment intervention forms when necessary, and making referrals to the proper resources. Your role should also be working with parents of at-risk students.

Responsibilities:

- Primary resource for in-school referrals
- In-school counseling of students
- Staff consultation and education
- Complete student assessments
- Referrals to appropriate community resources
- Contact and work with parents
- Visit injured students/staff if desired
- Attend funeral as support to students

School Nurse:

By taking care of students' physical and emotional needs throughout the year, the nurse generally develops a good rapport in an office that is somewhat of a neutral territory. Students usually feel comfortable and non-threatened.

You can expect to have more students visiting the nurse's office after a crisis that causes a death or serious injury. Many will describe some of the physical symptoms associated with grief. Others may want to talk or simply lie down. They will be hurting and not knowing that it's being caused by grief. Encourage them to express their feelings, and that it is okay to feel that way, or even cry. If you determine a student is at-risk, then they should be referred to the crisis counselor, school psychologist, or social worker.

Responsibilities:

- Care for physical needs of students
- Allow students to express emotions
- Provide a comfortable location
- Make assessment of student's needs
- Make referrals when necessary
- Visit injured students/staff if desired
- Attend funeral to support students

Family Liaison:

Staff designated as the family liaison has a very important responsibility. The impressions the family receives from talking to this person will be the impression they have of the entire school's response to their child's injury or death. The family liaison should be able to communicate in a sensitive and caring way.

The first call should be made the day after the principal has verified the information. This time period will give the school an opportunity to implement its crisis plan and will allow the family to recover from the shock of the first 24 hours. By this time they will have made funeral arrangements, about which you will need to inform the school.

In your first call, identify who you are, express your own sympathy and that of the staff. Share any personal feelings about the injured or deceased student that would be appropriate.

After they respond, tell them the reason why you are calling - to see if they need anything; to let them know the school's response; to listen to their plans for the funeral; if they want it private, or can students attend; would it be okay to inform the school about the arrangements; would they mind a group attending; would it be all right for students to come alone or with parents; and can I stay in contact with you over the next few days and weeks to see how you're doing.

Daily contact with the family can continue, with their permission, for a couple of days after the funeral, then for the next month or two, a call once a week would prove helpful to the parents.

Responsibilities:

- Contact family
Offer help
- Inform family of school procedures
- Help to gather personal items of deceased to be brought or picked-up by family
- Visit injured students/staff if desired
- Attend funeral if desired
- Keep in contact with families of injured students/staff
- Keep in contact with family after funeral

Media Liaison:

This person should be someone who handles the pressure of media interviews with a cool head. Just the facts should be given without interpreting them. The media should be provided with a press release that describes what is known about the incident that has caused a death. This will be the basis for handling questions. Media should be directed to a specific site off school property. They should be kept away from having easy access to students. Students and staff should be warned not to talk with the media because of the way they distort facts. If they do so, they should be cautioned about what they say. Sometimes resentments develop when answers are given to questions that typecast a student in an unfavorable or questionable light.

You can be certain that the media will show up at the homes of injured students or staff, or at the wake or funeral if they can get a reaction. It might be important to contact the families and the funeral parlor to determine what accessibility the press will be given.

Responsibilities:

- Only person to talk with media
- Notify media you are contact person
- Keep media off school grounds
- Prepare media press release giving only facts about incident
- Visit injured students/staff if desired
- Attend funeral if desired

Other Staff Responsibilities

1. *Crisis Consultant.*

- Advise crisis response team throughout crisis response
- Attend staff meetings to present material and answer questions
- Attend parent meetings and provide bulk of information
- Provide information and counseling to staff
- Conduct debriefing sessions with crisis team and pupil personnel team

2. *Librarian:*

- Put appropriate reading and A/V material on hold for staff and student use
- Listen to students if approached and direct them to helpful materials
- Take, or direct students to crisis counseling rooms
- Make referrals to school staff - crisis response team or pupil personnel team
- Use support services and attend staff meetings
- Visit injured students/staff if desired
- Attend funeral if desired

3. **Support Staff:**

- Listen to students if approached
- Take or direct students to crisis counseling rooms
- Take phone calls and questions from parents or guardians
- Make referrals to school staff
- Use support services and attend staff meetings
- Visit injured students/staff if desired
- Attend funeral if desired

Appendix C Summary of Responsibilities

Media liaison:

In our school district the person responsible for dealing directly with members of the media will be the Superintendent of Schools. All school staff and students should be firmly instructed to refer any phone or personal contact, whether school or at home, to the media liaison. In general, the less publicity the trauma receives the better. Publicity is seen as an intrusion upon the legitimate grievers.

Family Liaison:

The crisis response team should designate a representative of each school to initiate immediate and appropriate contact with the family of the trauma victim, to express the empathy and concern of the school, to answer parents' questions regarding school plans, to ascertain family wishes and plans regarding the funeral, wake and memorials, to discretely obtain information about the death and injuries and the circumstances surrounding them and to offer help to the family with support, contact with community resources or perhaps tangible help like driving, food, babysitting, or talking with siblings. The family liaison should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy, and use good judgment about maintaining some contact with the family in the weeks after the trauma. The school can choose one family liaison for all situations or a different one could be designated for each crisis based on the person's relationship to the trauma victim or his/her family.

Staff Telephone Network

If one does not already exist (Instant Alert) then a staff telephone network should be developed wherein each staff member is called as soon as possible after an incident has occurred, given the brief basic facts and notified of the time and place of the emergency staff meeting to be held before the next school day. Care should be taken to reach all auxiliary and related personnel. Schools where the victim may have relatives should also be contacted.

Crisis Consultant

Staff members who know the student victim will be personally affected by the loss making it difficult for them to operate within their role. The role of the consultant will be to assist with the implementation of the crisis plan with the crisis response team, address the emergency staff meeting, generally be available for intervention or feedback, and to support school staff during the crisis. The consultant should conduct the crisis team debriefings.

Community Response Assistance

The Suffolk County Community Response Team should be contacted immediately after a major traumatic event. They have available a team of trained professionals who have experience in crisis situations.

Classroom Discussion

During either homeroom or first period class each teacher should announce to the students what has happened from a scripted memo provided by the crisis team. The students should be given the pertinent facts about the crisis in a low key, non-sensational manner, describe the schedule for the day, and mention the people and places in school where help is available. The purpose is to ground the students in the reality, reduce rumors and gossip, provide an accurate basis for discussing and grieving a loss, and assure students that help is here if needed. Once the students are informed, the teacher should allow for and facilitate a discussion encouraging students to share their reactions, thoughts and feelings to the crisis, recognizing that, while many students will have heard about the crisis before, others may not have known until it was announced by the teacher.

Morning-After Staff Meeting

The school day following the tragedy should begin with an emergency meeting of all staff, including custodians, clerical and outside resource people.

The principal should begin the meeting by announcing the specifics about what happened, giving as much information about the injuries or death, funeral arrangements, and family wishes as possible. Staff questions should be answered and the plan for the day should be spelled out verbally and handed out in memo form. The Suffolk County Community Response Team should be introduced along with the family liaison and the crisis team. Location of the crisis center, counseling rooms and plans for the after-school meeting should be addressed.

The crisis consultant will then speak to the group about what to expect from and how to respond to students, and how to recognize their own feelings. Staff will be encouraged to seek out crisis team members for help in dealing with student issues.

Drafting a letter to Parents

This letter should be drafted in enough time as to be sent home with students at the end of the day. The letter should sensitively and succinctly state what happened, how the school responded, plans for upcoming days, suggestions on how to care for their child at home, names and telephone numbers of resource people, and an announcement for a parent/community meeting (if necessary).

After-School Staff Meeting

After the first day following the crisis, a second staff meeting should be held for all school staff. The purpose is to review the days' activities, attending to what went well and what didn't; identify which students need the most attention and how to help them; make any needed adjustment to the plan; and deal with rumors. The consultant and crisis team members should be available to check the pulse of the staff.

Crisis Response Team Debriefing

It is important that the group most directly involved with grieving students receive a debriefing from the crisis consultant. This meeting allows the crisis team to review their work, discuss their own reactions and feelings, continue to identify student and staff needs, and generally feel taken care of in a very charged, emotional event. These debriefings should be held daily until the crisis is abated.

Parent/Community Meeting

Parents and community members affected by the crisis should be given the opportunity to learn what to expect during the grieving process and how to be helpful to children and adults affected by the crisis. The principal, crisis team and crisis consultant should run the meeting, with the bulk of the information provided by the crisis consultant.

Crisis Response Plan Evaluation

Usually a few weeks after the crisis is over, the crisis response team needs to organize a meeting of those staff most directly involved in the intervention to discuss and evaluate how the plan worked. Prior to the meeting, feedback should be elicited from other people who were involved in the response. The purpose of this meeting is to ascertain what worked well and what didn't, what modifications need to be made in the plan, and to give feedback and thanks to those who helped the school cope.