Crawford Public Schools



Emergency Operations Plan

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RECORD OF CHANGES

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Crawford Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Crawford Public Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Crawford Public Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Crawford Public Schools regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Crawford Public Schools' legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Crawford Public Schools Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Crawford Public Schools Emergency Operations Plan operates within the framework of the Crawford Public Schools' Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Crawford Public Schools is approximately 100 elementary-school students located in one-story building and 72 junior high/high-school students located in a three-story building on campus. These students are supported by a committed staff and faculty consisting of:

2 Administrators: Superintendent and Principal
22 Teachers
6 Instructional Assistants (Para's)
1 Counselors, Social Workers, and Psychologists
1 School Nurses/Health Assistants
4 Custodians/Maintenance Personnel
3 Office/support staff
2 Food Service/Cafeteria staff
3 Other staff (Upward Bound, IT Support, ASP)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedules for Crawford Public Schools are also located in **Appendix A** (A1, A2, A3, and A4) in this plan.

b. Special Needs Population

Crawford Public Schools are committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 1; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in **Appendix B**.

2. Building Information

Crawford Public Schools is located on a 7.7 acre lot and includes 5 buildings,1 football field, 2 playground areas, and 2 staff parking lots. All classes take place in the elementary, high school, weight room, greenhouse, and distance learning buildings.

Maps of the buildings and grounds are included in **Appendix C**: C-1 Elementary; C-2 HS Main Floor; C-3 HS 2nd Floor; C-4 HS 3rd Floor; and C-5 Aerial View of the Grounds.

Located in **Appendix D** is the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Crawford Public Schools are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In 2017 EMC completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by Kreider Insurance Company was completed in 2019.

In addition, the table on the following page briefly discusses Crawford Public School's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

Table 1. High-Priority Hazards

Intruder	While a hostile intruder incident has never occurred in Crawford Public Schools, like any school, it is vulnerable to intruders.
Fire	Fire hazards are a prevalent types of hazard.
Death/ Suicide	Due to the economy, stress, and other factors Crawford Public Schools realize that death and suicide are a possibility. It will then affect the community and school as a whole.
Tornado/ Severe Weather	Crawford and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Crawford Public Schools, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Crawford. Currently, ammonia, chlorine, and propane are all used and stored on school grounds and are locked in flame resistant cabinets.
Terrorism/ Threats	Crawford Public Schools, like other public institutions, is vulnerable to terrorist activity.

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and non-controllable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Crawford Public Schools are committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, Crawford Public Schools require all adults and students to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Crawford

Public Schools fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Crawford Public Schools will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Crawford Public Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Crawford Public Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Crawford Public Schools can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Crawford Public Schools participate in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Crawford Public Schools recognize that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Crawford Public Schools work with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Crawford Public School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

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

C. Initial Response (Standard Response Protocol) (SRP)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

The principal (and assistant principals) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Building Administrators

The superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent to focus on policy-level activities and interfacing with other agencies and parents. The superintendent shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers & Substitute Teachers

Teachers and Substitute Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants (Para)

Responsibilities include:

- Assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurses/Health Assistants

Responsibilities include:

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

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Safety Officer or Liaison
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Assist in the conservation, use, and disbursement of first aid supplies.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. **Other Staff**

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate and be respectful during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of an associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

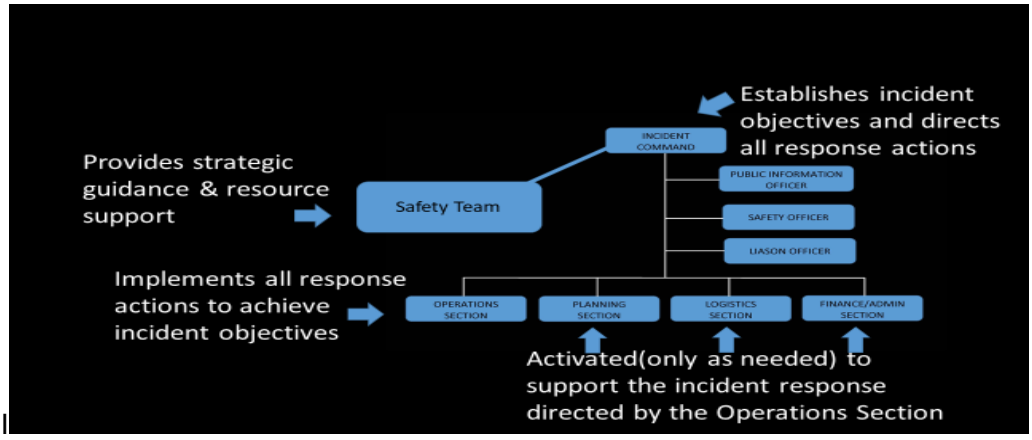
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in **Appendix E1**. **Appendix E2** is a list of your ICS contacts within your school. **Appendix E3** is provided by the district and includes Finance/Administration Future School Budgets.

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities. **Appendix F**

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed.

	● Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team **Reunification Team**	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for: ● Establish an Incident Command. ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
PFA Support Team	The PFA Support Team is responsible for: ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team **Reunification Team**	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.

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

Duties may include:

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

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating

personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

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

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. **Appendix F**

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

B. Coordination with Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Crawford Public Schools Superintendent/Principal (Incident Commander) will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Dawes County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Crawford Public Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Nan Gould, Dawes County Emergency Manager.

D. Coordination with First Responders

An important component of the Crawford Public Schools EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Crawford Public Schools.

Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. The agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Crawford Public Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Legend Butte Health Hospital
- Cots and bedding supplies will be provided by: American Red Cross, Brian Stephens 308-210-4564 or 308-224-5163
- Food/water supplies will be provided by: Dollar General & Walmart
- Security will be provided by: Dawes County Sheriff's Office & NE State Patrol
- Counseling services will be provided by: ESU 13 & Local Pastor: Steve Mallory.
- Communication will be handled by with walkie-talkies (Kelsee and Julie) & Logistics (Jason)

V. COMMUNICATIONS

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **Remind Text or Phone Call:** Remind text or phone call will start with the principal, who contacts the members of the Incident Management Team.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication with the School District Office

The Incident Commander will use a phone call to notify the principal of the school's status/needs. The district office will notify School Board members via a Remind text of the status of all district schools. Incident Commander will designate staff member(s) to monitor all communications.

B. External Communications

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

1. Communication with Parents

Before an incident occurs, Crawford Public Schools will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Crawford Public Schools will:

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

After an incident, Crawford Public Schools administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Crawford Public Schools employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included the link in **Appendix H**.

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Crawford Public Schools external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Crawford Public Schools will:

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

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

After the immediate incident response period, Crawford Public Schools will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Crawford Public Schools frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

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

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Contact mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged call: Christ Community Church, Fire Hall, and/or other churches. Online learning is an option.
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Crawford Public Schools may use include the following:

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

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Crawford Public Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in **Appendix I**. At this time, the only contract Crawford Public Schools has is with the American Red Cross.

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities **Appendix F** recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies. The annual budget and other records are maintained in the district office.

2. Incident Costs

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

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

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected by: electronic back-up, fire/water proof filing cabinets. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Crawford Public Schools EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Use **Appendix J** for record keeping.

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.
Use **Appendix J** for record keeping.

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

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

C. Training and Exercising the Plan

Drill: The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

Exercise: The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

Tabletop Exercise: is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

Functional Exercises: typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

Full-scale Exercise: is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

Appendix K1: Record of Trainings
Appendix K2: Schedule/Record of Drills
Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.

- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.

- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.
The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties, (those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

(1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;

(4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;

(5) Establishing security awareness and preparedness tools and training programs for public school staff;

(8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that very school conducts at least two tornado drills per year;

Authority for this Plan is contained in:

A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:
Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

None at this time.

IN AN EMERGENCY
TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS
Remain in the area until
the "All Clear" is indicated

ADULTS
Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS
Return inside
Business as usual
Monitored entry or controlled
release of students as
information increases

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Evacuate to specified location
Bring your phone
Instructions may be provided about
retaining or leaving belongings

ADULTS
Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students
or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults

K12 2021 STANDARD RESPONSE PROTOCOL

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Standard Reunification Method (SRM):

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

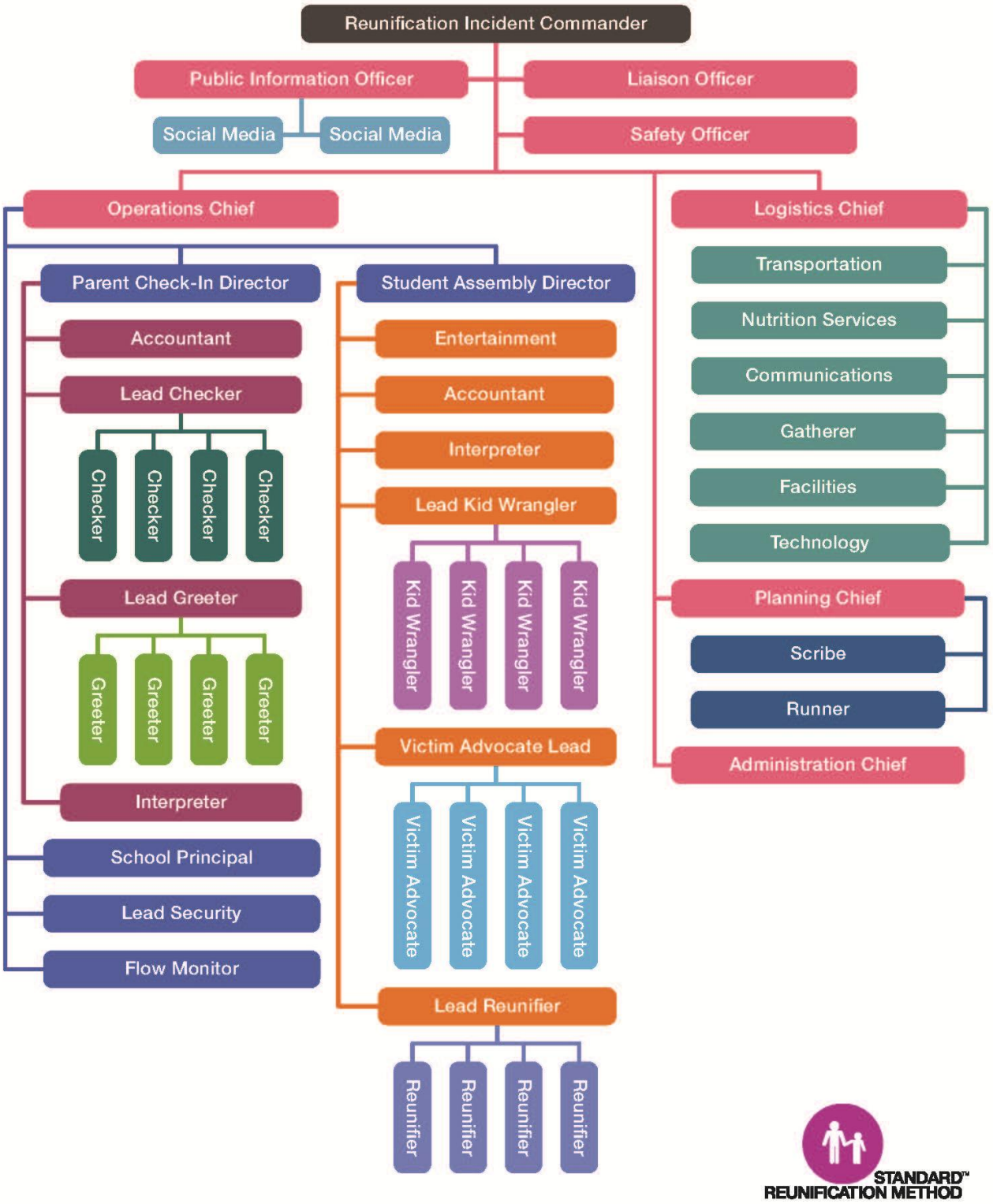
SRM Operations Guide can be found in **Appendix L1**

The SRM Process in a Nutshell
The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found in **Appendix L2**

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

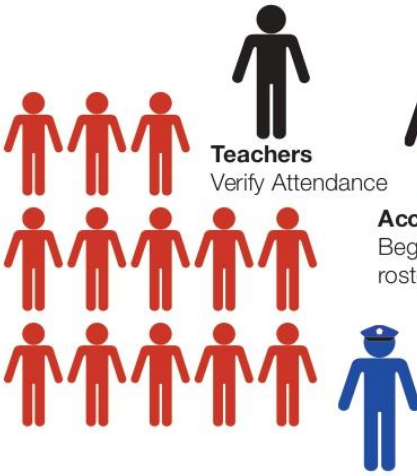
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3
SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

STEP 4
STUDENT AND STAFF TRANSPORT

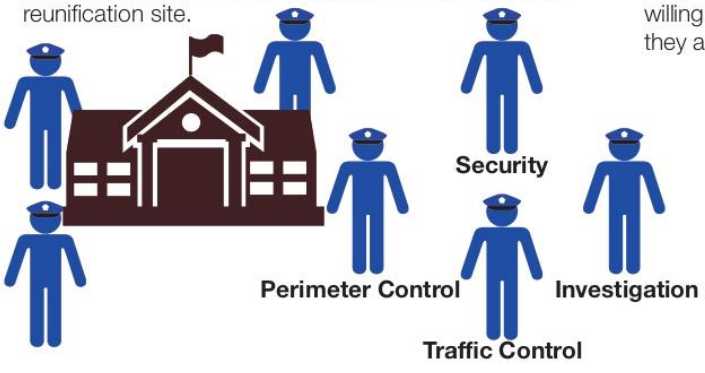
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS
CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Crawford Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Crawford Public Schools, 908 5th Street Crawford, Nebraska 69339.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Crawford Public Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

1. GUIDANCE: Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical, and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community.

	● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Keri Homan	Phone/Email: 308-615-9228
Alternate: Matt Stetson	Phone/Email: 308-615-9236
Second Alternate: Jason Van Beek	Phone/Email: 605-214-1140
Principal and/or Department Heads	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) ● Reevaluate the curriculum.
Primary Person: Matt Stetson	Phone/Email: 308-615-9236
Alternate: Gavin Peitzmeier	Phone/Email: 402-213-6261
Second Alternate: Jason Van Beek	Phone/Email: 605-214-1140
Custodians/ Maintenance Personnel	● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Jason Van Beek	Phone/Email: 605-214-1140
Alternate: Carolyn Erixson	Phone/Email: 402-601-7821
Second Alternate: Matt Stetson	Phone/Email: 308-615-9236
School Secretary/ Office Staff	● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide accounts payable and cash management services.
Primary Person: Teresa McGinnis	Phone/Email: 308-665-5926
Alternate: Julie Van Beek	Phone/Email: 308-430-2250
Second Alternate: Kelsee Cover	Phone/Email: 308-430-1662

Counselors, Social Workers, Psychologists	● Ensure all students have electronic access and equipment. ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols. ● Maintain continual contact with families and students.
Primary Person: Gavin Peitzmeier	Phone/Email: 402-213-6261
Alternate: Matt Stetson	Phone/Email: 308-615-9236
Second Alternate: Deron Meyer	Phone/Email: 308-870-3126
School Nurses/Health Assistants	● Assist families with medical questions and concerns. ● Connect families/students with medical services.
Primary Person: Jenni Pyle	Phone/Email: 308-430-1942
Alternate: Matt Stetson	Phone/Email: 308-615-9236
Second Alternate: Gavin Peitzmeier	Phone/Email: 402-213-6261
Food Service /Cafeteria Workers	● Determine how food services will resume. ● Establish food security for any student.
Primary Person: Kelsee Cover	Phone/Email: 308-430-1662
Alternate: Snuffy Jordan	Phone/Email: 308-430-5889
Second Alternate: TBD	Phone/Email: TBD
Teachers	● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students.
Primary Person: Eric Snitily	Phone/Email: 402-367-2715
Alternate: Tobie Underwood	Phone/Email: 308-430-2619
Second Alternate: Brittany McKillip	Phone/Email: 406-945-1966
Transportation	● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed.
Primary Person: Jason Van Beek	Phone/Email: 605-214-1140
Alternate: Waldo Goff	Phone/Email: 308-430-0664 or 308-665-2406
Second Alternate: Joe Vogel	Phone/Email: 308-665-5594

Emergency Management	● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure.
Primary Person: Nan Gould	Phone/Email: 308-432-2251
Alternate: Teresa McGinnis	Phone/Email: 308-665-5926
Second Alternate:	Phone/Email:
Law Enforcement	● Maintain the security of off site location. ● Set up traffic flow at an off site location. ● Provide traffic control at the off site location.
Primary Person: Dispatch	Phone/Email: 308-432-0510
Alternate: Sheriff's Office	Phone/Email: 308-432-3025
Second Alternate:	Phone/Email:
Parents	● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
School Board	
Primary Person: JR Wasserburger	Phone/Email: 308-430-5226
Alternate: Joe Vogel	Phone/Email: 308-665-5594
Second Alternate: Don Edelman	Phone/Email: 307-217-2819

Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Orders of Succession				
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**			
Method of Notification	*Phone Call*			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	Principal	Head Maintenance	Counselor/ Admin Assistants
	Add rows if needed			
Succession Revision Procedures/Date Completed	*Safety team will review annually in March or April.* Reviewed: April 2025			

A. Activation and Relocation

The superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The superintendent will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the notification system used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	**Internal Capability (Y/N)**	**External Capability (Y/N)**	**Data/System/Services that can be accessed**	**Redundant (Y/N)**
REMIND	Y	Y		Y
Infinite Campus	Y	Y	All student data	Y

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be at City Hall – 135 Elm Street, Crawford, NE. For a longer term arrangement, remote learning would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: Remote Learning	Alternative Site: Student Homes	Parents	Student Devices	Internet
Alternate Facility:	Look to secure an alternate facility. Sioux County PS or Chadron PS			

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Crawford Public School's backup data.

5. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

As noted above, the Office of State Personnel will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

Vital Records and Retention File

Vital Records: Emergency Operations Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Staff Contact List	Google Drive	District Office
Orders of Succession	Google Drive	District Office
Delegation of Authority	Google Drive	District Office
Emergency Operation Plan	Google Drive	District Office

Vital Records: Legal & Financial Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Personnel Records	Google Drive	District Office
Payroll Records	Google Drive	District Office
Contracts	Google Drive	District Office
Student Emergency Contact List	Google Drive	District Office
Student Medical Records	Google Drive	District Office
Education Records	Google Drive	District Office

Human Capital Management

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- REMIND notification system
- School Email
- Phone Calls

Notifying Students and Parents/Guardians about the Continuity of Instruction

- REMIND notification system
- School Email/ School Website
- Phone Calls

Provisions and accommodations for students who have IEPs

- Student Devices
- Virtual Settings
- In person, if needed

Provisions and accommodations for eligible students to continue receiving medical and food service

- Meals provided
- Accommodations provided

COOP training plan for staff

- Beginning of each school year
- As needed for new staff

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

The school will identify the plans and procedures for transfer of operations or identify where that information is located.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- Superintendent has the authority when school essential functions “fail to operate”.
- School Board has the authority when the superintendent is not available.

What are the triggers to activate devolution? (What are the “fail to operate” triggers?

- Unable to use school building or offsite location.

What resources are required should a devolution occur?

- ESU 13 Contact

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	**Duties**	**Primary Responsible**	**Alternate Responsible**
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Bookkeeper	Admin Assistants
	Transfer communications	Principal	Admin Assistants
	Deployment and departure from alternate facility	Facilities, Grounds, & Transportation Director	Principal
	Transition to primary operations	Superintendent	Principal
	Set up at primary or replacement site	Head Custodian	Transportation Director
Operations	Execution of essential functions	Superintendent	Principal
	Establishment of communications	Principal	Admin Assistants
	Procurement of equipment and supplies	Bookkeeper	Admin Assistants
	Conduct a review of COOP execution and effectiveness (After Action Report)	Safety Team	

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
Schedule COOP maintenance meeting	School Counselor	Superintendent	
Review list of essential functions	Safety Team	Board Safety Committee	
Identify essential employees and confirm their availability	Principal	Administrative Assistants	
Update contact information, emergency call roster, and checklists	Administrative Assistants	Counselor	
Establish assistance/ cooperative agreements with suppliers and vendors	Bookkeeper	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Building, Grounds and Transportation Director	Head Custodian	

Appendix M is the COOP for Crawford Public Schools

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide an emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

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

1. **Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. **Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.

4. **Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

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

Hazard- and Threat - Specific Systems:

Refer to the following Appendices:

Appendix N3: Potential Threats/Hazards in SRP Areas
Appendix N5: Goals/Objectives and Action Plan

Crawford Public Schools First Responders: Certain individuals throughout the school district have received additional training to serve as first responders in case of an accident or emergency situation. Additional information can be found in Appendices O1 through O4.

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and

nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term “prevention” refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident’s cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Appendix A1

	7th grade	8th grade	JH Electives	9th	10th Grade	11th graders	All Grades	12th grade	Elective	11th-12th ONLY
					2025-20256 Mock Schedule					
	1st	2nd	3rd	Break	4th	5th	Lunch	6th	7th	8th
Regular 12:30 Dismiss 2Hr late start	8:00-8:48 8:00-8:31 10:00-10:37	8:52-9:40 8:34- 9:05 10:40-11: 15	9:43-10:31 9:08-9: 39 11:18-11:53	10:31-10:40 No Break No Break	10:43-11:31 9:42-10:13 11:56-12:31	11:34-12:22 10:16-10:47 1: 04-1:39	12:22 - 12:57 12:29-12:59 12:31-1:01	1:00 - 1:48 10:50-11: 21 1:42-2:17	1:51-2:39 11: 24-11:55 2:20- 2:55	2:42-3:30 11:58- 12:29 2:58-3:33
Carr- 306	Animal Science/ Lrg Animal	Plan	Intro to Ag		RANGE: Enviromental and Natural Resources, Nursery Management	JH Ag		Plant Science Wildlife Science	Ag Leadership/Ag Business	Intro to Ag
Jones - 103	Graphic Design	Construction OSHA	Welding		Woods	JH ITE		Woods	Construction, OHSA	Plan/JH Sports
Kackmeister - 209	World History / Economics	US History	Government		Plan	History through Film (1st sem) /History Day (2nd Sem)		History 8	Soc Science 7	World Geography
Keim - 202	Physical Science	STEAM	Plan		Earth Science	Physics		Chemistry 1	Science 8	Chemistry 2
Kriz - 105	Library	Library	Library		JH Keyboarding	Home Ec		Lower Elem	Upper Elem	Plan
Mallery - Art/Music	Plan	HS Art	JH Choir		HS Choir	7-12 Band		Lower Elem	Upper Elem	HS Art
McKillip - 303	Journalism	English 12	English 11		***SPEECH***	P.F./ACT/ JR Sem		English 9	English 10	Plan
Meyer - DL	DL Comp	DL Comp	Plan		Spanish 2	Spanish 1		dl/wncc/tech	dl/wncc/tech	dl/wncc/tech
March- 205	SPED	SPED	Study Hall		SPED	Study Hall		Plan	SPED	SPED
Peitzmeier- 304	Guidance	Guidance	JH 8 to Great (1st Sem) Intro to Photography (2nd Sem)		Guidance	Guidance		Guidance	Plan	Guidance
Norman - 108	Not Here	Not Here	JH Choir		HS Choir	7-12 Band		Lower Elem	Upper Elem	Not Here
Osmotherly - 204	Science 7	Plan	Med Term/ Body Structure		Health - 7 Human Body - 8	JH Robotics		Biology	A & P	JH Sports
Rojas	Ref Reps/Weights	PE/Health 9	Plan		Lifetime Fitness/Ref Reps	Weights		Lower Elem	Upper Elem	PE JH Sports (2+3)
Snitily - 306	Calc	Pre Algebra - 8th Algebra 1 - Acellus	Geometry		Pre-Calc	Plan		Intermediate Algebra	Algebra 1	Algebra 2
Underwood - 305	English 8	English 7	Plan		Not Here	Not Here		Math 7	Not Here	Not Here

2025-26 Elementary Schedule

	8:00-8:20	8:20-8:40	8:40-9	9-9:20	9:20-9:40	9:40-10	10-10:20	10:20-10:40	10:40-11
k	morning meeting	small group reading			whole group reading		writing	10:30 Social Studies	
1	8-8:10 morning routine	8:10 Social Studies	whole group reading		small group reaidng			writing 10:20-10:50	10:50 calendar
2	8-8:10 morning routine	8:10-8:30 Math Corner	8:30-9:00 Whole Group Reading	9:00-10:00 small groups			10:00-10:10 Brain Break	10:10-10:55 Phonics/Writing	
3	8-8:10 morning routine	8:10 ELA- reading, writing, vocabulary 8:45-9:00 Math Corner 9:00-10:00 ELA Small Groups					10:20-10:20 Writing	10:20-10:30 Read Aloud	10:30-11:00 Social Studies
4	Homeroom	8:15-9:30 Social Studies			9:15-10:30 ELA			10:30-11:05 Math	
5	Homeroom	8:15-9:30 Math			9:30-10:15 Social Studies		10:15-10:30 Brain Break	10:30-11:05 ELA	
6	Homeroom	8:15-9:15 ELA			9:15-10:15 Science		10:15-11:05 Social Studies		
Title								10:30-10:50 EL	

	11:40-12:00	12-12:20	12:20-12:40	12:40-1:00	1:00-1:20	1:20-1:40	1:40-1:50	1:50-2	2:00-2:20	2:30-2:45	2:45-2:50	2:55-3:15	3:15-3:20
k	math				Specials 1:00-1:48			1:55-2:30 Science		Recess 2:30-2:45	snack	clean-up	dismissal
1	Read Aloud	math			1:00-1:48			1:55-2:30 Science			Interventions		clean-up 1st
2	Read Aloud	12:00-1:00 math			1:00-1:48			1:55-2:30 Science			Social Studies		clean-up 1st
3	math				1:00- 1:48			1:55-2:30 Science			Interventions		clean-up 1st
4	11:45 -12:45 Math			12:45-12:55	12:55-1:53 Science/ Guidence Wednesdays			Specials 1:51-2:39			2:40 Small Group Intervention		
5	11:50 -12:45 Science			12:45-12:55	12:55-1:53 ELA			Specials 1:51-2:39			2:40 Math/Read Aloud/ Guidence Wednesdays		
6	11:45-12:45 ELA			12:45-12:55	12:55-1:53 Math			Specials 1:5l-2:39			2:40 Small Group Intervention		
Title	6 ELA support		3rd grade Math support								4 ELA support		

Appendix A3

EXTENSIONS FOR CRAWFORD STAFF 2025 - 2026

Updated as of 05/28/2025

AD Office/ Trace Trainor	109
ASP Room	150
Carr, Shelby	110
Cogdill, Shelby	135
Connell, Dina	133
Cover, Kelsee	104
Concession Stand	111
DL Classroom A	131
DL Classroom B	114
DL Classroom Mobile	153
EL Front Door	123
EL Library	113
EL Speech	162
EL Student Phone	117
EL Workroom/Art	152
Flex Room	116
Homan, Keri	101
HS Front Door	107
HS Library	124
HS Sped Services	136
HS Student Phone	125
HS Workroom	126
Jackson, Brennann	122
Jones, John	129
Kackmeister, Nathan	121
Keim, David	154
Kitchen	130
Knapp, Naydeen	134
Kriz, Karin	124
Mallery, Tamara	108
March, Lacey	127
McGinnis, Teresa	100

McKillip, Brittany	120
Meyer, Deron	131
Morava, Kerry	136-HS/161-EL
Morava, Mandy	118
MP Door	165
Neel, JoAnn	115
Norman, MiMi	128
Osmotherly, Michelle	112
Osmotherly, Ryan	142
Peitzmeier, Gavin	137
Rojas, Jose	140
Science Lab	143
Shop	149
Snitily, Eric	119
Stetson, Matt	160-EL
Stetson, Matt	103-HS
Suchor, Madison	132
Title I/III	168
Underwood, Tobie	168-Title I/144-HS
Upward Bound	155
Van Beek, Jason	141
Van Beek, Julie	102
Weight Room	151

Mrs. Homan's Cell Phone	308-615-9228
Mr. Stetson's Cell Phone	308-615-9236
Mr. Van Beek's Cell Phone	605-214-1140

Elementary School:	308-665-1928
High School:	308-665-1531
Superintendent:	308-665-1537

Elementary Fax:	308-665-1909
High School Fax:	308-665-1483

*** To transfer a phone call, hit TRANSFER button and then dial the extension to where the call needs to be transferred, then hit send.*

Appendix B

Appendix B
Students/Staff Needing Additional Assistance

STUDENT/STAFF NAME	TRAINED STAFF TO ASSIST	BACK UP STAFF TO ASSIST
Grady Bondegard – 9th Grade	Angie Allen	Amanda Dubbs
Rowan Studnicka – 1st Grade	TBD	Lori Schiaffo
Kinslee Johnson – 2nd Grade	Amanda Dubbs	Angie Allen
Morgan Roos – AM Preschool	TBD	Lori Schiaffo

Appendix C1

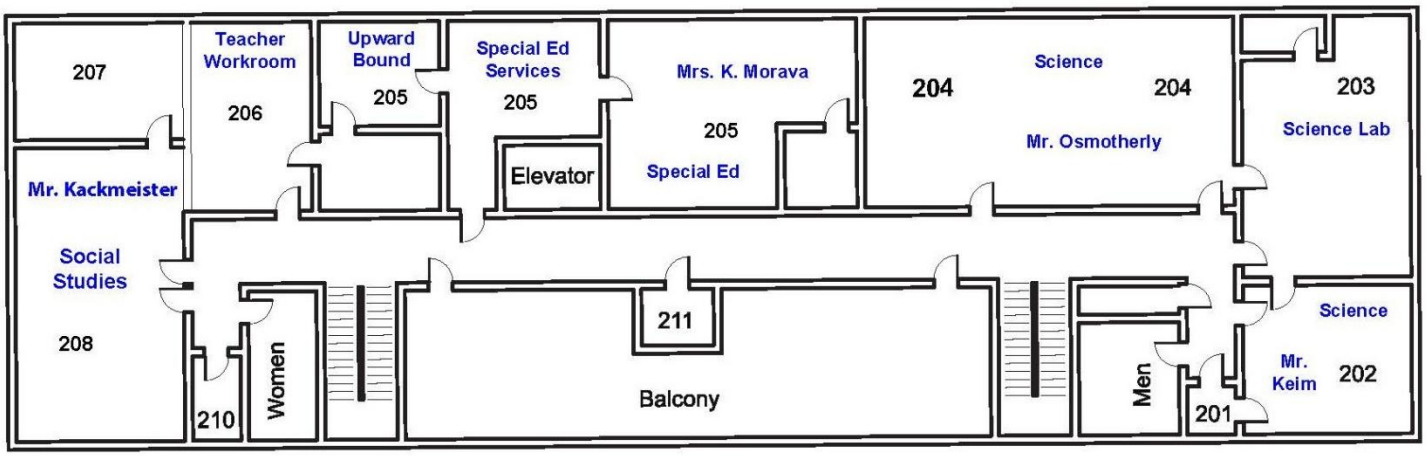

Elementary School
Mrs. Homan
Supt.
Flex Room
Girls
Boys
Office
Mrs. McGinnis
124
District Office Entrance
Through this door to go to the D.L. Building and rear entrances of high school
Distance Learning Building
Title Classrooms
Ms. Connel
6th Grade
121
Mrs. Osmotherly
5th Grade
118
Playground
Mrs. M. Morava
4th Grade
115
Mr. Jackson
3rd Grade
112
Mrs. Deaver
Library
109
Also Lower Elem Art
Work Room
105
103
SPED
Mrs. K. Morava
Miss March
Elementary Principal
Mr. Stetson
Kelsee
Breakfast and Lunch Eating Area
Multi Purpose
Snuffy Jordan and Krystofer Biernacki
Kitchen
144
Mrs. Suchor
Preschool
143
Elementary Entrance
Mrs. Codgill
2nd Grade
129
Ms. Knapp
1st Grade
132
Miss Neel
Kindergarden
135

Appendix C2


High School Building
HS Main Entrance
Library
Mrs. Kriz
105
AD Office
104
Principal
Mr. Stetson
Office
Mrs. Van Beek
103
Elevator
ITE Classroom
Mr. Jones
102
101
Mr. Jones
Woodworking
Lab.
Mr. Jones
Welding
Lab.
101
Family
Restroom
Art Room
Mrs. Mallery
106
Auditorium
Concession
Stage
107
Commons
Playground
Women
Men
Music Classroom
Ms. Norman
108
Junior High
Girls
Mr. Rojas
Gym
High School
Girls
High School
Boys
Storage
Junior High
Boys

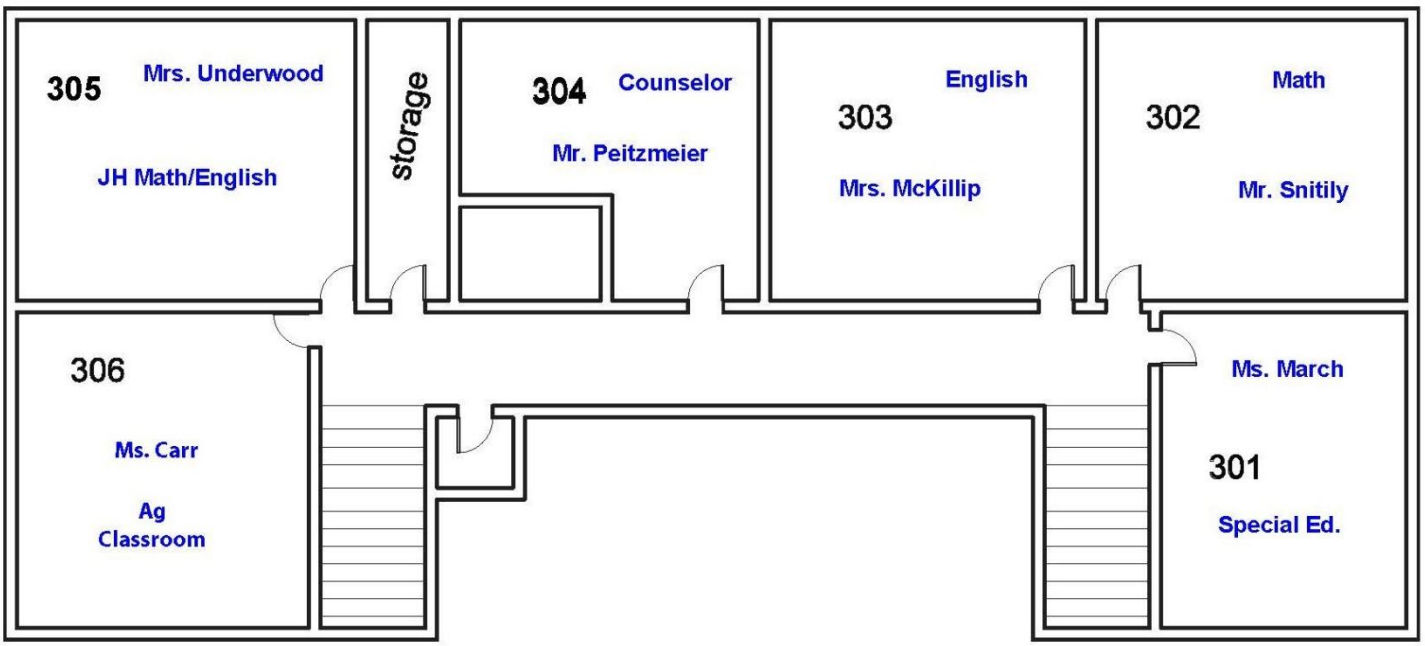
Appendix C3

High School 2nd Floor



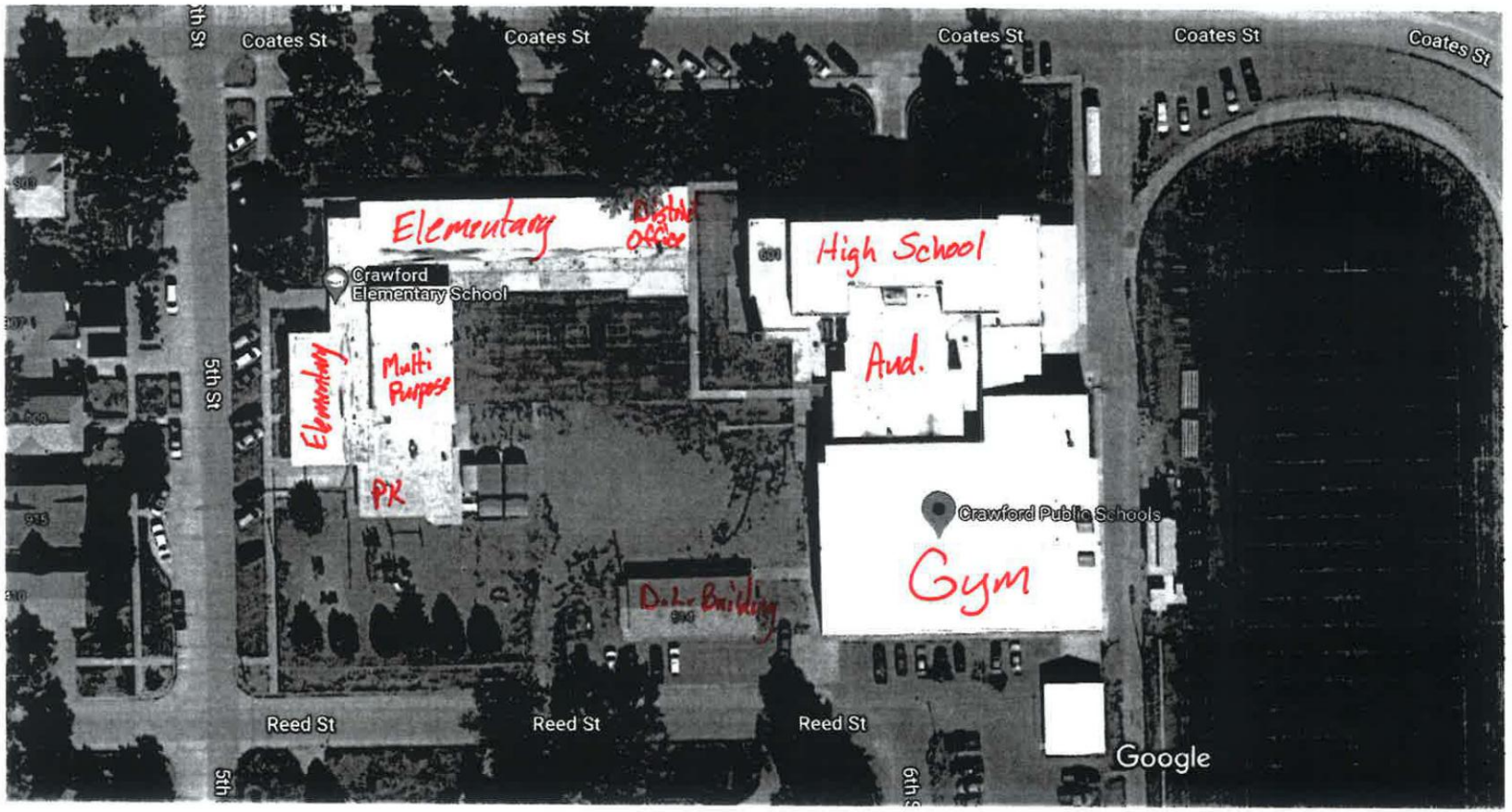
Appendix C4

High School 3rd Floor



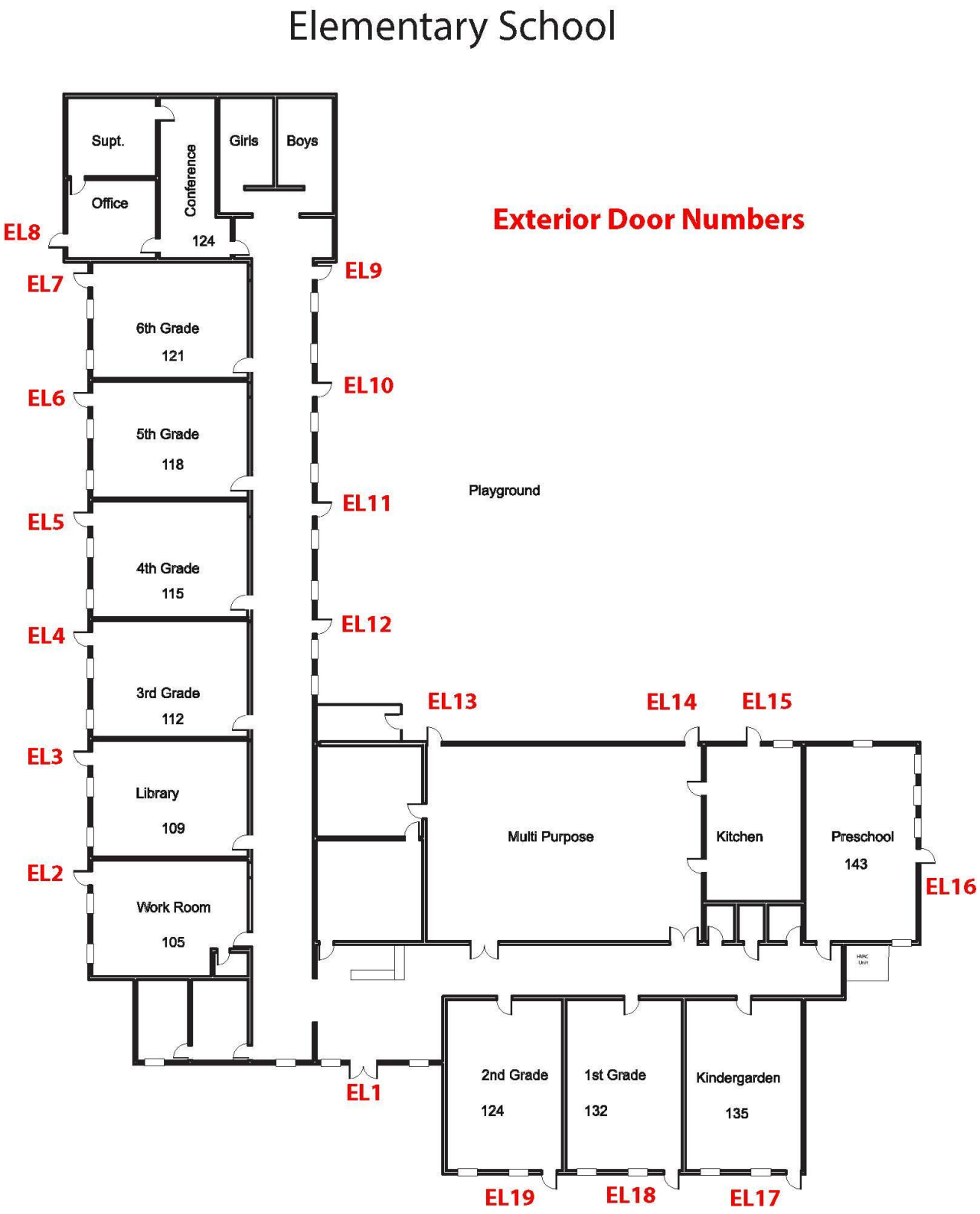
Appendix C5

Google Maps Crawford Public Schools - Overview



Map data ©2022

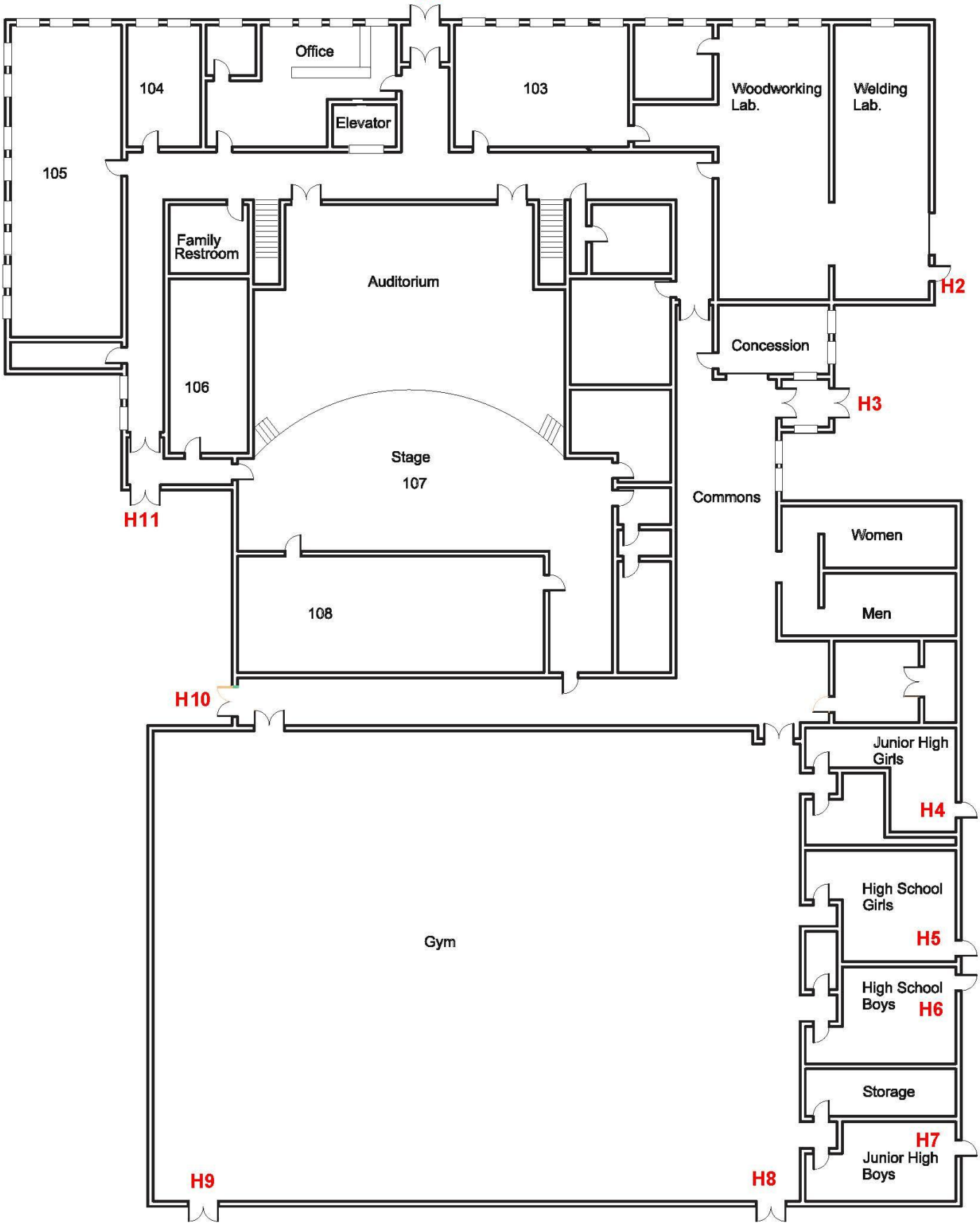
Appendix C6


Elementary School
Exterior Door Numbers
Supt.
Office
Conference
124
Girls
Boys
EL8
EL7
EL9
6th Grade
121
EL6
EL10
5th Grade
118
Playground
EL5
EL11
4th Grade
115
EL4
EL12
3rd Grade
112
EL13
EL14
EL15
EL3
Library
109
Multi Purpose
Kitchen
Preschool
143
EL2
EL16
Work Room
105
2nd Grade
124
1st Grade
132
Kindergarden
135
EL1
EL19
EL18
EL17

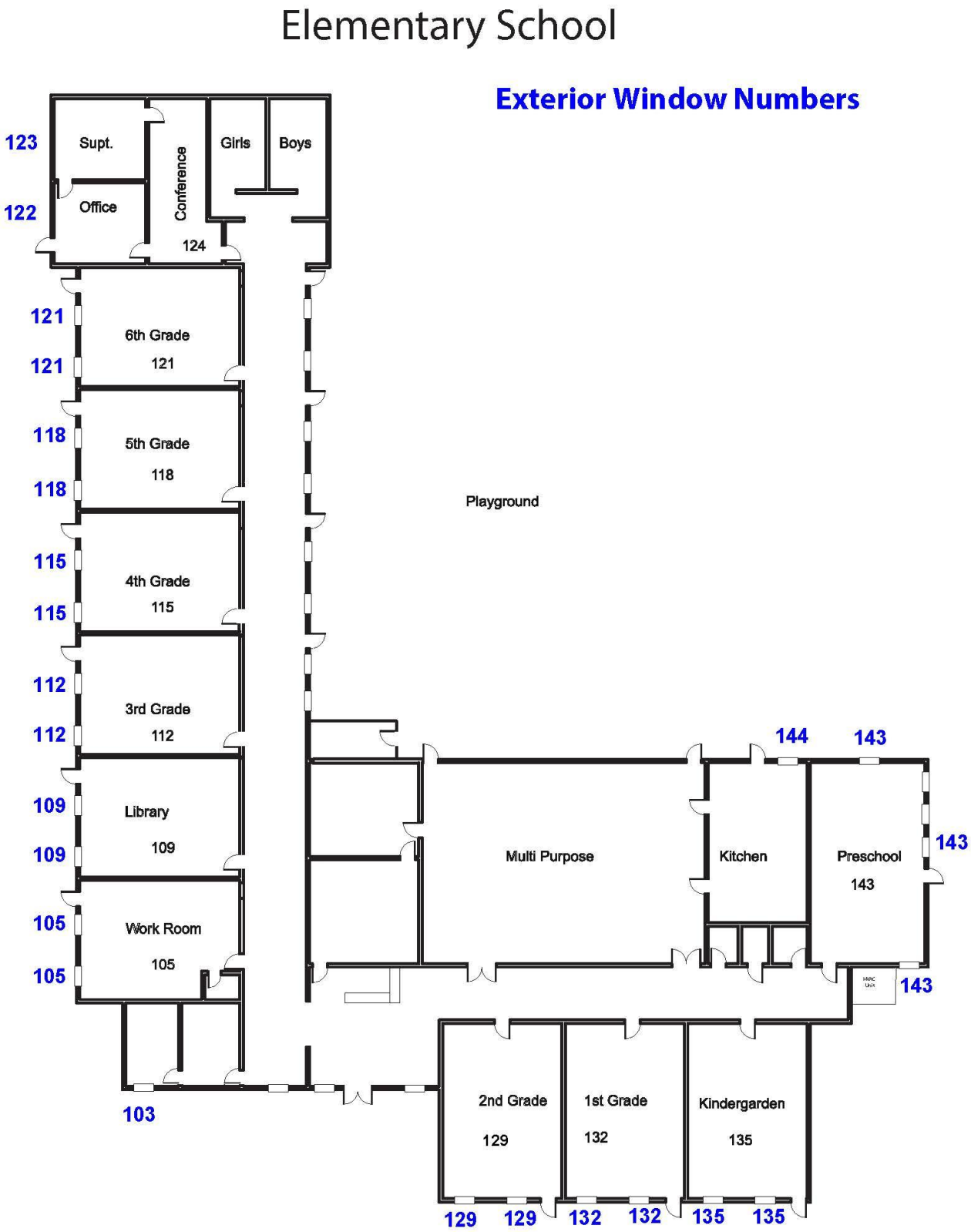
High School Building

Exterior

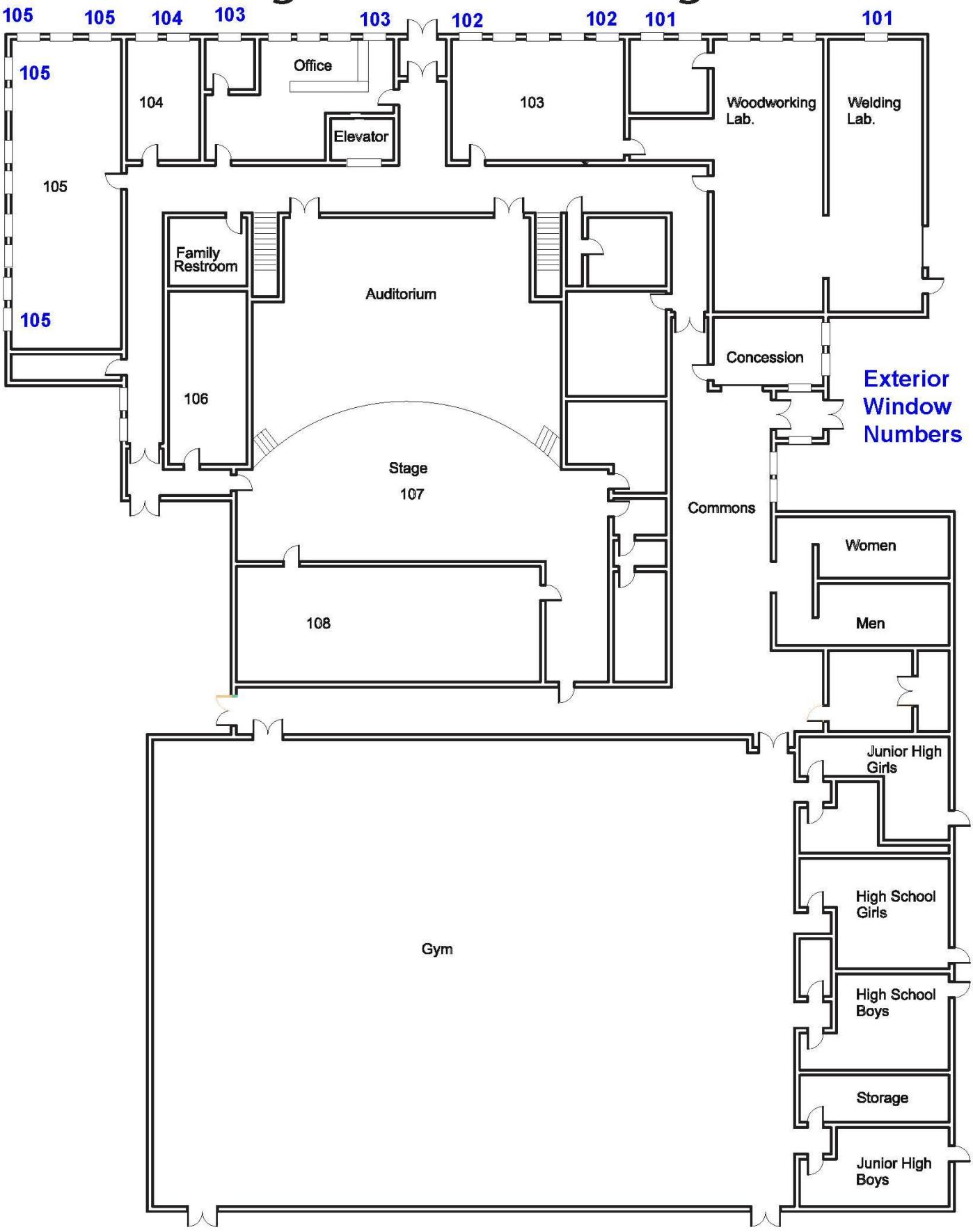
Door Numbers



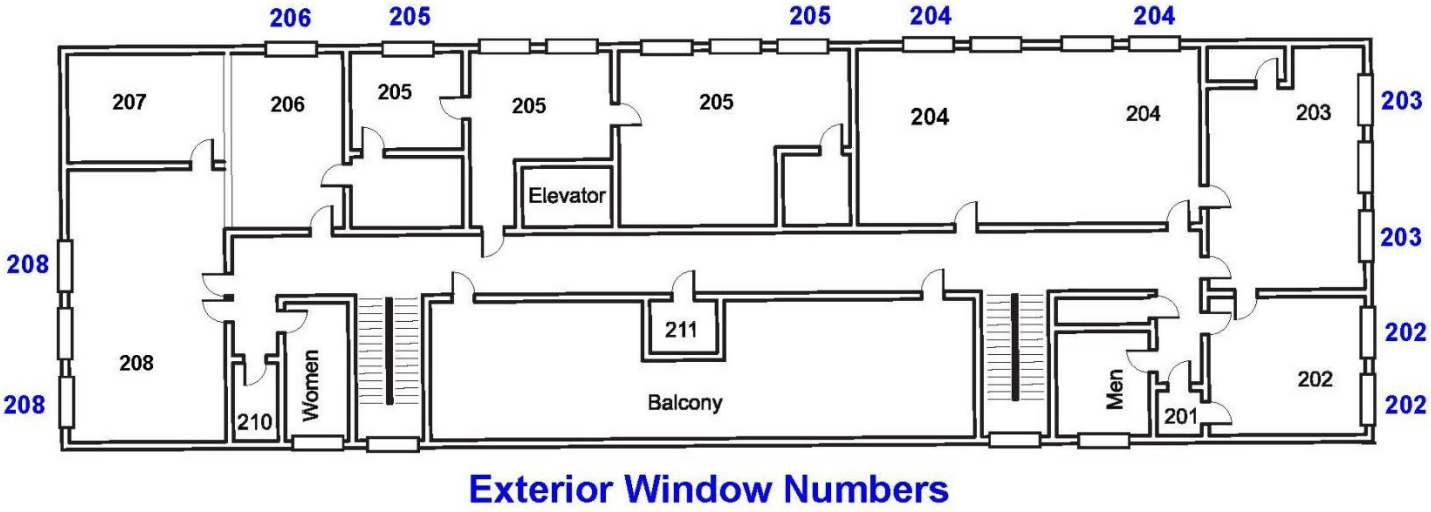
Appendix C7


Elementary School
Exterior Window Numbers
123
Supt.
Conference
Girls
Boys
122
Office
124
121
6th Grade
121
121
118
5th Grade
118
118
Playground
115
4th Grade
115
115
112
3rd Grade
112
112
144
143
109
Library
109
109
Multi Purpose
Kitchen
Preschool
143
143
105
Work Room
105
105
143
103
2nd Grade
129
1st Grade
132
Kindergarden
135
129
129
132
132
135
135

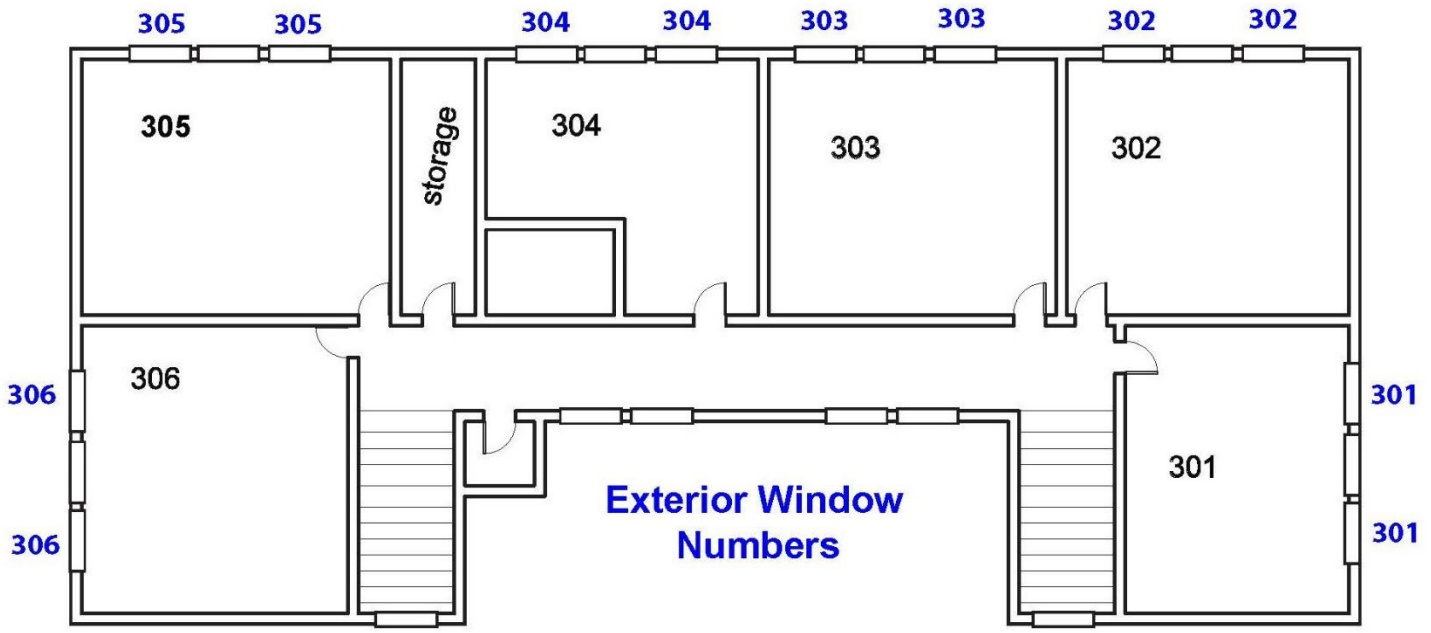
High School Building



High School 2nd Floor



High School 3rd Floor



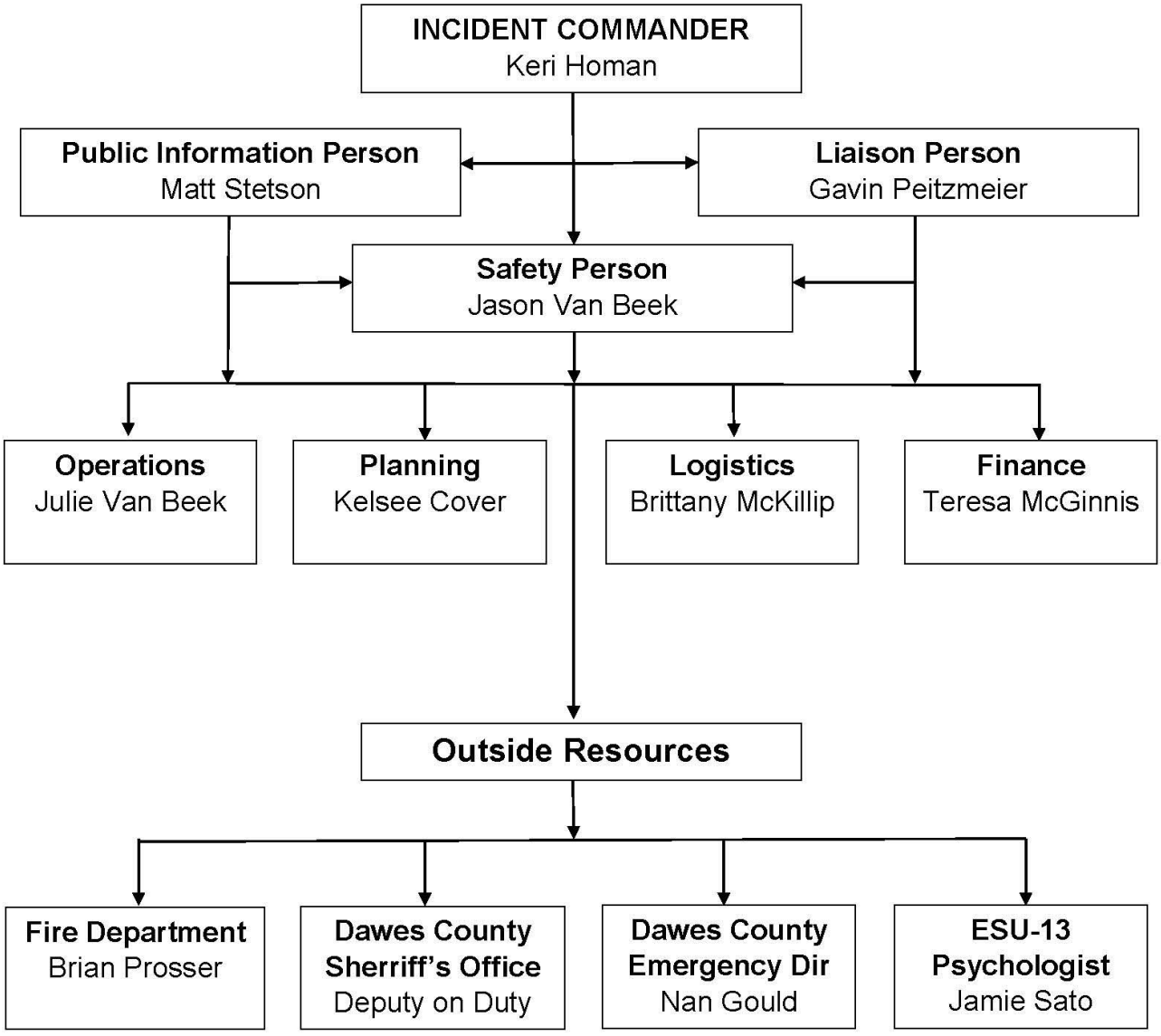
Appendix D

Appendix D
Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Black Hills Energy (Gas)	Office: 1-888-890-5554
NPPD (Power) OR Lynn Hanks	1-877-275-6773 OR 308-615-0022
City of Crawford (Water)	308-665-1300 OR 308-665-5565 (Gene)
Fire Department	308-665-2211
Dawes County Sheriff's Office	308-665-2510 (machine) OR 308-432-3025/0113
Mobius	308-487-3334

Appendix E1

Incident Organizational Chart (IOC) for Crawford Public Schools



Appendix E2

Appendix E2
ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Keri Homan	308-615-9228
PRINCIPAL	Matt Stetson	308-615-9236
PUBLIC INFORMATION OFFICER	Matt Stetson	308-615-9236
LIAISON OFFICER	Gavin Peitzmeier	402-213-6261
SAFETY OFFICER	Jason Van Beek	605-214-1140
PSYCHOLOGY MANAGER	Dana Tewahade	Not Listed Here (Admin Access Only)
LAW ENFORCEMENT	Dawes County Sherriff's Deputy	308-432-3025
FIRE & RESCUE	Brian Prosser	308-430-1958
OPERATIONS SECTION CHIEF	Julie Van Beek	308-430-8170
PLANNING SECTION CHIEF	Kelsee Cover	308-430-1662
LOGISTICS SECTION CHIEF	Brittany McKillip	406-945-1966
FINANCE SECTION CHIEF	Teresa McGinnis	308-665-5926

Appendix E3

Appendix E-3

Finance/Administration Future School Budgets

~ Mrs. McGinnis and Mrs. Homan oversee the schools monthly and yearly finances ~

Appendix F

(Next Three Pages)

Appendix F
Chronological Log of Activities

Date of Incident:
Incident: **Tornado Warning Issued**

Logged by:

____ INCIDENT COMMANDER
____ PUBLIC INFORMATION OFFICER
____ LIAISON OFFICER
____ SAFETY OFFICER
____ OPERATIONS SECTION CHIEF
____ PLANNING SECTION CHIEF
____ LOGISTICS SECTION CHIEF
____ FINANCE/ADMINISTRATION CHIEF

Actions Completed:	Actions:
	Monitor the weather closely via a weather radio, television, cell phone, or laptop computer
	A tornado warning has been issued for the community of Crawford
	Alert staff and students via intercom or internal communication system
	Staff immediately relocate students to the designated safe areas (i.e., interior hallways, restrooms, etc.) according to your tornado drill protocols
	Teachers or substitute teachers take the class roster and emergency contact information to shelter
	Relocate staff and students from portable buildings into permanently constructed buildings
	Ensure all special needs students and staff are safely relocated
	Continue to monitor the weather via a weather radio, television, cell phone, or laptop computer
	Provide appropriate communication to stakeholders
	Do not release students to parents/guardians who have arrived on scene
	Only release students to parents/guardians when the incident is over and it is safe to do so

Appendix F

Chronological Log of Activities

Date of Incident:
Incident: **Hazardous Chemical Spill (External or Internal)**

Logged by:

____ INCIDENT COMMANDER
____ PUBLIC INFORMATION OFFICER
____ LIAISON OFFICER
____ SAFETY OFFICER
____ OPERATIONS SECTION CHIEF
____ PLANNING SECTION CHIEF
____ LOGISTICS SECTION CHIEF
____ FINANCE/ADMINISTRATION CHIEF

Actions Completed:	Actions:
	Information regarding the incident is relayed to administration
	Make the determination if it is safer to remain in the school or to evacuate
	If it is safer to remain in school, then:
	Use the intercom system to communicate with students and staff about the situation
	Bring everyone in the main buildings and go to SECURE status
	Use Remind to communicate the situation with parents/guardians
	Do not release students to parents/guardians who have arrived on scene
	Only release students to parents/guardians when the incident is over and it is safe to do so
	If it is safer to evacuate students and staff, then:
	Notify relocation centers and determine an alternate relocation center if necessary
	Implement additional procedures as instructed by the HazMat Incident Commander
	Take appropriate action to safeguard school property
	Observe wind direction by observing flags or leaves before moving students/staff
	Use the intercom system to communicate with students and staff about the situation and proceed to EVACUATE status
	Utilize drivers and school vehicles to transport students/staff to relocation center
	Use Remind to communicate the situation with parents/guardians
	Take attendance at the relocation center and report any missing students/staff
	Do not release students to parents/guardians who have arrived on scene
	Only release students to parents/guardians when the incident is over and it is safe to do so

Appendix F

Chronological Log of Activities

Date of Incident:
Incident: **Intruder**

Logged by:

____ INCIDENT COMMANDER
____ PUBLIC INFORMATION OFFICER
____ LIAISON OFFICER
____ SAFETY OFFICER
____ OPERATIONS SECTION CHIEF
____ PLANNING SECTION CHIEF
____ LOGISTICS SECTION CHIEF
____ FINANCE/ADMINISTRATION CHIEF

Actions Completed:	Actions:
	Determine the location of the Intruder or Intruders and CALL 911
	Make the determination for each building whether it would be better to LOCKDOWN or EVACUATE
	If it is safer to remain in school, then:
	Use the intercom system to communicate with students and staff to go to LOCKDOWN
	If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
	Activate any communication plans
	Continue to monitor and communicate until the incident is resolved, then give an all clear signal
	Only release students to parents/guardians when the incident is over and it is safe to do so. Initiate reunification with students and parents/guardians
	If it is safer to evacuate students and staff, then:
	Notify relocation centers and determine an alternate relocation center if necessary
	Use the intercom system to communicate with students and staff about the situation and proceed to EVACUATE status
	Utilize drivers and school vehicles to transport students/staff to relocation center
	Use Remind to communicate the situation with parents/guardians
	Take attendance at the relocation center and report any missing students/staff
	Do not release students to parents/guardians who have arrive on the scene early. Only release to parents/guardians when it is safe to do so
	Determine whether school will be closed or remain open in future days
	Communicate with all stakeholders and the media
	Activate the Crisis/Psychological First Aid Team to begin recovery implementation

Appendix G

1. MOU between Saint John the Baptist Catholic Church and Crawford Public Schools to use their facilities for an off-site shelter and reunification area for Crawford Elementary students and staff.
2. MOU between Christ Community Church and Crawford Public Schools to use their facilities for an off-site shelter and reunification area for Crawford Secondary students and staff.

Appendix H1

Media Templates

The website listed below contains several pre-developed messages that spokespeople can use for different events. Spokespeople should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets monthly to discuss emergency plans and information related to behavioral health.

https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavorial-Health-Risk-Messages-June-2019.pdf

Appendix H2

BE FIRST. BE RIGHT. BE CREDIBLE. BE EMPATHETIC.

Building trust and conveying messages of hope and recovery is critical to the emotional well-being of persons affected by disaster or emergency events.

Your messages should:

- Begin with a statement of empathy
- Provide reassurance through fact-based information
- Counter rumors
- Encourage safe, adaptive, and cooperative behavior
- Promote self-care strategies for stress management
- Emphasize resilience

During a period of uncertainty and unconfirmed threat, communication should:

- Reassure
- Foster Confidence & Coping
- Promote Preparedness

During an event communication should:

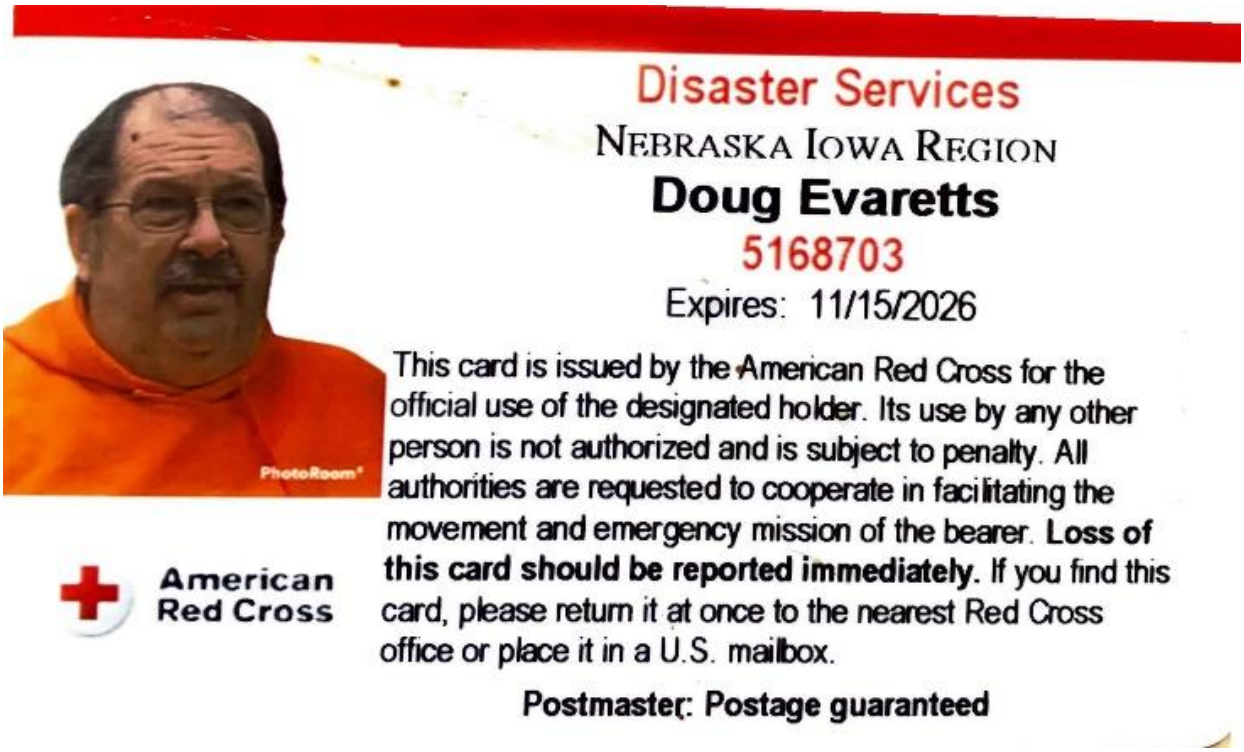
- Reassure
- Foster Confidence & Coping
- Empower
- Encourage People to Reconnect

During recovery communication should:

- Foster Resilience
- Empower
- Encourage Community Cohesion
- Commemorate

Appendix I

(Next Eight Pages)



INSTRUCTIONS

This agreement should be used in conjunction with the *Facility Management Standards and Procedures*. Delete these instructions before finalizing and signing the agreement, as the instructions are for internal Red Cross use only.

Immediately before using the facility, use the *Facility/Shelter Opening and Closing Inspection Form* to document the date the Red Cross begins using the facility, any existing damage, and any restrictions regarding the use of the facility by Red Cross such as restrictions related to parking or areas that are off limits.

If you have any questions regarding the *Facility Use Agreement*, please contact the Disaster Logistics Center at 202-303-4099 or DLC@redcross.org. The Facilities associate will either answer your questions or contact the Office of General Counsel, as appropriate.

FOLLOW THESE STEPS TO COMPLETE THE AGREEMENT:

1. Enter *Parties and Facility* information.
2. Review *Terms and Conditions* with the facility representative.
   a. Paragraph 1 (*Use of Facility*): The Red Cross and facility representatives both initial each purpose for which the Red Cross may use the facility.
   b. Paragraph 4 (*Food Services*) and paragraph 5 (*Custodial Services*) can be removed if those services are not relevant to the relationship with the facility by deleting the paragraphs in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
   c. Paragraph 10 (*Reimbursement*): The Red Cross and facility representatives both initial all utilities that Red Cross will reimburse. Make sure the facility representative understands the terms for reimbursement.
      i. Paragraph 10(e) only applies to facilities that are owned by a municipal or state government entity. It can be removed if the facility owner is not a municipal or state government entity. If this paragraph is removed, also remove this phrase from the Paragraph 10 opening statement: "Subject to the conditions in paragraph 10(e) below,"
   d. Paragraph 13 (Term): This paragraph describes the term of the agreement, but it does not identify the specific days the Red Cross will use the facility. The dates the Red Cross begins and ends its use of the facility are recorded on the *Shelter/Facility Opening and Closing Inspection* form during an operation.
   e. **Modifications other than those listed above must be reviewed by the Disaster Logistics Center** at national headquarters. Send the proposed modifications to DLC@redcross.org. The Disaster Logistics Center will engage Risk Management, Office of General Counsel, and the

Sheltering program as appropriate to provide coordinated input.

3. Authorized Red Cross and Facility representatives sign and date the agreement. This may be completed by hand or by digital signature if both parties agree. The use of digital signatures is not intended to be used to circumvent the requirement of our visual inspection of the facility.
4. If a facility owner requests confirmation of Red Cross insurance coverage, provide them with the link to the Downloadable Memorandum of Insurance, which they can review at any time.
5. File the *Facility Use Agreement* with all other documentation in the Disaster Requisition Facility File. See the *Facility Documentation Checklist* for file requirements.

Additional Instructions for Sheltering Facilities

- Before entering into an agreement to use the facility as a shelter, complete a *Shelter Facility Survey* and ensure the facility meets the Red Cross standards for sheltering facilities. In hurricane-prone areas, ensure that the facility meets the criteria outlined in the *Standards for Selecting Hurricane Evacuation Shelters (ARC 4496)*.
- Remove paragraph 9 before presenting this agreement to the partner by deleting the paragraph in Microsoft Word and renumbering the remaining paragraphs or crossing the paragraphs out on a printed version and having the facility and Red Cross representatives initial next to the crossed-out paragraph.
- Attach the *Facility Use Agreement* to the facility record in the National Shelter System. See the *Sheltering Standards and Procedures* for instructions.

Additional Instructions for Florida

- When entering into an agreement with a school district that may be required to open their facility as a shelter due to Florida Statutes §252.385(4), add the following paragraph immediately before the *Term* section, and update paragraph numbering:
    - Exception: This agreement does not apply if the school is opened for sheltering during an evacuation pursuant to Florida Statutes §252.385(4).

American Red Cross

Facility Use Agreement

The American National Red Cross ("Red Cross"), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross's disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

Parties and Facility

Owner:

Full Name of Owner	Crawford Board of Education
Address	908 5th Street
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Eugene "Mo" Hanks, Superintendent Work Phone: (308) 665-1537 Cell Phone: (308) 241-1971
Address for Official Notices (only if different from above address)	908 5th Street

Red Cross:

Chapter Name	American Red Cross of Central and Western Nebraska
Chapter Address	404 E 3rd Grand Island Ne 89903
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Marion McDermott | Disaster Program Manager 308-258-1536 | marion.mcdermott@redcross.org
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

Facility:

Insert name and complete street address of building or, if multiple buildings, write "See attached facility list," and attach facility list, including complete street address of each building that is part of this agreement. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.
See Attattachent

Terms and Conditions

1. Use of Facility: Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Facility Purpose	Owner Initials	Red Cross Initials
Service Center (Operations, Client Services, or Volunteer Intake)	EDH	MM
Storage of supplies	EDH	MM
Parking of vehicles	EDH	MM
Disaster Shelter	EDH	MM

2. Facility Management: The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager"). The Owner will designate a Facility Coordinator to coordinate with the Red Cross Manager regarding the use of the Facility by the Red Cross.

3. Condition of Facility: The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's ***Facility/Shelter Opening/Closing Form*** to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.

4. Food Services (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request by the Red Cross, and if such resources are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.

5. Custodial Services (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility. The Facility Coordinator will designate a Facility Custodian to coordinate the these services at the direction of and in cooperation with the Red Cross Manager.

6. Security/Safety: In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.

7. Signage and Publicity: The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs when the Red Cross concludes its activities at the Facility. The Owner will not issue press releases or other publicity concerning the Red Cross's activities at the Facility without the written consent of the Red Cross Manager. The Owner will refer all media questions about the Red Cross activities to the Red Cross Manager.

8. Closing the Facility: The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.

9. Fee (*This paragraph does not apply when the Facility is used as a shelter. The Red Cross does not pay fees to use facilities as shelters.*): Both parties must initial one of the two statements below:

   a. Owner will not charge a fee for the use of the Facility.
   Owner initials: EDH Red Cross initials: MM

   b. The Red Cross will pay $_____ per day/week/month (circle one) for the right to use and occupy the Facility. Owner initials: EDH Red Cross initials: MM

10. Reimbursement: Subject to the conditions in paragraph 10(e) below, the Red Cross will reimburse the Owner for the following:

   a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross, in consultation with the Owner, will select from bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

   b. *Reasonable costs associated with custodial and food service personnel and supplies* which would not have been incurred but for the Red Cross's use of the Facility. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.

   c. *Reasonable, actual, out-of-pocket costs for the utilities indicated below*, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):

	Owner Initials	Red Cross Initials
Water	EDH	MM
Gas	EDH	MM
Electricity	EDH	MM
Waste Disposal	EDH	MM

   d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked.

   e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.

11. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least $1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and $1,000,000 in Employers' Liability.

12. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.

13. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

Digital Signature: Each party agrees that either party's execution of this agreement by DIGITAL signature (whether ELECTRONIC or encrypted) is expressly intended to authenticate this AGREEMENT and to have the same force and effect as manual signatures. The term DIGITAL signature means any electronic sound, symbol, or process attached to or logically associated with a record and executed and adopted by a party with the intent to sign such record, including facsimile or email electronic signatures. The use of digital signatures is intended to facilitate more efficient execution and delivery of signed documents.

Crawford Public Schools

Signature: Eugene D. Hanks
Eugene D. Hanks (Aug 2, 2022 08:12 MDT)

Email: eugene.hanks@cpsrams.org

By (Signature)

Eugene D. Hanks

Name (Printed)

Superintendent

Title

08/02/22

Date

The American National Red Cross
American Red Cross

Signature: Marion McDermott
Marion McDermott (Aug 2, 2022 09:42 CDT)

Email: marion.mcdermott@redcross.org

By (Signature)

Marion McDermott

Name (Printed)

Disaster Program Manager

Title

08/02/22

Date

Signature:
Douglas Evaretts (Aug 2, 2022 10:55 CDT)

Email: doug.evaretts@redcross.org

NE-230071000
CRAWFORD PUBLIC SCHOOLS Faculty
908 5TH ST
CRAWFORD NE 69339

NE-230071000-230071002
CRAWFORD ELEMENTARY SCHOOL Building
908 5TH ST
CRAWFORD NE 69339

NE-230071000-230071001
CRAWFORD HIGH SCHOOL Building
908 5TH ST
CRAWFORD NE 69339

Appendix J

Appendix J
Recording and Distributing the EOP Plan

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED

Appendix K1

(Next Five Pages)

Appendix K1
Record of Trainings **(2021-22)**

		Present: ✓		Name:
Date	Type of Training	Support Staff	Teachers	School Admin
August 2021	Med Training	✓	✓	Mo Hanks
August 2021	CPR and Basic First Aid Training	✓	✓	Mo Hanks
August 2021	Youth Suicide Prevention Training	✓	✓	Mo Hanks
August 2021	Bloodborne Pathogens Training	✓	✓	Mo Hanks
August 2021	Asthma Training	✓	✓	Mo Hanks
August 2021	Epipen Training	✓	✓	Mo Hanks

Appendix K1
Record of Trainings **(2022-23)**

		Present: ✓		Name:
Date	Type of Training	Support Staff	Teachers	School Admin
August 2022	Med Training (New Staff)		✓	Mo Hanks
August 2022	Safe Pupil Transportation Training	✓	✓	Mo Hanks
August 2022	Youth Suicide Prevention Training	✓	✓	Mo Hanks
August 2022	Bullying: Recognition and Response	✓	✓	Mo Hanks
August 2022	Child Abuse: Mandatory Reporting	✓	✓	Mo Hanks
August 2022	Title IX Compliance Overview	✓	✓	Mo Hanks
August 2022	Seizure Training	✓	✓	Mo Hanks

Appendix K1
Record of Trainings **(2023-24)**

		Present: ✓		Name:
Date	Type of Training	Support Staff	Teachers	School Admin
August 2023	Hope Squad Training School Counselor			Mo Hanks
August 2023	School Safety & Security with Chuck Elley	✓	✓	Mo Hanks
August 2023	CPR Training Selected Staff	✓	✓	Mo Hanks
August 2023	Safe Pupil Transportation Training	✓	✓	Mo Hanks
August 2023	Youth Suicide Prevention Training	✓	✓	Mo Hanks
August 2023	Return to Learn Following a Concussion	✓	✓	Mo Hanks
August 2023	Restraint and Seclusion Training	✓	✓	Mo Hanks
August 2023	Dating Violence Prevention Training	✓	✓	Mo Hanks
Sept 2023	Med Training New Staff Members	✓		Mo Hanks
Sept 2023	Safe2Help Training Selected Staff	✓	✓	Mo Hanks
Dec 2023	Opioid Overdose Response Training	✓	✓	Mo Hanks

Appendix K1
Record of Trainings **(2024-25)**

		Present: ✓		Name:
Date	Type of Training	Support Staff	Teachers	School Admin
August 2024	Med Training Selected Staff	✓	✓	Mo Hanks
August 2024	CPR Training Selected Staff	✓	✓	Mo Hanks
August 2024	Safe Pupil Transportation Training	✓	✓	Mo Hanks
August 2024	Youth Suicide Prevention Training	✓	✓	Mo Hanks
August 2024	Bloodborne Pathogens Training	✓	✓	Mo Hanks
August 2024	De-escalation Strategies Training	✓	✓	Mo Hanks
August 2024	Epipen Training	✓	✓	Mo Hanks
August 2024	Asthma Training	✓	✓	Mo Hanks
August 2024	Concussion in Sports Training Head Coaches	✓	✓	Mo Hanks
August 2024	Heat Illness Prevention Training Head Coaches	✓	✓	Mo Hanks
August 2024	Sudden Cardiac Arrest Training Head Coaches	✓	✓	Mo Hanks

Appendix K1
Record of Trainings **(2025-26)**

		Present: ✓		Name:
Date	Type of Training	Support Staff	Teachers	School Admin

Appendix K2

(Next Five Pages)

APPENDIX K2

(2021-22)

Schedule/Record of Drills

			Present: ✓		Name:
Date Scheduled	**Date Completed**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions** (e.g., blocked entrance)	**Elem**	**HS**	**School Admin**
Aug 2021	Aug 2021	Fire Drill	✓	✓	Keri/Darin
Aug 2021	Aug 2021	Evacuate/Bus Drill	✓	✓	Keri/Darin
Aug 2021	Aug 2021	Shelter/Tornado Drill	✓	✓	Keri/Darin
Aug 2021	Aug 2021	Lockdown Drill	✓	✓	Keri/Darin
Aug 2021	Aug 2021	Fire Drill	✓	✓	Keri/Darin
Sept 2021	Sept 2021	Fire Drill	✓	✓	Keri/Darin
Oct 2021	Oct 2021	Fire Drill	✓	✓	Keri/Darin
Nov 2021	Nov 2021	Fire Drill	✓	✓	Keri/Darin
Dec 2021	Dec 2021	Fire Drill	✓	✓	Keri/Darin
Jan 2022	Jan 2022	Fire Drill	✓	✓	Keri/Darin
Feb 2022	Feb 2022	Fire Drill	✓	✓	Keri/Darin
Mar 2022	Mar 2022	Evacuate Bus Drill	✓	✓	Keri/Darin
Mar 2022	Mar 2022	Fire Drill	✓	✓	Keri/Darin
Apr 2022	Apr 2022	Shelter/Tornado Drill	✓	✓	Keri/Darin
Apr 2022	Apr 2022	Lockdown Drill	✓	✓	Keri/Darin
Apr 2022	Apr 2022	Fire Drill	✓	✓	Keri/Darin
May	NA				
June	NA				
July	NA				

APPENDIX K2

(2022-23)

Schedule/Record of Drills

			Present: ✓		Name:
Date Scheduled	**Date Completed**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions** (e.g., blocked entrance)	**Elem**	**HS**	**School Admin**
Aug 2022	Aug 2022	Fire Drill	✓	✓	Keri/Darin
Aug 2022	Aug 2022	Evacuate/Bus Drill	✓	✓	Keri/Darin
Aug 2022	Aug 2022	Shelter/Tornado Drill	✓	✓	Keri/Darin
Aug 2022	Aug 2022	Fire Drill	✓	✓	Keri/Darin
Sept 2022	Sept 2022	Lockdown Drill	✓	✓	Keri/Darin
Sept 2022	Sept 2022	Evacuation Drill	✓	✓	Keri/Darin
Sept 2022	Sept 2022	Fire Drill	✓	✓	Keri/Darin
Oct 2022	Oct 2022	Fire Drill	✓	✓	Keri/Darin
Nov 2022	Nov 2022	Fire Drill	✓	✓	Keri/Darin
Dec 2022	Jan 2023	Fire Drill	✓	✓	Keri/Darin
Jan 2023	Jan 2023	Fire Drill	✓	✓	Keri/Darin
Feb 2023	Feb 2023	Fire Drill	✓	✓	Keri/Darin
Mar 2023	Mar 2023	Fire Drill	✓	✓	Keri/Darin
Mar 2023	Mar 2023	Evacuate Bus Drill	✓	✓	Keri/Darin
Mar 2023	Mar 2023	Shelter/Tornado Drill	✓	✓	Keri/Darin
Apr 2023	Apr 2023	Lockdown Drill	✓	✓	Keri/Darin
Apr 2023	Apr 2023	Fire Drill	✓	✓	Keri/Darin
May	NA				
June	NA				
July	NA				

APPENDIX K2

(2023-24)

Schedule/Record of Drills

			Present: ✓		Name:
Date Scheduled	**Date Completed**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions** (e.g., blocked entrance)	**Elem**	**HS**	**School Admin**
Aug 2023	8-17-23	Evacuation Drill	✓	✓	Keri Homan
Aug 2023	8-18-23	Fire Drill	✓		Keri Homan
Aug 2023	8-22-23	Fire Drill	✓	✓	Keri Homan
Aug 2023	8-23-23	Evacuate/Bus Drill	✓	✓	Keri Homan
Sept 2023	8-28-23	Lockdown Drill	✓	✓	Keri Homan
Aug 2023	8-30-23	Shelter/Tornado Drill	✓	✓	Keri Homan
Aug 2023	8-31-23	Fire Drill		✓	Keri Homan
Oct 2023	10-18-23	Fire Drill	✓	✓	Keri Homan
Oct 2023	10-24-23	Fire Drill	✓	✓	Keri Homan
Nov 2023	11-14-23	Fire Drill	✓		Keri Homan
Nov 2023	11-15-23	Fire Drill		✓	Keri Homan
Dec 2023	12-6-23	Fire Drill	✓	✓	Keri Homan
Dec 2023	12-7-23	Lockdown Drill	✓	✓	Keri Homan
Jan 2024	1-30-24	Fire Drill	✓	✓	Keri Homan
Feb 2024	2-22-24	Fire Drill	✓	✓	Keri Homan
Feb 2024	2-29-24	Lockdown Drill	✓	✓	Keri Homan
Mar 2024	3-5-24	Fire Drill	✓	✓	Keri Homan
Mar 2024	3-20-24	Fire Drill	✓	✓	Keri Homan
Apr 2024	4-15-24	Evacuate Bus Drill	✓	✓	Keri Homan
Apr 2024	4-17-24	Lockdown Drill	✓	✓	Keri Homan
Apr 2024	4-17-24	Evacuation Drill	✓	✓	Keri Homan
Apr 2024	4-22-24	Shelter/Tornado Drill	✓	✓	Keri Homan
May 2024	5-15-24	Fire Drill	✓		Keri Homan
June 2024	NA				
July 2024	NA				

APPENDIX K2

(2024-25)

Schedule/Record of Drills

			Present: ✓		Name:
Date Scheduled	**Date Completed**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions** (e.g., blocked entrance)	**Elem**	**HS**	**School Admin**
Aug 2024	8-20-24	Fire Drill	✓	✓	Keri Homan
Aug 2024	8-27-24	Evacuate/Bus Drill	✓	✓	Keri Homan
Aug 2024	8-28-24	Fire Drill	✓	✓	Keri Homan
Aug 2024	8-28-24	Shelter/Tornado Drill	✓	✓	Keri Homan
Aug 2024	9-5-24	Evacuate/Building Drill	✓	✓	Keri Homan
Sept 2024	9-9-24	Lockdown Drill	✓	✓	Keri Homan
Sept 2024	9-10-24	Fire Drill	✓	✓	Keri Homan
Oct 2024	10-3-24	Fire Drill		✓	Keri Homan
Oct 2024	10-16-24	Fire Drill	✓		Keri Homan
Nov 2024	11-4-24	Fire Drill	✓	✓	Keri Homan
Dec 2024	12-18-24	Fire Drill	✓	✓	Keri Homan
Jan 2025	1-30-25	Fire Drill	✓	✓	Keri Homan
Feb 2025	2-27-25	Fire Drill	✓	✓	Keri Homan
Mar 2025	3-26-25	Tornado Drill	✓	✓	Keri Homan
Mar 2025	3-27-25	Fire Drill	✓	✓	Keri Homan
Apr 2025	4-16-25	Fire Drill	✓	✓	Keri Homan
Mar 2025	5-5-25	Evacuate/Bus Drill	✓	✓	Keri Homan
Apr 2025	5-19-25	Fire Drill	✓	✓	Keri Homan
May 2025	NA				
June 2025	NA				
July 2025	NA				

APPENDIX K2

(2025-26)

Schedule/Record of Drills

			Present: ✓		Name:
Date Scheduled	**Date Completed**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions** (e.g., blocked entrance)	**Elem**	**HS**	**School Admin**
Aug 2025		Fire Drill			
Aug 2025		Evacuate/Bus Drill			
Aug 2025		Shelter/Tornado Drill			
Aug 2025		Fire Drill			
Sept 2025		Lockdown Drill			
Sept 2025		Evacuate/Building Drill			
Sept 2025		Fire Drill			
Oct 2025		Fire Drill			
Nov 2025		Lockdown Drill			
Nov 2025		Fire Drill			
Dec 2025		Fire Drill			
Jan 2026		Fire Drill			
Feb 2026		Fire Drill			
Feb 2026		Lockdown Drill			
Mar 2026		Fire Drill			
Mar 2026		Evacuate Bus Drill			
Mar 2026		Shelter/Tornado Drill			
Apr 2026		Lockdown Drill			
Apr 2026		Fire Drill			
May 2026	NA				
June 2026	NA				
July 2026	NA				

Appendix K3

Appendix K3
Record of Exercises **(2025-26)**

		Present: ✓		Name:
Date	Type of Exercise	EMS	LE	School Admin

Appendix L1

(Next 11 Pages)

DRILL IN PROGRESS
NO ONE IN OR OUT



SIMULACRO EN CURSO
NO SE PERMITE LA ENTRADA
O SALIDA DE NADIE

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Drill in Progress_EN-SP | V 3.0 | Revised: 04/16/2020

K12 2021 STANDARD RESPONSE PROTOCOL

IN AN EMERGENCY
TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

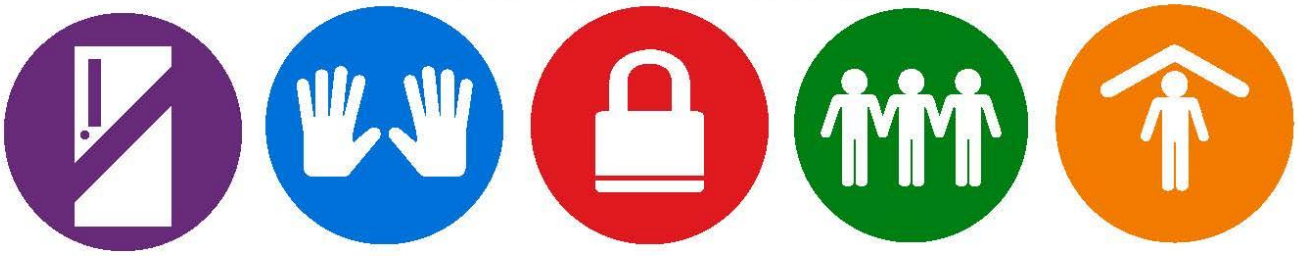
ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

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IN AN EMERGENCY

TAKE ACTION



HOLD SECURE LOCKDOWN EVACUATE SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

STANDARD™ RESPONSE PROTOCOL

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ALERT

ALERT

STANDARD RESPONSE PROTOCOL

HOLD
In Your Room Or Area

Students:
- Clear the hallways and remain in the area or room until "All Clear" is announced
- Do business as usual

Adults and staff:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE
Get Inside.
Lock Outside Doors.

Students:
- Return to inside of building
- Do business as usual

Adults and Staff:
- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN
Locks, Lights, Out Of Sight

Students:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and Staff:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Account for students and adults
- Do not open the door
- Prepare to evade or defend

EVACUATE
To Announced Location

Students:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and Staff:
- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/ Green Card method.

SHELTER
For A Hazard Using Safety Strategy

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students:
- Use appropriate safety strategy

Adults and Staff:
- Lead safety strategy
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method

In the event of an evacuation, take this card with you. To use this card, fold along dotted lines so the appropriate message is outward facing.

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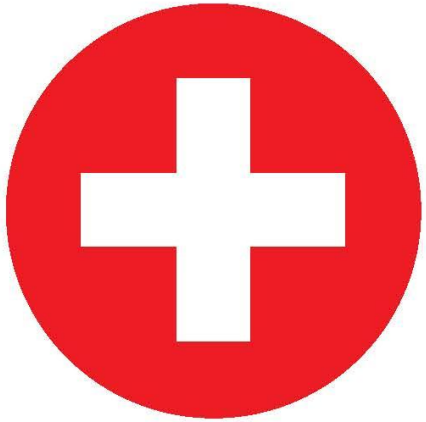
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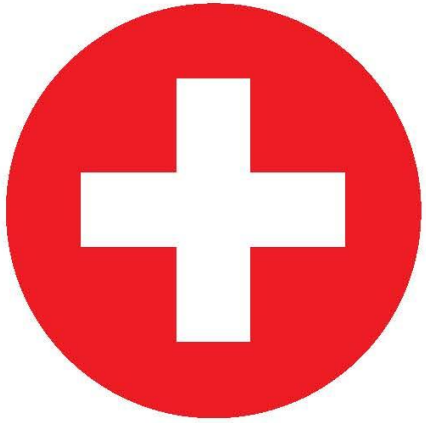
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HELP

HELP

MEDICAL HELP





MEDICAL HELP

STANDARD RESPONSE PROTOCOL

HOLD
In Your Room Or Area

Students:
- Clear the hallways and remain in the area or room until "All Clear" is announced
- Do business as usual

Adults and staff:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE
Get Inside.
Lock Outside Doors.

Students:
- Return to inside of building
- Do business as usual

Adults and Staff:
- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN
Locks, Lights, Out Of Sight

Students:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and Staff:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Account for students and adults
- Do not open the door
- Prepare to evade or defend

EVACUATE
To Announced Location

Students:
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- If possible, bring their phone
- Follow instructions

Adults and Staff:
- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
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SHELTER
For A Hazard Using Safety Strategy

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students:
- Use appropriate safety strategy

Adults and Staff:
- Lead safety strategy
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method

In the event of an evacuation, take this card with you. To use this card, fold along dotted lines so the appropriate message is outward facing.

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OK

OK

HELP

HELP

Roll Sheet - Use this sheet to record names at an evacuation assembly point. Also account for missing or extra staff and occupants.

	Missing Staff or Students
	Extra Staff or Students

STANDARD RESPONSE PROTOCOL

HOLD
In Your Room Or Area

Students:
- Clear the hallways and remain in the area or room until "All Clear" is announced
- Do business as usual

Adults and staff:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE
Get Inside.
Lock Outside Doors.

Students:
- Return to inside of building
- Do business as usual

Adults and Staff:
- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN
Locks, Lights, Out Of Sight

Students:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and Staff:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Account for students and adults
- Do not open the door
- Prepare to evade or defend

EVACUATE
To Announced Location

Students:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and Staff:
- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
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SHELTER
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In the event of an evacuation, take this card with you. To use this card, fold along dotted lines so the appropriate message is outward facing.

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OK

OK

HELP

HELP

SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA

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K12 2021 STANDARD RESPONSE PROTOCOL

SCHOOL IS SECURED
NO ONE IN OR OUT



ESCUELA BAJO PROTECCIÓN
NADIE PUEDE ENTRAR

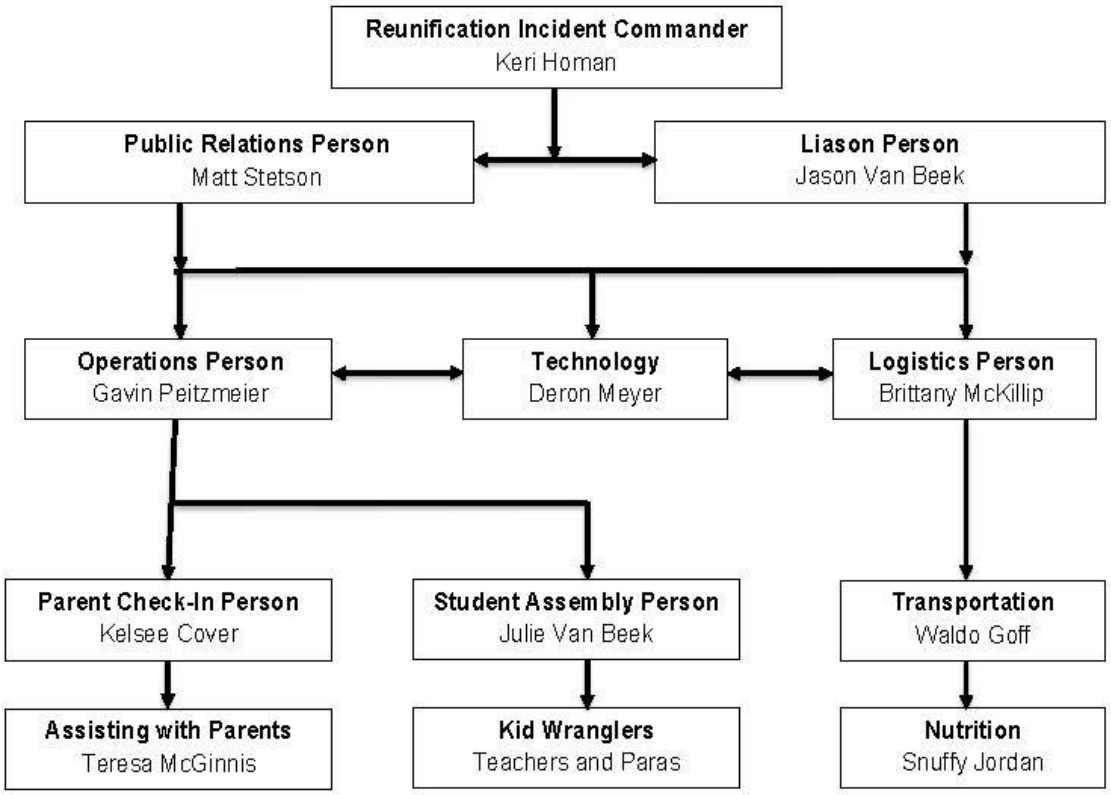
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K12 2021 : STANDARD RESPONSE PROTOCOL

Appendix L2

Appendix L2

Offsite Reunification Chart for Crawford Public Schools



Appendix M

Appendix M
Crawford Public Schools

Continuity of Operations Plan			
Goal: Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.			
Objectives: 1.1 Define Essential Functions 1.2 Create Orders of Succession 1.3 Create Delegations of Authority 1.4 Identify Facilities and Locations 1.5 Establish Plans for Communications Continuity 1.6 Create a Plan for Assessing Vital Records 1.7 Establish a Plan for Human Capital Management 1.8 Establish Plans for Devolution 1.9 Establish a Plan for Reconstitution			
Before		**During**	**After**
Prevention	**Preparedness**	**Response**	**Recovery**
Business Services (payroll, purchasing)			
Bookkeeper	Bookkeeper	Bookkeeper	Bookkeeper
Human Resources			
Supt & Principal	Supt & Principal	Supt & Principal	Supt & Principal
Communications			
Supt & Principal	Supt & Principal	Supt & Principal	Supt & Principal
Technology Support (hardware, systems)			
Tech Dir & ESU-13	Tech Dir & ESU-13	Tech Dir & ESU-13	Tech Dir & ESU-13
Facility Maintenance			
Director of Facilities and Grounds, Head Custodian, and Custodial Staff			
Building Safety & Security			
Safety and Security Committee for Crawford Public Schools			
Safety & Well Being of Students			
School Counselor and ESU-13			
Continuity of Learning			
Admin, Teachers, and Paras			
Restoration of School Operations			
Superintendent and School Board			

Appendix N1

(Next Six Pages)

Appendix N1
Examples of Threats/Hazards in SRP Areas

Secure			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism

- Secure the perimeter
- Lock outside doors
- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on secure protocols
- Educate students/staff on secure protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Door signs removed from exterior doors
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Ensure alignment with LEOP
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- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on entrance/exit doors
- Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in secure
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available
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Lockdown

Potential Hazards/Threats (inside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test “out of sight”
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified

- Drill Practice(Muscle memory)
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

Evacuate

Potential Hazards/Threats

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat
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- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP
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Shelter

Potential Hazards/Threats

Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on Shelter protocols
- Educate students/staff on Shelter protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Check local weather conditions on a regular basis
- Have protocols developed for when school is weather watch/warnings
- Regularly clean Shelter area
- Determine needs of special ed/physically challenged
- Call 911 - to inform of Sheltering
- Access to weather alert radio
- If feasible, hand held radios
- Recovery - work under ICS Structure
- Identify students that need immediate physical/emotional support

- Practice
- List of students ready
- Have 'go bags' ready
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on areas of shelter
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in Shelter
- Ensure alignment with LEOP
- All Shelter locations identified, appropriate for Hazard type
- Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)
- Food and snacks
- HVAC system turned off for chemical spill
- Ensure medicine, food, etc. for medical purposes available in Shelter
- Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)

Incidental

Potential Hazard/Threat

Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	

- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on protocols
- Educate students/staff on protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Scripted announcement modified to situations
- Educate students about seatbelts
- Educate students about texting and driving
- Educate students about defensive driving
- Align memorials with PFA
- Contact suicide partners (i.e., LOSS teams)
- Follow ICS Structure for Auto/Bus Crashes
- Identify support rooms for PFA team

- Review security procedures frequently
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Ensure alignment with LEOP
- First Aid Kit
- Suicide Prevention Training
- Practice protocols for bus safety
- Bus evacuation drills
- Team has been trained in PFA
- Support team has PFA process in place
- Contact ESU for PFA assistance
- Good Supervision of all students in all settings
- Follow through with Bully/Cyberbullying reports

HOLD

Situation

Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on HOLD protocols
- Educate students/staff on HOLD protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Exterior/Interior Doors and Windows numbered
- Call 911
- Move affected students away from line of sight of the incident

- Drill Practice
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in HOLD
- Ensure alignment with LEOP
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available

Appendix N2

(Next Seven Pages)

Appendix N2
Goals/Objectives and Action Plan for Crawford Public Schools

Hazard: Tornado/Severe Weather/Flood/Winter Weather			
Goal: (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life. 1) (DURING) Protect life and property from damage by the tornado. 2) (AFTER) Provide necessary medical attention to those in need.			
Objectives: 1.1 Conduct shelter/tornado training and drills. 1.2 Identify location for shelter. 1.3 Ensure shelter location(s) are structurally sound. 2.1 Shelter all persons in the designated areas of the building. 2.2 Ensure building structure is secure without unsecure objects 2.3 Account for all persons and their safety. 3.1 Assess all persons' safety. 3.2 Call EMS to respond. 3.3 Immediately begin to provide first aid. (medical/PFA) 3.4 Evacuate from building.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop EOP Plan prior	Practice Drills…etc.	Notify staff/students	Recovery - work under ICS Structure. Announcement of end of threat. Determine if further action is needed
Public Information Officer			
Public Information disseminated	Public Information disseminated Disseminate parent letter	Public Information disseminated. Scripted announcement modified to situations	Public Information disseminated. PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - to inform of Sheltering	
Safety Officer			
Ensure building are structurally sound & exterior doors lock	Check local weather conditions on a regular basis. Access to weather alert radio. Ensure alignment with LEOP	Everyone inside the building	
Operations			
	Assignments made for notification coverage Assignment of staff at exterior doors	Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Identify students that need immediate physical & emotional support. Watch for symptoms of distress
Planning			
Develop EOP Plan prior	Have protocols developed for when school is weather watch/warnings. Determine needs of special ed/physically challenged. Review security procedures frequently. Copy & Laminate signage. Display Signage on areas of shelter. Create annual schedule of teaching protocols for parents. Create annual schedule of teaching protocols for staff & students. Create annual schedule for drilling. Educate students return from lunch, non-exit out of building protocol if in Shelter. Trainings/Drills are conducted. Educate students/staff on Shelter protocols. Create annual schedule of teaching protocols for parents. Create annual schedule of teaching protocols for staff & students. Educate parents on Shelter protocols		
Logistics			
	Regularly clean Shelter area. If feasible, hand held radios. Display Signage on areas of shelter. All Shelter locations identified, appropriate for type of hazard. Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water). Food and snacks. Ensure medicine, food, etc. for medical purposes available in Shelter. Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)		
Finance/Administration			
	List of students ready. Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Incidental - Suicide

Goal:
1) (BEFORE) Prevent a suicide from occuring. (especially on school grounds)
2) (DURING) Protect all persons and loss of life.
3) (AFTER) Provide medical and psychological support to staff/students.

Objectives:
1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
1.2 Make available a report line to share concerns of reference suicidal staff/students.
1.3 Develop strong relationships with all students/staff.

2.1 Secure all persons in the building.
2.2 Account for all persons.
2.3 Call law enforcement/EMS.

3.1 Provide first aid to those in need.
3.2 Provide PFA to those in need.

	Before	During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop EOP Plan prior Comprehensive Supervision of all staff/students in all settings	• Staff Training…etc.	Align memorials with PFA Notify staff/students	Align memorials with PFA Recovery - work under ICS Structure. Announcement of end of threat. Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified. Public Information disseminated. Disseminate parent letter	Public Information disseminated. Scripted announcement modified to situations	Scripted announcement modified to situations. Public Information disseminated. PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Contact ESU for PFA assistance Call 911 - to inform of Sheltering	Contact ESU for PFA assistance. Contact suicide partners.
Safety Officer			
Ensure buildings are structurally sound Ensure exterior doors lock	Ensure alignment with LEOP	Everyone inside the building	Follow through with Bully/Cyberbullying reports
Operations			
	Assignment of staff at exterior doors Identify PFA support rooms for PFA team. Assignments made for notification coverage	Align memorials with PFA. Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	Checking in with staff & students who may have been affected. Watch for students/staff signs & symptoms of distress. Identify students that need immediate physical or emotional support
Planning			
Develop EOP Plan prior	Suicide Prevention Training. Team has been trained in PFA. Support team has PFA process in place. Review security procedures frequently. Educate students/staff on Suicide prevention		
Logistics			
	Ensure medicine, food, etc. for PFA support rooms		
Finance/Administration			
	Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Secure: Chemical or Hazardous Material (in Community)			
Goal: 1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill. 2) (DURING) Protect all persons from injury or harm. 3) (AFTER) Determine the safety and quality of air/surroundings.			
Objectives: 1.1 Be prepared and have knowledge of what possible chemicals are in your community. 1.2 To identify locations to shelter during a chemical spill. 1.3 To have all necessary materials/supplies for room sealing. 1.4 Ensure HVAC shut offs are in working condition. 1.5 Provide training to staff and students how to shelter and seal an identified location. 2.1 Notify and ensure all persons to shelter because of chemical spill. 2.2 Account for all staff and students. 2.3 All locations with people are sealed. 2.4 Administer first aid. 3.1 Connect with local fire/rescue for assistance to determine next steps. 3.2 Prepare to evacuate or return to a learning environment.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop EOP Plan prior	Practice Drills…etc.	Notify staff/students	Recovery - work under ICS Structure. Announcement of end of threat. Determine if further action is needed
Public Information Officer			
Public Information disseminated	Scripted announcement ready to be modified. Public Information disseminated. Disseminate parent letter	Disseminate parent letter. Public Information Disseminated. Scripted announcement modified to situations	Announcement of end of threat. Disseminate parent letter. Public Information disseminated. PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP	Call 911	
Safety Officer			
Review security procedures frequently Ensure buildings are structurally sound & exterior doors lock	Check local weather conditions on a regular basis. Access to weather alert radio. Ensure alignment with LEOP. Identify perimeter access points	Everyone inside the building	
Operations			
	Assignments made for notification coverage Assignment of staff at exterior doors	Lock outside doors. Secure the perimeter. Modify routines according to time of situation (i.e., dismissal, lunch, end of day). HVAC system turned off for chemical spill Checking in with staff/students who may have been affected	Identify students that need immediate physical & emotional support. Watch for students/staff signs & symptoms of distress. Check in with staff & students who may have been affected
Planning			
Develop EOP Plan prior	Educate parents on secure protocols. Educate students/staff on secure protocols. Create annual schedule of teaching protocols for parents. Create annual schedule of teaching protocols for staff/students. Create annual schedule for drilling. Determine needs of special ed/physically challenged. Review security procedures frequently. Copy & Laminate signage. Display Signage on areas of shelter. Educate students return from lunch, non-exit out of building protocol. Trainings/Drills are conducted.		
Logistics			
	Regularly clean Shelter area. If feasible, hand held radios. Display Signage on areas of shelter. All Shelter locations identified, appropriate for type of hazard. Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water). Food and snacks. Ensure medicine, food, etc. for medical purposes available in Shelter. Supplies in Shelter (alternative supplies -		

	flashlights, alternative power supply, First Aid Kit, Weather Alert Radio). Have 'go bags' ready.		
Finance/Administration			
•	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Lockdown - Intruder in building			
Goal: 1) (BEFORE) Prevent an intruder on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need			
Objectives: 1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year. 2.1 Implement lockdown: locks, lights, out of sight. 2.2 Account for all persons. 2.3 Call 911 for law enforcement and EMS to respond. 2.4 Begin first aid and PFA where feasible. 3.1 Continue first aid and PFA.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop EOP Plan prior Threat *management* process in place	Threat *assessment* team and process in place	Establish Incident Command Not opening classrooms w/o law enforcement. Notify staff/students	Administrator or law enforcement officer unlock each classroom door for the all clear. Recovery - work under ICS Structure Announcement of end of threat. Determine if further action is needed

Public Information Officer			
Public Information disseminated	Public information disseminated Disseminate parent letter	Public Information disseminated Scripted announcement modified to situations	Public Information disseminated PIO update the all clear
Liaison Officer			
	Ensure alignment with LEOP Collaborating with community partners	Call 911. Ensure alignment with LEOP. Communication with EMS and Law Enforcement	Ensure alignment with LEOP
Safety Officer			
Ensure building are structurally sound. Ensure exterior doors lock. Review security procedures frequently	Ensure alignment with LEOP	Everyone inside the building Protect crime scene "Don't touch anything	
Operations			
	Assignments made for notification coverage Assignment of staff at exterior doors. Testing alarm and intercom systems. Buses available for evacuation. Evacuation sites tested for functionality. If feasible, hand held radios	Modify routines according to time of situation (i.e., dismissal, lunch, end of day) Assign personnel to, set and mark perimeter at school Assign personnel to, set and mark perimeter at reunification site	Identify students that need immediate physical emotional support. Watch for students/staff signs & symptoms of distress. Render First aid. Assign personnel to, set and mark perimeter at school. Assign personnel to, set and mark perimeter at reunification site
Planning			
Develop EOP Plan prior Office Personnel attend Secretaries Safety Training	Establish media location. Evacuation sites identified. Third party identified to answer student call when self- evacuating. Third party trained how to answer call. Determine needs of special ed/physically challenged. Copy & Laminate signage. Display Signage on areas of shelter. Create annual schedule of teaching protocols for parents. Create annual schedule of teaching protocols for staff & students. Create annual schedule for drilling.		

	Educate students return from lunch, non-exit out of building protocol. Trainings/Drills are conducted. Educate students/staff on protocols. Educate parents on protocols Establish strong visitor protocols. Educate all staff/students on visitor protocols. Exercise possible situations. Educate substitutes on protocols. Practice and test "out of sight" Reunification sites identified. Reunification drilled and exercised. Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
	Doors & windows numbered (interior & exterior). Have 'go bags' ready. ROK KIT prepared and ready. Ensure medicine, food, etc. for medical purposes available in Shelter. Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit). If feasible, hand held radios		
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Evacuate - Fire
Goal: 1) (BEFORE) Prevent a fire from occurring on school grounds. 2) (DURING) Protect Students/Staff from injury or loss of life. 3) (AFTER) Provide necessary medical attention to those in need.
Objectives: 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment. 1.2 Store combustible materials in fire safe containers or rooms. 2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner. 2.2 Account for all persons.

3.1 Notify 911 and EMS.
3.2 Immediately begin first aid.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop EOP Plan prior	Practice Drills…etc.	Notify staff/students	Recovery - work under ICS Structure. Announcement of end of threat. Determine if further action is needed
Public Information Officer			
	Scripted announcement to be modified for situations. Disseminate SRP parent letter Public Information disseminated	Disseminate parent letter Public Information disseminated Scripted announcement modified to situations	Disseminate parent letter Public Information disseminated. PIO update the all clear. PIO notification regarding next school day
Liaison Officer			
	Ensure alignment with LEOP	Call 911 - regardless	
Safety Officer			
• Ensure buildings are structurally sound • Ensure exterior doors lock	Supervision of student movement to location (backup plan if teacher/staff incapacitated) Review security procedures frequently	Everyone outside the building Supervision of student movement to location (backup plan if teacher/staff incapacitated. Ensure accessibility at all times to evacuation site	Supervision of student movement to location (backup plan if teacher/staff incapacitated). Ensure accessibility at all times to evacuation site
Operations			
• Ensure buildings are structurally sound • Ensure exterior doors lock	Reunification with parents following SRM Assignments made for notification coverage Assignment of staff at exterior doors Assigned staff for safe street crossing Ensure accessibility at all times to evacuation site	Reunification with parents following SRM. Display SRP Signs on building doors. Modify routines according to time of situation (i.e., dismissal, lunch, end of day). Assigned staff for safe street crossing	Reunification with parents following SRM. Assigned staff for safe street crossing. Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress.Carry out

			procedures for early dismissal due to evacuate situation
Planning			
• Display SRP Posters around building	Identify Evacuation Site - backup site identified. Determine procedures for early dismissal due to evacuate situation. Determine needs of special ed/physically challenged. Copy & Laminate signage. Display SRP Posters around building. Create annual schedule of teaching evacuate protocols for parents. Create annual schedule of teaching evacuate protocols for staff/students. Create annual schedule for drilling. Educate students return from lunch, non-exit out of building protocol if in Evacuation. Trainings/Drills are conducted. Educate students/staff on Evacuation protocols. All Evacuation locations identified, appropriate for type of hazard type		
Logistics			
Develop a Transportation plan	Transportation plan. If feasible, hand held radios. Appropriate supplies (i.e., bottled water). Have 'to go' bags ready. Food and snacks. Ensure medicine, food, etc, for medical purposes available. Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)	Transportation plan	Transportation plan
Finance/Administration			
	List of students ready Emergency contact list parents/guardians	Accountability of students/staff	Accountability of students/staff

Type of Hazard/Threat: Accident/Fatality/Bus Accident

Goal:
1) (BEFORE) School Crisis Team in place
2) (DURING) Notification, take a minute to process before moving forward.
3) (AFTER) Providing necessary condolences to those in need. Review how the situation was handled.

Objectives:
1.1 Reach out to community resources
1.2 Plan to notify staff and student set in place
1.3 Create a template of a statement to be shared with staff and students.

2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students
2.2 Crisis Team creates a plan on how to handle the current situation
2.3 Statements are released to the staff and students
2.4 Have counselors available on site

3.1 Get information out about viewing and funeral
3.2 Post catastrophe feedback session done by Crisis Team
3.3 Reach out to the family on behalf of the school

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
Develop an EOP prior		Notify staff/students Align memorials with PFA	Determine if further action is needed. Align memorials with PFA
Public Information Officer			
• Information disseminated	Scripted announcement ready to be modified. Disseminate parent letter. Public information disseminated	Public Information disseminated. Scripted announcement modified to situations	Public information disseminated. Scripted announcement modified to situations
Liaison Officer			
	Ensure alignment with LEOP	Contact ESU for PFA assistance	Contact ESU for PFA assistance. Contact other partners to assist with counseling

Safety Officer			
Operations			
	Identify PFA support rooms for PFA team. Assignments made for notification coverage	Align memorias with PFA. Modify routines according to time of situation (dismissal, lunch, end of day)	Checking in with staff/students who may have been affected. Watch for student/staff signs & symptoms of distress. Identify students that need immediate physical/emotional support
Planning			
Develop EOP prior	Team has been trained in PFA Support team has PFA Training		
Logistics			
	Ensure PFA support rooms have necessary equipment		
Finance/Administration			

Appendix O1

Crawford Public Schools
Staff Receiving 1st Responder Training
January 3, 2023

Mo Hanks ..... District Wide
Teresa McGinnis ..... District Wide
Keri Homan ..... District Wide
Billie Wasserburger ..... Elementary
JoAnn Neel ..... Elementary
Lora Andersen ..... Elementary
Sheryl Cozad ..... Elementary
Mariah Nelson ..... High School
Misty Lemmon ..... High School
David Keim ..... High School
Ryan Osmotherly ..... High School
Jessica Whetham ..... High School
Kelly McLendon ..... High School
Tobie Underwood ..... DL Building/Elementary
Autumn Mader ..... DL Building/Elementary
Jason Van Beek ..... District Wide
Waldo Goff ..... Transportation

Appendix O2

Protocols
for
an Accident or Emergency
on
School Grounds

- It is important to have someone in the office at all times to facilitate proper communication and to let emergency personnel into the building!
- The staff member closest to the accident or emergency will need to have someone contact the office ASAP with information on what happened.
- The office will call 911 if it is an emergency situation.
- Someone in the office will take the Red Medical Bag to the location of the incident.
- The office can use the building intercom to request for first responders to report to the room or area of the building and then make a HOLD announcement.
- The office will contact the other buildings so that everyone is on HOLD until the accident or emergency has been dealt with in a proper manner.
- The Office will contact parents or guardians (if needed).
- Other students in the classroom or immediate area need to report to another classroom while the HOLD is in place.
- Any First Responder that is reporting to the accident or emergency will need to make sure their students report to another classroom.
- If the area will need to be cleaned up, then Jason or an administrator will contact custodial personnel.
- At the conclusion of the incident when the area is cleaned and safe; the office will need to be notified so that the HOLD status can be lifted and the school day can return to a normal routine.
- Any witnesses and/or those who are dealing with the incident will need to fill out an injury/accident form. Documentation is always required!

Appendix O3

First Aid Guide

BLEEDING:

Before providing care, put on protective gloves or use a barrier between you and the victim, to reduce the chance of disease transmission while assisting the injured person. Cleanse your hands thoroughly with soap and water when finished.

Basic first aid treatment:

- Call 911 for medical assistance.
- Keep victim lying down.
- Apply direct pressure using a clean cloth or sterile dressing directly on the wound.
- **DO NOT** take out any object that is lodged in the wound; see a doctor for help in removal.
- If there are no signs of a fracture in the injured area, carefully elevate the wound above the victim's heart.
- Once bleeding is controlled, keep victim warm by covering with a blanket, and monitor for shock.

CLEANING & BANDAGING WOUNDS:

- Wash your hands and cleanse the injured area with soap and water, then blot dry.
- Apply antibiotic ointment to minor wound and cover with a sterile gauze dressing or bandage that is slightly larger than the actual wound.

EYE INJURIES:

- If an object is impaled in the eye, **CALL 911** and **DO NOT** remove the object.
- Cover both eyes with sterile dressings or eye cups to immobilize.
- Covering both eyes will minimize the movement of the injured eye.
- **DO NOT** rub or apply pressure, ice, or raw meat to the injured eye.
- If the injury is a black eye, you may apply ice to cheek and area around the eye, but not directly on the eyeball itself.

  How to flush the eyes: If chemical is in only one eye, flush by positioning the victim's head with the contaminated eye down to prevent flushing the chemical from one eye to another. Flush with cool or room temperature water for 15 minutes or more. Remove contact lenses after flushing.

BURNS:

First Degree Burn: Skin will appear red and may be swollen or painful. Generally, does not require medical attention.

Second Degree Burn: Skin will appear red, blistered and swollen. May require medical attention.

Third Degree Burn: Skin will be visibly charred and may be white. Usually very painful. **REQUIRES MEDICAL ATTENTION**.

Basic first aid treatment for 1st degree & 2nd degree burns: Submerge burn area immediately in cool water until pain stops. If affected area is large, cover with cool wet cloths. Do not break blisters if they are present. If pain persists but no medical assistance is needed, apply medicated first aid cream or gel and cover with sterile dressing. If medical attention is needed, do not apply any cream. Just cover with a dry, sterile dressing and seek medical help immediately. Basic first aid treatment for 3rd degree & some 2nd degree burns: **CALL 911!!** Third Degree burns **MUST RECEIVE MEDICAL ATTENTION IMMEDIATELY! DO NOT** try to remove any clothing stuck to the burned area. Cover with sterile dressing or clean sheet. **DO NOT** apply any creams or gels.

CHEMICAL BURNS:

- Flush the affected area with cool running water for at least 15 minutes.
- Remove all clothing and jewelry that has been contaminated.
- Monitor victim for shock and seek medical assistance.
- If chemical burn is in the eyes, flush continuously with water and seek medical attention immediately.

SUNBURN:

- Avoid any further exposure to direct sunlight and drink plenty of water to prevent dehydration.
- Do not apply cold water or ice to a severe burn.
- Use over-the-counter remedies to remove discomfort.
- If burn is severe and blisters develop, seek medical attention.

UNCONSCIOUSNESS:

- Do not leave an unconscious victim alone except to call 911 for medical help.
- Assess victim's state of awareness by asking if they are OK.
- Check the victim's Airway, Breathing, and Circulation (ABC's)
- If the victim's ABC's are not present, perform CPR. **IMPORTANT**: only a trained & qualified person should administer CPR.
- If ABC's are present and spinal injury is not suspected, place victim on their side with their chin toward the ground to allow for secretion drainage.
- Cover the victim with a blanket to keep him/her warm and to help prevent shock. If victim communicates feeling warm, remove the blanket.

CHOKING:

- Ask the victim, "Are you OK?"
- Do not interfere or give first aid if the victim can speak, breathe, or cough.
- If the victim cannot speak, breathe, or cough; ask for someone to call 911 and then perform 5 quick blows to the back by standing to side of the victim and leaning them forward supporting their chest with one hand. With other hand deliver five blows with the heel of your hand between their should blades.
- If this does not work, then perform the Heimlich maneuver (abdominal thrust).

  How to perform the Heimlich maneuver: Position yourself behind the victim with your arms around victim's stomach. Place the thumb-side of your fist above the victim's navel and below the lower end of the breastbone. Take hold of your fist with your free hand and pull fist upward and in, quickly and firmly. Continue with thrusts until the object is dislodged or airway is clear.

POISION:

- Call **(800) 222-1222** or 911 for immediate medical attention.
- Antidotes on labels may be wrong!! Do not follow them unless instructed by a physician.
- Never give anything by mouth (milk, water, Ipecac...etc.) until you have consulted with a medical professional.
- Keep a one once bottle of Ipecac on hand at all times in case of an emergency, and give only when instructed by a physician.
- If the poison is on the skin, flush skin with water for 15 minutes, then wash and rinse with soap & water.
- If the poison is in the eye, flush with lukewarm water for 15 minutes. Adults can stand under the shower with eyes open. Always consult medical professionals after any eye injury has occurred.

ANIMAL BITES:

- Control any bleeding by applying direct pressure or with elevation. To avoid risk of infection, do not close the wound.
- Rinse the bite thoroughly, holding it under running water. Cleanse with soap and water and hold under water again for five minutes.
- Do not put ointments or medicines on the wound. Cover with a dry sterile bandage or gauze.
- Seek medical assistance immediately.
- **Note**: Report animal and human bites to local police and/or health authorities.

BEE STING:

- If possible, remove stinger by scraping it off with a blunt edge (e.g. credit card).
- Clean the wound and apply a cold compress to reduce swelling.
- Remove tight clothing and jewelry from areas near the bite in case swelling occurs.
- Watch for signs of shock or allergic reaction. Signs include swelling or itching at the wound site, dizziness, nausea, or difficulty breathing. Seek medical attention immediately if any of these signs occur.
- Continue monitoring the victim for shock until medical help arrives.
- Check the victim's Airway, Breathing, and Circulation (ABC's). If ABC's are impaired, then **CALL 911** and begin CPR. **IMPORTANT**: Only a trained and qualified person should administer CPR.

Appendix O4

The packet provided to our school First Responders can be found on the school's website. Go to the documents section and look in the Emergency Operations Folder.