



Board of Education

Emergency Operations Plan 2024-2025



Table of Contents

Table of Contents.....	2
PURPOSE.....	3
PROMULGATION STATEMENT AND APPROVAL.....	5
FIVE MISSION AREAS.....	6
SITUATIONAL OVERVIEW.....	7
DEMOGRAPHICS.....	7
PHYSICAL SECURITY.....	7
EMERGENCY MEDICAL SERVICE.....	7
FIRE SERVICE.....	8
URBAN SECURITY.....	8
ENVIRONMENT.....	8
PLAN DISSEMINATION LIST.....	9
LOCAL/REGIONAL EMERGENCY MANAGEMENT CONTACTS.....	10
HAZARD ANALYSIS SUMMARY AND MITIGATION OVERVIEW.....	11
PLANNING ASSUMPTIONS AND LIMITATIONS.....	11
EMERGENCY RESPONSE TEAMS.....	13
ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES.....	16
DIRECTION AND CONTROL.....	20
ADMINISTRATION AND LOGISTICS SUPPORT.....	20
DRILLS.....	22
CONTINUITY OF OPERATIONS.....	24
OPERATIONAL FUNCTIONS.....	26
Appendix.....	27
A Appendix A- Emergency Procedures.....	28
VISITOR.....	28
LOCKDOWN.....	29
MODIFIED LOCKDOWN.....	30
EVACUATION.....	31
FIRE.....	32
SEVERE WEATHER.....	33
EARTHQUAKE.....	35
GAS ODOR/LEAK.....	37
SHELTER-IN-PLACE.....	38
MEDICAL EMERGENCIES.....	39
MISSING STUDENT.....	40
REPORTING CHILD ABUSE AND NEGLECT.....	41
STUDENT POSSESSION OR SUSPECTED POSSESSION OF A WEAPON.....	42



STUDENT BEHAVIOR – BATTERY/ASSAULT 44
THREATS OF VIOLENCE – STUDENT & NON-STUDENT45
VIOLENT INTRUDER (Run, Hide, Fight)..... 47
CARDIAC EMERGENCIES..... 49
SUICIDE INTERVENTION.....50



PURPOSE

The purpose of this plan is to provide an overview of the school district's approach to emergency operations. It describes the school district, its emergency response policies and procedures, and assigns tasks. This plan is based on the *all-hazards* model to emergency management developed by the Federal Emergency Management Agency (FEMA). This model enables the district to approach all hazards, both those identified herein and those unforeseen, that may impact the district. It is important for district staff to remember that crisis planning is an active process that should constantly be reviewed and assessed.

All educational institutions are vulnerable to threats, hazards, and disasters which have the potential to cascade into emergencies or disasters. It is critical for school officials to prevent or mitigate, plan for, respond to, and recover from these events. Our priorities for emergency management in the Maize school district are, in this order:

1. Life safety
2. Incident stabilization
3. Property protection
4. Environment preservation

The primary audience for this plan is the superintendent's staff, policy makers (board members), key administrators, and district staff. This plan will help serve as the foundation for building-level plans and procedures. No formal declaration of disaster is necessary to implement any provision of this plan.

Schools are a vital community resource. School personnel have a responsibility to all students in their care. Schools are responsible for the safety of students during day-to-day operations. The first element of FEMA's 5-point mission, noted later in this plan, for emergency management is prevention. The first step in preventing disasters in schools is preventing the opportunity for disasters to occur. School security is, first and foremost, the obligation of every district employee. To that end, it is essential that we establish a secure environment, control access to our facilities by only those permitted to enter, and regulate where and when visitors may proceed. Other areas of prevention are equally important as controlling the flow of people into our buildings. However, access control has been demonstrated as an effective method of preventing disaster.

After a disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed, depending on the scope of the emergency.



PROMULGATION STATEMENT AND APPROVAL

Maize Unified School District 266 is committed to the safety and preparedness of students, staff, faculty, volunteers and visitors. In support of this commitment, the district has conducted a thorough review of this district's Emergency Operation Plan (EOP). The EOP that follows will assist this district in saving lives, minimizing property damage, stabilizing the incident, and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in an all-hazards approach to school crisis management. This is to verify that the Maize Unified School District 266 Emergency Operations Plan is hereby approved, is in force, and supersedes all previous editions



Superintendent

7/8/24
Date



President, Board of Education

7/8/2024
Date



Clerk, Board of Education

7/8/24
Date



FIVE MISSION AREAS

The plan is used to identify, guide, and support the actions of building staff when responding to incidents as outlined in this document. The plan is based on FEMA's five phases of emergency management – ***prevention, protection, mitigation, response and recovery.***

Developing, maintaining and exercising the plan educates employees in their roles and responsibilities before, during and after an incident. These guidelines are meant to be flexible and expanded to meet the needs of each building and situation. Training on the content and implementation of the plan is essential and will be conducted on an ongoing basis.

This plan should be implemented when conditions are present or have the potential to disrupt school operations. This may range from a school confined emergency to a wide scale community disaster.

The plan outlines the roles and responsibilities of building staff/faculty when responding at the building level, internal and external communications plans, common and specialized procedures, and specific hazard vulnerabilities and response/recovery, and shows integration with district level plans, roles, and responsibilities. The five phases of emergency management are:

1. Prevention – focuses on preventing hazards from occurring, whether natural, technological, or man-made.
2. Mitigation – the effort to reduce loss of life and property by lessening the impact of disasters and emergencies. It refers to measures or actions that can prevent an emergency, reduce the chance of an emergency, or reduce the damaging effects of unavoidable emergencies.
3. Preparedness – is a continuous cycle of planning, organizing, training, equipping, exercising, evaluating and taking corrective action. Training and exercising plans is the cornerstone of preparedness.
4. Response – the reaction to the occurrence of a catastrophic disaster or emergency. It consists of actions which are aimed at saving lives, reducing economic losses and alleviating suffering.
5. Recovery – consists of those activities that continue beyond the emergency period to restore critical district functions and begin to manage stabilization efforts. The recovery phase begins immediately after the threat to human life has subsided.



SITUATIONAL OVERVIEW

DEMOGRAPHICS

Maize is located in south central Kansas, along the K-96 corridor immediately northwest of Wichita. Maize is a civic-minded community with many citizens who volunteer their time for an array of activities. With a population of 6,400, Maize comprises 1% of Sedgwick County residents within less than 1% of its area.

Maize USD 266 is the second largest school district in Sedgwick County, employing approximately 1,800 full-time and part-time staff, and boasts an enrollment of approximately 8,000 students. The district includes five elementary schools, two intermediate schools, two middle schools, two traditional high schools, one pre-kindergarten facility, a complete (alternative) high school, one career academy, and one special purpose school for students with additional needs. Two private/parochial or home school programs exist within the geographical boundaries of the district with a combined school population of approximately 577 students.

The racial demographics are White (69.5%), African-American (2.6%), Hispanic-Latino (15.2%), Asian (2.7%) and Multiracial (6.9%). In addition, the district has a special education population of approximately 19%, and an English Language Learner student base of (2.5%). Twenty-five percent (27%) of the district students qualify for free or reduced lunch.

PHYSICAL SECURITY

The city of Maize employs 20 police officers for the city, and provides service to the school district. The city of Wichita employs 704 police officers for the city, and provides service to the school district. The district contracts with the city of Maize for school resource officers in grades K thru 12.

A safety audit was conducted in 2023 by the United States Department of Homeland Security (USDHS). As a result of that audit, the district has committed to adding additional security apparatus to various schools and administrative facilities. This effort is in addition to surveillance cameras, panic alarms, door access control software and other security devices existing across the district.

EMERGENCY MEDICAL SERVICE

Sedgwick County is served by a county-wide emergency medical service operated by the county government. The EMS service has 159 paramedic, advanced emergency medical technician, and emergency medical technician positions. The district's emergency medical needs are supported by Sedgwick County EMS.



FIRE SERVICE

The district is served by two fire departments. The Wichita Fire Department is staffed by 440 firefighters. The Sedgwick County fire department is staffed by 139 firefighters.

URBAN SECURITY

Military facilities in the area include McConnell Air Force base and the Army Reserve Center in southeast Wichita, and the Kansas Army National Guard's Heartland Preparedness Center in north Wichita. The metropolitan area is surrounded by farmland. A significant level of concern would be the USD 266 Transportation Building fuel storage tanks. Minimal level of concern would be the Maize Performing Arts and Aquatic Center which stores chlorine tablets, and the city of Maize water treatment plant which stores an amount of compressed chlorine gas.

ENVIRONMENT

Maize weather threats include tornadoes, severe thunderstorms, ice storms, blizzards, and flooding. High temperatures may occur accompanied by high relative humidity. All district buildings are air conditioned. Extreme winter weather is also possible with temperatures at tens of degrees below zero, low wind chills and heavy amounts of snowfall. More moderate winter weather may bring a series of ice storms. Severe weather affects bus travel in the district and may lead to school cancellations.

Geographically, Maize is located approximately 35 miles west of the Nemaha Ridge/Humboldt Fault (NRHF). NRHF, along with the Mid-Continent Rift, create the potential for intense geological activity.



PLAN DISSEMINATION LIST

Developing relationships with first responders is vital to the success of operations during a crisis. Particular government institutions and community agencies work with school districts to safeguard the safety and wellbeing of students, staff, faculty and visitors. To ensure that these entities are versed in crisis operations in the Maize school district, this plan has been disseminated to the following entities:

Agency	Date	Contact
Kansas Department of Education	September 1, 2024	Director, Safe and Secure Schools
Maize Police Department	September 1, 2024	Chief of Police
Wichita Police Department	September 1, 2024	Chief of Police
Wichita Fire Department	September 1, 2024	Fire Chief
Sedgwick County Fire Department	September 1, 2024	Fire Chief
Sedgwick County EMS	September 1, 2024	EMS Director
Sedgwick County Sheriff's Office	September 1, 2024	Segwick County Sheriff
Sedgwick County Emergency Management	September 1, 2024	EM Director
Kansas Highway Patrol	September 1, 2024	KHP Superintendent
Mount Hope Police Department	September 1, 2024	Chief of Police



LOCAL/REGIONAL EMERGENCY MANAGEMENT CONTACTS

Agency Name	Address	City	State	Phone Number
Maize Police Department	10100 Grady	Maize	KS	(316) 722-1433
Wichita Police Department	455 N Main	Wichita	KS	(316) 350-3460
Sedgwick County Sheriff's Department	141 W Elm	Wichita	KS	(316) 660-3900
Wichita Fire Department	455 N Main	Wichita	KS	(316) 268-4451
Sedgwick County Fire Department	7750 Wyandotte Way	Park City	KS	(316) 660-3490
Sedgwick County Dept of Emergency Management	714 N Main	Wichita	KS	(316) 660-4977
Sedgwick County Emergency Medical Service	1015 Stillwell	Wichita	KS	(316) 660-7994
Gas - Black Hills Gas Services	Emergency Service			(888) 890-5554
Gas - Kansas Gas Service	Emergency Service			(888) 482-4950
Electricity - Every 24 HR Power Outage	Emergency Service		KS	(800) 544-4857
Electricity - Sedgwick County Electrical Cooperative	1355 S 183rd	Cheney		(316) 542-3131
Water - City of Wichita	1825 S McLean	Wichita	KS	(316) 268-1300
Water - City of Maize	10100 Grady	Maize	KS	(316) 722-7561
Water - City of Mount Hope	112 W Main	Mt Hope	KS	(316) 661-2211
Trash - Waste Connections	2745 N Ohio St	Wichita	KS	(316) 838-4920
Kansas Homeland Security	Suspicious Activity			(866) 347-2423
National Weather Service	2142 S Tyler Road	Wichita	KS	(316) 942-3102
Poison Control Center	KU Medical Center	Kansas City	KS	(800) 222-1222
Sedgwick County Health Department	1900 E 9th St	Wichita	KS	(316) 660-7300
Ascension-Via Christi St. Francis ER	925 N St Francis	Wichita	KS	(316) 268-5000
Ascension-Via Christi St. Teresa ER	14800 W St Teresa St	Wichita	KS	(316) 796-7000
Ascension-Via Christi St. Joseph ER	3600 E Harry	Wichita	KS	(316) 268-5000
Wesley Medical Center ER	550 N Hillside	Wichita	KS	(316) 962-2000
Pinnacle Fire & Automation	Alarm Contact	Wichita	KS	(888) 463-6023
Wichita Metro Transit Authority	777 E Waterman	Wichita	KS	(316) 265-7221
Animal Control	10100 Grady	Maize	KS	(316) 722-1433



HAZARD ANALYSIS SUMMARY AND MITIGATION OVERVIEW

The basis of mitigation and preparedness is risk management. Risk is influenced by the nature and magnitude of a threat, the vulnerabilities to that threat, and the consequences that could result. Risk is an important means of prioritizing mitigation effort.

A thorough hazard analysis includes the assessment of dependencies, interdependencies, and cascading effects; identification of common vulnerabilities; assessment and comparison of risk across the district; and development of common threat scenarios. It will result in the identification, prioritization, development and sharing of mitigation strategies throughout the district.

District emergency risk management will include the following activities:

- Setting goals and objectives: Define specific outcomes, conditions or performance measures that collectively constitute an effective risk management program.
- Identify assets, systems and networks: Develop an inventory of the assets, systems, and networks, including those located outside the district that are themselves critical or contribute to critical functionality, and collect information pertinent to risk management that takes into account the fundamental characteristics of inventory items.
- Assess risk: Evaluate the risk, taking into consideration the potential direct and indirect impact (including, as capabilities mature, seasonal changes in the consequences and dependencies and interdependencies associated with each identified asset, system, or network; known vulnerabilities to various potential attack methods or hazard threats.
- Prioritize: Consolidate and compare risk assessment results to develop an appropriate view of asset, system, and/or network risks and associated mission continuity, where applicable; establish priorities based on risk; and determine protection or business continuity strategy that provide the greatest return on investment for the mitigation of risk.
- Implement protective programs and resiliency strategies: Select appropriate actions or programs to reduce or manage the risk identified; identify and provide the resources needed to address priorities.
- Measure effectiveness: Use evaluative procedures at the appropriate levels to measure progress and assess the effectiveness of mitigation efforts.

This process features a continuous feedback loop, which allows for tracking progress and implementation actions to improve resiliency over time.

Due to the sensitive nature of the hazards analysis in exposing vulnerabilities, and its unfinished nature as a continuous-improvement process, a detailed hazards analysis is not listed here. Any detailed hazard analysis conducted should be on file in the office of the Executive Director of Health, Safety and Prevention.

PLANNING ASSUMPTIONS AND LIMITATIONS



Within the scope of emergency operations across the district:

1. At the onset of an emergency in which the threat warrants immediate protective actions, those actions shall be carried out in the prescribed manner without delay
2. Operations will be directed at the lowest operational level possible. Tiered-response as indicated by district guidelines shall be implemented.
3. When tiered-response warrants implementation of the Incident Command System (ICS), emergency response operation should be conducted at the direction of the Incident Commander.
4. Absent specific direction, operational priorities shall be **LIFE SAFETY, INCIDENT STABILIZATION, PROPERTY PROTECTION, and ENVIRONMENTAL PRESERVATION.**
5. Where possible, any ICS implementation will be a unified command with non-district commanders by appropriate district staff.
6. Any district staff may need to be first responders during an emergency. Once an emergency responder role is assumed, the role of responder will be maintained consistent with his or her level of training, until relieved through incident command according to established procedures, or until the staff member is physiologically unable to safely continue.
7. District staff with a direct responsibility for students (i.e. classroom teacher) shall not surrender that role for an emergency responder role except when and only for as long as doing so is in the best interest of protecting the welfare of the students in their care.

Day-to-day functions that do not contribute directly to the emergency response actions may be delayed, set aside, or suspended. Those functions may be diverted to emergency operations as directed by Operations command (Incident Command, Operations Chief).

Within the scope of emergency operations at the district level:

1. Emergency management is an objective-based, continuous-improvement process requiring a certain commitment of time and effort to achieve objectives, evaluate and improve. District Emergency Management Team members will model this commitment for the benefit of other district staff.
2. The district shall implement an ICS response type designation. **Type 5** emergencies are managed at the building-by-building staff. However, the district leadership team and PIO should be informed of any outside (professional responder) unit responses at any building. During **Type 4** emergencies with multiple-unit responses at a single building, the District Emergency Management Team may provide peer-support and perform other duties as requested by the Incident Commander. Multiple-unit responses at multiple buildings constitute a “district emergency” and are **Type 3** events. The District Emergency Management Team will provide the majority of incident support consistent



with NIMS and assume district-wide incident command as necessary. During a **Type 2** incident where multiple sites are affected and district response-capability is overwhelmed and **Type 1** where the district will be considered a casualty to the event, the District Emergency Management Team will work with the city of Maize, the city of Wichita, and Sedgwick County Emergency Management to ration response resources and restore business functionality.

3. The District Emergency Management Team is responsible for recommending and assisting with training courses and materials, as well as assisting with design and participating in team, building and community exercises, and making these available to staff district-wide.
4. Each building shall have a specific recovery plan. The plan should be reviewed and updated annually. The plan will integrate with the district recovery and continuity of operations plan.
5. The District Emergency Management Team shall make recommendations for mitigation based on risk management studies; where applicable, mitigation strategies will be implemented by building staff.
6. A minimum level of emergency supplies will be recommended for each building. Building administrators are responsible for stocking and supplementing these supplies as necessary specific to their building.
7. The district emergency management plan and building-level emergency management plans will be implemented consistent with principles of the Incident Management System (ICS) and National Incident Management System (NIMS) where applicable. District emergency plans will interface with the National Response Framework (NRF) when appropriate.

EMERGENCY RESPONSE TEAMS

The District Emergency Response Team is a group of school district personnel who, in coordination with local community responders, prepare plans for responding to crises and provide support to schools during crises. The District Emergency Response Team establishes district-wide procedures that are relevant to emergency preparedness and response; guides the implementation of procedures at the school level; develops and recommends training for school-based emergency response teams; establishes and maintains district-level connections with agencies; provides school-level teams with support and back-up at the time of crisis; and coordinates the sharing of resources among school-level teams.

Responsibilities of the District Emergency Response Team include:

Before an Incident Occurs:

- Create a district level all-hazards response plan



- Formulate guidelines for individual school emergency response plans
- Provide training for school emergency response teams
- Establish and sustain connections with community responders
- Keep a central “library” of resources/materials
- Review school emergency operations plans
- Ensure public safety agencies have access to district/school plans

During and After an Incident:

- Provide school emergency response teams with support and backup during a crisis, and dispatch resources to schools as needed
- Manage the release of information (verify facts, authorize releases, coordinate communication with the public and media)
- Meet and talk with parents, guardians, or community members
- Authorize the purchase of services and materials needed for recovery
- Evaluate the district level emergency response and plan for follow-up

Building emergency response teams are an integral part of the management of any disaster that might affect the district operation. Each school building should have an emergency response team that is responsible for developing procedures consistent with this plan. Building emergency response teams should meet regularly to review and update procedures as needed. Emergency response team members should each know their roles and have clearly identified job assignments and responsibilities. While the number of members on an emergency response team may vary from building to building, members sometimes include:

- Administrators
- Key teachers
- Key support staff
- Nurses
- SRO
- Clerical staff
- Custodian
- IT staff

When developing building procedures, it is important for the emergency response team to consider three areas that pose the most significant danger to operations: hazards, threats and vulnerabilities. A hazard is something that is potentially harmful. A threat is a natural, technological or man-made event that has, or indicates the potential to harm life, information, operations, the environment, or property. A vulnerability is a physical feature or operational attribute that makes an entity susceptible to a given hazard.

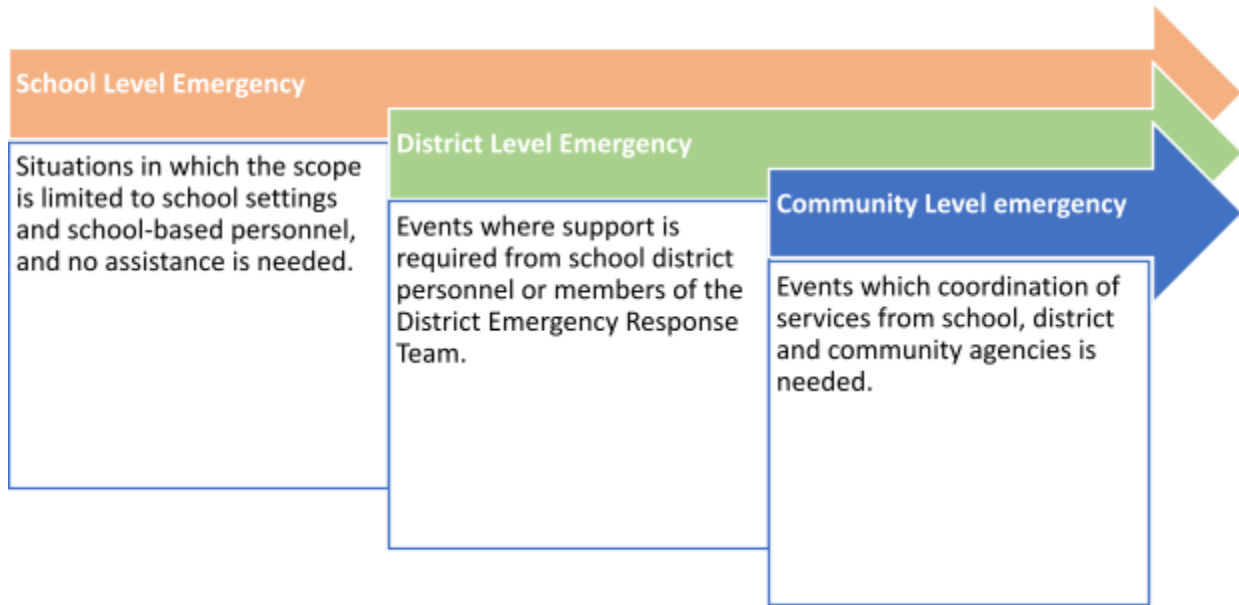
Emergency response teams need to ensure procedures are inclusive of the entire school community. Emergency operations plans must include provisions for diverse populations including individuals with disabilities, individuals with functional and access needs, and people with limited English proficiency.

Plans, both district and building-level plans, need to be exercised. Staff and students should participate in drills to test each person’s capabilities. Exercises identify strengths and



weaknesses. Assessments of the strengths and weaknesses of plans permit the evaluation, revision and maintenance of the plans.

It is important to be prepared for the wide range of situations that may arise and to have an understanding of the levels of response and/or support that will respond to your school in crisis situations. Likewise, it is vital to comprehend the roles and responsibilities and the management structure of emergency responders in these situations.



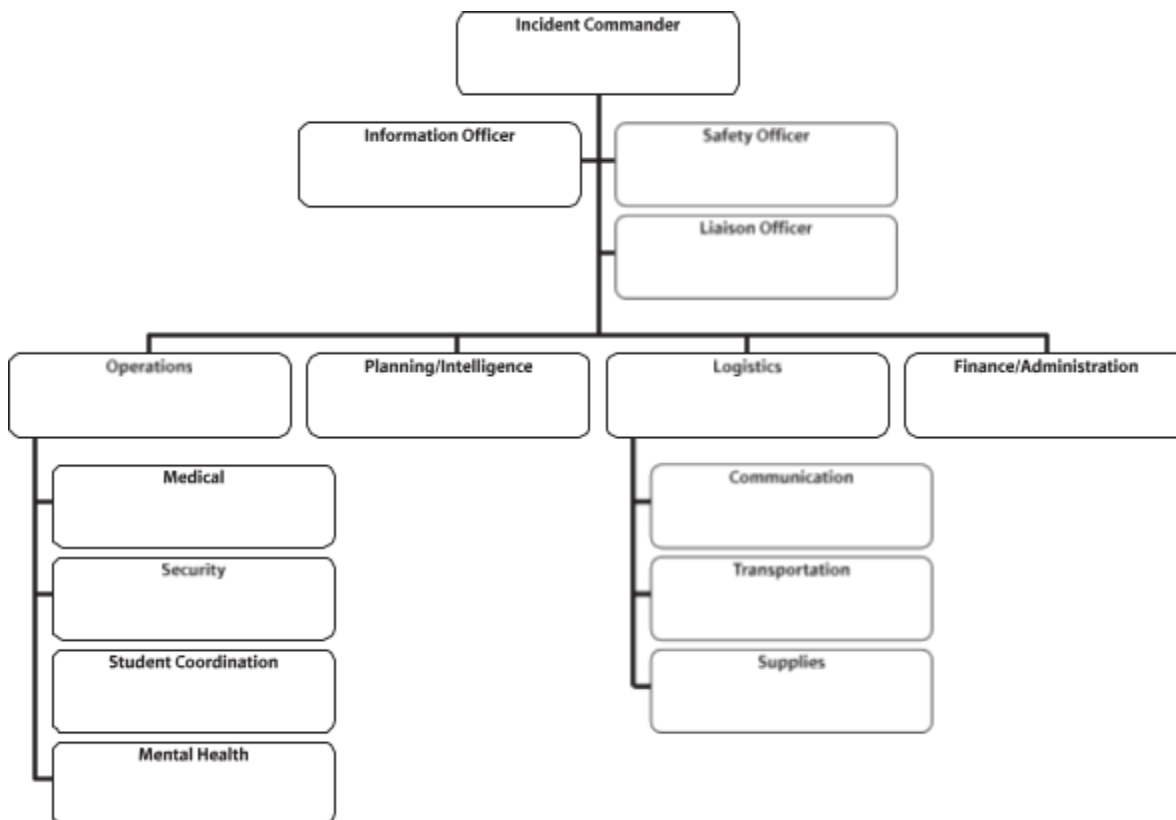


ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

The Incident Command System (ICS) is a standardized, on-scene, all-hazard incident management approach. ICS allows building staff and community responders to adopt an integrated organizational structure that matches the complexities and demands of an incident without being hindered by jurisdictional boundaries. By utilizing ICS during an emergency, you will be better able to interface with professional responders and integrate with assistance provided by agencies at the city, county, State, and Federal levels. This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of what to do.
- The following is an organizational chart of an ICS-compliant district or building Incident Response Team.

Incident Command Hierarchy in a School District Setting





ICS POSITION RESPONSIBILITIES

This chart identifies Incident Command System (ICS) roles which may be implemented during an emergency. The description of each role is accompanied by recommended training levels.

- **Incident Commander** (person in charge): Activates building/district's emergency response plan; assesses the threat; orders protective measures such as lock down, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources. (IC 100, 200, 300, 400, NIMS 700, 800)
- **Safety Officer:** Responsible for safety and security of the site; stops operations if conditions become unsafe. (IC 100, 200, NIMS 700, 800)
- **Public Information:** May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary. (IC 100, 200, NIMS 700, 800)
- **Liaison Officer:** Contact person for outside agencies; may represent school/ district at city emergency operations center or at emergency responders' on-scene command post. (IC 100, 200, NIMS 700, 800)
- **Operations Chief:** Directs actions, i.e., lock down, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities. (IC 100, 200, NIMS 700, 800)
- **Medical:** Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates building's first aid/CPR responders. (IC 100, 200, NIMS 700, 800)
- **Site Security/Facility Check:** Responsible for seeing that the building and grounds are visually inspected and secured. (IC 100, 200, NIMS 700, 800, IS-813 Public Safety and Security)
- **Student Release Coordinator:** Responsible for assisting school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site. (IC 100, 200, NIMS 700, 800)
- **Logistics Chief:** Estimates logistical needs; provides trained personnel, facilities (relocation sites), services, and materials to support operations. (IC 100, 200, 807, NIMS 700, 800)
- **Communications:** Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response. (IC 100, 200, NIMS 700, 800, IS-802 Emergency Support Functions)
- **Transportation:** Responsible for arranging transportation for emergency relocations



and early dismissal of school; keeps current contact list of transportation providers. (IC 100, 200, NIMS 700, 800, IS-801 Transportation)

- **Planning Chief:** Assists in assessing emergencies; establishes priorities, identifies issues, and prepares and briefs the action plan with input and oversight of the incident commander. (IC 100, 200, NIMS 700, 800, IS-235a Emergency Planning)
- **Financial/Recordkeeping:** Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts. (IC 100, 200, NIMS 700, 800)
- **Mental Health Coordinator:** Responsible for coordinating mental health assistance for victims, and assisting with psychological first aid for responders when requested. (IC 100, 200, NIMS 700, 800)

District Employee: School district employees have numerous responsibilities in their normal work assignment. During an emergency, district employees will have additional responsibilities. It is imperative that they be familiar with their roles and responsibilities during an emergency situation.

- **Board of Education**
The Board of Education has executive responsibilities during a school emergency. Examples of this would be to review or enact policy and procedures to aid and support the response to the situation.
- **Superintendent/District Administrators**
Unless specifically designated as part of the district incident response team, the superintendent and district administrators provide oversight and support to ICS functions, but are not directly involved with managing emergencies. The superintendent shall assist the board with executive responsibilities, carrying out their requests, keeping them informed of substantial changes to the incident, and supporting the Incident Commander as needed. In the Superintendent's absence, the designated Associate/Assistant Superintendent will fill this role
- **Principal or Building Administrator**
The building administrator may serve as the Incident Commander. At times the building administrator may delegate this responsibility to an appropriate staff member. At all times the building administrator retains the overall responsibility for the safety of students and staff. The building administrator also coordinates between the district office and the incident. In the Principal's absence, the designated Associate/Assistant Principal will fill this role.
- **Building Incident Response Team**
Each building shall have an incident response team. The team shall be organized in compliance with the principles of ICS. Response team members should:



- o Have the ability, training, and resources to carry out their responsibilities.
 - o Be familiar with all aspects of the building emergency operations plan.
 - o Understand the ICS structure.
 - o Possess the ability to remain calm and work effectively in emergencies.
 - o Have the trust and confidence of their colleagues.
 - o Demonstrate good communication and collaboration skills.
- **Teachers**
Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.
 - **Para-professionals**
Paras' responsibilities include assisting teachers as directed.
 - **Mental Health**
Mental Health professionals include counselors, social workers, and school psychologists. They will assist with incident response as directed.
 - **School Nurses/Health Assistants**
Health professionals will administer first aid and render treatment as needed within the scope of their training. They will also supervise others who administer first aid. They will organize and distribute medical supplies.
 - **School Administrative Professionals**
Administrative professionals will receive, provide and document information related to the event. They will assist with student information and school records. They will perform other assignments as directed.
 - **Custodial/Maintenance Personnel**
Custodial/Maintenance will survey and report the condition of the building to the Incident Commander. They will manage utilities shutoff valves. They will provide damage control as needed. They will assist in use and distribution of supplies and equipment needed. They will assist with locking and unlocking doors and notify responders of hazardous material such as cleaning supplies. They may be directed to liaison with responding agencies.
 - **Food Service Workers**
Food service personnel will use, prepare, and serve food and water as needed. They will perform other duties as needed.
 - **Bus Drivers**
Bus drivers will supervise the care of students if disaster occurs while the students are on the bus. They will transport students as directed. They will perform other duties as needed.
 - **Other Staff**
Other staff will report to the Incident Commander as requested and needed.



- **Students**
Students will cooperate and fully participate in all drills, exercises, and during an actual incident. They will learn to be responsible for themselves and others during an incident. They will report situations of concern. They will develop an awareness of the potential threats, hazards, and disasters that could impact the school.
- **Parents/Guardians**
Parents will encourage and support safety, prevention and preparedness programs within the school. They will provide schools with requested information during a school incident. They will practice preparedness and safety measures in their homes with their family.

DIRECTION AND CONTROL

1. The incident commander is responsible for establishing the objectives and providing general guidance for emergency response operations.
2. The incident commander will manage the emergency response from the Incident Command Post and assume a unified command with emergency responders when possible.
3. The building's emergency operations plan will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
4. This district will request a unified command structure when more than one agency has jurisdictional responsibility for an incident in the school. The current command structure will be communicated to all responders through the chain of command when changes occur.

ADMINISTRATION AND LOGISTICS SUPPORT

Each building shall keep all records necessary to document the response and recovery from a disaster. The rationale for establishing these records is to create a historical record, recovery costs, address insurance or other needs, and develop mitigation strategies. Specific categories of reports should include among others:

1. Initial report of incident.
2. Situation report at regular time intervals.
3. Activity logs of responders.



4. Incident costs (equipment, supplies, personnel and other resource costs).
5. After-action report upon conclusion of the incident.
6. All pre-negotiated agreements and contracts
7. List of current resources building-wide.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The superintendent is responsible for the overall development and completion of this plan. This responsibility may be delegated. Specific responsibilities to maintain the plan include:

1. Annual review of the plan with approval of necessary changes
2. Distribution of the plan and subsequent changes.
3. Assignment of personnel to fulfill roles and responsibilities of the plan.
4. This plan should be reviewed and tested annually.
5. Seek out and provide educational and training opportunities so that all those affected will know how to respond in emergency situations.



DRILLS

Each school in the district will conduct at least nine drills per school year. The drills, required by Kansas law, will include four fire drills, three crisis drills, and two severe weather drills. The severe weather drills shall be conducted in September and March of each school year.

Fire drills will be scheduled by the building principal, or their designee, and occur sometime during the school hours prior to the regular dismissal time. Fire drills will be conducted anytime during the months of August, November, January, and May. The drill in November will include a blocked exit requiring staff to find an alternate evacuation route.

Crisis drills will be scheduled by the building principal, or their designee, and occur sometime during the school hours prior to the regular dismissal time. The drills should reflect events that have a potential of occurring in the school and can include, but are not limited to, things such as active shooter, intruder, medical emergencies, hazardous spills, missing student, earthquake, or water main break. The drills will be conducted anytime during the months of October, February and April.

Severe weather drills will be scheduled by the building principal, or their designee, and occur anytime during the month of September, and on the date for the statewide tornado drill in March (date to be determined by KDEM/NWS).

USD 266 Maize Emergency Drill Schedule

<u>Month</u>	<u>Scheduled Drill</u>
August	Fire Drill
September	Weather Related Emergency
October	Active Shooter Training with SafeDefend
November	Fire Drill With Blocked Exits & Evacuation
December	Cardiac Team
January	Fire Drill
February	Active Shooter Training with SafeDefend
March	Weather Related Emergency



April	Lockdown
May	Fire Drill

PLAN AUTHORITIES AND REFERENCES

This plan has been developed with guidance from the following:

Federal Sources:

1. Robert T. Stafford Disaster and Emergency Assistance Act of 1988
2. Homeland Security Act of 2002
3. Code of Federal Regulations, Title 44, Chapter 1 (October 2002)
4. Homeland Security Presidential Directive 5 (February 2003, NIMS)
5. Homeland Security Presidential Directive 7 (December 2003, Critical Infrastructure)
6. Homeland Security Presidential Directive 8 (December 2003, FEMA 5 Mission Areas)
7. National Security Presidential Directive 51 (May 2007, National Continuity Plan)
8. Homeland Security Presidential Directive 20 (May 2007, National Continuity Plan)
9. National Incident Management System (updated December 2008)
10. National Response Framework (January 2008)
11. National Infrastructure Protection Plan (2009)
12. The Science of Earthquakes (USGS)
13. National Weather Service
14. Federal Emergency Management Agency
15. Department of Homeland Security

State Sources:

1. KSA 31-133 (required drills)
2. KSDE Regulations
3. Senate Bill 109, Sec 76 (May 2018)

Local Sources:

1. Maize USD 266 Board of Education Policies
2. Sedgwick County Emergency Management Guidance
3. USD 259 (Wichita) Safety and Environmental Services
4. USD 501 (Topeka) Police Department



CONTINUITY OF OPERATIONS

The purpose of the Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain, or rapidly resume, essential operations of the school district following a major disruption to normal operations. Essential operations include classroom instruction of students, daily district business operations, and management of physical facilities of the district. It is the responsibility of each district administrator to know their role as it pertains to the COOP. Essential functions for district staff are included below by position:

Superintendent:

- Determine when to close buildings
- Disseminate information internally to students and staff
- Communicate with parents, the media, and the larger school community
- Identify a line of succession including who is responsible for restoring which business operations for the school/district
- Ensure systems are in place for rapidly executing contracts following an incident
- Restore administrative and record keeping functions such as payroll, accounting, and personnel records
- Ensure prompt payment for materials purchased or rented

Principals:

- Identify relocation areas for classrooms and administrative operations
- Create a system of registering students
- Brief and train staff regarding their additional responsibilities
- Secure needed personnel, equipment or other resources or services for continued operations
- Identify strategies to continue teaching
- Reevaluate the curriculum and modify as needed

Maintenance Personnel:

- Work with local government officials to determine the extent of harm to the district, and estimated time to make facilities operational
- Manage the restoration of school buildings/grounds (debris removal, painting, building repairs, landscaping, etc.)

Teaching Staff:

- Obtain teaching materials
- Identify curriculum materials
- Adapt teaching methods as needed



School Administrative Support Personnel:

- Maintain school inventory and essential records
- Retrieve previously maintained building personnel data (emergency contact)
- Aid with providing accounts payable and cash management services

Counselors/Psychologists/Social Workers/Nurses:

- Implement appropriate response and recovery activities according to established protocols
- Monitor students and staff, and provide assistance or referrals for services as necessary

Food Services:

- Identify, as necessary, location(s) for food service operations
- Ensure with vendors the supply of food
- Identify needs for meal preparation and dining services

All core COOP members and district senior staff should receive training annually on the COOP. Training may include orientation, tabletop, functional or full-scale exercises. Training should be documented and maintained by the district as part of the mitigation process

The Superintendent or Incident Commander will determine when to activate the COOP. The process to activate the plan should include directions on relocation of operations. Activation of COOP may occur with or without warning. Available methods of communication should be used to notify staff of the COOP activation. Information necessary for staff to facilitate their area of responsibility should be provided. Communication to parents and students, informing them of pertinent information relevant to the incident should be provided.

To the extent possible, Principals, working with district staff, should identify potential sites to establish the education function of a school closed under this plan. The Superintendent may delegate authority to appropriate district staff to identify potential sites to establish the business management function for the district. Relocation sites will be determined by the nature of the incident. Consideration will be given first to district-owned property.

District IT staff will maintain a cybersecurity plan that addresses security protections of the district computer data system. Vital records are archived and retained on backup data systems stored off site. District IT staff will follow the cybersecurity plan when establishing backup systems and storage sites.

Once district operations have been reconstituted, district staff should participate in an after-action review of operations. The after-action report should contain a district self-assessment of operations, identifying what process worked and did not work, and making any necessary recommendation for changes to the Superintendent. The after-action review will be summarized in a written report.



OPERATIONAL FUNCTIONS

Operational functions are procedures and methods used by this school district that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency.

DIRECTION AND CONTROL

The coordination of the initial response to emergency operations is the responsibility of the Incident Commander. The Incident Commander role is filled by the staff member in control at any given time to manage the emergency.

1. In response to an emergency situation, an Incident Command Post (CP) should be activated.
2. A CP should be located close enough to the scene for the Incident Commander to effectively manage the incident, and far enough away to ensure staff in the CP are not in danger.

INCIDENT NOTIFICATION AND ASSESSMENT

When first arriving upon the incident or scene:

1. Ensure the scene is safe before entering.
2. Assess the situation and gather critical information.
3. Provide clear and concise information to people on scene who can assist emergency services.
4. Render aid and assistance to people as needed.
5. Activate the Building Emergency Response Team.
6. When able, write down the time, place, and description of the situation, actions taken, and other important information from the scene



Appendice



A Appendix A- Emergency Procedures

VISITOR

A visitor is any person other than a district employee, student or emergency service worker who enters the building to meet with administrators or attend events when school is in session. Controlling access to any district building is necessary to ensure proper and appropriate security.

ADMINISTRATION AND STAFF RESPONSE

1. Direct all visitors to the main office
2. Visitors should present a state-issued photo identification card
3. Staff will ensure the photo identification card is scanned by a visitor management system approved by the district
4. If the individual “passes” the VMS check, a visitor’s badge will be issued to them, and they will be permitted to enter the school for a meeting or event
5. Visitors shall wear the issued visitor’s badge in a conspicuous manner at all times while in the school, or on school property, attending an event or meeting
6. Visitors who refuse to wear the badge so that it is visible may be made to leave the school
7. If, when scanning the identification card in the VMS, a “hit” or “alert” is received, staff will do the following:
 - a. Confirm it is the right person in the ID
 - b. Notify a building administrator
 - c. If the person listed in the alert is the same person with the identification card, the administrator will inform the person they are not permitted in the school or on school grounds and direct them to leave
 - d. If the person refuses to leave, the administrator should ask a second time for them to leave. If they continue to refuse to leave, the administrator should call 911 and ask for a police response.



LOCKDOWN

This will require the total lockdown of a building. No one is permitted to enter, leave or move through the building. Lockdown is activated by the Principal or Assistant Principal.

GENERAL PROCEDURES

1. Building administrator announce, "The building is locked down. Get to a safe place immediately."
2. Move all students to classrooms and secure classroom doors
3. Move all visitors to a safe space.
4. Secure the building by locking access to the building, hallways and classrooms.
5. No one is able to enter or leave the building. Lock and barricade all interior doors.
6. Turn off classroom lights. Close and lock all windows and blinds.
7. Silence all cell phones and remain quiet.
8. Remain in lockdown until a school official or uniformed law enforcement officer informs you that the threat is neutralized.
9. Evacuation information, if necessary, will be announced.

STAFF RESPONSE

1. Direct all students to the nearest classroom and visitors to a secured space
2. Lock all outside and classroom doors
3. No one is able to enter or leave the building except for public safety personnel
4. Staff should report missing or extra students to administrator or designee
5. Students and staff should remain in lockdown until "all clear" is given

ADMINISTRATION OR DESIGNEE RESPONSE

1. Communicate the need to lockdown the building via the public address system using plain language
2. Call 9-1-1
3. In all situations, notify the Executive Director of Health, Safety & Prevention
4. Executive Director will notify:
 - a. District Communications
 - b. Designated district personnel and public safety agencies as needed
5. Remain in lockdown until "all clear" is given by the Incident Commander or law enforcement
6. If necessary, coordinate with Transportation and Food Services
7. Implement communication plan procedures
8. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and district office staff



MODIFIED LOCKDOWN

This will require all doors to be closed and locked. No movement through the building is permitted unless authorized by the Principal or Assistant Principal. Modified Lockdown is activated by the Principal or Assistant Principal.

GENERAL PROCEDURES

1. Building administrator announce, "The building is in modified lockdown. Get to your classroom and stay there until further notice."
2. Move all students to classrooms and secure classroom doors.
3. Move all visitors to a safe space.
4. Secure the building by locking access to the building, hallways and classrooms.
5. No one is able to enter or leave the building
6. Remain in modified lockdown until "all clear" is announced by a building administrator.

STAFF RESPONSE

1. Lock all exterior doors and windows
2. Classroom activities continue, help students remain calm
3. All outdoor activities are canceled and students and staff are moved inside the building
4. Report missing students to the office.
5. The building should remain in the lockdown until "all clear" is given by the building administrator.

ADMINISTRATION OR DESIGNEE RESPONSE

1. All outdoor activities are canceled and students and staff are moved inside the building
2. Communicate the need to implement a modified lockdown of the building via the public address system using plain language
3. Access to building is limited depending on the situation
4. Implement communication plan procedures
5. The building should remain in the modified lockdown until "all clear" is given by the Incident Commander
6. Depending on the situation, call 9-1-1
7. If necessary, coordinate with Transportation and Nutrition Services
8. In all situations, notify the Executive Director of Health, Safety and Prevention
9. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
10. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff



EVACUATION

This may require people to move from one part of the building to another, leave the building and go outside, or leave the building grounds and move to a prearranged alternate location. Evacuation may be activated by the Principal, Assistant Principal, state law or policy.

STAFF RESPONSE

Evacuation and Off-Site Evacuation Procedures:

1. Determine evacuation routes based on location of incident and type of emergency
2. Classroom doors should be closed
3. Assist those needing special assistance
4. Once at the evacuation site:
 - a. Account for all students
 - b. Check for any injuries
 - c. Report missing, extra or injured students to administrator or designee
 - d. Continue to monitor students
5. Wait for further instructions
6. Do not reenter the building until “all clear” is given

ADMINISTRATION OR DESIGNEE RESPONSE

1. Depending on the situation, call 9-1-1
2. In all situations, notify the Executive Director of Health, Safety & Prevention
3. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
4. Determine evacuation routes based on location of incident and type of emergency
5. Communicate the need to evacuate; activate the fire alarm or use plain language via the public address system
6. All staff should leave the area including custodian, administrator, etc.
7. Once at evacuation site, account for all students and staff
8. Do not reenter the building until “all clear” is given by the Incident Commander
9. If necessary, refer to reunification plan
10. If necessary, coordinate with Transportation and Food Services
11. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff



FIRE

Fire is caused by combustion or burning in which substances combine chemically with oxygen from the air and typically give out bright light, heat, and smoke. Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

STAFF RESPONSE

1. Sound fire alarm
2. Call 9-1-1
3. Secure building kit in office / first aid kit in nurse's office
4. Follow evacuation procedures in orderly fashion to outdoor assembly area
 - a. Students and staff should not stop to gather personal belongings
5. Do not use elevators during fire evacuation
6. Assist those needing special assistance
7. Once at the evacuation site:
 - a. Account for all students
 - b. Check for any injuries
 - c. Report missing, extra or injured students to administrator or designee
 - d. Continue to monitor students
8. Wait for further instructions
9. Do not reenter the building until "all clear" is given

ADMINISTRATION OR DESIGNEE RESPONSE

1. Call 9-1-1
2. In all situations, notify the Executive Director of Health, Safety and Prevention
3. Executive Director will notify:
 - a. Strategic Communications
 - b. Designated district personnel and public safety agencies as needed
 - c. Safety Services Department
4. If known, communicate changes in evacuation route based on location of the fire, smoke or gas smell
5. If necessary, coordinate with Transportation and Food Services
6. In multiple story buildings, designated staff members assist those needing special assistance to the "areas of assistance" and await the arrival of emergency response personnel
7. Have a staff member meet emergency personnel to:
 - a. Identify the location of fire, smoke or gas smell
 - b. Advise of location of injured persons
 - c. Advise of any missing persons
9. Do not reenter the building until "all clear" is given by the Incident Commander
10. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff



SEVERE WEATHER

Watch: A watch is issued when the risk of hazardous weather has increased significantly, but its occurrence, location, and/or timing is still uncertain.

Warning: A warning is issued when hazardous weather is occurring, is imminent, or has a high probability of occurring. A warning is used for conditions that pose a threat to life or property.

Tornado: Is a violently rotating column of air in contact with the ground.

ADMINISTRATION AND STAFF RESPONSE

If a Weather Watch is Issued:

1. Radios or televisions should be tuned to a local news or weather station and the conditions monitored closely
2. Consider bringing all students and staff on school grounds inside the building
3. Consider closing all the windows
4. Review tornado drill procedures and location of shelter areas with students

If a Weather Warning is Issued:

1. Radios or televisions should be tuned to a local news or weather station and conditions monitored closely
2. Bring all students and staff on school grounds inside the building
3. Parents picking up students should be advised of the weather warning and invited to stay with their child inside the school

If a Tornado Warning is Issued:

1. Bring all students and staff on school grounds inside the building
2. Parents picking up students should be advised of the weather warning and invited to stay with their child inside the school
3. Communicate the need to follow tornado drill procedures and shelter in the designated place to building via the public address system using plain language:
“All teachers and staff please initiate storm sheltering procedures now; move students to the designated storm shelter(s) now. This is not a drill.”
4. Nurse or office staff should take students’ medication and nurse’s first aid kit to the shelter
5. Office staff should take orange crisis radio to shelter
6. Once it is determined everyone is in the protected area:
 - a. The administrator or designee makes the decision to lockdown
 - b. Lock doors so the shelter cannot be entered from the outside
 - c. Pull doors firmly to make sure all latches are engaged and the doors are fully closed
7. Once sheltered:
 - a. Account for all students
 - b. Report missing or extra students to administrator or designee
 - c. Continue to monitor students
8. A staff member should monitor doors to prevent an accidental opening or a panicked student from opening the doors



9. Once the shelter is locked down it should not be unlocked until “all clear” is given by the Incident Commander

Incident Commander:

1. Monitor orange crisis radio for updates.
2. Once the “all clear” has been given, assess the surroundings (building and site) for damage(s) before releasing occupants. If damage is evident, and it is unsafe to leave the shelter, instruct occupants to remain inside the shelter
 - a. Notify 911
3. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff as needed



EARTHQUAKE

An earthquake is a sudden slip of two blocks of the earth past one another. The surface where the slip occurs is called a fault, or fault plane. Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

STAFF RESPONSE

If inside:

1. At the first indication of an earthquake, initiate Drop, Cover and Hold:
 - a. Direct students, staff, and visitors to take cover under a desk or table by dropping to their knees with backs toward windows and protecting their heads using one arm while using the other arm to hold onto the desk or table
 - b. Individuals who normally use wheelchairs should lock the wheels and remain seated until the shaking stops
 - c. In the event an individual is not able to drop, cover one's head and neck, think through the particular circumstances to determine how best to cover one's head and neck during an earthquake
2. If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows, other expanses of glass or potential falling objects
3. Do not attempt to run through building or outside due to risk of falling objects
4. If in a room with no desks or furniture, get against inside wall or inside doorway and crouch
5. Remain covered until the shaking stops
6. Once shaking stops, staff should account for students and check for injuries
7. Immediately report any missing, extra, or injured students
8. Staff should continue to monitor students and wait for further instructions
9. If evacuation of the building is initiated, the elevator may not be safe to use

If Outside:

1. If outside, do not go back inside any building
2. Move quickly away from building and overhead electrical wires
3. Get down low and stay there until shaking stops
4. Once shaking stops, staff should account for students and check for injuries
5. Immediately report any missing, extra, or injured students
6. Staff should continue to monitor students and wait for further instructions
7. Do not attempt to enter building until "all clear" is given
8. Do not touch fallen wires

ADMINISTRATION RESPONSE

Assembly Areas:

1. Earthquake safe areas will be away from the building and overhead power lines
2. Keep everyone away from underground gas and sewer lines
3. In the event of aftershocks, remain calm and close to the ground



Additional Steps:

4. Activate the building crisis team and make necessary verbal announcements instructing students, staff and visitors
5. Account for all students, staff and visitors
6. Administer emergency first aid as needed
7. Do not re-enter building until “all clear” is given from the Incident Commander
8. Depending on the situation, call 9-1-1
9. Notify the Executive Director of Health, Safety & Prevention
10. Executive Director will notify:
 - a. Superintendent
 - b. Strategic Communications
 - c. Designated district personnel
11. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff as needed



GAS ODOR/LEAK

A natural gas emergency is a situation where a natural gas odor has been identified and all of the following conditions are present:

- The natural gas odor is persistent
- The odor continues to be substantial
- The source of the odor cannot be readily identified

ADMINISTRATION AND STAFF RESPONSE

Natural Gas Smell Outside the Building (Strong and Persistent):

1. Call 911, if necessary, from outside the building
2. Assess the situation and implement evacuation procedures as needed
 - a. Follow evacuation procedures – evacuate away from the area of the leak
 - b. Secure crisis folder, building kit and nurse’s first aid kit, in event of evacuation
 - c. Do not reenter the building until “all clear” is given by the Incident Commander
3. Notify the Executive Director of Health, Safety and Prevention
4. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
5. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff

Natural Gas Smell Outside the Building (Strong and Persistent):

1. Call 911 from outside the building
2. Assess the situation and implement evacuation procedures
 - a. Follow evacuation procedures – evacuate away from the area of the leak
 - b. Secure crisis folder, building kit and nurse’s first aid kit, in event of evacuation
 - c. Do not reenter the building until “all clear” is given by the Incident Commander
3. Notify the Executive Director of Health, Safety and Prevention
4. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
5. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff

****NOTE** - When notifying staff of evacuation due to a gas leak in the building, do not use PA system or radios. Use word-of-mouth going room to room.**



SHELTER-IN-PLACE

Immediate shelter may be necessary due to hazardous or potentially dangerous environmental conditions.

STAFF RESPONSE

1. Students and staff should move to safe rooms/storm shelters or interior rooms with the fewest windows and vents
2. Assist those needing special assistance
3. Elevators should not be used
4. If possible, close all interior doors – including rooms not in use
5. Once sheltered:
 - a. Account for all students
 - b. Check for any injuries
 - c. Report missing, extra or injured students to administrator or designee
 - d. Continue to monitor students
6. Students and staff should remain sheltered-in-place until “all clear” is given

ADMINISTRATION OR DESIGNEE RESPONSE

1. Communicate the need to shelter-in-place to building via the public address system using plain language
2. All outdoor activities are canceled and students and staff are moved inside the building
3. Depending on the situation, call 9-1-1
4. Notify the Executive Director of Health, Safety and Prevention
5. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
6. The building custodian or district maintenance staff should immediately shut down all building ventilation systems if the danger involves airborne hazardous materials
7. Students and staff should remain sheltered-in-place until “all clear” is given by the Incident Commander
8. If necessary, coordinate with Transportation and Food Services
9. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff



MEDICAL EMERGENCIES

Medical emergencies are events that require immediate medical attention. Such events include heart attacks, difficulty breathing, drug overdoses, severe lacerations with uncontrolled bleeding, and other serious threats to life.

STAFF RESPONSE

1. Call 9-1-1, if necessary
2. Assess severity of injury/illness
3. Provide first aid as needed
4. Keep victim calm
5. Notify administrator or designee
6. A staff member should stay with the ill or injured person until emergency personnel arrive if necessary
7. Protect privacy and confidentiality of the individual
8. Minimize the gathering of crowds and curious onlookers
9. Ensure to document the incident

ADMINISTRATION OR DESIGNEE RESPONSE

1. Call 9-1-1, if necessary
2. Ensure that someone stays with the ill or injured person until emergency personnel arrive
3. Have individual's emergency information form/health information available for emergency medical personnel
4. Notify Executive Director of Health, Safety & Prevention
5. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
6. Attempt to notify individual's parents/guardians or emergency contact of illness or injury
 - a. Advise them of medical care being provided
7. If the person is being transported to the hospital:
 - a. Have a staff member proceed to hospital for support
 - b. Request the parent/guardian or emergency contact to meet at the hospital unless directed otherwise by EMS
8. Protect privacy and confidentiality of the individual
9. Minimize the gathering of crowds and curious onlookers
10. Ensure to document the incident



MISSING STUDENT

A student is missing if they are unaccounted for at school, on school property, at a school activity or while traveling to and from school. Methods for handling these situations will depend, to a large degree, upon the age, maturity and special circumstances of the child.

STAFF RESPONSE

1. Notify administration and provide a description of missing student
2. Interview classmates of the missing student and the last person to see the student

ADMINISTRATION OR DESIGNEE RESPONSE

1. Ensure a thorough search of the building and school grounds has been conducted.
2. Consider:
 - a. Could the child have ridden the wrong bus
 - b. Walked to or from school instead of taking transportation
 - c. Received a ride from a friend, neighbor, or someone else on the student information form
 - d. Attending another activity or appointment
3. Interview classmates of the missing student and the last person to see the student
4. Check videos/cameras, if available
5. Contact parent/guardian to report absence/status
6. Call 911, if necessary
7. Notify staff and provide a description of missing student
8. Notify the Executive Director of Health, Safety & Prevention
9. Executive Director will notify:
 - a. Superintendent
 - b. Strategic Communications
 - c. Designated district personnel
10. Assign staff members specific areas of campus to search using a map; marking off areas once the area is searched completely
11. Contact bus driver, if applicable
12. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff



REPORTING CHILD ABUSE AND NEGLECT

All school employees will take appropriate action to report suspected physical, mental, emotional or sexual abuse, or neglect of children to the proper authorities in accordance with Kansas law (K.S.A. 38-2223) If staff members observe marks or injuries that lead the employee to have suspicion of abuse and/or neglect, the employee is legally obligated to report the matter.

ADMINISTRATION AND STAFF RESPONSE

1. Any employee who suspects that a child has had an injury inflicted upon them as a result of physical, mental, emotional, or sexual abuse or neglect has the legal responsibility and the right to report the suspicion. Reports shall be made to the Department of Children and Families (DCF) Kansas Protection Report Center at www.dcf.ks.gov, or by calling 1-800-922-5330.
2. Once the DCF report is filed, the employee shall notify law enforcement by calling 911.
 - a. The DCF control number will be provided to law enforcement
3. K.S.A. 38-2202 defines abuse and neglect as:
 - a. "Neglect" means acts or omissions by a parent, guardian, or person responsible for the care of a child resulting in harm to a child, or presenting a likelihood of harm, and the acts or omissions are not due solely to the lack of financial means of the child's parents or other custodian
 - b. "Physical, mental or emotional abuse" means the infliction of physical, mental, or emotional harm or the causing of a deterioration of a child and may include, but shall not be limited to maltreatment or exploiting a child to the extent that the child's health or emotional well-being is endangered
 - c. "Sexual abuse" means any contact or interaction with a child in which the child is being used for the sexual stimulation of the perpetrator, the child, or another person. Sexual abuse shall include allowing, permitting, or encouraging a child to engage in prostitution or to be photographed, filmed or depicted in pornographic material
4. Employees are not permitted to interview the child, photograph the child's injuries, or conduct any investigation with other students (including siblings).
5. Employees are prohibited from notifying parents/guardians of their suspicion(s), that a DCF report has been made, or that law enforcement has been notified.
6. Employees should promptly report the incident without delay to the building principal
7. All reports are construed to be confidential
8. Administrators should follow established board policy granting access to the child(ren) by law enforcement.
9. If administrators need assistance, notify the Executive Director of Health, Safety & Prevention.



STUDENT POSSESSION OR SUSPECTED POSSESSION OF A WEAPON

A weapon is any article that is intended to be used to inflict bodily harm.

STAFF RESPONSE

1. When an employee receives information that a student has a weapon, the information should be promptly reported to a building administrator.
2. The employee should try to gather as much information as possible about including:
 - a. The name of the student in possession of the weapon
 - b. Type of weapon
 - c. Current location of weapon (on the person, in a backpack, locker, etc.)
 - d. Other students who have seen or have knowledge of the weapon

ADMINISTRATOR RESPONSE

1. Locate student(s) involved
2. Isolate them, if possible
3. When investigating a student suspected of carrying a weapon, two administrators will contact the student
 - a. The student should be removed to the office
 - b. Any backpack, or other items that could conceal a weapon should be removed from the student
 - c. The administrator should explain to the student why they have been brought to the office and inquire of the student if they are in possession of a weapon
 - d. If the student answers in the affirmative, the student should not be permitted to produce the weapon
 - e. If the administrator reasonably suspects the student is armed, the administrator may search the student.
 - f. If the administrator is concerned for their safety, they may request the assistance of law enforcement.
 - g. The administrator should explain to the student a search of their possessions is going to be conducted
 - h. A second staff member should remain present for the search
4. If the student is uncooperative:
 - a. Move away from student if they indicate a potential for violence
 - b. If possible, maintain visual contact with the student from a safe distance
 - c. Call 911
5. When possible, notify the Executive Director of Health, Safety & Prevention
6. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
7. Consider initiating lockdown or evacuation procedures if needed
8. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff
9. Notify parent or guardian of involved student(s)
10. Document all actions taken by staff



11. If the student has a weapon, the administrator should obtain a photograph and description of the weapon for appropriate disciplinary action

Please note: It is always the best practice for staff to remove the weapon from the student as opposed to allowing the student to produce the weapon and hand it to staff.



STUDENT BEHAVIOR – BATTERY/ASSAULT

Battery is knowingly or recklessly causing bodily harm, and is an act of violence. Assault is knowingly causing another person to be reasonably apprehensive of immediate bodily harm, and is an act of violence. Any incident occurring at school, on school property, or at a school-sponsored activity should be addressed by administration. Sexual battery is touching someone 16 years of age or older who did not consent with intent to arouse or satisfy the sexual desires of the offender or another.

STAFF RESPONSE

1. If possible, separate combatants or ask for assistance in doing so
2. Remove the combatants to the office
3. Provide first aid, contact nurse, if needed
4. Call 911 for medical emergencies
5. Notify administrator
6. Do not leave the combatants alone
7. Isolate the combatants involved, i.e., victim, suspect(s) and witnesses
8. In the event the circumstances involve an alleged sexual battery/assault, the victim should not be questioned beyond obtaining a description of the perpetrator and information necessary to ensure immediate safety in the school
9. If appropriate, preserve all physical evidence

ADMINISTRATION OR DESIGNEE RESPONSE

1. Gather initial information to determine the nature of the offense and appropriate category of response. Consider age, intent and context
2. Contact the Executive Director of Health, Safety & Prevention with questions or need for assistance
3. Provide first aid. Contact the school nurse, if needed
4. Call 911 for medical emergencies
5. If there is a crime scene related to the incident, restrict access to the area and assign a staff member to safeguard it.
6. Isolate the combatants involved, i.e., victim, suspect(s) and witnesses
7. In the event the circumstances involve an alleged sexual battery/assault, the victim should not be questioned beyond obtaining a description of the perpetrator and information necessary to ensure immediate safety in the school.
8. If the incident involves an alleged sexual battery/assault, call 911
9. If 911 is contacted, notify the Executive Director of Health, Safety & Prevention
10. If the issue involves an employee, contact Human Resources Director



THREATS OF VIOLENCE – STUDENT & NON-STUDENT

A threat is a concerning communication or behavior that may intend to harm. It requires no witness, the target may not be aware of the threat, and the threat may come in any form. All threats must be taken seriously until they can be assessed.

If the Threat is Made by a Student:

STAFF RESPONSE

1. When notified of a possible threat, attempt to obtain as much information from the reporting party as possible, including:
 - a. The name of the student making the threat
 - b. Type of threat
 - c. Identity of other students who have seen or have knowledge of the student's threat
2. Ensure safety of the threatened party
3. Notify administrator as soon as possible

ADMINISTRATION OR DESIGNEE RESPONSE

1. When notified of a possible threat, attempt to obtain as much information from the reporting party as possible, including:
 - a. The name of the student making the threat
 - b. Type of threat
 - c. Identity of other students who have seen or have knowledge of the student's threat
2. Locate student(s) involved:
 - a. Administrator or designee should go to the location of the individuals involved and take them to an office or a location away from other students
 - b. Ensure confidentiality (FERPA)
3. Administrator obtains a specific account of the threat and completes a Threat Incident Form to determine initial level of threat
 - a. Initial assessment of the threat involves considering the circumstances in which the threat was made and the student's:
 1. Age
 2. Credibility
 3. Context
 4. History
 5. Any other relevant factors
 - b. If needed, check for weapons including in the student's backpack, locker, etc.
 - c. If the threat indicates harm to self only or suicidal statements, follow suicide protocols
 - d. Threat protocols should be followed in terms of whether or not to proceed with a Threat Assessment

If the Threat is Made by a Non-Student:

1. Notify administrator or designee
2. Call 911, if necessary
3. Notify Executive Director of Health, Safety & Prevention for any need of assistance
4. If the person is in the building, ask the individual to leave:



- a. Be aware of their actions at this time (where they are located in school, whether they are carrying a weapon or package, etc.)
 - b. If possible, maintain visual contact with the person from a safe distance
 - c. Consider initiating Lockdown procedures
5. Once the person leaves or is removed from property, follow district procedures for trespass notification
 - a. Notice from district office
 - b. Copy of letter to appropriate law enforcement agency
6. Administrator coordinates with District Communications regarding communication to parents and media, social media, the website and front office staff as needed



VIOLENT INTRUDER (Run, Hide, Fight)

A violent intruder is someone violent and engaged or attempting to engage in harming students and staff.

At the first sign that there is a violent intruder in your building, your initial response should be to get to a safe place.

ADMINISTRATION AND STAFF RESPONSE

1. Activate SafeDefend system, if possible
2. When possible, call 911
3. If possible, communicate via the public address system using plain language
“There is a violent intruder in the building; take necessary action. This is not a drill.”

RUN (Get Out or Evacuate)

If possible, evacuate. Direct students to follow instructions:

1. Escape by exits or windows
2. Leave your belongings behind
3. Help others escape
4. Warn others along the way about the danger
5. Go to a location safely away from the building and call 911
6. Once at the evacuation site:
 - a. Account for all students
 - b. Check for any injuries
 - c. Report missing, extra or injured students to administrator or designee
 - d. Continue to monitor students
7. Wait for further instructions

HIDE (Conceal or Barricade)

If evacuation is not possible, students and staff should find a place to hide in an area that can be secured:

1. Hide until help arrives
2. Silence all electronic devices
3. Remain calm—it can have a contagious effect on others
4. If time permits, barricade the door, examples include:
 - a. Move desks, etc., in front of door
5. Remain in place until law enforcement or the Incident Commander gives the “all clear”

FIGHT (Resist or Neutralize)

When RUN or HIDE fail, or are not possible, FIGHT as a LAST RESORT:

1. Attempt to incapacitate the attacker
2. Baton, pepper spray, improvise weapons
3. Commit to your actions

When Law Enforcement and Public Safety Personnel Arrive:

1. Remain calm
2. Keep your hands visible
3. Avoid pointing or yelling
4. Know that help for the injured is on the way
5. Staff and students should go to evacuation site

STAFF RESPONSE

1. Once at evacuation site:
 - a. Account for all students



- b. Check for any injuries
- c. Report missing, extra or injured students to administrator or designee
- d. Continue to monitor students

ADMINISTRATION RESPONSE

1. Have a staff member meet emergency personnel to:
 - a. Advise location of injured persons
 - b. Advise of any missing persons
2. Refer to Reunification Plan
3. Refer to Communication Plan
4. Refer to Recovery Plan
5. If necessary, coordinate with Transportation and Food Services
6. Executive Director of Health, Safety & Prevention will notify:
 - a. Superintendent
 - b. Strategic Communications
 - c. Designated district personnel and public safety agencies as needed



CARDIAC EMERGENCIES

Kansas law requires school districts to establish cardiac emergency response teams in each school. This plan identifies the composition of teams in each building, the roles and responsibilities of team members, and reporting requirements for cardiac events in schools.

STAFF RESPONSE

1. Call 9-1-1
2. Assess severity of injury/illness
3. Keep victim calm
4. Provide first aid and/or CPR as needed
5. Notify administrator or designee
6. A staff member should stay with the ill or injured person until emergency personnel arrive
7. Inform emergency personnel of actions taken to aid person
7. Protect privacy and confidentiality of the individual
8. Minimize the gathering of crowds and curious onlookers
9. Ensure to document the incident

ADMINISTRATION OR DESIGNEE RESPONSE

1. Call 9-1-1, if necessary
2. Provide first aid and/or CPR as needed
3. Ensure that someone stays with the ill or injured person until emergency personnel arrive
4. Have individual's emergency information form/health information available for emergency medical personnel
5. Notify Executive Director of Health, Safety & Prevention
6. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
7. Attempt to notify individual's parents/guardians or emergency contact of illness or injury
 - a. Advise them of medical care being provided
8. If the person is staff member/student and is being transported to the hospital:
 - a. Have a staff member proceed to hospital for support
 - b. Request the parent/guardian or emergency contact to meet at the hospital unless directed otherwise by EMS
9. Protect privacy and confidentiality of the individual
10. Minimize the gathering of crowds and curious onlookers
11. Ensure to document the incident



SUICIDE INTERVENTION

STAFF RESPONSE

1. Do not leave student/staff alone
2. Contact administration or Mental Health Intervention Team
3. Try to diffuse the situation
4. If a student, do not allow them to go home unsupervised. A parent/adult must assume responsibility before the student can leave the building.
5. If staff, do not leave unattended and follow the procedure for notifying Emergency Contact
6. If the person is threatening self-harm, or it appears if self-harm is imminent, notify 911.
7. If self-harm is attempted, refer to “Health Emergency”
8. Building administrator(s), MHIT team or counselor(s) will determine what need of a risk assessment

ADMINISTRATION OR DESIGNEE RESPONSE

1. Call 9-1-1, if necessary
2. If MHIT and/or counselor are not available, complete Suicide Risk Assessment.
3. Ensure that someone stays with the person until a parent/adult supervision or emergency personnel arrive
4. Have individual's emergency information form/health information available for emergency medical personnel
5. Notify Executive Director of Health, Safety & Prevention
6. Executive Director will notify:
 - a. Superintendent
 - b. District Communications
 - c. Designated district personnel and public safety agencies as needed
7. Attempt to notify individual's parents/guardians or emergency contact of situation
 - a. Advise them of medical care being provided
8. If the person is staff member/student and is being transported to the hospital:
 - a. Have a staff member proceed to hospital for support
 - b. Request the parent/guardian or emergency contact to meet at the hospital unless directed otherwise by EMS
9. Protect privacy and confidentiality of the individual
10. Minimize the gathering of crowds and curious onlookers
11. Ensure to document the incident