

GREAT PLAINS TECHNOLOGY CENTER



EMERGENCY MANAGEMENT PLAN 2025-2026

EMERGENCY MANAGEMENT PLAN

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Emergency Communication Response Plan located after page 54
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SECTION I
INTERNAL RESOURCES AND CAPABILITIES

INCIDENT COMMAND TEAM 2025-2026		*all phone numbers are (580) unless listed otherwise		
POSITION	NAME (R=RADIO)	WORK #	PRIMARY #	SECONDARY #
Incident Commander	Justin McNeil – R	250-5601	585-7096	
Assistant Incident Commander(s)	Bill Matthey – R	250-5589	919-6510	919-6511
	Anne Rump – R	250-5666	574-7519	
Lead Public Information Officer	Teresa Abram – R	250-5568	678-5340	351-4003
Assistant Public Information Officer(s)	Anne Rump - R	250-5666	574-7519	
	Jonna Turner	250-5533	483-2150	
Safety Officer	Shawn Johnson	250-5552	467-0034	
	Cassandra Willrich - R	250-5513	806-595-0828	
	Don Elam	250-5514	817-773-6629	
Liaison Officer	Morgan Gould – R	250-5553	471-0884	
	James Bishop – R	250-5662	695-7468	357-6533
	Charlie Martin	250-5522	351-8207	
Operations	James Bishop – R	250-5662	695-7468	357-6533
	Brandon Mayer – R	351-6720	678-1855	
	Bill Matthey – R	250-5589	919-6510	919-6511
	Blake Thomas – R	250-5620	678-7264	
Medical Response Team	Jami Fletcher – R	250-5571	678-3170	
	Kay Ray	250-5668	583-1350	
	Traci Wills – R	250-5596	695-5650	
Student Care Team	Courtney Ferguson – R	250-5640	704-8946	
	Kristy Barnett – R	250-5531	512-5707	305-4458
	Laura Jones	250-5503	647-1617	
	Amber Wilson – R	250-5539	515-1146	
	Hannah Ellis – R	250-5535	850-832-4731	
	Devon Hicks – R	250-5504	647-5910	
	Megan Butler – R	250-5555	771-1091	
	Cody Flood – R	250-5541	405-637-8196	
	Mandee Thomas	250-5529	678-7319	
	Dustin Davidson – R	250-5534	405-816-9614	
	Chesley Graham	250-5684	405-503-0172	
	Valerie Tibbs	250-5638	704-0150	
Staff Care Team	Courtney Ferguson – R	250-5640	704-8946	
	Valerie Anderson – R	351-6761	467-0506	
	Leah Fultz	250-5673		
	Lindsey Billen – R	250-5676	585-0910	
	Kristy Barnett – R	250-5531	512-5707	305-4458
	Amber Wilson – R	250-5539	515-1146	
	Hannah Ellis – R	250-5535	850-832-4731	
	Cody Flood - R	250-5541	405-637-8196	
	Mandee Thomas	250-5529	678-7319	
	Dustin Davidson - R	250-5534	405-816-9614	
	Laura Jones	250-5503	647-1617	
	Valerie Tibbs	250-5638	704-0150	
Student Release	Tammy Morales – R	250-5607	284-7033	
	Marlia Thomas – R	250-5600	695-4649	
	Pam Hixon - R	250-5682	695-9299	
	Ashlee Vernon	250-5612	678-9135	

POSITION	NAME (R=RADIO)	WORK #	PRIMARY #	SECONDARY #
Evacuation Team	James Bishop – R	250-5662	695-7468	357-6533
	Mitch Dorrell – R	250-5649	704-0711	
	Kristy Barnett – R	250-5531	512-5707	305-4458
Planning / Intelligence	Morgan Gould – R	250-5553	471-0884	
	Cody Holt – R	250-5519	591-2794	
Documentation	Jackie Archer – R	250-5637	351-4314	
	Charlese Griffin – R	250-5570	483-9447	
	Hannah Hannah – R	351-6710	280-8559	
Situation Analysis	Mike Ferguson	250-5554	704-8947	
	Bill Matthey – R	250-5625	919-6510	919-6511
	Keith Bridges – R	250-5558	512-5558	
	Morgan Gould – R	250-5553	471-0884	
Logistics	Staci Crow – R	250-5691	656-0518	
	Justin Neeley – R	250-5697	695-7471	
Supplies / Facilities	Staci Crow – R	250-5691	656-0518	
	Jo Cable – R	250-5616	595-1627	
	Tiffany Long	250-5675	284-9670	
	Kelly Filer – R	250-5550	512-0034	
Staffing	Valerie Anderson – R	351-6761	467-0506	
	Leah Fultz	250-5673		
	Lindsey Billen – R	250-5676	585-0910	
Communications	Cheryl High – R	0	483-4311	
	Devon Hicks – R	250-5504	647-5910	
	Anne Rump – R	250-5666	574-7519	
	Nicole Ritter – R	250-5505	972-754-2697	
	Brenda Honn	250-5671	736-6237	
	Marlia Thomas – R	250-5600	695-4649	
Transportation Team	Dana Ponder – R	250-5647	583-2104	
	Mitch Dorrell – R	250-5649	704-0711	
	Keith Bridges – R	250-5558	512-5558	
Information Technology	Bill Matthey – R	250-5625	919-6510	919-6511
	Thomas Windover	250-5537	647-0556	647-7144
	Tyler Dees	250-5547	713-6483	
	Michele Hess – R	250-5690	583-1544	
	Willie Davis	250-5517	284-9334	
	Bill Schemonia	250-5545	647-8405	
	Jonah Antoine	250-5591		
	Jeff Bridges – R	250-5659	512-6887	
Finance/Administration/Purchasing	Lindsey Billen – R	250-5676	585-0910	
	Debbie Mitchell	250-5669	585-0758	585-7895
	Tiffany Long	250-5675	284-9670	
	Staci Crow – R	250-5691	656-0518	
Timekeeping	Tiffany Long	250-5675	284-9670	
	Lindsey Billen – R	250-5676	585-0910	
	Valerie Anderson – R	351-6761	467-0506	
Superintendent	Joelle Jolly	250-5501	583-1084	695-8793
Deputy Superintendent	Morgan Gould	250-5553	471-0884	

LOCAL EMERGENCY MANAGEMENT PLAN PREFACE

The **Incident Command Team (ICT)** has developed this Local Emergency Management Plan to support Great Plains Technology Center during a crisis involving the school district. The plan is divided into two sections. Section I is designed to identify and review the center's **Internal Resources and Capabilities**. Section II is designed to outline the **Emergency Management Plan** the center's employees should follow during an emergency or crisis involving employees, students or patrons of the community.

This plan will help:

1. Provide quick access to emergency procedures.
2. Involve other emergency response agencies, i.e., fire and police departments.
3. Define the roles and responsibilities of school personnel.
4. Minimize potentially serious situations before escalating to a full emergency.
5. Take a proactive approach to determining risk and vulnerability before an emergency occurs.
6. Provide a safe center for our staff and students.

This plan offers maximum flexibility for handling unpredictable situations while operating within an outlined structure that supports the district and offers maximum administrative control. The **ICT** will become a standing committee responsible for reviewing and updating the **Emergency Management Plan**. This will be done through regular meetings called by the **Incident Commander**. It will also be the team's responsibility to assist in providing staff training for all staff and faculty.

- *See page 4 for the Organizational Chart.*
- *See page 1-2 for Emergency Contact Information.*

INCIDENT COMMAND TEAM ORGANIZATIONAL CHART

Joelle Jolly, Superintendent
Morgan Gould, Deputy Superintendent

INCIDENT COMMANDER: Justin McNeil
 Bill Matthey, Ann Rump

Lead Public Information Officer: Teresa Abram
 Jonna Turner, Ann Rump

Safety Officer: Shawn Johnson
 Cassandra Willrich, Don Elam

Liaison Officer: Morgan Gould
 James Bishop, Charlie Martin

OPERATIONS:
James Bishop
 Bill Matthey
 Blake Thomas
 Brandon Mayer

Site Facility:
Check/Secure
 Bldg. Administrators
 Bldg. Custodians

Medical Response:
Jami Fletcher
 Kay Ray
 Traci Wills

Student Care Team:
Courtney Ferguson Chesley Graham
 Kristy Barnett Devon Hicks
 Laura Jones Megan Butler
 Valerie Tibbs Cody Flood
 Amber Wilson Mande Thomas
 Hannah Ellis Dustin Davidson

Staff Care Team: Courtney Ferguson
 Valerie Anderson Mande Thomas
 Kristy Barnett Leah Fultz
 Laura Jones Lindsey Billen
 Valerie Tibbs Cody Flood
 Amber Wilson Dustin Davidson

Student Release:
Tammy Morales
 Marlia Thomas
 Pam Hixon
 Ashlee Vernon

Evacuation Team:
James Bishop
 Kristy Barnett
 Mitch Dorrell

PLANNING/ INTELLIGENCE:
Morgan Gould
 Cody Holt

Documentation:
Jackie Archer
 Charlese Griffin
 Hannah Hannah

Situation Analysis:
Mike Ferguson
 Keith Bridges
 Morgan Gould
 Bill Matthey

LOGISTICS:
Staci Crow
 Justin Neeley

Supplies/Facilities:
Staci Crow
 Jo Cable
 Tiffany Long
 Kelly Filer

Staffing:
Valerie Anderson
 Leah Fultz
 Lindsey Billen

Communications:
Cheryl High
 Devon Hicks
 Ann Rump
 Nicole Ritter
 Marlia Thomas
 Brenda Honn

Transportation:
Dana Ponder
 Keith Bridges
 Mitch Dorrell

Information Technology:
Bill Matthey
 Thomas Windover
 Tyler Dees
 Michele Hess
 Willie Davis
 Bill Schemonia
 Jonah Antoine
 Jeff Bridges

***FINANCE/ ADMIN/ PURCHASING:**
Lindsey Billen
 Debbie Mitchell
 Tiffany Long
 Staci Crow

Timekeeping:
Tiffany Long
 Lindsey Billen
 Valerie Anderson

***Assign According to need and staff availability.**
 Do not activate Finance/Admin/Purchasing unless directed by the district.

THE INCIDENT COMMAND STRUCTURE

The Incident Command Structure will be made up of the following individuals:

**See page 1 and 2 for telephone list*

- Incident Commander** Justin McNeil, Bill Matthey, Anne Rump
- Lead Public Information Officer** Teresa Abram, Jonna Turner, Anne Rump
- Safety Officer** Shawn Johnson, Cassandra Willrich, Don Elam
- Liaison Officer** Morgan Gould, James Bishop, Charlie Martin
- Operations**..... James Bishop, Bill Matthey, Blake Thomas, Brandon Mayer
- Site Facility Check/Security**..... Building Administrator, Building Custodians
- Medical Team**..... Jami Fletcher, Traci Wills, Kay Ray
- Student Care Team** Courtney Ferguson, Kristy Barnett, Amber Wilson, Laura Jones, Chesley Graham, Valerie Tibbs, Amber Wilson, Hannah Ellis, Devon Hicks, Megan Butler, Cody Flood, Mandee Thomas, Dustin Davidson
- Staff Care Team**..... Courtney Ferguson, Valerie Anderson, Leah Fultz, Lindsey Billen, Kristy Barnett, Amber Wilson, Laura Jones, Valerie Tibbs, Hannah Ellis, Cody Flood, Mandee Thomas, Dustin Davidson
- Student Release Team** Tammy Morales, Ashlee Vernon, Pam Hixon, Marlia Thomas
- Evacuation** James Bishop, Mitch Dorrell, Kristy Barnett
- Planning/Intelligence** Morgan Gould, Cody Holt
- Documentation**..... Jackie Archer, Charlese Griffin, Hannah Hannah
- Situation Analysis**..... Mike Ferguson, Keith Bridges, Morgan Gould, Bill Matthey
- Logistics**..... Staci Crow, Justin Neeley
- Supplies/Facilities**..... Staci Crow, Jo Cable, Kelly Filer, Tiffany Long
- Staffing** Valerie Anderson, Lindsey Billen, Leah Fultz
- Communications** Cheryl High, Devon Hicks, Anne Rump, Nicole Ritter, Ashlee Vernon, Brenda Honn
- Transportation** Dana Ponder, Keith Bridges, Mitch Dorrell
- Information Technology**..... Bill Matthey, Thomas Windover, Tyler Dees, Michele Hess, Willie Davis, Bill Schemonia, Jonah Antoine, Jeff Bridges
- Finance/Admin/Purchasing**..... Lindsey Billen, Debbie Mitchell, Tiffany Long, Staci Crow
- Timekeeping**..... Tiffany Long, Lindsey Billen, Valerie Anderson

ACTIVATING THE INCIDENT COMMAND TEAM

Activation of the **Incident Command Team** will be a direct result of a crisis involving the center, center personnel, or students. The **Incident Commander** or designee will call a meeting in room 401 of building 400, as necessary. **Alternate rooms for incident command will be building 700 room 756, building 900 room 943 (basement) and the boardroom in building 100.** Once the incident has been identified, information will be given to the team members regarding the nature of the emergency. Each team member will then be expected to fulfill his or her duties as outlined in the **Emergency Management Plan**. The center's operator will begin calling as outlined in the Emergency Management Plan (telephone list located **on page 1 and 2**) Building 900 Law Enforcement classroom and Building 400 Conference Room have generators.

IMPLEMENTATION OF THE EMERGENCY MANAGEMENT PLAN

Employees with responsibilities outlined in this plan should begin carrying out their assigned duties. If the primary person responsible for carrying out a specific part of the plan is not available or is incapacitated, the individual designated as the backup will be responsible for carrying out the assigned duties.

The **Incident Commander (IC)** or designee will be responsible for supervising all procedures during the initial staging of the emergency. As soon as the nature of the emergency is identified, the **IC** will make sure that:

1. The appropriate announcement or emergency tone is sounded to announce to the staff and students the nature of the emergency.
2. Procedures are followed to ensure the safety of staff and students.
3. Authorities and emergency response agencies are notified.
4. Internal communication channels are established within the center.
5. Duties and roles are reinforced.
6. External communication channels are established.

It is the intent of Great Plains Technology Center to provide for the safety of clients, students, and faculty in the event of any threatening situations. Comprehensive planning and preparation are necessary to avoid or lessen the impact of any such emergency.

This manual has been developed as a guide for all employees of Great Plains Technology Center, to follow in the event of such an emergency. It is vital for all personnel to read and understand this manual thoroughly in order to ensure the safety of all students and personnel in the event of an emergency.

Below is a list of steps to prepare for emergencies:

1. Review evacuation and non-evacuation procedures for all emergencies.
2. Review emergency procedures with staff and students.
3. Conduct drills for fires, tornadoes, etc., pursuant to school law.
4. Make sure custodians and staff are trained to use fire extinguisher.
5. Make sure custodians are trained to shut off utilities and to keep buildings clear of flammable materials.
6. Have emergency contact numbers available.
7. Check and maintain adequate first aid supplies in each area.

INCIDENT COMMAND TEAM'S ROLE AND RESPONSIBILITIES

- A. Incident Commander:** Responsible for coordinating activities and training involving implementation of the Emergency Management Plan. Will also be responsible for executing the emergency procedures outlined in this guide. The IC will receive additional training involving National Incident Management System (NIMS) to ensure all personnel, facilities, equipment, and communications used will be able to work in unison with the local emergency response agencies supporting our community. The IC will serve as the center's representative to each of the emergency response agencies and provide a direct source of communication to each agency.
- B. Assistant Incident Commander:** Will serve as an assistant to the IC and will assume the IC role when the IC is not on campus during an emergency, or the emergency occurs after hours. The duties will be the same as outlined above. The assistant(s) will also be responsible for the same NIMS training listed above.
- C. Public Information Officer:** Will be responsible for gathering information regarding the nature of the emergency and coordinate the release of the information to the media. The center's spokesperson will prepare statements originating from the center and will be responsible for preparing any statement made by the Superintendent regarding the nature of the crisis.
- D. Assistant Public Information Officer:** Will be responsible to work directly with the media. Only official members of the media will be admitted into the Media Center.
- E. Safety Officer:** Ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
- F. Liaison Officer:** Serves as the point of contact for agency representatives from assisting organizations and agencies outside the center and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
- G. Operations:** The Operations Chief manages the direct response to the disaster, which can include Site Facility Check/Security, Medical, Student Care, Student Release and Evacuation.
 - 1. Site Facility Check/Safety:** Building Administrators and Building Custodians. Staff as assigned. Work in pairs; take no action that will endanger yourself. Wear hardhat and orange identification vest, if available. Take appropriate tools, radio, and a copy of the Emergency Management Plan.
 - 2. Medical Team:** The Medical Team Leader is responsible for providing emergency medical response and first aid. He/she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths. The Team will be responsible for assessing medical injuries and prioritizing medical needs. As emergency medical personnel arrive, the Team will work with other medical personnel to keep accurate record of each injured person, and the hospital the injured person is transferred to. The LPN staff will assist the Medical Response Team. Instructors will stay with students and all others will assist emergency personnel.
 - 3. Student Care Team:** The Student Support Services Staff will ensure the care and safety of all students on campus, except those who are in the medical treatment areas. The Student Care Team will be responsible for assisting with the psychological and emotional needs of the students or staff.
 - 4. Staff Care Team:** The Staff Care Team will ensure the care and safety of all staff on campus, except those who are in the medical treatment areas. The Staff Care Team will be responsible for assisting with the psychological, financial and emotional needs of the staff.
 - 5. Student Release Team:** The Student Release Team will ensure reunification of students with their parents or authorized adult through designated entrance and exit points.

- 6. Evacuation Team:** The Evacuation Team will be responsible for maintaining communication with all instructors and will assist when the time is appropriate to coordinate a controlled evacuation of all students from the building or campus.
- H. Planning/Intelligence:** The Planning Chief is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. The Planning Chief will also maintain accurate records and site map(s) and will provide ongoing analysis of situation and resource status.
- 1. Documentation:** Responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Collect and file all paperwork and documentation from deactivating sections.
 - 2. Situation Analysis:** Responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. He/she will also maintain accurate site map(s) and provide ongoing analysis of situation and resource status.
- I. Logistics Team:** The Logistics Chief is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident. The Logistics Chief will check in with the Incident Commander for a situation briefing and open the supplies container or other storage facility. The Logistics Chief will begin distribution of supplies and equipment as needed. The Logistics Team is responsible for supporting the needs of the center and the needed diagrams, maps, and communication devices used by the team during an emergency. The Logistics Chief will maintain direct communication with the center's maintenance crew and direct their actions to support the needs of the center.
- 1. Supplies/Facilities:** Responsible for providing facilities, equipment, supplies, and materials in support of the incident.
 - 2. Staffing:** Responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
 - 3. Communications:** Responsible for establishing, coordinating, and directing verbal and written communications within the center's disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
 - 4. Transportation:** Responsible for working in coordination with the police department and various transportation entities to assist in securing transport vehicles and drivers in order to transfer uninjured students to a designated site. Respond to emergency transportation needs by also accessing all available GPTC vehicles for transfer purposes. Coordinate with the Evacuation Team to determine the amount of transport vehicles needed and where the evacuation site is located on campus.
 - 5. Information Technology:** The Director of Information Technology will be responsible for managing and keeping the district's data secure, computer networks operational, and communication capabilities functioning during any emergency.
- J. Finance/Administration/Purchasing:** Responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Responsible for maintaining accurate and complete records of purchases. NOTE: Assign according to need and staff availability. Do not activate Finance/Administration/Purchasing unless directed by the district.
- K. Timekeeping:** Responsible for maintaining accurate and complete records of staff hours.

INSTRUCTOR AND PROGRAM COORDINATOR RESPONSIBILITIES

- a. Instructors/Program Coordinators will be responsible for the well-being and security of their students. Instructors/Program Coordinators will move students to a safe area. The Evacuation Team will work with each instructor to notify him/her of the appropriate place and time to transfer his or her students. It will be the responsibility of each Instructor/Program Coordinator to keep accurate records on all students who are present, absent or left early. Instructors/Program Coordinators will become familiar with each procedure outlined in this guide. Instructors/Program Coordinators will learn to recognize the different types of signals used, be able to follow the procedures immediately and appropriately. Once an alarm is sounded for evacuation, make sure to follow the evacuation procedures posted in each classroom. Instructor/Program Coordinator and students should relocate to the designated area appropriate for the nature of the emergency. Instructors/Program Coordinators should always have a current copy of their student roster during an emergency. Instructors/Program Coordinators should not leave students unattended under any circumstances. After Instructors/Program Coordinators have been instructed to release their students, they should report to the command center for further instructions or assignments.

STAFF / FACULTY / PROGRAM DIRECTOR ROLE AND RESPONSIBILITIES

- a. **Staff and Faculty**

Since all instructors are trained in fire/safety evacuation, the instructor will clear all students from the area. Once all students are accounted for, instructors will wait for further instructions. A staff member will notify the Purchasing and Maintenance Director for assistance from maintenance personnel. After initiation of sprinkler system, an alarm should sound the fire tone notifying staff to evacuate the building. Fire Department will be notified, if needed.

RESOURCES

- a. **Fire Protection**

Buildings 200, 300, 400, 600, 700, 800, 900 and BDC all have sprinklers installed in each building. Fire extinguishers have been installed in various locations throughout the campus.

- b. **First Aid Supplies & Emergency Supplies**

All classrooms, shops, and labs have First Aid Kits that are checked annually and restocked as needed. An AED is in each building. See **pages 12 and 14** for a listing, by building, for the specific location of the First Aid Kit, and AED.

- c. **Communication Equipment**

All custodial staff, maintenance staff, selected administrators and staff carry hand-held radios. Base radios are in the main offices of each building. Channel 1 serves as the maintenance communication channel and Channel 3 serves as the administrative channel. During an actual emergency, Channel 1 will serve as the center's emergency communications channel.

- d. **Warning Equipment**

Great Plains intercom is powered by electricity; however, it does have battery backup capability to run for approximately 30 minutes, should the center lose power. The battery backup system will be checked semi-annually.

- e. **Emergency Power Equipment**

There are six electrical services that provide electricity to the center. (100/300/700, 200, 400/500, 600, 800, 900-backup generator).

f. Decontamination Equipment

The center does not have any specialized decontamination equipment. Eyewash stations are located throughout the campus, in industrial classrooms and labs. Shower facilities are available in the Firefighter/EMT building 800 and in building 100 east wing, upstairs.

FACILITIES

a. Incident Command

The Incident Commander will be in charge during an emergency by managing resources, analyzing information, and making decisions. The primary location for the Incident Command will be the building 400, room 401. Here, the Incident Command Team (ICT) based upon information provided by the Incident Commander (IC) and other personnel makes decisions.

Both the primary and secondary Incident Command locations contain backup communications equipment, reference materials, facilities, diagrams of the campus and other tools necessary to respond quickly and appropriately to a campus emergency.

b. Media Briefing Center

The Media Briefing Center will be configured to support the needs of the media during a disaster involving the center.

c. Sanitation Facilities

If water and sewage lines have been disrupted, emergency sanitation facilities may need to be improvised.

Considerations:

1. Supplies – basic sanitation supplies are always on hand. These are plastic garbage bags and ties (heavy duty), household chlorine bleach, soap, liquid detergent, toilet paper, paper towels, and towelettes.
2. Water Substitutes – Water substitutes for cleansing are Purell hand-sanitizer dispensers, rubbing alcohol, lotions containing alcohol, shaving lotion, face creams and lotions, towelettes, wet washcloth, spray bottle to act as makeshift shower.
3. Disinfectants – can be made from using 1-part liquid chlorine bleach to 10 parts water.
4. Health – Reserve water for drinking purposes. Consider other ways to wash the body. Take steps to protect against diseases. Keep body, hands, and cooking and eating utensils clean. Control rodents and insects.

Great Plains Technology Center Sanitation Facilities – Building 500 warehouse will have general cleaning supplies on hand. Eyewash stations are located throughout the campus. Shower facilities are available in the Firefighter/EMT building 800 and in building 100 east wing, upstairs.

d. Shelter Areas

Severe weather procedures and evacuation locations are listed on **page 35** of the Emergency Management Plan for Great Plains Technology Center.

(See page 12 and 14 for location of AEDs / First Aid Kits).

ORGANIZATION CAPABILITIES

a. Training

Safety and prevention training is provided to all staff and faculty on a regular basis. All staff can retrain or certify in First Aid, CPR, and AED.

b. Evacuation Plan

*Fire Evacuation Routes are **not included** in this book. Instructors/staff will print their building map from the intranet, mark the evacuation route from their classroom /office and post maps in conspicuous places with each classroom and office area.*

c. Employee Support System

Great Plains has a comprehensive Employee Assistance Program (EAP) available to all full-time employees administered by *Supportlinc* which includes immediate, 24-hour assistance with a licensed clinician. Employees may contact the EAP directly at 1-800-475-3327, online at www.supportlinc.com or via Econnect mobile app. The school group code is **gptc**. In addition, school counselors on staff can assist should a problem/situation arise and are identified under the **Staff Care Team**.

d. ParentSquare: Great Plains Technology Center's Voice/Text Notification System

Great Plains Technology Center will broadcast updates (recorded ParentSquare messages) to telephones of staff and stakeholders in case of an emergency. The messages will address:

1. What has happened
2. Current student status
3. Who is assisting with efforts (law enforcement, fire officials, etc.)
4. Immediate plans

Follow-up phone calls may also be made, if the situation warrants. ParentSquare will broadcast messages only to those students and/or parents and staff who have completed a "Contact Information Consent" form and filed it with GPTC.

BACKUP SYSTEMS

a. Payroll

Great Plains payroll software is leased from Municipal Accounting Systems in Shawnee Oklahoma. Employees will also be able to continue to clock in and out through Frontline Time and Attendance. Backup records are maintained offsite.

b. Communications

The center has a campus wide public address system to broadcast warnings and to make general announcements to the students and staff. The center also utilizes two-way radio communications for the custodial/maintenance personnel, and selected administrators and staff.

c. Information Systems Support

Great Plains employs computer technical support staff to maintain the computer information system and to keep all campus systems operational.

AED LOCATIONS

Surface Mount = SM

Semi-Recessed Mount = SRM

No AED = NA

Bldg.	Type of Kit	Location	Room
100	AED	West wing, across from the One-Stop Enrollment Office. <i>SM</i>	111
200	AED	East wall, inside main office, behind SCORE secretary desk. <i>SRM</i>	
300	AED	Across from Instructional Services office. <i>SRM</i>	312
400	AED	In Student Lounge, south wall of student Lounge. <i>SRM</i>	404
500	AED	Behind receptionist desk. <i>SRM</i>	
600	AED	On east wall, south of main office. <i>SRM</i>	635
700	AED	On northeast wall of main entrance, by student phone. <i>SRM</i>	710
800	AED	South end of main entrance, across from Fire/EMT Instructor Office. <i>SM</i>	803A
900, Ground	AED	South end of main entrance hallway, on ground floor. <i>SRM</i>	926
BDC	AED	Hallway by BDC Manager's office Hallway by Restroom/Kitchen <i>SRM</i>	101 111

BACKUP CAMPUS COMMUNICATION PLAN BY BUILDING

Loss of Public Address System and/or Telephone Communications:

In the event the Public Address and/or the Telephone Systems are not operational during an emergency, the following plan will be implemented by building to notify staff, faculty, students and guests attending classes or activities on campus. The primary form of communication will be through the center's two-way radios, with channel 1 being used as the emergency communications channel. All staff listed below will be responsible for communicating the emergency to the designated building, wing or area as indicated.

Building	Personnel - Day P = Primary A = Alternate	Personnel - Evening
100	Valerie Anderson – South Wing (P) Jeff Bridges (A) Dana Ponder – East Wing – North Side (P) Brandon Mayer – East Wing – South Side (P) Courtney Ferguson – West Wing and Offices (P) Teresa Abram, Dustin Davidson, custodian – (A)	Evening Instructor (P) Evening Custodian (A)
200	Blake Thomas (P) Pam Hixon (A)	Evening Instructor (P) Evening Custodian (A)
300	Michelle Churchwell – 300 East (P) Carlos Irizarry – 300 West (P) Testing Center Staff (A) Instructional Services (A)	Evening Custodian (P)
400	Bill Matthey (P) Michele Hess, Information Technology (A)	Evening Custodian (P)
500	Justin Neeley (P) Staci Crow (P) Jo Cable, Judy Simms (A)	Evening Custodian (P)
600	Michelle Douglas (P) – Front Office Area Tracy McClellan (P) – South Wing Leigh Ann Womack (P) – West Wing Kelly Filer (P) – East Wing Morgan Gould, Cassandra Willrich, custodian (A)	Evening Coordinator (P) Evening Instructor (A)
700	James Bishop (P) - North Jami Fletcher (P) - South Charlese Griffin (A)	Evening Custodian (P)
800	Kevin Trusty (P) Justin Green (A)	EMT or Fire Instructors (P)
900	Charlie Martin (P) Custodian (A)	
BDC	Cody Holt (P) Dana Newsom (A)	Evening Custodian (P)
Building	Personnel - Saturday	
100	Custodian(s) or Staff (P)	
200,300,400,600,700,800,900, BDC	Custodian(s) or Staff (P)	

CPR MASK / FIRST AID KIT LOCATIONS

Building	Type of Kit	Location	Room
100	CPR mask, First Aid Kit	Admissions Office, South wall cabinet	111
200	CPR mask, First Aid Kit	Front Office Area	
300	CPR mask, First Aid Kit	Instructional Services	312
400	CPR mask, First Aid Kit	Faculty Lounge	
500	CPR mask, First Aid Kit	Equipment and Maintenance Secretary Office	
600	CPR mask, First Aid Kit	Front Office	
700	CPR mask, First Aid Kit	Library	723
800	CPR mask, First Aid Kit	Fire/EMT Instructor Office	803A
900	CPR mask, First Aid Kit	Criminal Justice Officer Instructor Office	913
BDC	CPR mask, First Aid Kit	Break room Kitchen	106 400

FAMILY ASSISTANCE CENTER
(REUNIFICATION SITES)

In the event of an evacuation of students and/or staff, three family Assistance Centers have been established. They are:

- Great Plains Business Development Center (1) 1601 SW Park Ridge Blvd.
- Lawton Community Health Center (2) 5404 SW Lee Blvd.
- MIGHT Community Development and Resource Center* (3) 714 SW 45th

The nature, day and time of the evacuation will determine the Family Assistance Center that is selected. Both the Great Plains Business Development Center and the Lawton Community Health Center are viable reunification sites during the technology center’s normal operating days and times.

Monday-Thursday	7:45 a.m. - 10:00 p.m.
Friday	7:45 a.m. - 4:00 p.m.
Saturday	8:00 a.m. - 12:00 p.m.

The MIGHT Community Development and Resource Center is a viable Family Assistance Center during the following days and hours: *

Monday-Friday	7:45 a.m. – 4:00 p.m.
---------------	-----------------------

**Please note that Great Plains Technology Center is a Family Assistance Center for MIGHT students and staff.*



SECTION II – EMERGENCY PROCEDURES

LEVELS OF CAMPUS SECURITY

ADMINISTRATIVE PROCEDURES

Severity: Light

Steps of Action

General Procedures

Administrative procedures will be implemented when it is necessary to limit student movement.

1. Students are to remain in class under appropriate supervision until security is canceled.
2. The Executive Director of Instructional Development (EDID) shall be notified.
3. A Secure Classroom may include a building or a small, designated area of campus.
4. A Secure Classroom may be time specific.
5. Return to normal operations.
6. Executive Director of Instructional Development (EDID) will communicate with effective staff.

Severity: Moderate

PERIMETER LOCKOUT PROCEDURES

Steps of Action

General Procedures

Perimeter Lockout will be implemented when the threat or possible threat is believed to be **OFF campus** and the students and staff are **not** in immediate danger.

Signal/Announcement

An announcement will be made through the campus public address system announcing the need to implement Lock-Out Procedures.

1. Instructors will secure their area, limiting access into classrooms/shops by locking entrances to their classrooms or shops. Students will be instructed to stay within the classroom/shop unless given permission by their instructor to leave, with instructions to return as quickly as possible.
2. Student breaks may be canceled or adjusted as directed by the EDID. If student breaks are allowed during the campus lockdown, instructors will provide direct supervision of their students to the building break area and back to their classroom.
3. Entrances into each building will be locked. Guests, students, and faculty may enter under supervision of administration and/or designee. Signs should be posted on all locked doors directing students to enter through the specified supervised entrance.
4. Campus gates will be secured except for the west gates. Administration will control traffic entering campus and will approve guest and student entry into individual buildings via radio. Notification should be made to LPD to monitor south gate.
5. A *ParentSquare/Rave Notification* should be initiated at this time.

NOTE: DOORS TO REMAIN LOCKED AND MONITORED, BY BUILDING:

100	.....	Main front doors, west wing entrance, south wing east door
200	.....	Main north doors
300	.....	West doors
400	.....	North doors
500	.....	None
600	.....	Main entrance, west side
700	.....	North doors (west side), nearest Faculty Lounge
800	.....	Main north doors
900	.....	Main north doors
BDC	.....	Main east doors

Severity: High

INTRUDER LOCKDOWN PROCEDURE

INTRUDER = anyone who poses a threat to the safety of students, staff, or faculty.

Steps of Action

General Procedures

The Executive Director of Instructional Development (EDID) should be called when any person poses a threat to the safety of students or staff. Once an intruder is identified, the person that ID's the threat will be responsible for calling 911.

1. The EDID or designee will make the announcement over the PA system. This will alert all classroom instructors to lock their doors. Designated personnel will immediately start locking outside doors. ***During any incident, all radio communication will switch to Channel 1.***
2. Staff will begin lock down of their designated classroom and/or building.
3. Instructors will take students into protected classrooms or safest area within the classroom. If possible, students should be placed out of sight with lights, monitors, and cell phones off.
4. Listen for special instructions.
5. Responsible personnel will announce when building is secure, to the Incident Commander by radio.
6. All should remain in lockdown until physically released by administration or law enforcement personnel.
7. A *ParentSquare/Rave Notification* message should be initiated at this time.
8. Once the incident is clear, a *ParentSquare* message shall be initiated, and an announcement made on the PA system.

Response Team:

Executive Director of Instructional Development (EDID) or

Receptionists *announce warning signal.*

EDID or Designee *will assist with evacuation of students. Ensure all doors are locked*

Receptionist *call police (911). Notify Superintendent and/or designee.*

Instructor *lock doors. Stay with and protect students, take roll, and report any unaccounted students to administration.*

Designated Staff *will secure outside doors.*

Medical Response Team *will triage and/or provide first aid to victims.*

LOCKDOWN PROCEDURE PERSONNEL BY BUILDING

Building	Personnel-Day	Personnel-Night
100	Cheryl High, Stacy Pifer - Front doors. Courtney Ferguson, Dustin Davidson- West doors. Dana Ponder, Valerie Anderson, Jeff Bridges - East doors in south wing. Valerie Anderson, Jeff Bridges - West doors in student lounge. Brandon Mayer – South doors in East wing	Evening Custodian Evening Instructor
200	Pam Hixon, Erica Stuck	Evening Custodian
300	Carlos Irizarry – West doors Michelle Churchwell – East doors Instructional Services (Alternate)	Evening Custodian
400	Bill Matthey, Michele Hess	Evening Custodian
500	Jo Cable, Staci Crow, Judy Simms	N/A
600	Cassandra Willrich, Keith Bridges, Kelly Filer, Leigh Ann Womack, Michelle Douglas, Lisa Neighbors, Mike Ferguson	Evening Coordinator
700	James Bishop, Charlese Griffin, Kay Ray, Jami Fletcher	Custodian
800	Justin Green, Kevin Trusty, LFD Personnel	Evening EMT or Fire Instructors
900	Custodian, Charlie Martin, LPD Personnel	Evening Instructor
BDC	Cody Holt, Dana Newsom, Carey Monroe	

- NOTE:**
- 1) Not all personnel are on duty.
 - 2) IT Staff will assist with lockdown of all buildings.

ALTERNATE LOCKDOWN ROOMS

Building	Room
100	South hall maintenance room, Auditorium
200	215 (SCORE English classroom), 223 (Electrical), AEFL Coordinator
300	311 - Faculty Lounge, Kitchen area
400	401 H – safe room
500	Warehouse
600	651
700	719 (Conference room), 721 (Staff Lounge), 743 (Maintenance room), 745 (Laundry room), 750 (Storage room)
800	EMT & Fire Equipment room
900	Faculty Lounge
BDC	102 (Women’s restroom) and 113 (Men’s restroom)

** See campus map on page 38 **

GREAT PLAINS Technology Center

Accident/Incident Form

Student Employee Visitor BDC Tenant

Is this an Accident or Incident

To be filled in at the time of the accident/incident by the person caring for the injured person or by the person who is reporting the accident/incident.

Name: _____ Phone: _____

Address: _____ Gender: _____

High School or Adult _____ Date: _____ Time: _____

Program/Job Title: _____ Teacher: _____ Building # _____

If high school student, were the parents notified? Yes No Not Applicable DOB: _____

Person Notified: _____ Time: _____

Location of Accident / Incident: _____ Building # _____

Person(s) in Attendance: _____

How Accident / Incident occurred and description of injury if applicable: _____

Treatment / Disposition: _____

(Signature)

(Print)

Statement: “ _____ (Circle One: **refused** or **accepted**) to have treatment provided by the school nurse.”

Signature: _____ Verbal Consent Received Via Telephone Call

Date: _____

Routing Information: Initial and route to Executive Director of Instructional Development (EDID)
_____ Program Supervisor _____ Building Administrator _____ EDID
If the injured person is an employee, the Building Administrator will notify the Business Office.

ACCIDENTS/INJURIES – PROCEDURE AFTER 4:00 P.M.

AFTER 4:00 PM AND WEEKENDS:

Steps of Action for evening and weekend emergencies: These steps are to be posted in an easy-to-locate area at the front desk. If the Receptionist is, absent or gone temporarily, these steps should be pointed out to any replacement employee.

Step 1 - Call for help:

- Call 911 and dial “0” or 580-250-5500 (or ext. 5500) to notify the ACD Coordinator on duty.
***If accident/injury is at the BDC include address: 1601 SW Park Ridge Blvd*

Step 2 - Questions to ask, upon receiving a call for assistance.

- Where is the student / victim located? _____
- What is the nature of the injury?

<input type="checkbox"/> Conscious	<input type="checkbox"/> Responsive	<input type="checkbox"/> Bleeding
<input type="checkbox"/> Unconscious	<input type="checkbox"/> Non-responsive	<input type="checkbox"/> Not Bleeding
- Other:* _____
- What is the student’s / victim’s name? _____

If Medical Assistance is needed:

- ACD Coordinator on duty will call:
 - EMT instructor, if necessary. If ambulance or fire department is needed, will call 911.
 - Cassandra Willrich at ext. 5513 or 806-595-0828; will also call Director of Marketing and Communications, * Teresa Abram at ext. 5568 or 580-678-5340
**If in BDC – Contact BDC Coordinator (Cody Holt ext. 5519 or 580-591-2794)*

Step 3 - Contact custodial services to decontaminate the accident scene.

Step 4 - Complete Accident / Incident Report found on page 19 of the Emergency Management Plan.

****NOTIFY THE DIRECTOR OF MARKETING AND COMMUNICATIONS IF THE ACCIDENT / INCIDENT REQUIRES OUTSIDE MEDICAL CARE, OR OTHER SPECIAL CONDITIONS OCCUR. CALL 911 IF GPTC STAFF CANNOT TREAT THE STUDENT / VICTIM.***

ASSAULT / RAPE

Steps of Action

1. Call 911.
2. If the victim needs medical assistance, the School Nurse should be contacted immediately. Notify the Executive Director of Economic Development (EDID) or designee if an assault occurs on campus in order to determine the course of action. Secure the area so police can investigate. When possible, the center's officials should accompany the individual for medical treatment.
3. The EDID or designee should contact the police immediately. The police will lead the criminal investigation, and the EDID or designee will act as the liaison between the police investigation and the center.
4. EDID or designee will recommend any party having difficulty dealing with the situation to speak with the Student Care Team. (Any long-term counseling should be referred outside the Great Plains Technology Center.)

Response Team:

Instructor will call the EDID for assistance.

EDID..... will verify situation. Contact parents and police, follow-up with other individuals. Refer persons to Student Care Team.

Superintendent..... needs to be informed of situation and progress.

Marketing/Communications Director should be contacted and made aware of the situation.

School Nurse will administer medical attention if needed.

Receptionist will verify through the EDID that police have been contacted.

Student Care Team will be available for counseling and follow-up. Contact Director of Student Services.

BOMB PROCEDURES

Steps of Action

****SCAN IMMEDIATE AREA FOR UNUSUAL ITEMS AND/OR DEVICES. IF SUSPICIOUS ITEM IS FOUND, DO NOT TOUCH, MOVE OR OPEN. CALL RECEPTIONIST TO BEGIN EVACUATION AND BOMB PROCEDURES (NOTE: DO NOT USE RADIOS OR CELL PHONE WHEN COMMUNICATING).**

If bomb threat is received by phone, use Bomb Report on page 24.

Bomb Threat: Person taking the call will get as much detail as possible about the bomb and its location. Request more information by expressing a desire to save lives.

Response Team:

Individual taking the call or receiving the

notice of a threat..... *note as much information as possible from the caller or person giving the information, contact the Receptionist, complete the bomb report.*

Receptionist *contact the Executive Director of Instructional Development (EDID).*

EDID..... *determine need for evacuation and notify staff accordingly. The EDID or designee will make an all-page **“Please evacuate the building immediately.”** Gather information from staff on anything suspicious. Assign support staff to administer first aid assistance at evacuation site. Secure the scene.*

“PLEASE EVACUATE THE BUILDING IMMEDIATELY.”

Receptionist *call Police 911 as directed, notify other buildings on campus, and notify Superintendent’s office.*

Instructors..... *evacuate building, remain with students, take roll, and report any unaccounted students to administration.*

Support Staff..... *assist with evacuation, check restrooms and other spaces to make sure building is clear and report to EDID.*

Maintenance Staff..... *secure entrances to campus.*

NOTE: ALL STAFF MUST HAVE A COPY OF THE BOMB REPORT NEAR THEIR PHONE. FAMILY ASSISTANCE CENTER, IN THE EVENT OF EVACUATION, IS ON PAGE 15

BOMB REPORT

Name of Person Completing Form _____

This report should be filled out for purposes of investigation.

*Keep a copy of this form at the primary telephone in each building and at the two main switchboards.

1. **Document the following details:**

- a. Date _____
- b. Time _____
- c. Gender _____
- d. Age _____
- e. Culture _____
- f. Length of call _____
- g. Phone number called _____
- h. Caller ID number displayed _____

2. **Ask the caller the following questions:**

- a. When is the bomb going to explode? _____
- b. Where is it right now? _____
- c. What does it look like? _____
- d. What will cause it to explode? _____
- e. What kind of bomb is it? _____
- f. Did you place the bomb? _____
- g. Why did you put it in the building? _____
- h. What is your address? _____
- i. What is your name? _____

3. **Document the caller's voice (check all that apply)**

- | | | | |
|--|---|---|------------------------------------|
| <input type="checkbox"/> calm | <input type="checkbox"/> had stutter | <input type="checkbox"/> slow | <input type="checkbox"/> deep |
| <input type="checkbox"/> nasal | <input type="checkbox"/> excited | <input type="checkbox"/> raspy | <input type="checkbox"/> familiar |
| <input type="checkbox"/> angry | <input type="checkbox"/> had lisp | <input type="checkbox"/> rapid | <input type="checkbox"/> ragged |
| <input type="checkbox"/> clearing throat | <input type="checkbox"/> deep breathing | <input type="checkbox"/> cracking voice | <input type="checkbox"/> whispered |
| <input type="checkbox"/> disguised | <input type="checkbox"/> soft | <input type="checkbox"/> slurred | <input type="checkbox"/> distinct |
| <input type="checkbox"/> normal | <input type="checkbox"/> laughter | <input type="checkbox"/> crying | <input type="checkbox"/> accent |

4. **Document the caller's threat language (check all that apply)**

- | | | | |
|--|---|--------------------------------|-------------------------------|
| <input type="checkbox"/> incoherent | <input type="checkbox"/> irrational | <input type="checkbox"/> taped | <input type="checkbox"/> foul |
| <input type="checkbox"/> message read? | <input type="checkbox"/> well-spoken (educated) | | |

5. **Document any background sounds observed (check all that apply)**

- | | | | |
|---------------------------------|------------------------------------|---------------------------------|------------------------------------|
| <input type="checkbox"/> animal | <input type="checkbox"/> PA system | <input type="checkbox"/> static | <input type="checkbox"/> machinery |
| <input type="checkbox"/> local | <input type="checkbox"/> booth | <input type="checkbox"/> street | <input type="checkbox"/> music |
| <input type="checkbox"/> motors | <input type="checkbox"/> voices | <input type="checkbox"/> toll | |

_____ Other

DO NOT DISCUSS THIS CALL WITH OTHER PERSONNEL.

CHILD / DOMESTIC ABUSE

Steps of Action

1. If abuse of a **minor child** is suspected, staff member must report to appropriate agency. The staff member will contact the agency directly and will advise GPTC administrators.
 - a. The Executive Director of Instructional Development (EDID) or designee shall call the police and then call the Oklahoma Abuse Hot Line at 1-800-522-3511.
 - b. If no answer, call the Childhelp® USA National Child Abuse Hotline at 1-800-422-4453. (TDD: 1-800-4-A-CHILD)
 - c. Call 911, if necessary.
2. Call 911 if the **adult victim** wants to report incident to law enforcement. Counselor will refer adult victim to the Department of Human Services (DHS), 580-250-3600. Counselor will call the Oklahoma Abuse Hot Line at 1-800-522-3511 if the abuse is of an elderly, physically or mentally disabled **adult**. Counselor will also call the Domestic Violence Shelter at 580-357-2500 if necessary.
3. Outside agency will evaluate the situation and take appropriate action.

Response Team:

Instructor/Counselor/Administration call EDID or Counselor for assistance.

Administration refer to counselor. Take appropriate action.

Counselors..... refer to outside agency.

Administrators evaluate and act appropriately.

DEATH OF A STUDENT

1. Within the first 4 hours
 - a. Student Care Team will be notified immediately if there is a death of a student.
 - b. The Team will determine the response procedures and implement intervention steps as needed.
 - c. Student Care Team will report to the site and a meeting room will be determined.
 - d. Some members may go to the hospital if the situation warrants.
 - e. The Team will identify appropriate friends and acquaintances of the deceased for special intervention.
2. Within the next 5-24 hours
 - a. Student Care Team meets for a formal debriefing.
 - b. The Team reviews activities and makes any further decisions that are necessary.
 - c. The Team appoints an individual to oversee dealing with the needs of the victim's family.
 - d. The Team arranges for debriefing of the critical incident with students and staff.
 - e. The Team helps coordinate any monetary matters of the deceased student with the family.
 - f. The Team and supervisor will discuss additional needs of the faculty member.
3. After the funeral
 - a. The Student Care Team works with staff and administration to hold debriefing sessions for students and faculty.

DEATH OF A STAFF MEMBER

1. Within the first 4 hours
 - a. Staff Care Team will be notified immediately if there is a death of a staff member.
 - b. The Team will determine the response procedures and implement intervention steps as needed.
 - c. Staff Care Team will report to the site and a meeting room will be determined.
 - d. Some members may go to the hospital if the situation warrants.
 - e. The Team will identify appropriate coworkers of the deceased for special intervention.
2. Within the next 5-24 hours
 - a. Staff Care Team meets for a formal debriefing.
 - b. The Team reviews activities and makes any further decisions that are necessary.
 - c. The Team appoints an individual to oversee dealing with the needs of the victim's family.
 - d. The Team arranges for debriefing of the critical incident with staff.
 - e. The Team helps coordinate any monetary matters of the deceased staff member with the family.
 - f. The Team and supervisor will discuss additional needs of the faculty member.
3. After the funeral
 - a. The Staff Care Team works with staff and administration to hold debriefing sessions for staff.

NOTE: FOR ADDITIONAL RESOURCES OR REFERRALS CONTACT UNITED WAY "HELP-LINE" AT 211 AND THE EAP ON PAGE 11.

EARTHQUAKE

In the event of an earthquake, the following precautions should be taken:

If Indoors

1. Remain calm and briefly assess the situation before acting.
2. Stay inside, move away from windows, shelves, and heavy objects or furniture that may fall. Take cover under a table or desk.
3. When the conditions allow for evacuation, leave the building.

If Outdoors

1. Remain calm and assess the situation before acting.
2. Move away from the building, if possible.
3. Avoid areas where objects are likely to fall.

After the Earthquake

1. Do not re-enter building until cleared for re-entry.
2. Do not use open flames until advised by authorities that it is safe to do so.
3. Instructors should take roll of students to be sure all are present, and report to the Executive Director of Instructional Development (EDID) or other person as directed.

Response Team:

EDID..... *contact Lawton Public Schools and local agencies.*

Adult Career Development Director..... *will determine if afternoon and evening classes will be held, adjusted, or canceled.*

Marketing/Communications Director *contact media with any class changes.*

Maintenance Staff..... *will assist with the clearing of paths and walkways.*

FAMILY ASSISTANCE CENTER, IN THE EVENT OF EVACUATION, IS ON PAGE 15

ELECTRICAL OUTAGE

Steps of Action

1. Contact Receptionist (dial "0") and report outage.
2. Receptionist will notify the Executive Director of Instructional Development (EDID) and the Director of Purchasing and Maintenance or designee to begin investigating the cause for power outage.
3. Assess extent of the outage and the Director of Purchasing and Maintenance will begin deployment of generators to specific areas to restore power.
4. EDID or designee will determine the extent of the outage and decide if there is a need to cancel classes.
5. EDID will coordinate with partner schools and Lawton Public School's transportation departments to transport students.

Response Team:

Staff..... will notify Receptionist of power outage.

Receptionist..... will notify the EDID or the Director of Purchasing and Maintenance or designee of outage.

EDID..... will contact the Director of Purchasing and Maintenance or designee to determine severity of outage.

Director of Purchasing and Maintenance or designee will take appropriate steps to restore power.

BACKUP GENERATOR WILL SUPPORT THE FOLLOWING SYSTEMS:

- **PA system** Bldg. 400, Room 401.
- **Servers** Bldg. 400, Room 401.

Channel 1 and 3 repeaters Bldg. 900, E-911 Equipment/Communication Room.

FIRE PROCEDURES

Steps of Action

1. Staff finding the fire will pull fire alarm bell to sound alarm and call 911, then contact Receptionist.
2. Staff will give Receptionist the general location of fire.
3. Receptionist will notify the Executive Director of Instructional Development (EDID) or designee.
4. Staff finding fire, if safe to do so, and if fire is in “small incipient stage” use fire extinguisher. Do not block exit and make sure you have a way out and begin the evacuation of students/personnel from the area.
5. The public address fire alarm tone will be activated to warn other building occupants of the danger.
6. Following the evacuation procedures, all staff will exit the building through the nearest safe exit, closing doors behind them as rooms are cleared.
7. Instructors will always keep a class roster available to ensure safety of all students and that all students are accounted for after reporting to designated safe area. Instructors should immediately report unaccounted students to designated administration.
8. The Executive Director of Instructional Development (EDID) or designee will assess damage; the attendance secretary may be notified by the EDID or designee to call the transportation director of partner schools to pick up students, if the center is to be dismissed.

Response Team:

Staff..... will call 911, then notify the campus Receptionist.

Receptionists..... notify the EDID or designee.

EDID..... **activate fire alarm tone** through the PA system, supervise the evacuation, and work with local emergency response personnel.

Receptionists..... contact other buildings and notify personnel of the emergency.

Instructors..... evacuate classroom, remain with students, take roll call at assembly point, and report any unaccounted students to administration.

Staff..... assist with the evacuation of students, report to the EDID at central command post.

****BUILDING DIAGRAM MAPS ARE LOCATED ON PAGES 38-54 OF THIS GUIDE****
FAMILY ASSISTANCE CENTER, IN THE EVENT OF EVACUATION, IS ON PAGE 15

GAS LEAK

Steps of Action

1. Call the Receptionist.
2. The Receptionist will notify the Director of Purchasing and Maintenance and the Executive Director of Instructional Development (EDID) and call 911.
3. The EDID will announce over the intercom to evacuate the affected areas.
4. The Director of Purchasing and Maintenance or designee will determine the nature or cause of suspected leak and take appropriate steps to correct the problem, i.e., shut off gas at valve.
5. If gas leak or failure is determined, Superintendent and/or designee will determine whether to dismiss classes.

Response Team:

Receptionist will notify the EDID and/or the Director of Purchasing and Maintenance or designee.

Director of Purchasing and Maintenance or designee will notify Gas Company.

FAMILY ASSISTANCE CENTER, IN THE EVENT OF EVACUATION, IS ON PAGE 15

HAZARDOUS MATERIAL SPILL

Steps of Action

1. Staff will identify the hazard (spill, leak, fire, explosion, injury).
2. Instructor should evacuate the classroom following the emergency evacuation procedure. Block or tape off area to avoid unnecessary exposure. (Note: Instructors and BDC tenants will maintain an SDS book for all chemicals used.)
3. Staff member will notify the Receptionist of the incident.
4. The Receptionist will notify the Executive Director of Instructional Development (EDID) and the Director of Purchasing and Maintenance.
5. The EDID and/or the Director of Purchasing and Maintenance will determine the appropriate medical or emergency agency to be called to the scene.
6. "Trained Staff" will assist with cleanup and dispose of hazardous material according to the SDS sheet and as outlined by DEQ.
7. The instructor will complete an Accident/Incident report, located on **page 19**.

NOTE: IF VICTIM IS SENT TO THE EMERGENCY ROOM FOR TREATMENT, SEND A COPY OF THE SDS WITH THE VICTIM.

Response Team:

Staff..... *will notify Receptionist of the incident.*

Receptionist..... *will contact the EDID, the Director of Purchasing and Maintenance, and 911 in order to contact the Fire Department or other emergency personnel.*

Instructor *will evacuate students from building, will assist administration with the identification of the chemical, and will complete a campus Accident/Incident report.*

FAMILY ASSISTANCE CENTER, IN THE EVENT OF EVACUATION, IS ON PAGE 15

SNOW OR ICE STORM

Steps of Action

1. The center's administration will monitor changing weather conditions and monitor weather forecast.
2. The Superintendent or his designee will communicate with Partner Schools before 6 a.m. regarding any adverse weather that developed overnight.
3. If weather becomes adverse after 6 a.m., Great Plain's designee or Superintendent will contact area agencies to determine road conditions. This information will help determine what, if any, changes Great Plains will make regarding afternoon, full-time classes, and evening Adult Career Development (ACD) classes.
4. Any class changes made as a result of Step #3 will be communicated through Lawton media, GPTC web site, social media, and *Parent Square*.
5. In the event secondary and/or adult classes are canceled, corporate-training programs will be conducted as scheduled, unless notified.
6. In the case of closure or delayed opening, Great Plains Technology Center will send a recorded message or *Parent Square* notification to full-time students and staff no later than 6:30 a.m.
7. Great Plains Technology Center will broadcast voice or text notification messages (*ParentSquare*) **only** to those students and/or parents and staff who have completed a "Contact Information Consent" form and filed it with GPTC.

STRAY ANIMAL ON CAMPUS

Steps of Action

1. Staff will instruct Individuals to leave all animals found on campus alone.
2. All individuals will move inside the building or to an area of protection.
3. Staff will contact Receptionist dial "0" or 580-355-6371
4. Operator will contact the building administrator and call animal control for removal.
5. Executive Director of Instructional Development (EDID) or building administrator will verify all doors are secure and students are protected.

TREAT ALL ANIMALS AS STRAYS!

Response Team:

Staff..... *move individuals to safety and contact Receptionist.*

Receptionists..... *notify EDID, call Lawton Animal Control.*

EDID..... *check area and manage the scene until Animal Control arrives.*

SUICIDE INTERVENTION
Emergency Order of Detention (EOD)

If a person threatens or attempts suicide, contact the Executive Director of Instructional Development (EDID) or designee. The EDID will call 911 for police assistance for a mental health evaluation for a possible Emergency Order of Detention (EOD). The EDID or designee will contact the parent, guardian, or emergency contact.

Talk of Suicide

Steps of Action

1. Do not leave individual alone.
2. EDID or designee will call 911 for a mental health evaluation for a possible EOD.
3. EDID will contact parent, guardian, or emergency contact.
4. Notify partner school counselor or administrator of situation if individual is in high school.

A Person Who Has Attempted Suicide

Steps of Action

If Conscious

1. If the individual does not have a weapon, call 911 for a mental health evaluation and medical assistance.
2. Do not leave individual alone.
3. Contact the parent, guardian, or emergency contact.
4. Notify partner school counselor or administrator of situation if individual is in high school.

If Unconscious

1. Call 911 for police and medical assistance.
2. Call the Receptionist for a Medical Response Team.
3. Secure the area.
4. Render aid and remain with the individual until emergency assistance has arrived.
5. Contact the parent, guardian, or emergency contact.
6. Notify partner school counselor or administrator of situation if individual is in high school.

If individual has A Weapon

1. If individual has a weapon, treat as an intruder; initiate **Intruder Lockdown Procedure** (page 17).
2. Call 911.
3. Contact the parent, guardian, or emergency contact.
4. Notify partner school counselor or administrator of situation if individual is in high school.

Response Team:

Instructor will call the EDID for assistance.

EDID..... will be responsible for contacting the parent or guardian.

Receptionist will call the Medical Response Team if needed.

TORNADO, HIGH WINDS, SEVERE THUNDERSTORMS

The following emergencies are **severe weather** situations:

TORNADO

HIGH WINDS

SEVERE THUNDERSTORMS

SNOW

ICE STORM

LIGHTNING

Instructors: Take the attendance roster with you to your destination.

The following procedures are from the office of the Executive Director of Instructional Development (EDID). Please read and follow the procedures outlined for your area:

BUILDING #100 - MAIN BUILDING

WEST WING AND ADMINISTRATION OFFICES - Move into the East Wing Culinary Hallway.

BUSINESS OFFICE – Move into vault.

EAST WING - Move into the individual storage rooms, hallways, restrooms, or the areas under the stairwells. Classrooms may be used as a last resort, although persons in classroom areas should be advised to protect themselves from flying glass.

SOUTH WING - Move into the hall from Service Careers to include restrooms and kneel facing the wall. Auto Collision Technology should move into the tool room. Welding and Pre-Engineering students will move into the welding tool room. Python Programming students will move into the hall.

BUILDING #200 - SCORE BUILDING - Move into the inner areas/hallway, south restrooms, faculty lounge, hallway between ISD and front office areas and shop tool rooms.

BUILDING #300 - WORLEY SEMINAR CENTER - Move into inner office areas, faculty lounge, restrooms, and inside kitchen area behind Seminar Center.

BUILDING #400 - AUTOMOTIVE COMPLEX – Room 401 H, Auto Service & IT Department – Safe Room.

BUILDING #500 MAINTENANCE BUILDING - Persons in Maintenance Complex should exit the building and evacuate to building 400 – Automotive Complex, room 401 H.

BUILDING #600 - ECONOMIC DEVELOPMENT CENTER - Move into the interior portions of the building (i.e., restrooms, teachers' lounge, custodial closet and shop tool rooms).

BUILDING #700 - HEALTH CAREERS BUILDING - Move into restrooms of the building (i.e., nursing assistant testing room, Restrooms).

BUILDING #800 - FIREFIGHTER / EMT BUILDING - Move to stairwell in building 900.

BUILDING #900 - LAW ENFORCEMENT & EMERGENCY SERVICES BUILDING - Move into the stairwell leading to basement.

BDC – BUSINESS DEVELOPMENT CENTER – Move to restrooms, rooms 102 and 113.

A tornado alarm will be a wavering siren tone. The all-clear signal will be a continuous tone.

WILDFIRE / GRASS FIRE

Steps of Action

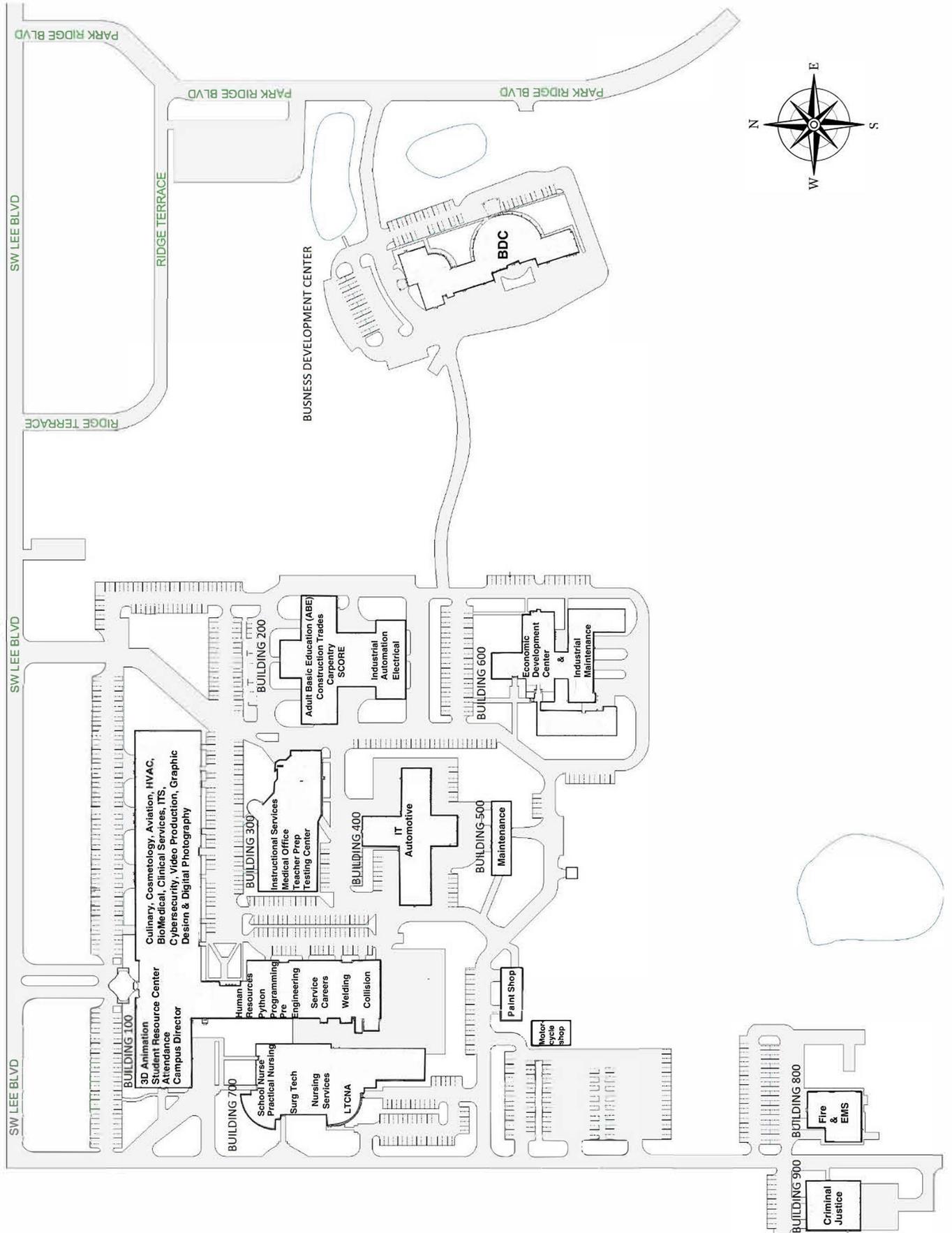
1. Notify Receptionist regarding the location of grassfire by dialing "0" or 580-355-6371.
2. Receptionist will call 911 to notify the fire department of fire.
3. Receptionist will contact the Executive Director of Instructional Development (EDID), Building Administrator, and/or Evening Supervisor.
4. EDID, Building Administrator, and/or Evening Supervisor will assess the situation and coordinate with the fire department the need to evacuate the building.
5. If evacuation of the building is required, evacuate the building under the supervision of the EDID, Building Administrator/Evening Supervisor, and/or the fire department.
6. Do not evacuate students into the smoke and do not stage in a designated fire truck lane.

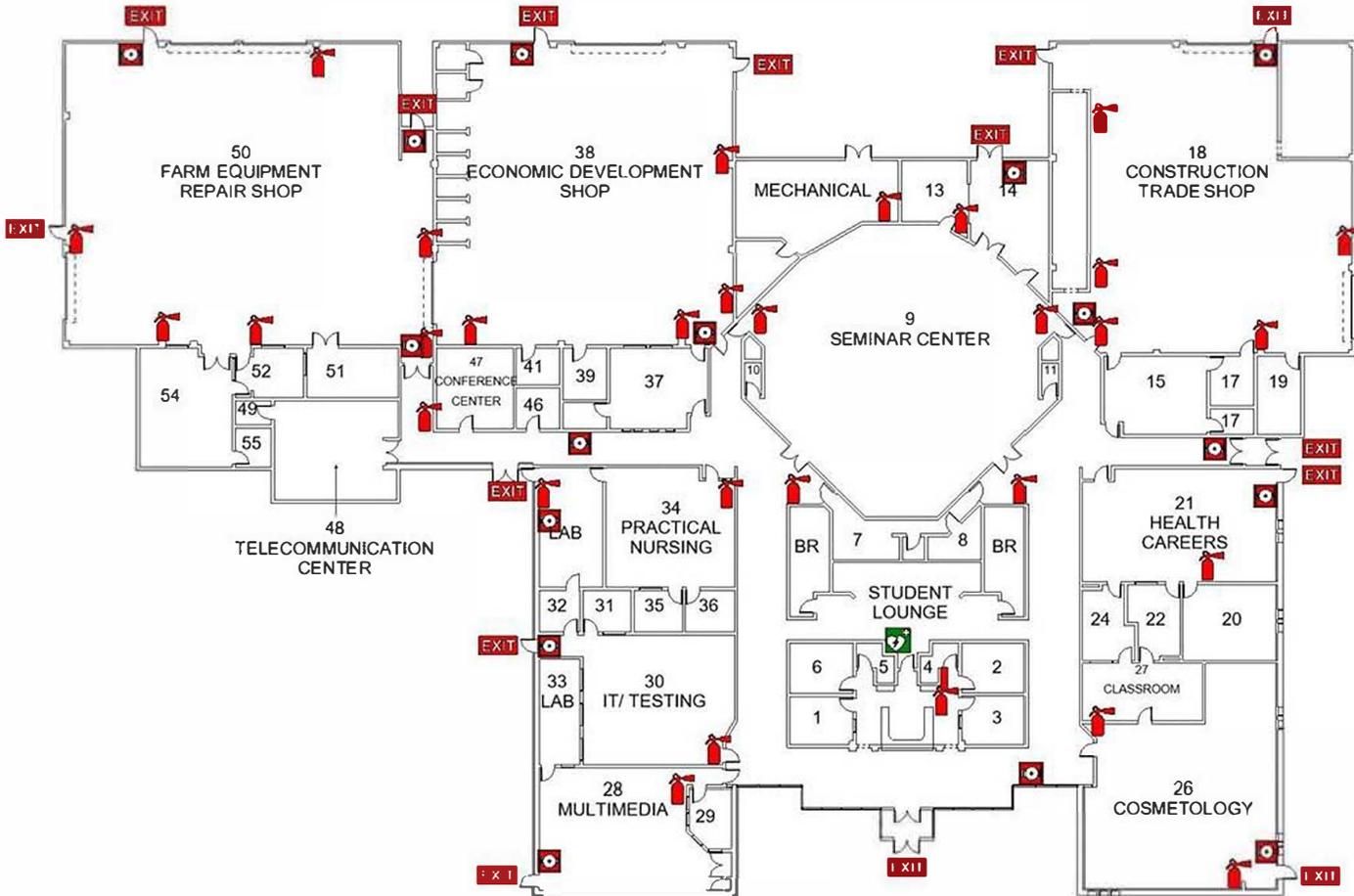
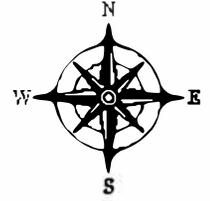
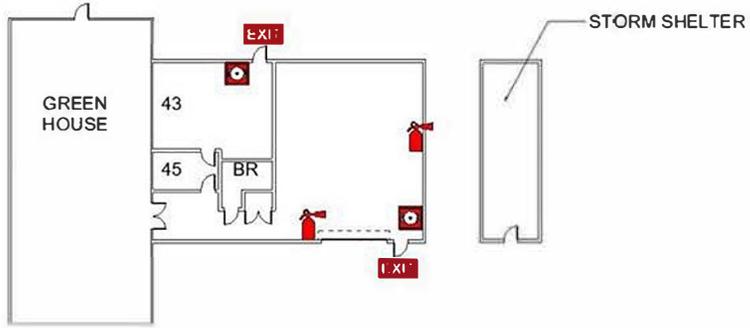
Response Team:

Receptionist will notify the EDID and call 911.

EDID..... will assess the situation and coordinate with the fire department the need to evacuate the building, or buildings, if necessary.

Lawton Campus Map

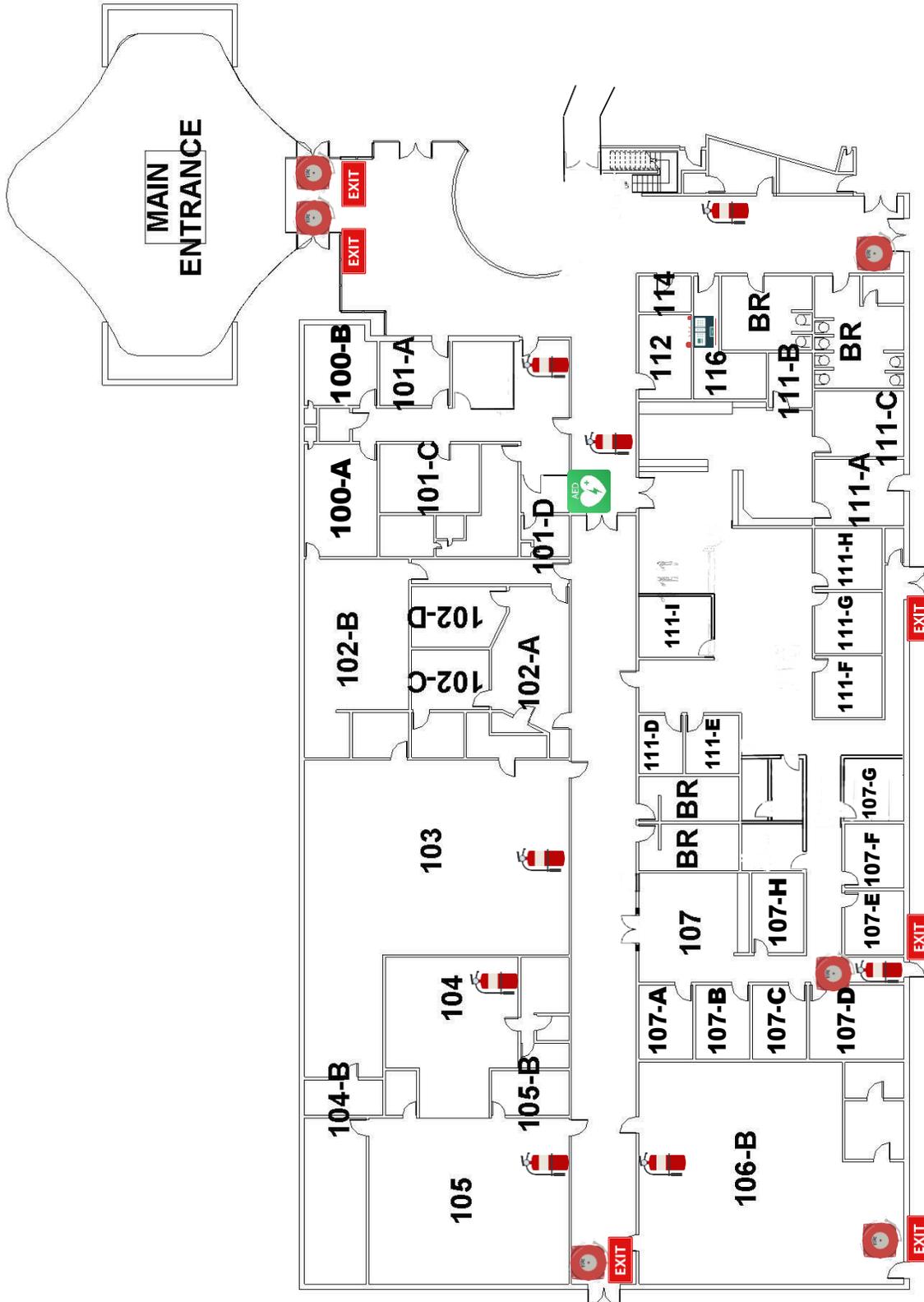
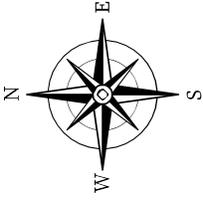




NAME	#
DEFIBRILLATOR	1
FIRE ALARM	16
FIRE EXTINGUISHER	31
FIRE EXIT	18
FIRE CONTROL PANEL	1
ON THE WEST WALL ACROSS FROM ROOM 2	

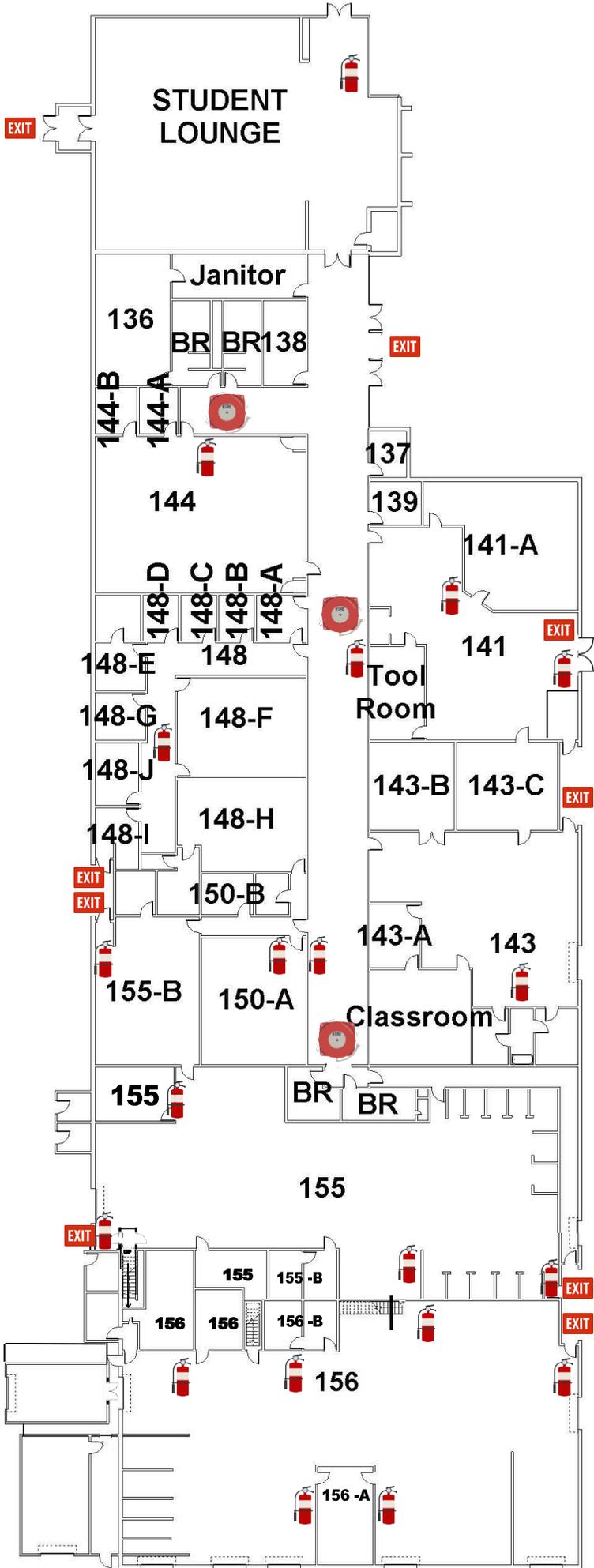
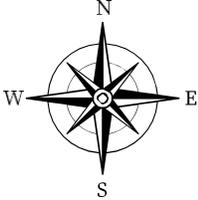
Tillman/Kiowa Campus, Frederick

Lawton Campus, Building 100 - WEST WING



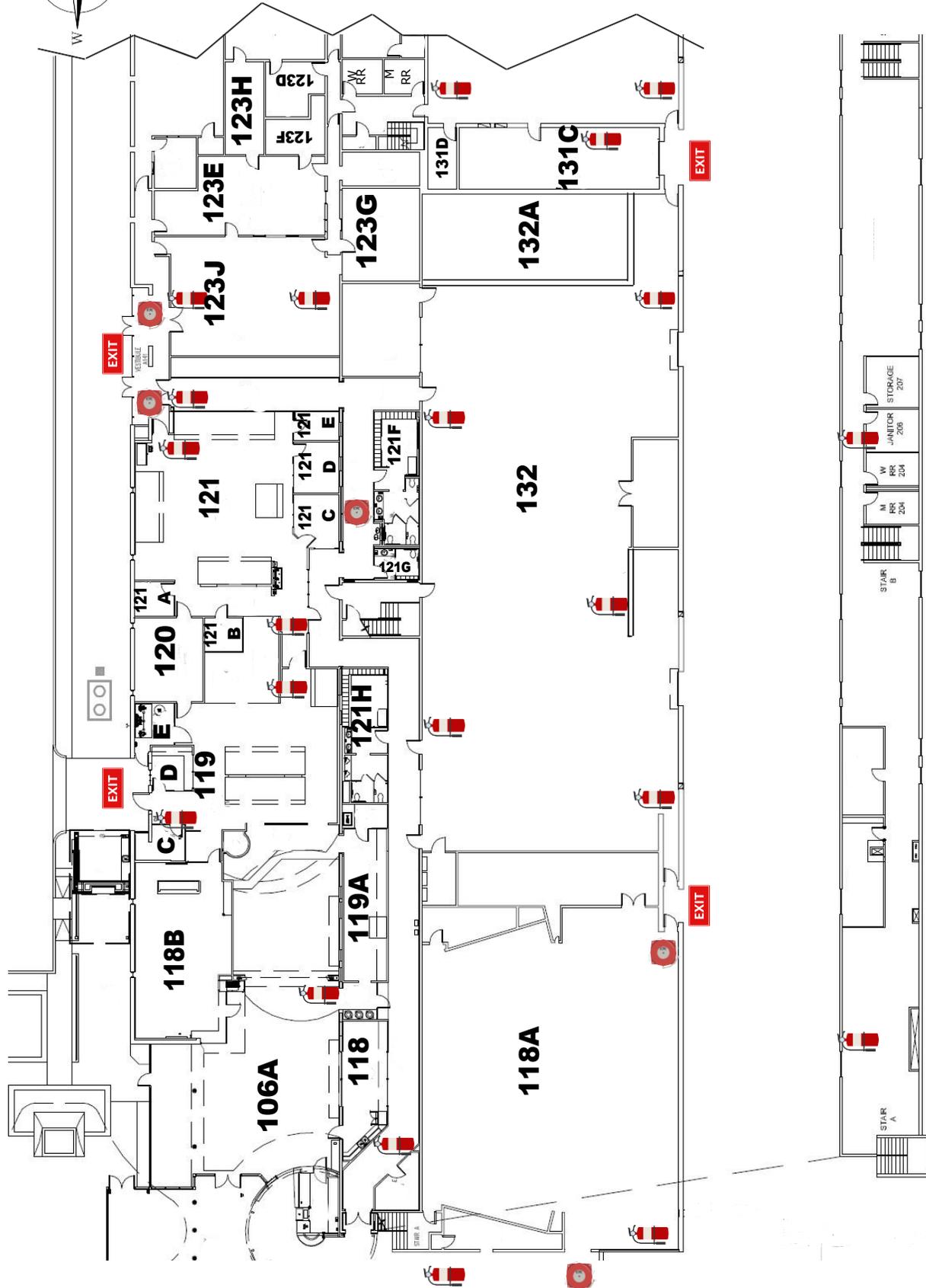
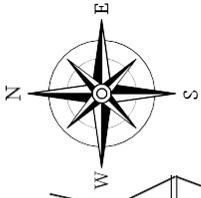
	Defibrillator - 1
	Fire Alarm - 6
	Fire Extinguisher - 8
	Fire Exit - 6
	Fire Control Panel - 1

Lawton Campus Building 100 SOUTH WING



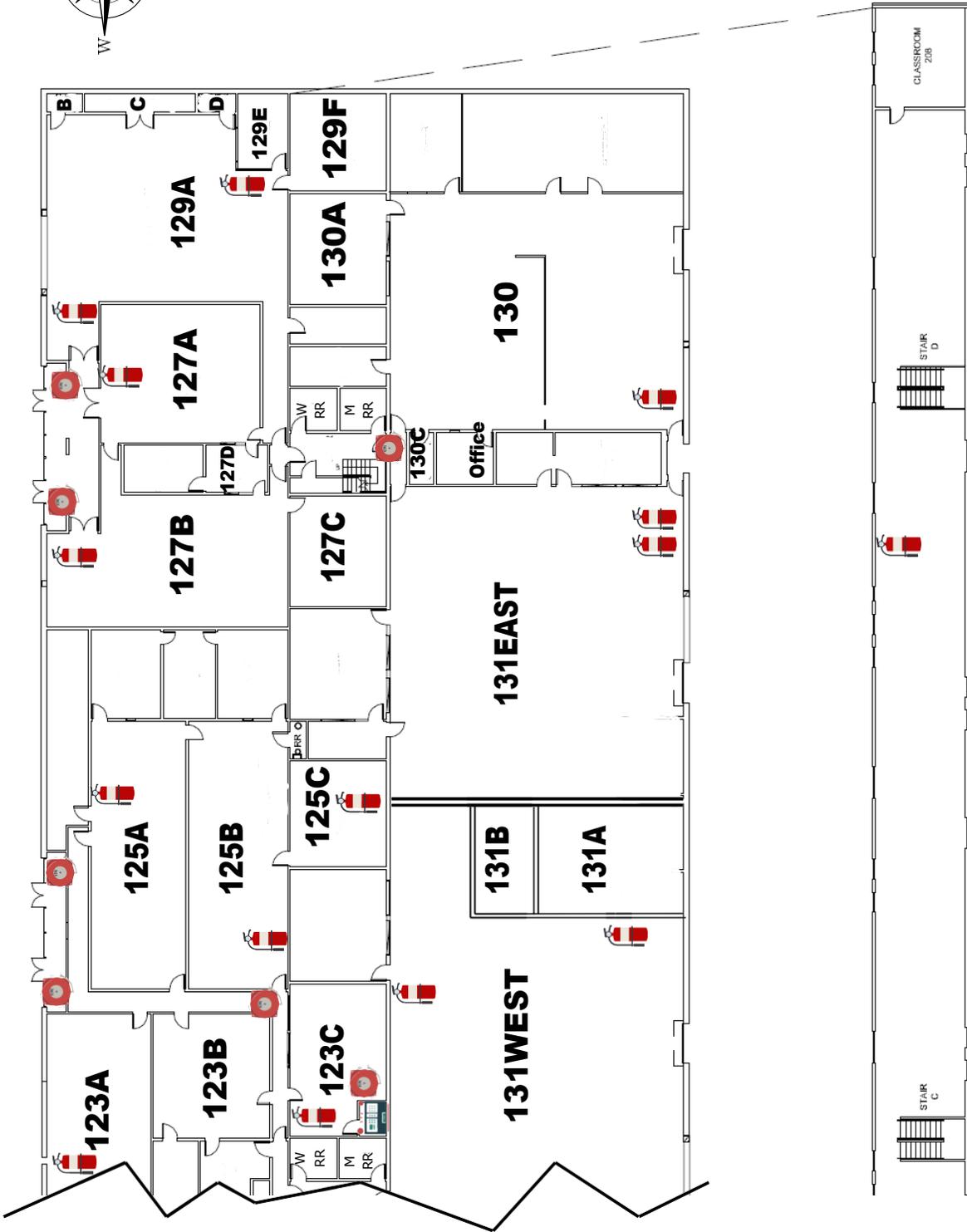
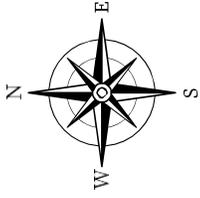
	Defibrillator - 0
	Fire Alarm - 3
	Fire Extinguisher - 20
	Fire Exit - 10
	Fire Control Panel - 0

Lawton Campus, Building 100 - EAST WING



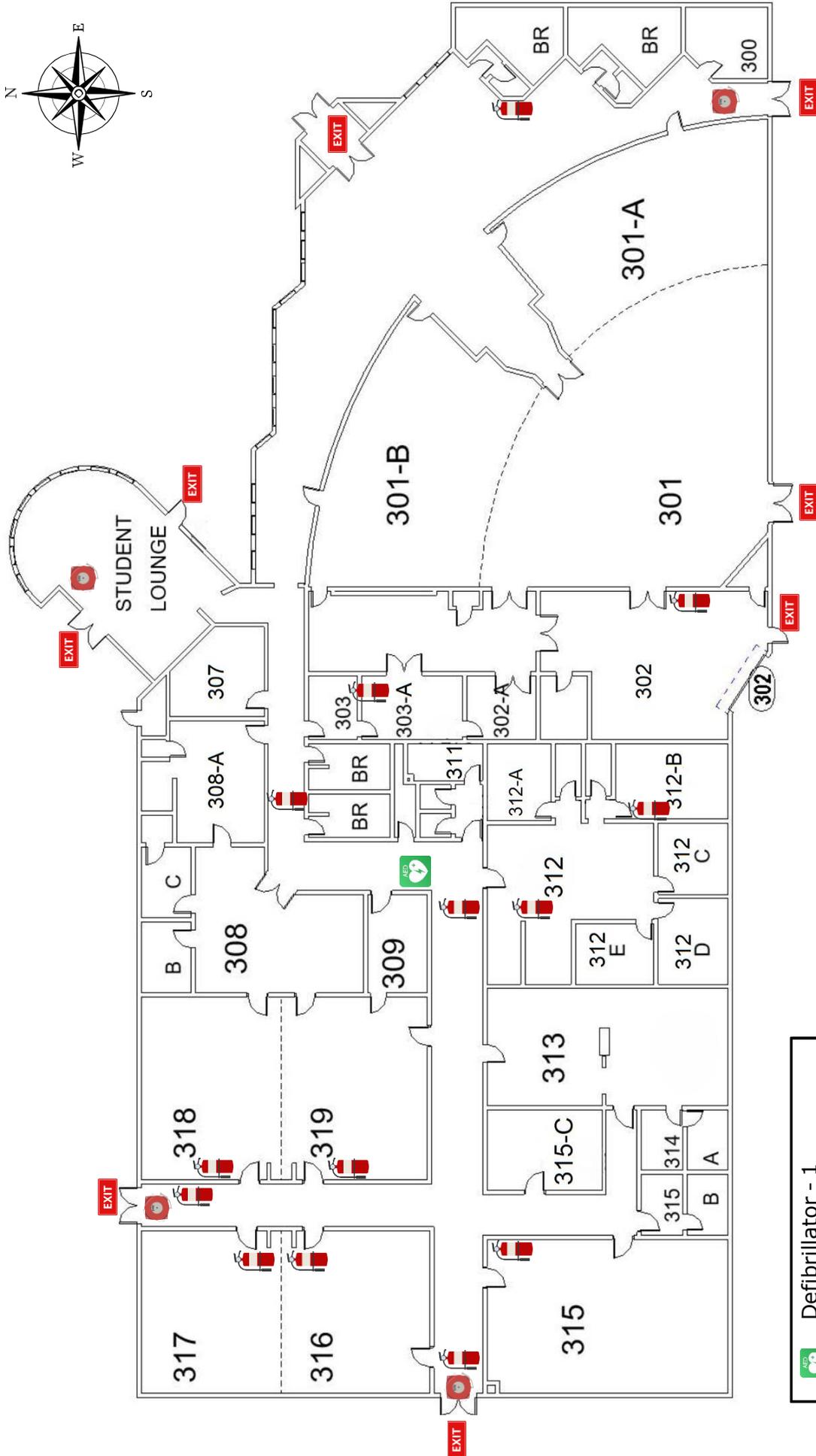
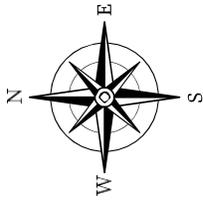
	Defibrillator - 0
	Fire Alarm - 5
	Fire Extinguisher - 21
	Fire Exit - 4
	Fire Control Panel - 0

Lawton Campus, Building 100 - EAST WING



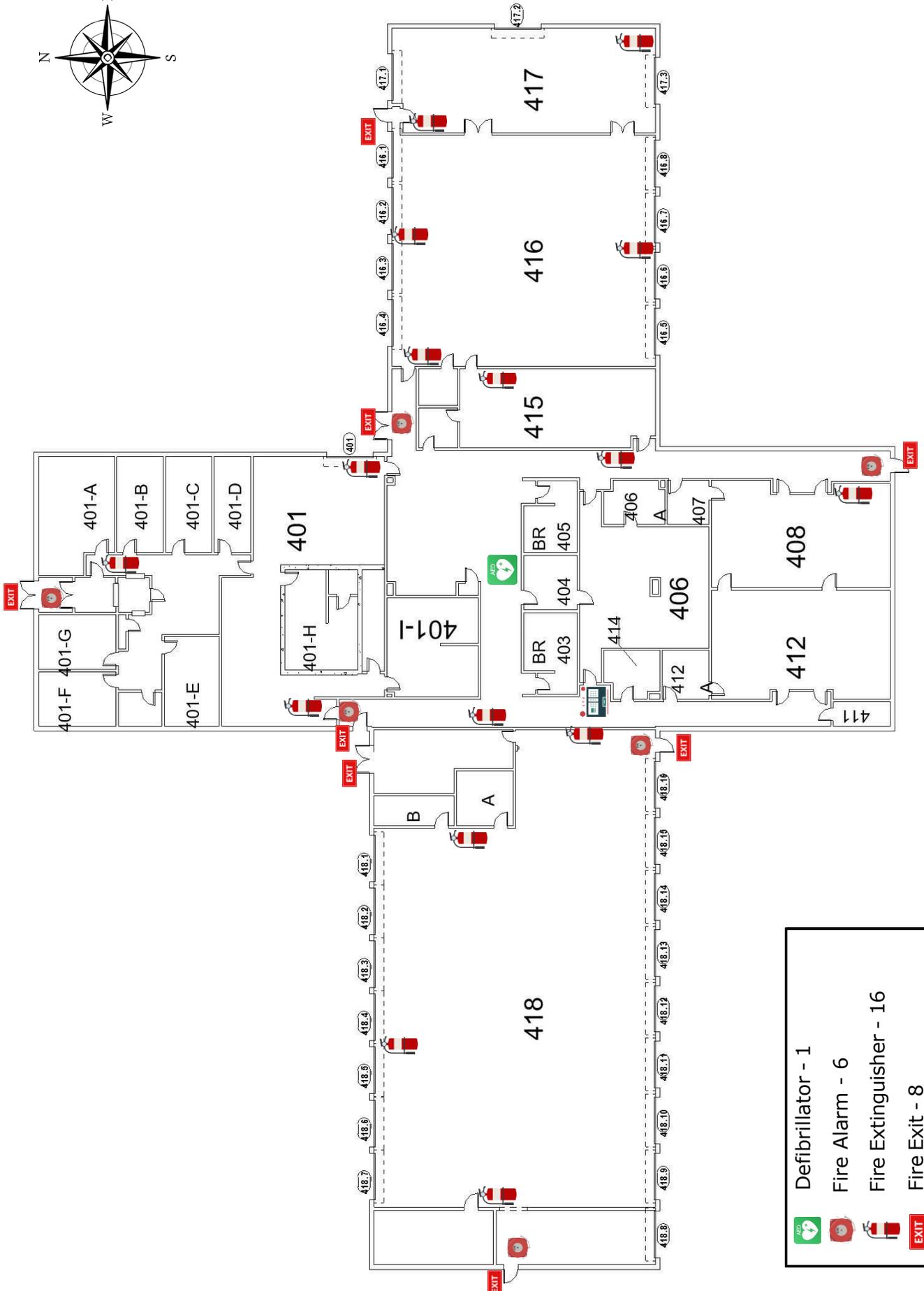
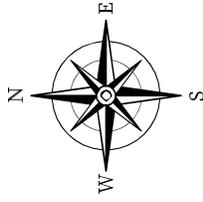
	Defibrillator - 0
	Fire Alarm - 5
	Fire Extinguisher - 15
	Fire Exit - 5
	Fire Control Panel - 1

Lawton Campus, Building 300



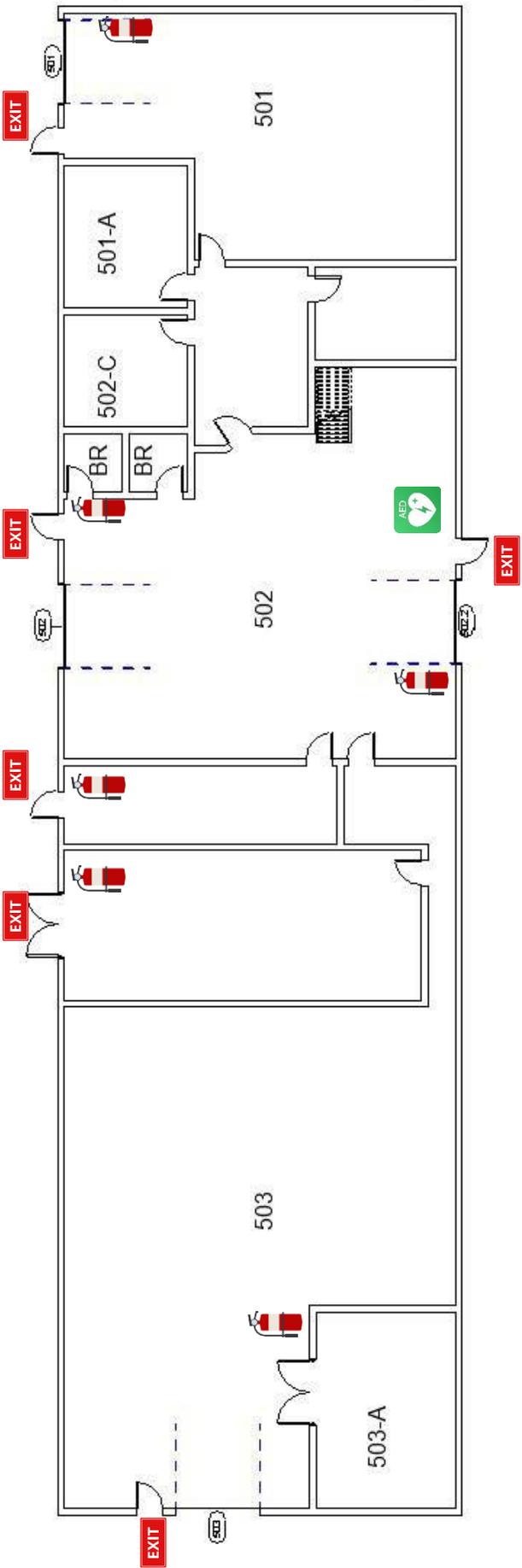
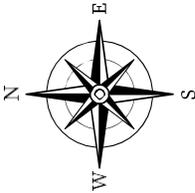
	Defibrillator - 1
	Fire Alarm - 4
	Fire Extinguisher - 14
	Fire Exit - 8
	Fire Control Panel - 1

Lawton Campus, Building 400



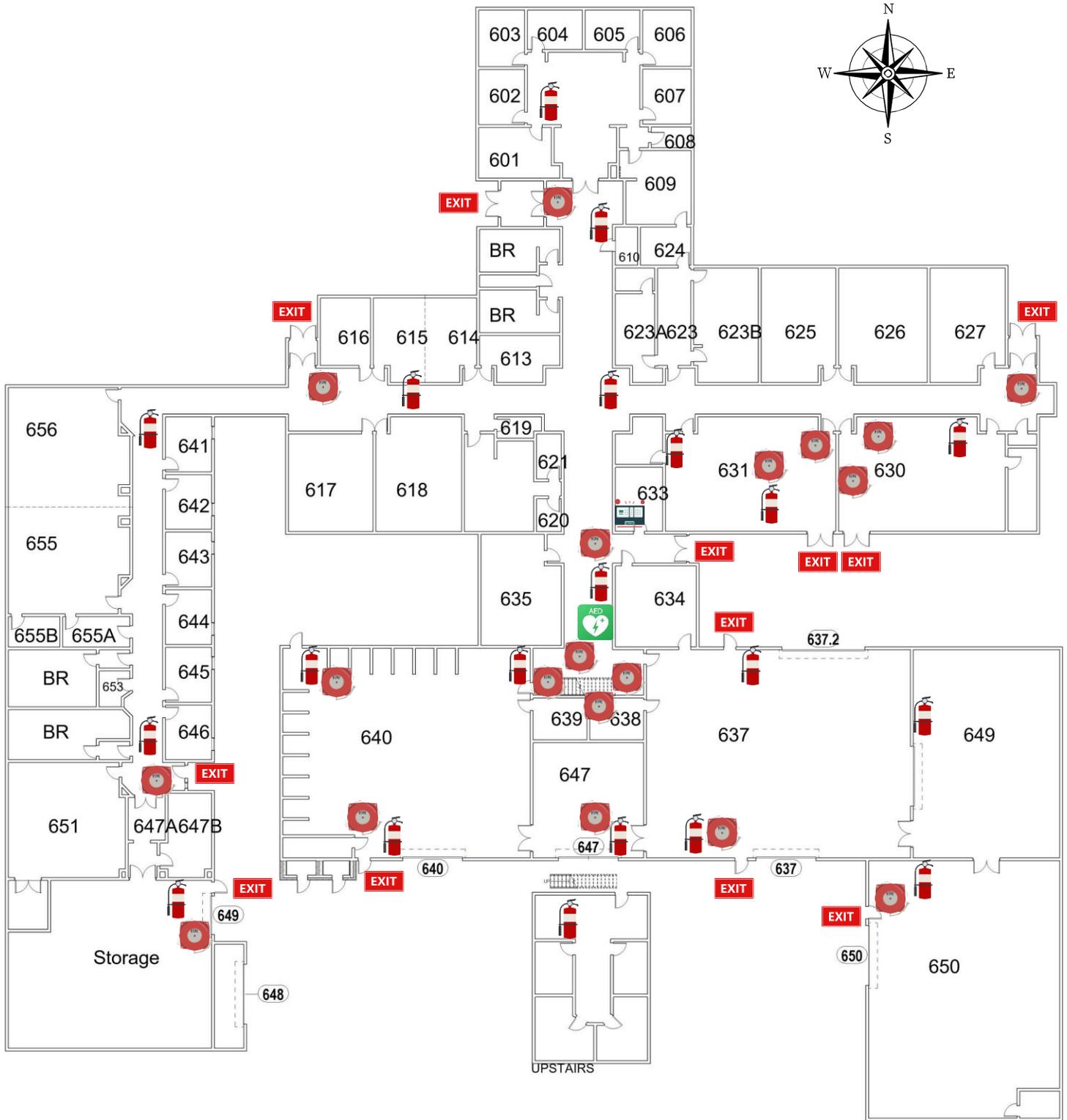
	Defibrillator - 1
	Fire Alarm - 6
	Fire Extinguisher - 16
	Fire Exit - 8
	Fire Control Panel - 1

Lawton Campus, Building 500



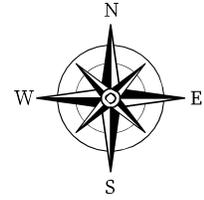
	Defibrillator - 1
	Fire Alarm - 0
	Fire Extinguisher - 6
	Fire Exit - 6
	Fire Control Panel - 0

Lawton Campus, Building 600



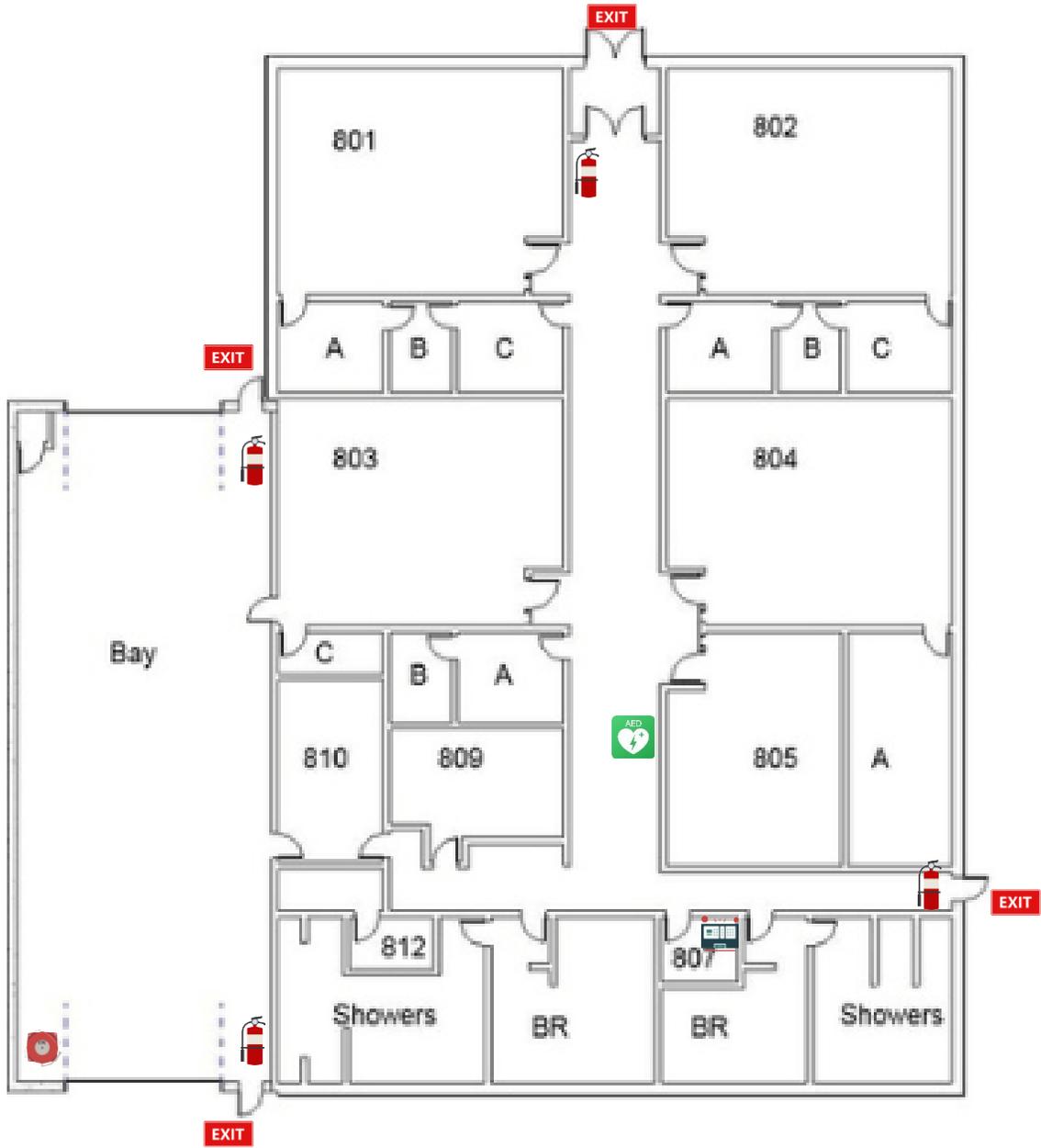
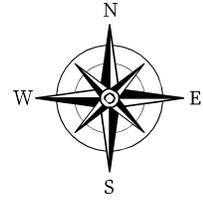
	Defibrillator - 1
	Fire Alarm - 12
	Fire Extinguisher - 20
	Fire Exit - 19
	Fire Control Panel - 1

Lawton Campus, Building 700



	Defibrillator - 1
	Fire Alarm - 7
	Fire Extinguisher - 10
	Fire Exit - 7
	Fire Control Panel - 1

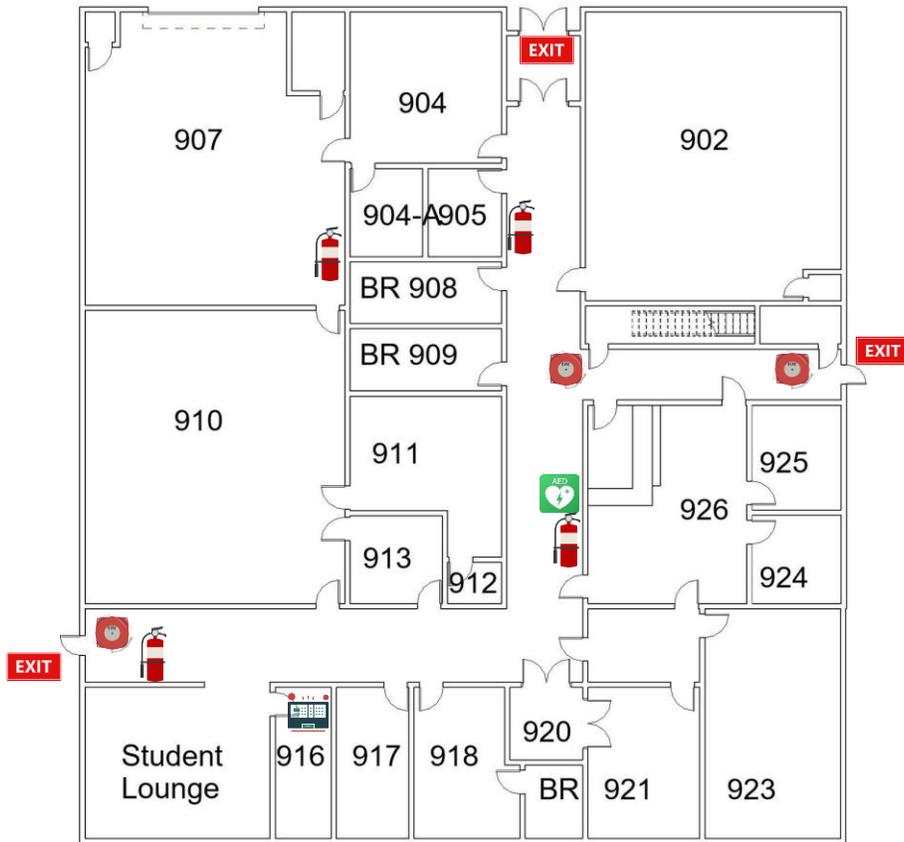
Lawton Campus, Building 800



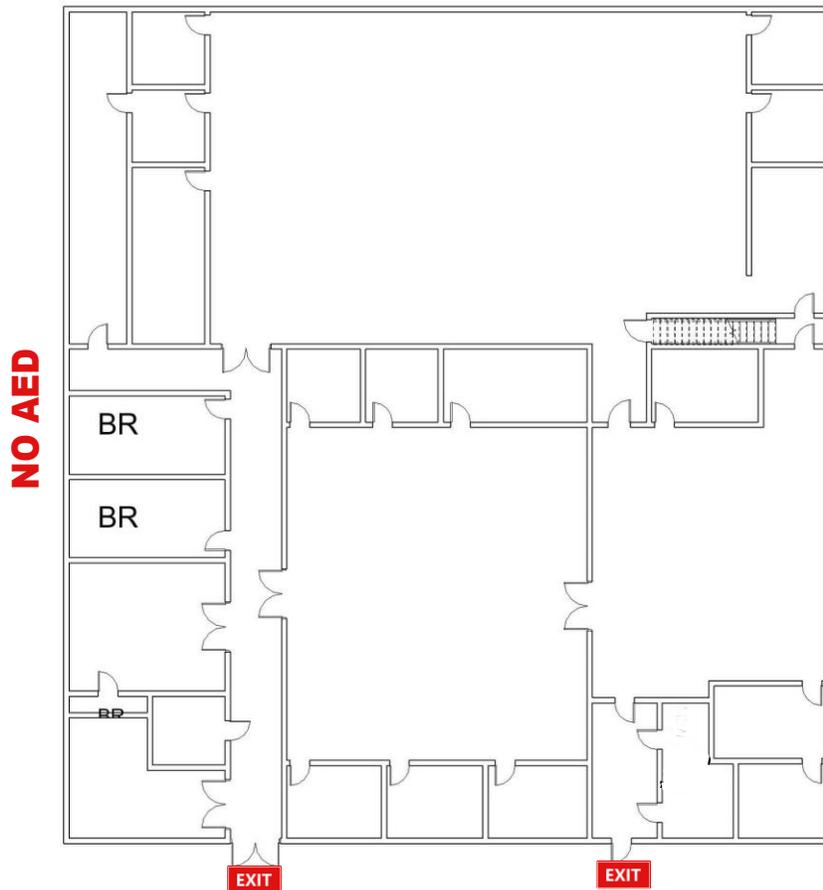
	Defibrillator - 1
	Fire Alarm - 1
	Fire Extinguisher - 4
	Fire Exit - 4
	Fire Control Panel - 1

Lawton Campus, Building 900

Ground Level



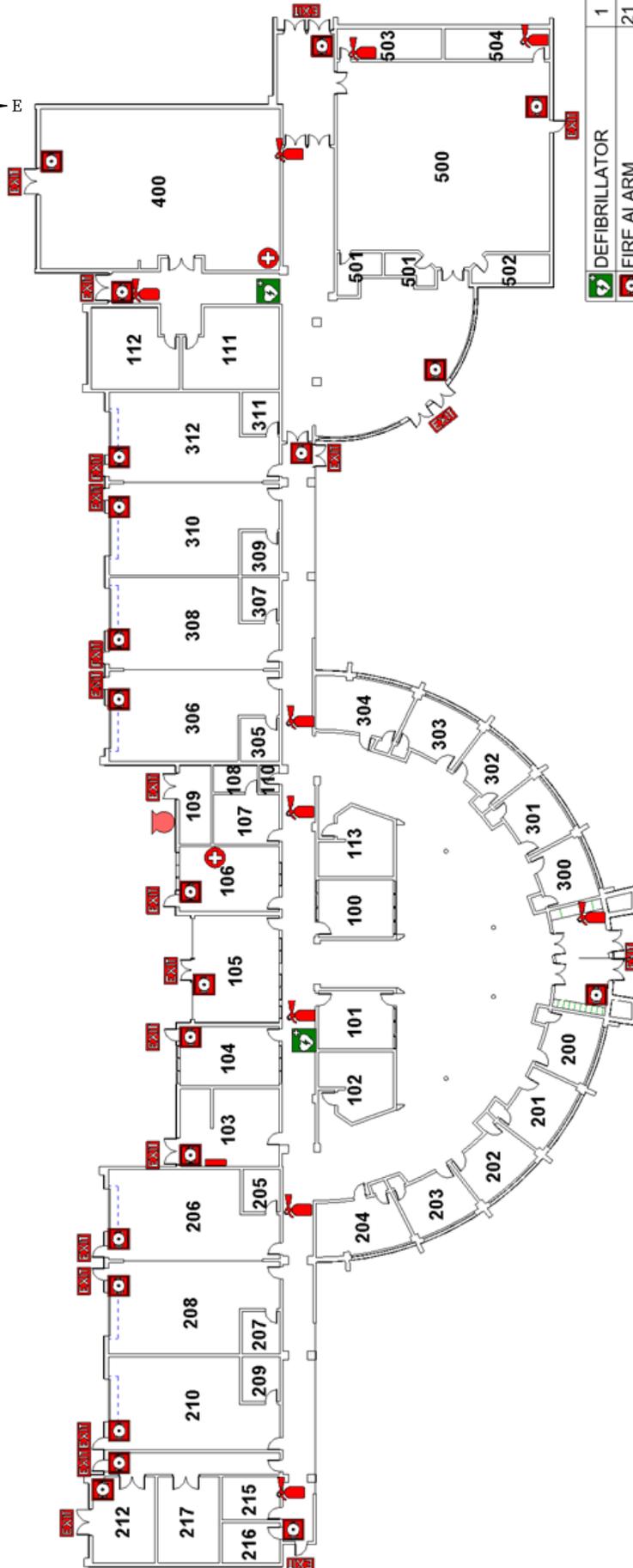
Basement



	Defibrillator - 1
	Fire Alarm - 3
	Fire Extinguisher - 4
	Fire Exit - 5
	Fire Control Panel - 1

Business Development Center

(1601 Park Ridge Blvd)



DEFIBRILLATOR	1
FIRE ALARM	21
FIRE CONFECTION	1
FIRE CONTROL PANEL	1
FIRE EXIT	21
FIRE EXTINGUISHER	11
FIRST AID	2

Main Entrance





Emergency Communications Response Plan (ECRP)

Revised July 1, 2025

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Purpose of the Plan

The Great Plains Technology Center *Emergency Communications Response Plan* outlines preparations and responses to events and situations that could occur during a crisis or emergency. It provides a general communications guideline and check list.

For the purpose of this plan, a crisis is defined as a significant event that prompts immediate, often sustained, news coverage and public scrutiny. It also has the potential to damage the tech center's image, credibility and reputation. An emergency situation is any event that involves a response from fire, police or emergency medical personnel.

The *Emergency Communications Response Plan* guides all aspects of communications including information gathering and assessment, media relations, internal communication, and public relations. The plan focuses on responding quickly and openly. Great Plains will communicate consistently with both candor and concern.

The *Emergency Communications Response Plan* fully complements and supports *Great Plains' Emergency Management Plan and the Incident Command Team*.

Activating the Plan

This plan will activate when *Great Plains Emergency Management Plan* is activated.

The First Hour of the Emergency (The Golden Hour)

Our goal is within the first 30 minutes of any crisis to start compiling a basic fact sheet that may be shared with first, internal (employees and board members), and second, external (media, community etc.) audiences. We will build the fact sheet from information we have gathered on our Golden Hour Assessment Form and through personal observation. We will prepare to share this fact sheet and its relevant information within the first hour of the crisis. We will exercise special precaution (withhold releasing names) if there are casualties or fatalities until next-of-kin have been notified.

We will NOT speculate as to "why" something happened.

We will NOT guess the amount of damage in \$\$\$.

We will NOT assign blame.

Spokesperson

Depending upon the criticality of the crisis and which GPTC employees are available, the following persons may find themselves serving as a spokesperson:

Teresa Abram	Director, Marketing and Communication	580-678-5340
Joelle Jolly	Superintendent	580-583-1084
Morgan Gould	Deputy Superintendent	580-471-0884
Justin McNeil	Campus Director of Lawton	580-585-7096
Ken McKee	Campus Director of Frederick	580-682-0273
Jonna Turner	Marketing & Communications Coordinator	580-483-2150

Great Plains should speak with one voice. This does not always mean through one person but it does mean attempting to communicate consistent messaging. Therefore, GPTC employees should refer all media inquiries to the Marketing and Communications Department.

Subsequent Statements

We will release additional information to the media, our social media pages and website as more complete and verifiable information becomes available. We will use Situation Update forms to prepare that information.

Photographers And Reporters

We should expect and prepare for the media to arrive quickly after any emergency. The Marketing and Communications Department will determine when and where cameras will be allowed in any damaged or affected area. Assigned GPTC personnel will accompany and guide all media on a pre-determined route.

Our Primary Goals

- Prepare to respond publicly within the first 60 minutes
- Prepare to provide subsequent updates as fresh information warrants
- Reach out to victims and their families and ensure their needs have been communicated to the administration
- Assist in the return to normal technology center operations as quickly as possible

Media Inquiries

All media inquiries are directed to the Marketing and Communications Department.

Hotline Telephone

If an emergency response warrants establishment of a dedicated “Hotline” number for the public, the Marketing and Communications Department will provide an information fact sheet to “Hotline” operators regarding what information can be released.

Crisis Aftermath

- Is professional counseling and/or support needed as a result of this crisis? _____
- Have staff been informed how to access the services of the Employee Assistance Program? _____
- Has GPTC initiated those services through its Student Care Team? _____

After Hours Crisis

When a crisis occurs after hours, members of the GPTC Incident Command Team will be contacted by telephone. The Marketing and Communications department will prepare and launch a message, via *Parent Square*, to all affected employees and (students and parents) in a timely fashion. The Marketing and Communications Department will post to our social media channels and/or www.greatplains.edu

Media Center

We will determine the location (on campus or off campus) of a Media Emergency Communication Center based on the specific emergency. Only official members of the media will be admitted to the Media Emergency Communication Center.

Joint Information Center (JIC)

Depending on the criticality and scope of the emergency incident it may be necessary to stand-up a Joint Information Center (JIC) comprised of interagency Public Information Officers. The purpose of the JIC is to centralize communications to coordinate and disseminate public information related to the incident. It serves as the hub for media access and public communications, ensuring accurate and timely flow of information. See page ECRP 14 for a list of likely personnel.

Great Plains Technology Center Communications Team

Teresa Abram, MPIO, APR - Director of Marketing and Communications
Jonna Turner - Coordinator Marketing and Communications
Ashlee Vernon - Activities Coordinator
Cody Flood - Recruitment and Retention Specialist
Brenda Honn - Web Developer

The Golden Hour (The First Hour)

Situational Analysis and Assessment

The first member of Great Plains Incident Command Team to arrive on the scene should begin gathering information.

Date _____ Time Marketing/Communications was notified _____

Who first reported the crisis? _____

What happened? (Brief description) _____

When did it happen? _____

Who are the victims? (If any) _____

People Harmed:

Number of people involved _____

How many unaccounted for _____

Injuries (Brief description) _____

Ambulance needed _____ Hospital _____

GPTC representative who accompanied evacuees _____

Who at Great Plains has contacted victims' families? When were they contacted? _____

What steps have been taken to help at this point?

Property Damaged:

Describe damage _____

Further damage potential _____

Stabilized _____

How did it happen? _____

Were the buildings locked down? _____ Was the campus locked down? _____

Was the building or campus evacuated? _____

Where were evacuees taken? _____

What is their current status? _____

Are minor children involved? _____

Have their parents been notified? _____

Have emergency officials been notified? _____ If yes, when did they arrive? _____

Who now knows of the crisis? _____

Has the media arrived? _____ If yes, who and when? _____

Are there specific communication challenges with cell phones, land lines, network servers, etc.? _____

Your name _____ Cell number _____

Please return form to the Marketing/Communications Director

Situational Analysis Update # _____

Date _____ Time _____ Name _____

What are the major actions and developments that have occurred since the last report?

What is the current status of victims or property damage?

What specific steps have we taken (or do we plan to take at this point) to assist victims and their families?

Are we in communication with the victims and/or their families? _____

Who is the crisis response spokesperson at this time? _____

Have we responded with an appropriate tone? _____

Will we hold a news conference? Y/N _____ When and where? _____



Situational Analysis Update # _____

Date _____ Time _____ Name _____

What are the major actions and developments that have occurred since the last report?

What is the current status of victims or property damage?

What specific steps have we taken (or do we plan to take at this point) to assist victims and their families?

Are we in communication with the victims and/or their families? _____

Who is the crisis response spokesperson at this time? _____

Have we responded with an appropriate tone? _____

Will we hold a news conference? Y/N _____ When and where? _____

Communications Response Check List

Have we selected an appropriate message? _____

Will we post an appropriate message to Great Plains social media pages? _____

Will we launch/update Emergency Information Web Page (currently hidden from public)? _____

Have we briefed the Superintendent and/or the Deputy Superintendent? _____

Have we pre-written a communications response (see Message Maps) for this crisis? _____

(Message Maps begin on page 14)

Have we appropriately changed the response to fit this specific crisis? _____

Have we released an initial statement to the media? _____ Who spoke? _____

Date and Time of initial statement _____

Next scheduled media briefing _____

Additional media requests _____

Are media present? _____

Local _____ Who? _____

State _____ Who? _____

National _____ Who? _____

Was a fact sheet prepared for staff, students and media? _____

What rumors have we corrected? _____

Have we launched an initial statement to specific audiences via Parent Square? _____

Date and time initial message was launched (voice or text) _____

Core Point of Message: _____

Specific Audience(s): _____

Date and Time of Follow-up Parent Square Messages _____

When and how often have we communicated with and updated these audiences:

Victims and/or their families _____

GPTC employees _____

GPTC students _____

GPTC parents _____ Media _____

Are we planning (or have we planned) to provide professional grief counseling? _____

Where? _____

Location of media center _____

Needs _____

Has each subsequent situational analysis update and media release included the chronological number, date and time? _____

Do we need outside communications assistance? _____ If yes, whom have we contacted? _____

Media Log

(Television/Newspaper/Radio/Other)

Purpose: Track all media covering the crisis

Station/Paper _____

Reporter _____

Arrival Time _____ Arrival Date _____

Who did they interview or film? _____

What were they told? _____

Coverage (When will it air or run in print) _____

Corrections or Clarifications to be made _____

Have we determined one incoming telephone number to receive all media inquiries? _____

Who will answer that phone line and organize the inquiries? _____

Special requests _____

Name _____



Media Log

(Television/Newspaper/Radio/Other)

Purpose: Track all media covering the crisis

Station/Paper _____

Reporter _____

Arrival Time _____ Arrival Date _____

Who did they interview or film? _____

What were they told? _____

Coverage (When will it air or run in print) _____

Corrections or Clarifications to be made _____

Have we determined one incoming telephone number to receive all media inquiries? _____

Who will answer that phone line and organize the inquiries? _____

Special requests _____

Name _____

Media Monitoring Worksheet
(Television/Newspaper/Radio/Social Media/Other)
Purpose: Track all media covering the crisis

Current Date _____

Media Outlet Name _____

Type of Coverage? Print _____ Radio _____ TV _____ Website _____ Social Media Post _____ Other _____

Release Date or Date of Posting _____ Time _____

For social media, who did the posting? _____

Synopsis of coverage? _____

Issues: _____

Inaccuracies: _____

Viewpoints _____

Fixes/Corrections: _____

Who (GPTC) replied _____ To who _____ Date/Time _____

**GPTC Telephone Hotline
Question and Answer Sheet**

*Please log all questions, and responses to questions, on the following sheet. Please fill in as many blanks as possible.

GPTC Hotline Phone Bank Volunteers: If you do not know the answer to a question, please respond to the caller,

“I am sorry, I don’t have the information you are asking at this time. If you would like, I will research the question and call you back as soon as possible.”

If the media calls through on the phone bank, please re-direct their calls to the Marketing Director at 580.250.5568.

Caller’s Name _____

Caller’s Phone Number _____

Date/Time of Phone Call _____

Name of Person Taking Call _____

Question _____

Answer _____

Caller’s Name _____

Caller’s Phone Number _____

Date/Time of Phone Call _____

Name of Person Taking Call _____

Question _____

Answer _____

Caller’s Name _____

Caller’s Phone Number _____

Date/Time of Phone Call _____

Name of Person Taking Call _____

Question _____

Answer _____

Post Emergency Analysis

Has the emergency been resolved? (Describe briefly) _____

Did the *Emergency Communication Response Plan* work as we intended?

What were the plan's strengths and weaknesses?

Describe the effectiveness of Great Plains' media relations throughout the emergency.

Were students and staff updated periodically each day? _____

Describe how Great Plains took care of any victims, victims' needs or the needs of their families:

What, if any, changes in the *Emergency Communication Response Plan* or *Great Plains' Emergency Management Plan* will we recommend because of this emergency?

What, if any, additional emergency response related training does the Great Plains' staff need?

Emergency Phone Numbers

Media

KLAW580.581.3600
..... 580.581.3610
Jeri Anderson..... 580.574.8898

KBZQ-FM580.357.9950
Chuck Pettigrew

Lawton Constitution580-353-0620
Scott Rains..... (c) 580.351.7132

KMGZ-FM580.536.9530
Indie Michaels

KJMZ-FM580.355.1050

KSWO-TV (News)580.355.6397
Justin Rose..... (c) 580.291.1040
Hayley Wilson..... (c) 580.450.0533

Persons to Contact If We Need Media / Communications Assistance

Lawton Public Schools..... (w) 580.357.6900
Lynn Cordes..... (c) 580.351.8988

Kiamichi Tech(w) 918-721-5179
Jessie Phillips..... (c) 918-721-5179

Cameron University (c) 580.641.0872
PIO - Keith Mitchell

Metro Tech..... (w) 405.424.8324
Jessica Martinez Brooks (c) 405.401.8525

Moore Public Schools..... (w) 405.735.4290
Anna Aguilar (c) 405.249.9008

Oklahoma State School Boards Association
Christy Watson..... (c) 405.821.3209
Amber Fitzgerald (c) 580.541.0597

Gooden Group
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Community PIOs

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Clint Lankford, Dir (w) 580.355.0535
..... (c) 580.351-8780
Alana Pack, Dep. Dir (c) 580.351.8788

Lawton Police Dept..... (w) 580.581.3270
Charles Whittington (c) 580.917.1746

City of Lawton (w) 580.581.3500
Caitlyn Gatlin (c) 432.250.0180

Oklahoma Emergency Management
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Comanche Memorial Hospital(w) 580.355.8620
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Lawton Fire Dept
Kyle Nyhart..... (w) 580.581.3280

Fort Sill PAO
Jao Torey Johnson (JT)..... (w) 580.442.4500

Message Maps

A message map is a document outlining what and how an organization should communicate with its stakeholders. A message map is a roadmap for displaying detailed, hierarchically organized responses to anticipated questions or concerns. It is a visual aid providing an at-a-glance the organization's messages for high concern.

Message Map: Fire		
Issue: Fire		
Stakeholder: General Public		
Key Message 1	Key Message 2	Key Message 3
A fire occurred in Building (# / name) / grass fire.	Lawton / Frederick Fire Department is on the scene addressing the situation.	Stay informed and proceed as instructed.
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Students and staff evacuated to a safe location away from area.	Medical staff are on site to assist if needed.	Officials have the situation under control.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
Emergency mass notification system launched.	Event Specific.	Updates will be given as soon as they are available.
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
Information on the cause of the fire is not available at this time.	Event specific.	Event specific.

Message Map: Homicide

Issue: Student / Staff Homicide

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>First, let me express Great Plains' deepest sympathies to _____ for their tragic loss. We are saddened by this event. Our students and staff share in their grief.</p>	<p>A Great Plains' student was fatally shot this afternoon at Great Plains Technology Center's Lawton campus.</p>	<p>We appreciate everyone staying informed and proceeding as they are instructed.</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>All other students and staff are safe and accounted for.</p>	<p>Law Enforcement officials are investigating.</p>	<p>We will provide additional updates as information becomes available.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>GPTC Emergency Plan was activated, campus secured, emergency notification system launched.</p>		<p>Great Plains is fully cooperating with the investigation to determine exactly what happened.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>We ask everyone to please follow police instructions regarding contacting their loved ones at the evacuation site.</p>	<p>Law Enforcement (has / has not) provided us information about a suspect(s) at this time.</p>	<p>The public is asked to stay away from Great Plains Lawton campus at this time so as not to obstruct the investigation.</p>

Message Map: Bomb Threat

Issue: Bomb Threat

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
A Bomb Threat was called (other delivery method) into Great Plains Technology Center today.	Authorities are on the scene and addressing the situation.	Stay informed and proceed as instructed.
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Students and staff have been evacuated to a safe location off campus.	Fort Sill (other Bomb Squad) is on site and making a complete search of the campus and all buildings.	Officials are investigating.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
GPTC Emergency Plan was activated, campus secured, emergency notification system launched.	The suspect (is / is not) in custody.	Updates will be given as soon as they are available.
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
Law Enforcement (has / has not) provided information about a possible suspect(s) at this time.	Follow police instruction to contact loved ones at evacuation site.	The public is asked to stay away from the GPTC campus while officials investigate.

Message Map: Tornado

Issue: Tornado

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
Tornado emergency procedure activated.	Lawton / Frederick public safety official on site, addressing situation.	Stay informed and proceed as instructed.
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Students and staff moved to shelter areas in individual buildings.	Medical staff are on site to assist, if needed.	Updates will be given as soon as they are available.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
Emergency mass notification system launched. Safety procedures followed as frequently practiced.	Injured taken to area hospitals.	We are asking the public to stay away from the Lawton campus at this time so as not to hinder Public Safety workers.
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
Parents and family will be notified where to reunite with their children / family members.	Parents and family will be notified where to reunite with their children / family members.	Event specific.

Message Map: Hazardous Material

Issue: Hazardous Material Spill

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>A hazardous material spill (event specific: chemical, leak, etc.) Where? _____ was identified by staff member / instructor and reported to school officials.</p>	<p>_____ students were injured. _____ staff were injured as a result of a hazardous material spill (event specific: chemical, leak, etc.) Where? _____</p>	<p>HazMat safety training is routinely a part of GPTC's professional development training standards for all staff.</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>The spill (event specific: chemical, leak, etc.) was immediately reported to school officials.</p>	<p>Paramedics dispatched to help injured / taken to area hospitals.</p>	<p>Staff are trained on how to prevent spills and what procedures to take following an accidental spill.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>No one was injured.</p>	<p>Lawton Fire Department's HazMat unit dispatched to clean up spill.</p>	<p>MSDS books with sheets specific to each type of chemical or event are available in each potential risk area.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>Maintenance staff cleaned spill.</p>	<p>Family members notified of their loved ones' injuries.</p>	<p>Areas with risk are equipped with Personal Protective Equipment and decontamination equipment (eye wash / shower, etc.).</p>

Message Map: Bomb Blast

Issue: Bomb Blast

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>A bomb(s) or other explosive device was triggered on Great Plains Lawton campus.</p> <p>The bomb detonated at _____ time. The bomb was detonated in what building / area, interior or exterior.</p>	<p>_____ people were killed, injured, treated and released or hospitalized.</p> <p>(Express sympathy to their families and all affected.)</p>	<p>Great Plains did not receive advance warning about the bomb. We have no record of having received a bomb threat within the past several days.</p> <p>Great Plains did receive a warning at _____ time and took the following actions: _____</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>Property was damaged. The damage (was / was not) extensive.</p>	<p>Are Great Plains' personnel with those hospitalized?</p> <p>Who?</p> <p>We are in the process of contacting family members of those injured.</p>	<p>At this time, we have no reason to believe that any employees saw and / or reported anything suspicious.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>Law enforcement / public safety officials are on the scene. Great Plains is cooperating fully with the investigation.</p>	<p>The campus is closed to all traffic (except for emergency response vehicles) at this time.</p>	<p>The campus is closed to all traffic (except for emergency response vehicles) at this time.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>We will provide more information as details become available.</p>	<p>We ask everyone to remain calm, remain away from the campus, and stay tuned for additional updates.</p>	<p>Law enforcement / public safety officials are on the scene. Great Plains is cooperating fully with the investigation.</p>

Message Map: Assault on Campus

Issue: Assault on Campus

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>We are aware of an incident involving an (peer to peer, stranger on campus, staff-related) assault on our campus at approximately (time) today.</p>	<p>Affected individuals are receiving immediate care and support.</p>	<p>All students are safe, and the school day is continuing under secure conditions. (or specify any early dismissal or lockdown). Parents may contact (who? How?)</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>Individuals involved include (brief, <u>confirmed details</u> - e.g. students, staff...do not speculate)</p>	<p>School counselors and support services are available on campus for those affected.</p>	<p>Parents/family may contact (who? How?) for verified information.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>We understand the concern and anxiety this incident may cause. The safety of our students and staff remains our highest priority.</p>	<p>We are reviewing our safety protocols to prevent further incidents on campus.</p>	<p>A statement with more details will be released to the media, and on our website and social media channels once facts are confirmed.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>The situation has been contained, and we are working closely with law enforcement to investigate.</p>	<p>We committed to keeping families informed as new information becomes available.</p>	<p>We urge everyone to avoid spreading unconfirmed information on social media.</p>

Message Map: Incident Resulting In Casualties

Issue: Incident Resulting In Casualties

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>We are saddened to confirm that a tragic incident occurred at Great Plains Technology center today, at approximately (time), resulting in the loss of a life/lives.</p>	<p>Students and / or staff were injured (minor to fatal) in this incident.</p>	<p>We are staying in contact with those who are injured, and their family members.</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>Our top priority remains the safety of our students, staff, and guests.</p>	<p>_____ were treated at the scene. _____ were taken to _____ hospital(s).</p> <p>We understand that some were treated and released and some were admitted. We (do /do not) have those exact numbers.</p>	<p>Great Plains personnel are with the injured and their families at the hospital, and have been since _____.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>We are committed to doing everything we can to support our students, staff, and the family/families of our victims.</p>	<p>Crisis response teams and counselors are on-site to support students and staff.</p>	<p>We are cooperating with healthcare professionals to make sure that we do everything possible to ensure injured persons receive the immediate care and aftercare needed.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>We are cooperating fully with law enforcement and emergency responders as they investigate.</p>	<p>We are in close contact with law enforcement and will provide updates as they become available.</p>	<p>Accurate information will be shared with the media, and on our official website and through verified social media channels. Please refrain from spreading unverified information to avoid panic or misinformation.</p>

Message Map: Active Shooter Threat

Issue: Active Shooter Threat

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
Safety is the top priority	Law enforcement is responding appropriately	Actions you should take: (list actions)
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Our priority is the safety of the Great Plains Technology Center students, staff, and guests.	Law Enforcement officials are investigating the rumor/threat.	Stay home; don't go to the scene.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
GPTC Emergency Plan was activated, campus secured, emergency notification system launched.	Law Enforcement officers are coordinating with the Great Plains Technology Center officials to investigate	Turn to reliable sources for additional information: www.greatplains.edu ; GPTC's social media pages; KSWO-TV.
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
We are providing support as needed.	We will share more information as it becomes available.	Help stop the spread of unverified rumors. Turn to reliable sources for information: www.greatplains.edu ; GPTC's social media pages; KSWO-TV.

Message Map: Active Shooter Incident

Issue: Active Shooter Incident

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
If you are not at the site, please stay away.	Staging areas near the site. (Where are they?)	Status of shooter/victims (if known...DO NOT release names)
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
The Tech Center is on lockdown. You will not be allowed on site to check on your loved ones/property.	Families concerned about their loved ones may gather at the Family Assistance Center located at (where?)	The situation is still fluid. We'll share information on our website and social media channels as they become available. (If authorized, indicate whether there are victims. Avoid specifics; names).
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
Law enforcement is responding	Media may set up at (location?)	(If authorized, indicate whether shooter is still active/in custody.)
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
The site is an active crime scene. We cannot provide details at this time, but will do so as soon as possible.	The staging locations are set up for your protection and safety. Please follow instructions.	More information will be released as it becomes available

Message Map: Malfeasance Student or Staff

(fraud, theft, offensive behavior, damage to property, alcohol/drugs, inappropriate relationships, etc.)

Issue: Employee or Student Misconduct

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
We are aware of an alleged incident/situation involving an employee/instructor/student	We were made aware of an incident/situation involving an employee/instructor/student	Event Specific--any updates?
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Event Specific...does not reflect the values of Great Plains Technology Center	The employee has been placed on administrative leave while an internal investigation takes place/ We cannot comment on matters concerning students	Event Specific--tell what you can, if it is needed.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
(About employment--only if asked) We do not comment of personnel matters/We cannot comment on matters concerning students	We cannot comment employment status while our investigation takes place/ We cannot comment on matters concerning students	Event Specific-if needed
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
Event specific--if needed	Event Specific--if needed	Event Specific-if needed

Message Map: Cyber Attack

Issue: Cyber Attack affecting school systems.

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
<p>We are managing a cyber attack affecting our systems. We are prioritizing the safety of our students', clients', and staff's information. We are responding swiftly and transparently</p>	<p>As we navigate through this situation, we want the public to know our top priority is protecting student, staff, client, and family data.</p>	<p>We are taking steps to prevent future incidents.</p>
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
<p>We detected the incident on [date/time] and immediately began our response protocol.</p>	<p>At this time, we are assessing the extent of the breach and what data, if any, was compromised.</p>	<p>We are strengthening our cybersecurity infrastructure and practices.</p>
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
<p>Our IT team and external cybersecurity experts are working around the clock.</p>	<p>We will notify individuals directly if their personal information was affected.</p>	<p>Staff and faculty will undergo additional cybersecurity training.</p>
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
<p>We are committed to providing regular updates as the situation evolves.</p>	<p>We are committed to providing support and resources to helping those impacted to take protective steps.</p>	<p>This incident underscores the importance of vigilance and ongoing improvements to our digital systems.</p>

Message Map: Network Outage
(IT network outage impacting WiFi, phone systems, and Internet)

Issue: Campus-Wide IT Network/Hardware Failure

Stakeholder: General Public

Key Message 1	Key Message 2	Key Message 3
We are currently experiencing a school-wide IT network outage affecting phones, Wi-Fi, and internet services. Our team is working urgently to restore all systems, and we appreciate your patience as we work through this disruption.	We have alternate plans in place to keep operations going.	We are committed to restoring full service as soon as possible.
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
The outage was identified at approximately [time/date], and our IT team began diagnostics immediately.	Teaching and learning are continuing with adjustments as needed.	Our priority is restoring phones and internet safely and reliably.
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
We are working with internal and external experts to resolve the issue.	Staff are using mobile data and alternative communication methods (e.g., personal phones, radios, in-person updates).	We will assess the cause and implement measures to prevent future outages.
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3
Updates will be provided every [X] hours via [specific channels].	Critical communications will be coordinated through designated staff or posted in main office areas. We will also utilize our social media channels, as needed.	Your patience and cooperation during this time are greatly appreciated.

Holding Statements

Used to acknowledge an incident, gives families/the media facts they can use immediately, and provides us more time to gather additional facts).

This is the first opportunity to shape the message, so use it wisely. Provide an initial statement (who/what/when/**NOT why**), priorities and actions, and reassure:

- We understand an incident has occurred...
- Authorities are responding...
- We have no confirmation of injuries...
- We have implemented our emergency response plan, which places the highest priority on the health and safety of our students and staff...
- We are still trying to determine what exactly has occurred. We will be supplying additional information through our various communication channels as it becomes available...
- We are working with local officials to determine what happened and to assess the overall impact of the incident...
- Great Plains Technology Center officials are assessing the situation and determining our next course of action...
- We are aware of the (INSERT SITUATION HERE) and assure you we are taking these allegations seriously...
- We will provide additional information at (DATE/TIME)...

Questions Commonly Asked By Journalists During A Crisis

Journalists are likely to ask six questions in a crisis (who, what, when, where, why and how) as they relate to three broad topics:

- 1) *What happened?*
- 2) *What caused it to happen?*
- 3) *What does it mean?*

Specific questions include:

1. What is your name and title?
2. What are your job responsibilities?
3. What are your qualifications?
4. Will you tell us what happened?
5. When did it happen?
6. Where did it happen?
7. Who was harmed?
8. How many people were harmed?
9. Are those who were harmed getting help?
10. How certain are you about this information?
11. How are those who were harmed getting help?
12. Is the situation under control?
13. How certain are you that the situation is under control?
14. Is there any immediate danger?
15. What is being done in response to what happened?
16. Who is in charge?
17. What can we expect next?
18. What are you advising people to do?
19. How long will it be before the situation returns to normal?
20. What help has been requested or offered from others?
21. What responses have you received?
22. Can you be specific about the types of harm that occurred?
23. What are the names of those that were harmed?
24. Can we talk to them?
25. How much damage occurred?
26. What other damage may have occurred?
27. How certain are you?
28. How much damage do you expect?
29. What are you doing now?
30. Who else is involved in the response?
31. Why did this happen?
32. What was the cause?
33. Did you have any forewarning that this might happen?
34. Why wasn't this prevented from happening?

More Questions Commonly Asked By Journalists during a Crisis

35. What else can go wrong?
36. If you are not sure of the cause, what is your best guess?
37. Who caused this to happen?
38. Who is to blame?
39. Could this have been avoided?
40. Do you think those involved handled the situation well enough?
41. When did your response to this begin?
42. When were you notified that something had happened?
43. Who is conducting the investigation?
44. What are you going to do after the investigation?
45. What have you found out so far?
46. Why was more not done to prevent this from happening?
47. What is your personal opinion?
48. What are you telling your own family?
49. Are all those involved in agreement?
50. Are people overreacting?
51. Which laws are applicable?
52. Has anyone broken the law?
53. How certain are you?
54. Has anyone made mistakes?
55. How certain are you?
56. Have you told us everything you know?
57. What are you not telling us?
58. What effects will this have on the people involved?
59. What precautionary measures were taken?
60. Do you accept responsibility for what happened?
61. Has this ever happened before?
62. Can this happen elsewhere?
63. What is the worst case scenario?
64. What lessons were learned?
65. Were those lessons implemented?
66. What can be done to prevent this from happening again?
67. What would you like to say to those that have been harmed and to their families?
68. Are people out of danger? Are people safe?
69. Will there be inconvenience to employees or to the public?
70. How much will all this cost?
71. Are you able and willing to pay the costs?
72. Who else will pay the costs?
73. When will we find out more?
74. What steps are being taken to avoid a similar event?
75. What lessons have you learned about why those steps were not already taken?
76. What does this all mean?

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Bridging Statements for Media Interviews

An important media technique is “bridging.” Bridging is a powerful means for taking charge of and controlling an interview. The goal of a media interview is to focus the reporter on a few key messages that are true, accurate, clear, concise, brief, and memorable. If done well, bridging significantly increases the probability that your key messages will appear in the final news story. By using bridging techniques, a spokesperson can re-focus or re-direct the interview to what is most important, relevant and critical.

Bridging statements:

1. “What’s most important to know is...”
2. “However, what is more important to look at is...”
3. “However, the real issue here is...”
4. “And what this all means is...”
5. “With this in mind, if we look at the bigger picture...”
6. “With this in mind, if we take a look back...”
7. “Let me put all this in perspective by saying...”
8. “Before we continue, let me take a step back and repeat that...”
9. “Before we continue, let me emphasize that...”
10. “What this all boils down to...”
11. “The heart of the matter is...”
12. “What matters most in this situation is...”
13. “And as I said before...”
14. “And if we take a closer look, we would see...”
15. “Let me just add to this that...”
16. “I think it would be more correct to say...”
17. “Let me point out again that...”
18. “In this context, it is essential that I note...”
19. “Another thing to remember is...”
20. “Before we leave the subject, let me add that...”
21. “And the one thing that is important to remember is...”
22. “What I’ve said comes down to this...:
23. “Here’s the real issue...”
24. “While...is important, it is also important to remember...”
25. “The key here is...”

Reprinted from:

Covello, V.T., *Keeping Your Head in a Crisis: Responding to Communication Challenges Posed by Bio-terrorism and Emerging Diseases*. Association of State and Territorial Health Officers (ASTHO). 2002, in press.

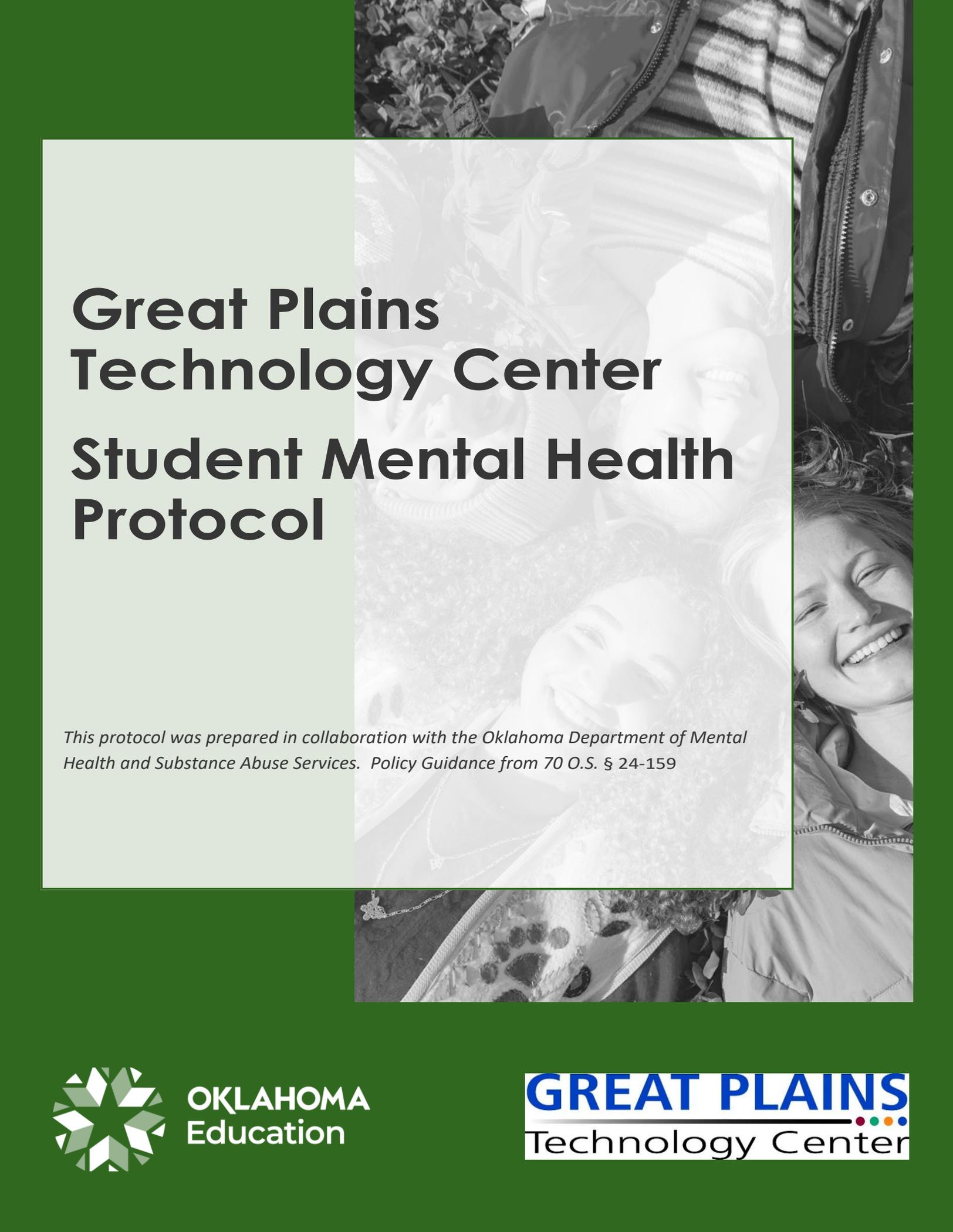
Great Plains Technology Center Fact Sheet

Lawton Campus:

- 4500 West Lee Blvd
- 110.4 acres of land
- 10 buildings
- 185 full-time
- Offers career training instruction in a variety of career major clusters including health and medical, information technology, pre-engineering and biomedical sciences, trade and industrial, cosmetology, and more to both high school and post-secondary students, as well as small business services through the Economic Development Center' Business and Industry Services, and our business incubator, the Business Development Center.
- Partner school districts served: Big Pasture, Cache, Chattanooga, Elgin, Epic Charter, Fletcher, Geronimo, Indianahoma, Lawton, and Sterling.

Frederick Campus:

- 2001 East Gladstone.
- 15 acres of land.
- 1 building.
- Full time employees: 14.
- Offers career training instruction in a variety of career majors including Construction Technology, Cosmetology, Diagnostic Aide and Nurse Assistant, Multimedia, and Practical Nursing.
- Partner school districts served: Davidson, Frederick, Grandfield, Tipton, Snyder.



Great Plains Technology Center Student Mental Health Protocol

This protocol was prepared in collaboration with the Oklahoma Department of Mental Health and Substance Abuse Services. Policy Guidance from 70 O.S. § 24-159



OKLAHOMA
Education

GREAT PLAINS
Technology Center

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Statement of Purpose

Great Plains Technology Center supports student health and wellness protocols to include mental health supports. It is the policy of Great Plains Technology Center to align access to mental health support by providing community resources for students and guardians focused on mental health treatment options and crisis response intervention. It is also the policy of the Great Plains Technology Center to provide mental health and crisis response training to school personnel. This process will involve consistent collaboration between Great Plains Technology Center and community mental health partnerships. This policy shall extend to all schools in Great Plains Technology Center district.

Definitions

Mental Health

Includes emotional, psychological, and social well-being and affects how individuals think, feel, and act. Mental health also determines how individuals handle stress, relate to others, and make healthy choices.

(Information obtained from CDC, 2021.)

Mental Health Crisis

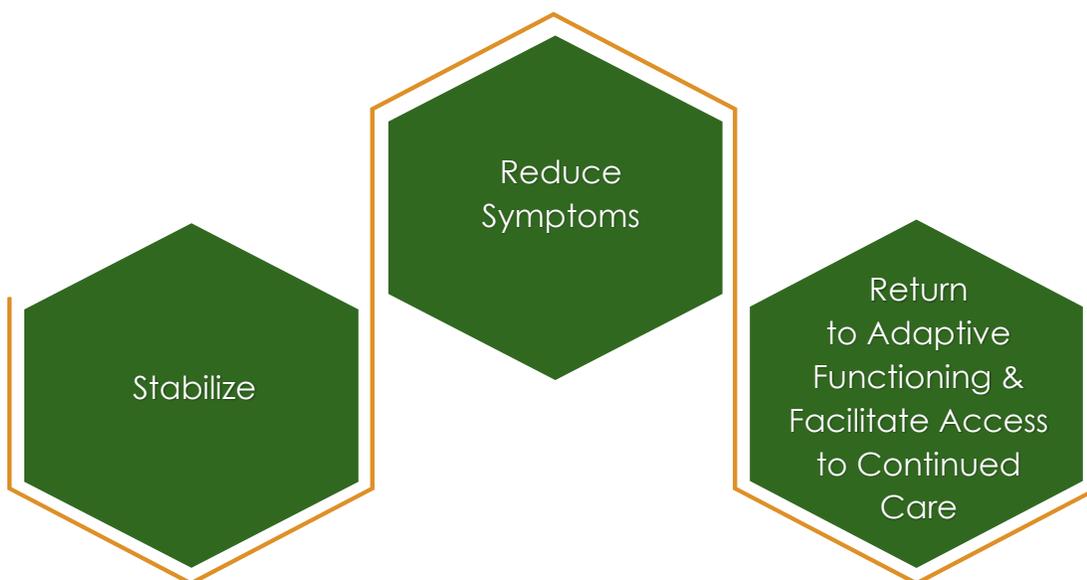
Any situation in which a person's behavior or verbalized distress puts them at risk of hurting themselves or others and/or prevents them from being able to care for themselves or function effectively in the community. The 988 Mental Health Lifeline operates 24/7, offering anyone who dials 9-8-8 access to mental health crisis services.

Crisis Response

Refers to the advance planning and actions taken to address natural and manmade disasters, crises, critical incidents, and tragic events. Of course, in an emergency, it is always best to call 911.

Crisis Intervention

Crisis intervention can mitigate adverse reactions, facilitate coping and planning, assist in identifying and accessing available support, normalize reactions to a crisis, and assess capacities and need for further support or referral to the next level of care. *The three main goals of crisis intervention are:*



Privacy Requirements

All district/site protocols must comply with the privacy requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

The Family Educational Rights and Privacy Act

(FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the students when they reach the age of 18 or attend a school beyond the high school level.

HIPAA

Also known as Public Law 104-191, HIPAA has two main purposes: to provide continuous health insurance coverage for workers who lose or change their job and to ultimately reduce the cost of health care by standardizing the electronic transmission of administrative and financial transactions. Other goals include combating abuse, fraud, and waste in health insurance and health care delivery, and improving access to long-term care services and health insurance.

The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other individually identifiable health

information (collectively defined as "protected health information") and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The rule requires appropriate safeguards to protect the privacy of protected health information and sets limits and conditions on the uses and disclosures that may be made of such information without an individual's authorization. The rule also gives individuals rights over their protected health information, including rights to examine and obtain a copy of their health records, to direct a covered entity to transmit an electronic copy of their protected health information in an electronic health record to a third party, and to request corrections. The Privacy Rule is located at 45 CFR Part 160 and Subparts A and E of Part 164.



Recognize Warning Signs

Signs of a mental health crisis episode may not always be apparent in a student. Keeping the following warning signs in mind, teachers, principals, and other staff members can begin to identify the need for intervention.

Abusive Behavior

Often a student in mental distress will show abusive behavior to themselves and others. This may include self-harm, substance abuse, physical abuse, etc.

Inability to Perform Daily Tasks

This can include even the most simple tasks such as bathing, brushing teeth and/or hair, and putting on clean clothes.

Increased Agitation

Children showing signs of increased agitation may use verbal threats, be violently out of control, destroy property, and more.

Isolation

Children and young adults in mental health crisis tend to isolate themselves from family and friends at school and at work.

Loses Touch with Reality (Psychosis)

Psychosis encompasses the following behaviors: showing signs of confusion, having strange ideas, thinking they are someone they are not, not understanding what people are saying, hearing voices, and seeing things that are not there.

Paranoia

Paranoia manifests in suspicion and mistrust of people or their actions without evidence or justification.

Rapid Mood Swings

Increased energy levels, the inability to stay still, pacing, sudden depression, and withdrawal, and becoming suddenly happy or calm after a period of depression may be indicative of a student in crisis.

Other warning signs may include:

- Changes in school performance
- Eating or sleeping too much or too little
- Pulling away from people and things
- Having low or no energy
- Worrying a lot of the time - feeling guilty but not sure why
- Having unexplained aches and pains, unexplained headaches
- Having difficulty readjusting to home or work life
- Feeling helpless or hopeless
- Thinking about suicide
- Excessive smoking, drinking, or drug use (including prescription medications)

Safeguard Student Health & Safety

It is important to establish a culture of support and safety to enhance student health and prevent barriers to effective crisis response. Districts can assist with this process by fostering healthy relationships built on a foundation of trust, respect, and care in schools. These safeguards help to positively affect student-teacher relationships, increase engagement for students and families, and improve two-way communication between all parties. A culture of safety and support works to replace fear, uncertainty, and punishment as motivators with belonging, connectedness, and willingness to change.

Every school employee with reason to believe any student under the age of 18 years is a victim of abuse or neglect is required by law to report the matter *immediately* to the Oklahoma Department of Human Services (OKDHS) and local law enforcement.(70 O.S. § 1210.163; 10A O.S. § 1-2-101). The OKDHS Hotline number is **1-800-522-3511**, and the online reporting link is **www.OKHotline.org**. If a GPTC employee calls to report to OKDHS the employee will notify the Executive Director of Instruction or the Director of Student Support Services that a call has been made. The reporting employee will use the Oklahoma State Department of Education (OSDE) child abuse reporting form template for the initial report to OKDHS and the school shall use the OSDE investigation form if an investigative entity comes to the school to speak with the identified student

Pursuant to Maria's Law, all schools are required, as part of any health education curriculum, to include instruction in mental health, with an emphasis on the interrelation of physical and mental well-being. Great Plains Technology Center school district has agreements with nonprofit entities and other community partners to assist with or provide mental health education to students.

Mental Health & Community Resources

Certified Community Behavioral Health Clinics (CCBHC)

In accordance with 70 O.S. § 24-159, Great Plains Technology Center will collaborate with Jim Taliaferro Community Mental Health Center to provide mental health crisis responses. Great Plains Technology Center will communicate with Jim Taliaferro Community Mental Health Center in the event that mental health crisis services are needed.

988 Suicide and Crisis Lifeline

Great Plains Technology Center can use the mental health lifeline. The 988 Mental Health Lifeline is a three-digit number for the national Mental Health Lifeline. The 988 Mental Health Lifeline operates 24/7 and offers services for mental health crisis calls. Operators are licensed and certified health crisis specialists who answer calls, connect to, and dispatch local services.

Response Procedures

What to Do in a Mental Health Crisis

Steps all staff should take when addressing warning signs or managing student disclosures:

- Assess the situation. Is the person in danger of hurting themselves, others, or property? Do you need emergency assistance?

Call 988 to engage with trained crisis counselors for help with suicidal, substance use, and/or a mental health crisis.

Immediately call 911 for emergency assistance if the student requires medical attention.

Talk to the student in a safe space. All staff members' responses should be calm, supportive, and non-judgmental.

- Keep voice calm. Listen to the student.
- Ask questions, but do not push.
- Express support and concern.
- Ask how you can help.
- Gently announce actions before initiating them.
- Lawton Campus: Walk student to the Student Resource Center, Building 100, Room 111. Frederick Campus: Walk student to the school counselor's office, Room 3. The student should have adult supervision at all times. If the student cannot be removed from their location, a career counselor or designated administrator will come to the student.
- Designated school staff should follow district safety protocol and refer the student for crisis services at Jim Taliaferro Community Mental Health Center if needed.
- Immediately following the incident, staff member/s should document steps taken on the mental health referral packet (Referral Form, Parent/Guardian Notification, Form Student Re-entry Plan).
- If a student is out of school for an extended time (more than two school days), a guardian/student/sending school counselor meeting should be held a minimum of 24 hours in advance of the student's return to school.

Remember: A person experiencing a mental health crisis may not always clearly communicate their thoughts, feelings, needs, or emotions. They may also find it difficult to understand what others are saying. It is important to empathize and connect with the person's feelings, stay calm, and try to de-escalate the crisis. Seek outside assistance from Taliaferro Community Mental Health Center for additional support if needed.

Student Return to Learn Guidelines

1. The sending school or guardian will contact the GPTC Executive Director of Education or a GPTC counselor to keep GPTC informed of return guidelines and updates.
2. The sending school or guardian and GPTC Executive Director of Education will discuss and document a re-entry procedure and what will help to ease the transition back into the school environment (e.g., whether the student will be required to make up missed work, the nature of check-in/check-out visits, etc.), address any concerns the student or parents/guardians may have.
3. All accommodations should be documented.
4. A GPTC counselor or Disability Service Coordinator will periodically check in with the student to help with readjustment to the school community and address any ongoing social or academic concerns.
5. The career counselor should be available to teachers to discuss any concerns they may have regarding the student after re-entry.

Guardian Notification

Guardians will be notified by school personnel to streamline and assist with mental health crisis response efforts.

- The parents/guardians on file should be contacted by a designated school professional in accordance with 70 O.S. § 24-100.7 and 70 O.S. § 24-15.
- Arrange for parents/guardians to come to the school.
- Meet with parents/guardians directly and review the *Emergency Student Crisis Notification*.
- Provide parents/guardians with a copy of the form and all collateral referrals and/or contact resources.
- Discuss with parents/guardians the school re-entry process upon release from a medical professional and the importance of Consent for Release of Confidential Information.

Mental Health Partnerships

Great Plains Technology Center school board will obtain a signed working agreement with each identified mental health provider outlining all obligations under the protocol and a strategy for regularly reviewing its effectiveness using anonymous, nonidentifiable data. Great Plains Technology Center will submit the latest mental health crisis protocol and CCBHC working agreements to the State Department of Education (OSDE); all revisions and updates to the protocol and working agreements will be submitted to the OSDE.

Great Plains Technology Center and partnering mental health provider/s will conduct a joint review of the protocol and related working agreements every two years and consider any updates to better meet student needs. GPTC Student Survey data will be reviewed as part of the review process.

District Training: What Educators Should Know

Effective district training meets the following components:



In accordance with Student Mental Health Protocol 70 O.S. § 24-159, Great Plains Technology Center is committed to providing school administrators, teachers, support employees, and school-based mental health providers ready access to and regular training on the mental health protocol.

In accordance with the Suicide Awareness and Prevention Act, 70 O.S. § 24-100.7, Great Plains Technology Center board of education shall provide district-wide training to all staff on a biennial basis addressing suicide awareness and prevention. As a core element, this training requirement should include evidence-based approaches. The Department of Mental Health and Substance Abuse Services shall make available, at no cost to the districts, curriculum for staff that addresses suicide awareness and prevention. The training program may be combined with any other training addressing bullying prevention provided by the school district.

In accordance with the Oklahoma Teacher Preparation Act, 70 O.S. § 6-194.3, Great Plains Technology Center board of education shall require a training program for teachers which shall emphasize the importance of recognizing and addressing the mental health needs of students. The program shall be completed the first year a certified teacher is employed by a school district, and then once every third academic year.

Other Requirements

Reporting Procedures to the Oklahoma State Department of Education

In order to assist the State Department of Education with compliance efforts pursuant to the Student Mental Health Protocol at 70 O.S. § 24-159, Great Plains Technology Center shall submit the latest protocol and working agreements to the State Department of Education, which shall share the protocols and agreements with the Department of Mental Health and Substance Abuse Services. These agencies may require revisions to ensure compliance with applicable laws, regulations, and established evidence-based practices.

Oklahoma Student Mental Health Legislation Table

Title	Legislation	Overview
Mental Health Training	70 O.S. § 24-100.7	Directs the development and dissemination of information, training, and resources regarding mental health needs of students.
Mental Health Protocol	70 O.S. § 24-159	Requires public school districts to maintain a protocol for responding to students in mental health crises and requires districts to provide written notification to parents regarding their right to opt their student out of the OPNA student survey.
Mental Health Education Standards	70 O.S. § 11-103.9b	Requires that all schools, as part of any health education curriculum, include instruction in mental health, with an emphasis on the interrelation of physical and mental well-being.
Student In-Patient Disclosure	70 O.S. § 3-169	Optional disclosure by parent to school officials prior to or at enrollment regarding previous (in the past 24 months) emergency mental health inpatient (acute, residential, or crisis) support from a mental health/behavioral health facility.
Student ID Cards	70 O.S. § 24-100.10	Requires that school districts and charter schools serving students in grades 7 through 12 that issue student identification cards to print the telephone number of the National Suicide Prevention Lifeline (call or text 988) and the Crisis Text Line (text HOME to 741741) on one side of the cards.
OPNA	70 O.S. § 24-158	Requires schools to administer, in cooperation with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), the Oklahoma Prevention Needs Assessment (OPNA) survey or comparable survey instrument on a biennial basis.
Suicide Prevention	70 O.S. § 24-100.7	Requires school district boards of education to adopt suicide awareness and drug abuse policies, train and provide curriculum to staff, and provide XX training to students in grades X through XX.
Child Abuse Prevention	70 O.S. § 1210.163	Requires every school employee having reason to believe that any student under the age of 18 years is a victim of abuse or neglect shall report the matter immediately to the Department of Human Services and local law enforcement.

Relevant Documents and Resources

Mental Health and Crisis Response

- ODMHSAS Network of Care
<https://oklahoma.networkofcare.org/mh/services/index.aspx>
- Certified Community Behavioral Health Clinics
<https://oklahoma.gov/odmhsas/treatment/ccbhc.html>
- OKDHS Hotline
- <https://oklahoma.gov/okdhs/contact-us/dhshotlines.html>
- Warning Signs and Risk Factors for Emotional Distress
<https://www.samhsa.gov/find-help/disaster-distress-helpline/warning-signs-risk-factors>

Forms

- Child Abuse Reporting Form
https://sde.ok.gov/sites/default/files/OSDE_Child%20Abuse%20Reporting%20Form%202.pdf
- Child Abuse DHS Investigation Form
https://sde.ok.gov/sites/default/files/OSDE_Child%20Abuse%20DHS%20Investigation%20Form%20%281%29.pdf
- Emergency Notification of Student in Crisis
https://sde.ok.gov/sites/default/files/OSDE_Emergency%20Notification%203.pdf
- Safety Threat Assessment
https://sde.ok.gov/sites/default/files/OSDE_Safety%20Threat%20Assessment%201.pdf