

Arlington Public Schools



Emergency Operations Plan

Disclaimer:

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SIGNATURE PAGE

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Arlington Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of APS 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 Arlington Public School 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. Arlington Public School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Arlington Public School's 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 Arlington Public School 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 Arlington Public School Emergency Operations Plan operates within the framework of the Arlington Public School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of APS is approximately 360 elementary-school students, 100 middle-school students, and 250 high-school students located in one, one-story building on campus. These students are supported by a committed staff and faculty consisting of:

- _4_ Superintendent/Principal/Building Administrators
- _64_ Teachers
- _19_ Paraprofessionals
- _3_ Counselors, Social Workers, and Psychologists
- _1_ School Nurse
- _6_ Custodians/Maintenance Personnel
- _4_ Office/support staff
- _6_ Food Service/Cafeteria staff
- _5_ Other staff (Bus Drivers)
- _1_ Other (School Resource Officer)

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 schedule of Arlington Public School is available upon request, and maintained by the principals.

b. Special Needs Population

Arlington Public Schools is 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 110; 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.

2. Building Information

Arlington Public School is located on a 6-acre lot and includes 3 buildings, 1 baseball field, 1 football field, and 3 staff parking lot. All classes take place in the PK-12 Grade Building, the main building on campus.

Annotated maps of the buildings and grounds are included.

- _____ Evacuation routes
- _____ Shelter locations
- _____ Fire alarm pull stations

- _____ Fire hydrants
- _____ Fire extinguishers
- _____ First aid kits
- _____ AED (Automatic External Defibrillator)
- _____ Hazardous materials storage
- _____ Utility shutoffs
 - _____ Electricity
 - _____ Gas
 - _____ Water
 - _____ HVAC

3. Hazard Analysis Summary

Arlington Public School is 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 06/2023, 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 ALICAP Insurance Company was completed 11/06/2023.

In addition, the table on the following page briefly discusses Arlington Public School's high-priority hazards including behavior/mental health crisis, parent/custodial issues, severe weather, domestic violence, medical emergency, unknown/unauthorized person, fight/assault, terroristic threats, law enforcement activity in community, active intruder threat, and flood.

Table 1. High-Priority Hazards

Behavioral/ Mental Health Crisis	<p>Arlington schools acknowledge that behavioral and mental health of students and staff are a high priority, and are of utmost concern and importance. We observe these situations on a regular basis, although they do not frequently escalate into dangerous situations. With the impact of the flood of 2019 and COVID, anxieties among staff and students are observed often as well. The board of education has established a goal to address these situations.</p>
Parent/ Custodial Issues	<p>Arlington has not been insulated from the changing family dynamics that have occurred in the US over the past couple of decades. We have a variety of family situations, including two parent, single parent, step-parent, and foster parent situations. These different scenarios lead to the likelihood of family disputes to occur. We have many custodial arrangements on file, and must monitor situations closely when parents may or may not have legal access to students.</p>
Severe Weather	<p>Arlington 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 Arlington Public School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms. Consideration must be made for not only district owned vehicles, but also vehicles driven by inexperienced teenage drivers.</p>
Domestic Violence	<p>While domestic violence occurring within school walls is rare, we know statistically we see only a very small picture of what our students and staff may be dealing with in their home environments. We often deal with the aftermath of domestic violence, and are mandatory reporters of such violence.</p> <p>In addition, student behaviors are often the result of being abused themselves, or of having witnessed abuse in the homes. These behaviors impact the ability of a student to learn to their full potential, and may disrupt the teaching of larger groups.</p>
Medical Emergency	<p>Arlington Public Schools has a large number of students/staff/community members that could be in the building at any given time for a large number of reasons (regular school day, extracurricular events, community events). A medical emergency of any nature can happen without warning. Some examples may include: seizures, allergy/anaphylactic reactions, asthma attacks, physical injuries.</p>
Unknown/ Unauthorized Person	<p>Though Arlington Public Schools has a secure building with locked doors during the school day, individuals who are not authorized to be on school grounds have been present. In these situations, the identification of the person in question and the purpose of their presence must be determined. They must also be escorted to an appropriate location or be required to use district approved sign in/sign out procedures.</p>
Fight/Assault	<p>Arlington Public School staff occasionally witness and intervene when active fighting or assault is occurring between students. There is also a risk, when extra-curricular activities are occurring, for adults to be party to altercations.</p> <p>There is concern, due to the culture that is presented in traditional and social media, etc. that fighting and violence is a legitimate solution to problems, and we prepare diligently to deter such behavior when at all possible.</p>
Terroristic Threats	<p>Terroristic threats can be perceived in a variety of ways; some internal and unintended, and some external and very intentional.</p>

	A variety of threats that we must be prepared to handle include direct threats to specific students' safety (including threats of self-harm), threats directed at the school, and threats of community, regional, or national security.
Law Enforcement Activity in Community	The Village of Arlington has had situations in the past that have required law enforcement activity in the area. Due to the size of the community, it is realistic that such activity could occur in very close proximity to the school. Examples would be when the bank was robbed a few years ago, and the suspect was not immediately apprehended.
Active Intruder/ Threat	While a hostile intruder incident has never occurred at Arlington Public Schools, like any school, APS is vulnerable to intruders. We have intruder drills and practice procedures each semester. We take preventative measures within our facilities to proactively prepare for situations.
Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Arlington and its surrounding areas. Flooding is always a risk throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>The Elkhorn River flooded in 2019, causing extensive damage to the baseball field and bus barn facility, and uprooting many of our families from their homes, some permanently. The road washed away and took six months to fully repair.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks to prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as a failure of a dam or levee.</p>

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 noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Arlington Public School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, Arlington Public School requires 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. Arlington Public School 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). Arlington Public School 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 Arlington Public School 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 Arlington Public School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Arlington Public School 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, Arlington Public School participates 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.

Arlington Public School recognizes 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.

Arlington Public School works 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, Arlington 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 Arlington Public School 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)

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.

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

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

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.

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. Principal/Building Administrator (School Identify which admin i.e., Superintendent, Principal, etc.)

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 district 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.
- 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 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

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 Incident Commander, Safety Officer, or Operations Section Chief.
- 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.

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.

K. Students

Responsibilities include:

- Cooperate 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 and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

L. 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.

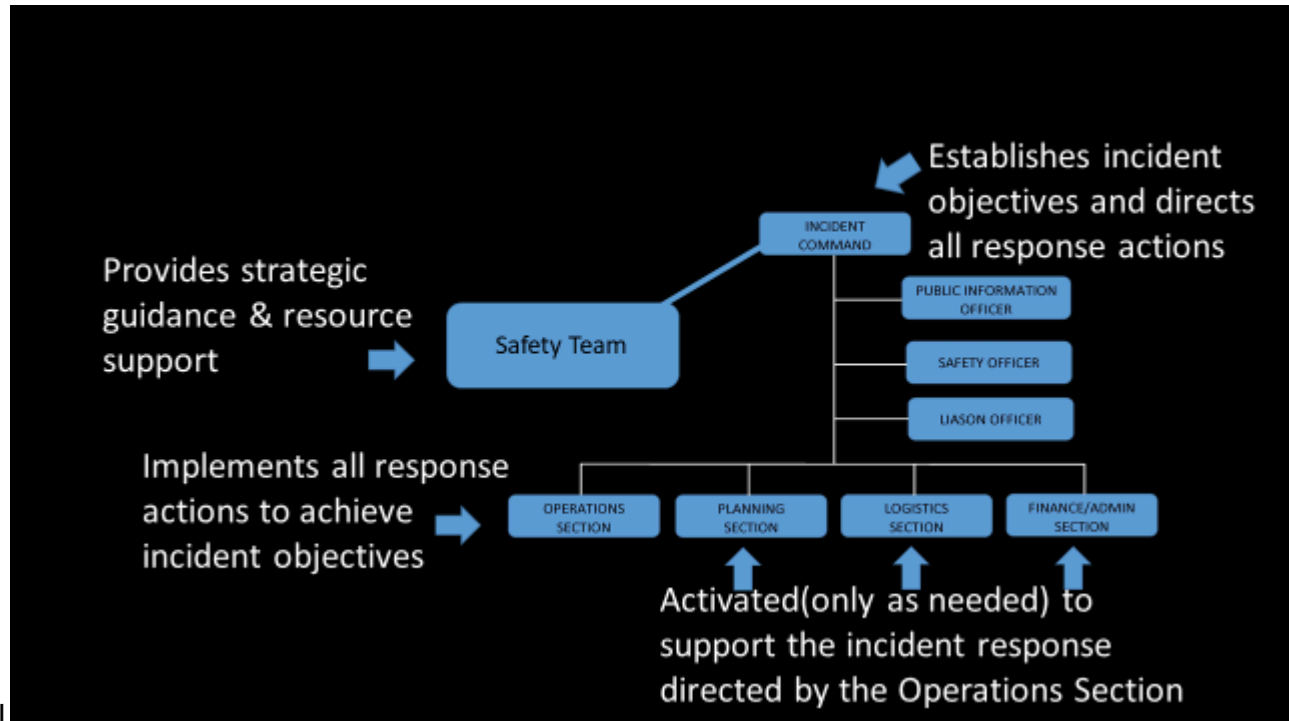
IV. DIRECTION, CONTROL, AND COORDINATION

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).

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 public information officer.
- 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.

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.

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	<p>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:</p> <ul style="list-style-type: none"> ● 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	<p>First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/ Shelter/Care Team Reunification Team	<p>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:</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> Locating all utilities and turning them off, if necessary. Securing and isolating fire/HazMat. Assessing and notifying officials of fire/HazMat. Conducting perimeter control.
Psychological First Aid (PFA) Support Team	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> 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.

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.

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.

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 Arlington Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Washington County School District #24 maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Arlington Public School 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 Dan Douglas, County Emergency Manager, Washington County Emergency Management Department.

D. Coordination With First Responders

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

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.

E. Source and Use of Resources

Arlington Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

Security will be provided by: Washington County Sheriff's Office, School Resource Officer and whatever available deputy at time.

Counseling services will be provided by: Arbor Family Counseling.

Communication will be coordinated by: Superintendent's Office .

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Arlington Public Schools' 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:

- **Eagle Alert System:** EAS is a widely used system for notifying staff and families of an incident when they are not at school. Originates with the Superintendent, who records, and sends out a mass calling/text.
- **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.
- **Email:** Email communication is utilized to disseminate information to internal staff members when appropriate. This is typically done to get basic information out quickly with follow up details provided at a later time.
- **PA Announcements:** Not specific to faculty and staff only, the PA system is used to communicate information to the stakeholders in the building as necessary. This is done automatically, such as our fire alert system, and manually using the district phone/PA system.

2. Communication With the School District Office

The district office of Arlington Public Schools is located at the same location as the Elementary and High Schools. All communication with the district office is considered internal and will follow the guidelines under Communication Between Staff/Faculty Members.

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 Arlington 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, Arlington 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's parent portal login.
- If applicable, identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training for certain situations.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Arlington Public Schools will:

- Disseminate information via text messages, mass telephone messages, emails, and social media posts (when applicable) to inform parents about exactly what is known to have happened and continue to provide updates.
- 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.
- Inform parents and students when and where school will resume.

After an incident, Arlington Public School 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 Arlington Public School 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.

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 Arlington Public School's external communications plans, including where parents and guardians can get more information and updates.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Arlington Public School 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 local establishments, 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 who will be 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.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Joint command or transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Arlington Public School 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 Washington 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.
- Establish an agreement with 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 (e.g., alternative sites, half-day sessions, portable classrooms).
- 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 Arlington Public School may use include the following:

- **Landline Phone:** Designate a school telephone number for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Class dojo (Elem), Remind, etc...If applicable.
- **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, www.apseagles.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, Arlington 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 will be included.

B. Recordkeeping

1. Administrative Controls

Arlington Public Schools is 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 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 to obtain an estimate of annual incident response costs that may be used in preparing future school budgets.

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 accordingly (e.g. paper records, electronic records, redundant backup, and offsite electronic backup). 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 Arlington Public School 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.

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.

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 coaches and designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training can include drills, tabletop, and functional exercises. Drills will be conducted at least once per year. Exercises may 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.

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 every 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.

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

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.

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)

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

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

- When in emergency situations at other districts during activities, our staff/students/parents will adhere to the procedures established by the host district

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

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 at: <https://iloveguys.org/The-Standard-Reunification-Method.html>

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 at: <https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Bo>

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

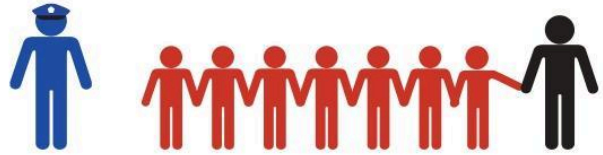
Objectives: Safe transport of students and staff to reunification site

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

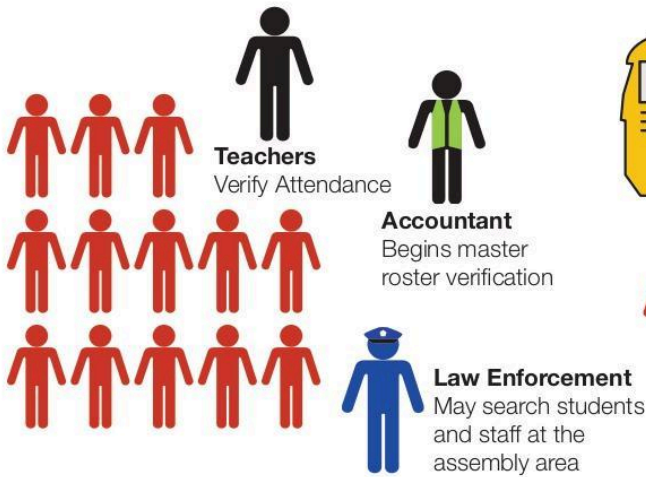
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



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.



STEP 4 STUDENT AND STAFF TRANSPORT

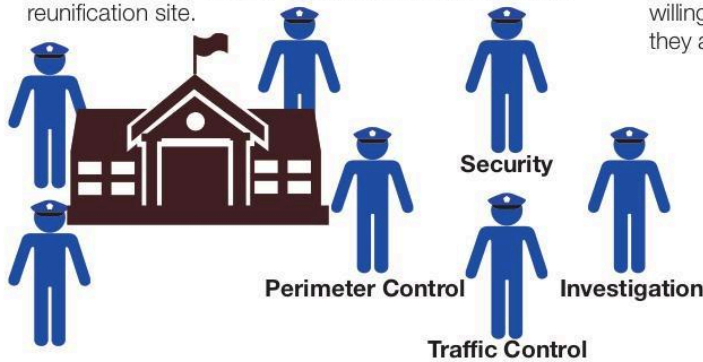
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



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 Arlington 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 Arlington Public School, 705 N 9th Street, Arlington, NE 68002.

III. RESPONSIBILITIES

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

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	<ul style="list-style-type: none"> ● 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: Dawn Lewis	Phone/Email: dawn.lewis@apseagles.org ; 402-478-4173
Alternate: Aaron Pfingsten	Phone/Email: aaron.pfingsten@apseagles.org ; 402-478-4172
Second Alternate: Jacqueline Morgan	Phone/Email: jacqueline.morgan@apseagles.org ; 402-478-4121
Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> 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: James Shada	Phone/Email: james.shada@apseagles.org ; 402-478-4172
Alternate: Ashley Judkins	Phone/Email: ashley.judkins@apseagles.org ; 402-478-4173
Second Alternate: Holly Toft	Phone/Email: holly.toft@apseagles.org ; 402-478-4173
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> 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: Lawrence Reed	Phone/Email: lawrence.reed@apseagles.org ; 402-478-4173
Alternate: Silvia Arias	Phone/Email: sivia.arias@apseagles.org
School Secretary/ Office Staff	<ul style="list-style-type: none"> 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: Jennifer Arp	Phone/Email: 402-478-4121; jennifer.arp@apseagles.org
Alternate: Sara O'Connell	Phone/Email: 402-478-4172; sara.oconnell@apseagles.org
Second Alternate: Cindy Martens	Phone/Email: 402-478-4173; cindy.martens@apseagles.org
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> 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: Holly Toft	Phone/Email: holly.toft@apseagles.org ; 402-478-4172
Alternate: Elizabeth Fedde	Phone/Email: elizabeth.fedde@apseagles.org ; 402-478-4121

School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services.
Primary Person: Shirley Holck	Phone/Email: shirley.holck@apseagles.org ; 402-478-4121
Alternate: Cindy Martens	Phone/Email: cindy.martens@apseagles.org ; 402-478-4121
Second Alternate: Chris Burns	Phone/Email: chris.burns@apseagles.org ; 402-478-4121
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student.
Primary Person: Julie French	Phone/Email: julie.french@apseagles.org ; 402-478-4173
Alternate: Karen Toebben	Phone/Email: karen.toebben@apseagles.org ; 402-478-4173
Teachers	<ul style="list-style-type: none"> • 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: Aaron Pfingsten	Phone/Email: aaron.pfingsten@apseagles.org ; 402-478-4172
Alternate: Jacqueline Morgan	Phone/Email: jacqueline.morgan@apseagles.org ; 402-478-4121
Second Alternate: Tashia Wolf	Phone/Email: tashia.wolf@apseagles.org ; 402-478-4121
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed.
Primary Person: Jennifer Arp	Phone/Email: jennifer.arp@apseagles.org ; 402-478-4173
Alternate: Dawn Lewis	Phone/Email: dawn.lewis@apseagles.org ; 402-478-4173
Emergency Management	<ul style="list-style-type: none"> • 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: Officer Ashley Judkins		Phone/Email: ashley.judkins@apseagles.org ; 402-478-4173	
Alternate: James Shada		Phone/Email: james.shada@apseagles.org ; 402-478-4172	
Law Enforcement	<ul style="list-style-type: none"> • 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: Officer Ashley Judkins		Phone/Email: ashley.judkins@apseagles.org ; 402-478-4173	
Alternate: Dan Douglas		Phone/Email: emergencymgr@washingtoncountyne.gov	
Parents	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s). 		
Others (Specific)			

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Order of Succession

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	<i>Successors will be notified by phone and/or email</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational

				Limitations
	Superintendent	Secondary Principal	Elementary Principal	No known time or geographical limitations
	School Resource Officer	Washington County Sheriff	Washington County Deputy	May be in Blair or Fort Calhoun if needed in a moment's notice
	Principal	Assistant Principal	Guidance Counselor	No known time or geographical limitations
Succession Revision Procedures/ Date Completed	<i>Succession plans will be revised by committee every three years, or when key staff positions turn over.</i>			

Delegation of Authority

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Superintendent	Communication, Coordination, Response Management	
	Principal	Student and Teacher management, etc.	
	Resource Officer	Emergency Response Protocol Management	
Delegation Circumstances	<p>Effective: Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).</p> <p>Termination: Key position holder can assume duties once again.</p>		
Assigned Authority	Authority	Primary (title)	Alternative (title)
	<i>Add additional rows if needed</i>		
Limitations			

A. Activation and Relocation

The superintendent or principal 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 principal 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 telephone tree 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)
Phone (landline)	Y	Y	Verbal Communication	Y
Two Way Radios	Y	Y	Verbal Communication	N
Personal Cell Phones	Y	Y	Internet, Email, Voice, Text	Y
Portable Computer	Y	Y	Internet, Email, Eagle Alert, Text	N

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 the Village of Arlington, 245 N Second Street, Arlington, NE. For a longer term arrangement, schools in the immediate vicinity of Arlington 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
Arlington Public Schools	Washington County Fair Ground, 23656 US Highway 30, Arlington	402-478-4900	Large space, several buildings, restroom facilities, playground	Data, Wireless, Partitions for classrooms, phone lines
	Secondary Site: St Paul's Lutheran School, 8951 County Rd 9,	402-478-4278	Classrooms, restrooms, playground, data	Transportation to site, more classroom space, more restrooms, better

	Arlington, NE 68002		infrastructure (data, wireless, technology)
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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 Arlington School's backup data.

Interoperable Communications/Backup Sites

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

With a longer term and/or more comprehensive incapacity of the building, Washington County Fairgrounds is the first option for relocation. Currently the lines and services for telephones and computers at Arlington Public Schools are maintained, protected, and backed up offsite by the district office.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	On server and eagle alert	esu3
Orders of Succession	Google Drive	Accessible anywhere via google drive
Delegation of Authority	Google Drive	Accessible anywhere via google drive

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	APS business office	Some components accessible from ESU3 via backup
Payroll Records	APS business office	Accessed from anywhere via internet
Contracts	APS business office	Access from ESU3 via backup
Student Emergency Contact List	APS district office	Accessed from anywhere via internet
Student Medical Records	APS nurses office	Accessed via internet (record of paper copies)
Education Records	APS Guidance Office	Past access from ESU3 via offsite backup, current accessed from anywhere via internet

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

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

Notifying Staff about their role during an emergency

- .Eagle Alert (phone text email)
- .All Staff listserv email
- .

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Eagle Alert (phone, text and email)
- Social Media Posts

- Website information

Provisions and accommodations for students who have IEPs

- Personal contact from caseload manager
- Eagle Alert

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

- Eagle Alert
- Social Media Posts
- School Website

COOP training plan for staff

- Annual Training Pre-Service Workdays
- Specific Team training for Key Team Members
- Regular Review of Plan

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.

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”.
- Board of Education has the authority if the Superintendent is unable to make decisions
- Principals make recommendations to the board of education based on circumstances if the superintendent is unable to make decisions

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

- Facilities disaster makes it not plausible to maintain day to day operations
- Natural disaster makes it impossible to maintain day to day operations
- Act of terror against staff, students makes it impossible to maintain day to day operations

What resources are required should a devolution occur?

- Agreement with Washington County Ag Society for temporary relocation to fairground
- Agreements with surrounding schools districts (Fremont, Bennington, Fort Calhoun, Blair, Logan View) for long term closure
- Option paperwork for students to attend districts nearest their home location for long-term devolution

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	Principals
	External alert and notification	Superintendent	Principals
	Transfer equipment, vital records, data	Technology Director/Business Manager	Principals
	Transfer communications	Technology director	Facilities Director
	Deployment and departure from alternate facility	Transportation Manager	Principals
	Transition to primary operations	Superintendent	Principals
	Set up at primary or replacement site	Facilities Director/Resource officer	All Staff
Operations	Execution of essential functions	Superintendent/Facilities Director	All Staff
	Execution of non-essential functions	Principals	Teachers/All Staff
	Establishment of communications	Superintendent/Technol	Principals

		ogy Director	
	Procurement of equipment and supplies	Business Manager/Facilities Director	Superintendent and Principals
	Conduct a review of COOP execution and effectiveness (After Action Report)	EOP Team	All Staff

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	Superintendent	SRO	
Review list of essential functions	School Resource Officer	Principals	
Identify essential employees and confirm their availability	Superintendent	Principals	
Update contact information, emergency call roster, and checklists	Secretaries	Business Manager	
Establish assistance/cooperative agreements with suppliers and vendors	Business Manager	Facilities Director	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Educational Technology Coordinator	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Safety Committee Members	All Staff/Employees	
Other:			
Other:			
Other:			

Appendix M1 is a COOP Example and **Appendix M2** is a COOP form (Fillable).

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:

School Safety and Crisis Teams will provide Emergency Quick Reference Guides to all Staff, which are regularly reviewed and updated. SRP training is utilized by the district.

Refer to the following Appendices:

[**Emergency Quick Reference Guide**](#)

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.