

**NESS CITY USD 303
CRISIS
AND
EMERGENCY RESPONSE
MANUAL**

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**A Crisis is — A Critical Time
— A Decisive Moment
An Emergency is —An unforeseen set of circumstances
which calls for immediate action.**

**KANSAS SCHOOL
SAFETY HOTLINE
1-877-626-8203**

CRISIS MANAGEMENT TEAM

<p><u>Superintendent/PreK-6 Principal</u> Derek Reinhardt (also Public Information Officer) <u>Building Coordinators</u> Kim Smith and Cathy Sutton (also the student/parent liaisons) 798-5256 and 798-0436 <u>District Coordinator</u> Thomas Flax (will notify remaining crisis team members) 798-0606 <u>Community Crisis Response Coordinator</u> Travis Rothe 798-0822 <u>K-12 Counselor</u> Tonya Fenley 798-0545</p>	<p><u>Transportation & Law Enforcement</u> Alex Johnson 620-295-0249 <u>Medical</u> Danielle Gantz, Case Beckman, Kathy Clouston 798-5613/ 798-0177/ 798-0174 <u>Physical Plants</u> Jack Chapman 785-656-0190 <u>Mental Health</u> Tonya Fenley, Jeff Gerstenkorn 798-0545/279-0700 <u>Code Red Alert System</u> Susie Schlegel 798-7397</p>
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CRISIS MANAGEMENT PLANNING

Kathy Clouston	Tonya Fenley
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I. INTRODUCTION

A. PURPOSE OF THE PLAN

The purpose of the USD#303 School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of USD#303 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 USD#303 has established guidelines and procedures to respond to incidents/hazards 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 annexes outline an organized, systematic method to mitigate, 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. USD#303 regularly schedules inservice training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases USD#303's legal protection. Schools without established incident management procedures have been found liable for their absence. 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 USD#303 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 specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

C. SITUATION OVERVIEW/HAZARD ANALYSIS SUMMARY

1. School Population

a. General Population - Ness City School District's current enrollment is approximately 270 pre-kindergarten-twelfth grade students located in three one-story buildings on campus. These students are supported by a committed staff and faculty consisting of: approximately 75 teachers and specialists. A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in Appendix A as a reference.

b. Special Needs Population - Ness City School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma, seizures, severe allergies).

The school's current enrollment of students with special needs is approximately 70; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, 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 names with special needs can be found in Appendix B. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are listed in Appendix B.

2. Building Information

A map of the buildings is included in Appendix A. Evacuation routes and shelter locations are posted in all rooms. All staff members are required to know these locations.

3. Hazard Analysis Summary

USD#303 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.

The district has identified 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 table on the following page briefly discusses Ness City School’s high-priority hazards including flood, severe storm, fire, chemical, intruder, civil and disturbance.

Table 1. High-Priority Hazards

Severe Storms	Ness City 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 Ness City, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire/Wildfire	Fire hazards are the most prevalent types of hazard. Precautions are in place for prevention such as sprinkler systems in vulnerable classrooms such as science lab rooms. Alarm systems and fire extinguishers are tested and checked at designated times throughout the year.
Chemical Hazardous	Chemicals are used for a variety of purposes and are regularly transported through many areas in and around Ness City. Currently, ammonia, chlorine, butane and propane are all used and stored on school grounds.
Intruder	While a hostile intruder incident has never occurred in a Ness County school, Ness City, like any school, is vulnerable intruders.
Civil Disturbance	Like any school districts, USD#303 has a number of non-traditional family units that may exhibit different opinions that can create hostility and disgruntlement. Sometimes these situations can create a negative environment and can affect the school climate.

4. Preparedness, Prevention, and Mitigation Overview

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. USD#303 fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. USD #303 is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security and safety systems offer greater protection of our students. In addition, USD#303 requires visitors to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. USD#303 has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. USD#303 was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

D. PLANNING ASSUMPTIONS AND LIMITATIONS

1. Planning Assumptions

Stating the planning assumptions allows USD#303 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, EMS, 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 and mitigation 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 USD#303 that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, USD#303 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

USD#303 recognizes that staff and students will be first responders during an incident. 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. IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)

In a major emergency or disaster, USD#303 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 activities, response, and recovery.]

The Incident Commander at USD#303 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.

B. INITIAL RESPONSE

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 principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

The principal is not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a

team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

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

A. PRINCIPAL/BUILDING ADMINISTRATOR

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

B. INCIDENT COMMANDER

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in Appendix C in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement, EMS, and fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other 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:

- 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 in first aid and CPR. Students may also be trained in first aid and CPR, depending upon the curriculum in classes they have completed.

D. PARA SUPPORT STAFF

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 may 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 NURSE

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.

G. CUSTODIAN/MAINTENANCE PERSONNEL

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water, 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 Policy/Coordination Group.
- 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.

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. Transport individuals in need of medical attention.

K. OTHER STAFF(e.g., Itinerant and Part-time Staff)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. 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 natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.
- Use basic first aid and CPR if properly trained.

M. PARENTS/GUARDIANS

Responsibilities include:

- 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.

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 operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal and superintendent.
- 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.
- Document all 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, 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 the Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained 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.

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

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search & 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. Search & 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). Search and 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.
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <p>Setting up a first aid area for students. Assessing and treating injuries. 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.
Evacuation/ Shelter/Care 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"> ● Accounting for the whereabouts of all students, staff, and volunteers. ● Setting up a secure assembly area. ● Managing sheltering and sanitation operations. ● Managing student feeding and hydration. ● Coordinating with the Student Release Team. ● Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for: Locating all utilities and turning them off, if necessary.</p> <p>Securing and isolating fire/HazMat.</p> <p>Assessing and notifying officials of fire/HazMat. Conducting perimeter control.</p>
Crisis Intervention Team	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> -Assessing need for onsite mental health support. -Determining 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	<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.

	<ul style="list-style-type: none"> ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.
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B. Community Emergency Operations Plan (EOP)

USD#303 maintains a district Emergency Operations Plan (EOP) to address hazards and incidents.

C. Coordination With First Responders

An important component of the USD#303 EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Ness City School.

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

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

V. COMMUNICATIONS

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation

evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Code Red Alert System:** The Code Red Alert System is a simple system for notifying staff of an incident when they are not at school. The system originates with the personnel at the District Office who sends out the automated alert to a group of patrons and/or faculty and staff, depending upon the incident and those involved.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at a morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at an end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

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 Ness City School about the incident, what is being done about it, and the safety of the children and staff.

USD#303 Emergency Operations Plan Basic Plan

1. Communication With Parents

Before an incident occurs, Ness City School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency. In the event of an incident, Ness City School will:
 - Disseminate information via Code Red Alert system, text messages, school social media, and emails to inform parents about exactly what is known to have happened.
 - Implement the plan to manage phone calls and parents who arrive at school.
 - Describe how the school and school district are handling the situation.
 - Provide information regarding possible reactions of their children and ways to talk with them.

- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication With the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center. Coordinate messages with the principal and Policy Group.

All Ness City School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and can be found online.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, USD#303 will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. USD#303 periodically 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.

The school district will:

- 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 and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that USD#303 may use include the following:

- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.

- **Intercom systems:** The intercom system includes teacher-initiated communication with the office or other classrooms using a classroom phone.
- **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.
- **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.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells, buzzers and strobe lights are in place and activate 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.
- **EMS 800 radios:** A number of students who are currently taking the EMS course or those who have completed the course may be taking calls while at school and may have a radio which could be used to communicate with EMS, fire, emergency management, and the sheriff's department.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, USD#303 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.

B. Recordkeeping

1. Administrative Controls

USD#303 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 logs recording key incident management activities, including:

- 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 can 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, and 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 operations following an incident, vital records must be protected. These include legal documents and student files as well as

property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Ness City District Crisis Team is responsible for the overall maintenance and revision of the Ness City School EOP and coordinating training and exercising the School EOP.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board together with the principal and superintendent will approve and disseminate the plan and its annexes following these steps:

1. Review and Validate the Plan
2. Present the Plan (for Comment or Suggestion)
3. Obtain Plan Approval (School Board)
4. Distribute the Plan

1. Record of Distribution

Copies of plans and annexes 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. A link to this Emergency Operations Plan can be found on the school district's website. Copies can be distributed upon request.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the District Crisis Team, emergency management agencies, and others.

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

Ness City School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

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

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.

-Orientation to the School EOP.

All Ness City School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event.

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.

Ness City School Emergency Operations Plan CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these 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. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

II. SCOPE

It is the responsibility of USD#303 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 and mitigating hazards, preparing for and responding to incidents, and managing the recovery.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in the event of an incident follows the hierarchy outlined in previous sections.

IV. PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the 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 principal or designee (with delegated authority) will activate procedures whenever it is determined that 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 Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of 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.

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. Vital Records and Retention File

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

E. Human Capital Management

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 the 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 strike.

F. Reconstitution

- 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 operations and effectiveness of plans and procedures.

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

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 annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the District Crisis Team 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 procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. 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 crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.
- 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 student 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.

B. Death by Suicide

The Jason Flatt Act (Youth Suicide Awareness) was passed during the 2016 Legislative session. Suicide warning signs can include but are not limited to:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress
- Withdrawal from or changing in social connections/situations
- Changes in sleep (increased or decreased)
- Anger or hostility that seems out of character or out of context
- Recent increased agitation or irritability

If you notice these warning signs:

1. Ask if they are okay or if they are having thoughts of suicide.
2. Express your concern about what you are observing in their behavior.
3. Listen attentively and non-judgmentally.
4. Reflect what they share and let them know they have been heard.
5. Tell them they are not alone.
6. Let them know there are treatments available that can help.
7. Help the student develop a safety plan.
8. If you are or they are concerned, guide them to additional professional help.
9. Contact parent/guardian and express your concern and reasons why.

For help:

- National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or 988
- Local Hotline 785-841-2345
- Text CONNECT to 741741 or text 988
- <http://www.kansassuicideprevention.org/>

In the event of a death by suicide, please refer to this procedure:

- Verification of facts and coordination with school and community authorities
- Communication with families involved
- Maintaining confidentiality of those involved and responding to media
- Calling together the crisis team (usually the administrators and Building Crisis Response Team)
- Making decisions about how to notify staff, students, and parents
- Making decisions about how to comfort students and staff while maintaining the school routine to the degree possible.
- Read school announcement of death, information on resources, and any information on services.
- Express sadness and feelings for affected students and the family.
- Expect a range of emotions and responses. Students may want to dwell on details of the death or speculate about what may have gone wrong. It is probably more useful to redirect to how each person is feeling about what has happened.
- Students who didn't know the deceased student may still be very affected due to losses in their own lives, many of which may not be known to school staff.

- Help students identify adults in their lives they can seek out for support, now and in the future.
- Do provide time and paper for students to write condolence notes to the family if that is their choice.
- Talk about how to deal with the empty chair and the student's permanent absence.
- Help students return to normalcy and planned school activities. Students who are unable to do this may need additional support/counseling.
- Identify students for follow-up by Student Services staff and get immediate help for a student, if needed. The students may be ones you have already been worried about or students whose concerns are new to you. Never leave a student alone about whom you are seriously concerned. Call or send another student runner for help.
- Supervision is important. Keep a list of any students leaving the room during the immediate aftermath and their intended destination. Notify the office of students leaving the building.
- Get the support of family, friends, colleagues, and/or professional resources for your own feelings.

C. Post-Incident Procedures

- Allow for changes in normal routines or schedules 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.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

APPENDIX

A

SCHEDULES & MAPS

APPENDIX

B

STUDENTS/ STAFF ROSTERS

APPENDIX

C

REUNIFICATION

STANDARD REUNIFICATION METHOD

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to any evacuation of the school premises. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can't Pick Up Their Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

What if the Student Drove to School?

High school students who drive will, in most cases, not be released without completing this reunification process. There may even be instances where a student may not be allowed to remove a vehicle from the parking lot. However, there may be some circumstances that high school student may be released on their own. In those cases, parents will be notified before students are released.

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and in an orderly fashion. Parents are asked to go to the Reunification "Check In" area and form lines based on grade level or the first letter of the last name. While in line, parents are asked to fill out a reunification card. In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID to Check In

During check in, identification and custody rights are confirmed. From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the card and go to the student assembly area to recover the student or students.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

REUNIFICATION FORM

PLEASE FILL OUT WHEN ARRIVAL:

STUDENT NAME _____ STUDENT GRADE _____
NAME OF PERSON PICKING UP STUDENT _____
PHONE # OF PERSON PICKING UP STUDENT _____
RELATIONSHIP TO STUDENT _____
PHOTO ID MATCHES PERSON PICKING UP STUDENT Y OR N

PLEASE FILL OUT WHEN RECEIVING STUDENT:

STUDENT NAME _____ STUDENT GRADE _____
STUDENT BIRTHDAY _____
PARENT/GUARDIAN SIGNATURE _____
SCHOOL PERSONNEL: INITIAL _____ TIME: _____

REUNIFICATION FORM

PLEASE FILL OUT WHEN ARRIVAL:

STUDENT NAME _____ STUDENT GRADE _____
NAME OF PERSON PICKING UP STUDENT _____
PHONE # OF PERSON PICKING UP STUDENT _____
RELATIONSHIP TO STUDENT _____
PHOTO ID MATCHES PERSON PICKING UP STUDENT Y OR N

PLEASE FILL OUT WHEN RECEIVING STUDENT:

STUDENT NAME _____ STUDENT GRADE _____
STUDENT BIRTHDAY _____
PARENT/GUARDIAN SIGNATURE _____
SCHOOL PERSONNEL: INITIAL _____ TIME: _____

REUNIFICATION PROCESS

DIRECTIONS:

1. **PLEASE DO NOT SHOUT AT SCHOOL OR DISTRICT STAFF. WE ARE DOING THE BEST WE CAN TO ENSURE THE SAFETY OF ALL STUDENTS.** Together, we will get through this process as quickly as possible.
2. Please complete the information on the other side of this card.
3. Prepare identification. (If you can not show ID, please step aside until a school personnel can verify your identity.)
4. Select the line based on either the student grade level(s) or last name.
5. After check in, the personnel will hand the card off to another school personnel who will retrieve the student listed on the card. If the student listed has an injury or other concerns, you may be asked to meet with a counselor.
6. Once you are reunified with your student(s), you will be asked to exit through another exit to help keep this process moving as quickly as possible.

REUNIFICATION PROCESS

DIRECTIONS:

1. **PLEASE DO NOT SHOUT AT SCHOOL OR DISTRICT STAFF. WE ARE DOING THE BEST WE CAN TO ENSURE THE SAFETY OF ALL STUDENTS.** Together, we will get through this process as quickly as possible.
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6. Once you are reunified with your student(s), you will be asked to exit through another exit to help keep this process moving as quickly as possible.

MÉTODO DE REUNIFICACIÓN ESTÁNDAR

Reunificación de estudiantes/padres

Las circunstancias pueden ocurrir en la escuela que requieren que los padres recojan a sus estudiantes en una liberación formalizada y controlada. El proceso de liberación controlada se denomina reunificación y puede ser necesario debido al clima, un corte de energía, materiales peligrosos o si se produce una crisis en la escuela. El método de reunificación estándar es un protocolo que hace que este proceso sea más predecible y menos caótico para todos los involucrados.

Notificación

Los padres pueden ser notificados de varias maneras. La escuela o el distrito pueden usar su teléfono de difusión o sistema de mensajes de texto. En algunos casos, se les puede pedir a los estudiantes que envíen un mensaje de texto a sus padres. Un mensaje de texto de reunificación de un estudiante puede parecer algo como esto: "la escuela ha cerrado, por favor, recogerme a las 3:25 en la entrada principal. Traiga su identificación".

Expectativas de los padres/tutores

Si se notifica a un padre o tutor que se necesita una liberación y reunificación controlada, hay algunas expectativas que los padres o tutores deben tener en cuenta. Primero, traiga la identificación. Eso simplificará las cosas durante la reunificación. Segundo, tenga paciencia. La reunificación es un proceso que protege tanto a la seguridad de los estudiantes y proporciona un cambio de custodia responsable de la escuela a un padre o tutor custodia reconocido.

¿Qué pasa si un padre no puede recoger a su estudiante?

Cuando un padre no puede ir inmediatamente al sitio de la reunificación, los estudiantes sólo serán liberados a personas identificadas previamente como contacto de emergencia de un estudiante. De lo contrario, la escuela tendrá estudiantes hasta que los padres puedan recoger a su estudiante.

¿Qué pasa si el estudiante condujo a la escuela?

Los estudiantes de secundaria que manejan, en la mayoría de los casos, no serán liberados sin completar este proceso de reunificación. Incluso puede haber casos en los que a un estudiante no se le puede permitir retirar un vehículo del estacionamiento. Sin embargo, puede haber algunas circunstancias que el estudiante de secundaria puede ser liberado por su cuenta. En esos casos, los padres serán notificados antes de que los estudiantes sean liberados.

Cómo funciona

Para los estudiantes, la escuela pide que los estudiantes sean ordenados y tranquilos mientras esperan. Se le puede pedir a los estudiantes que le envíen mensajes de texto a sus padres o tutores. También se les pide a los estudiantes que no envíen otros mensajes de texto, ya sea dentro o fuera de la escuela o área de la reunificación. Mantener el uso de la red celular como mínimo puede ser importante durante una reunificación.

Tarjetas de reunificación

Para los padres, hay un par de pasos. Si un padre está manejando a la escuela, se aconseja una mayor conciencia del tráfico y de los vehículos de emergencia. Los padres deben aparcar donde se indique y no deben abandonar los vehículos. Se les pide a los padres que vayan al área "registro" de la reunificación y formen líneas basadas en el grado o en la primera letra del apellido del estudiante. Mientras están en línea, se les pide a los padres que llenen una tarjeta de reunificación. En el caso de que se reunifican varios estudiantes, se debe completar una tarjeta separada para cada estudiante.

Traer ID para el check in

Durante el registro, se confirman los derechos de identificación y custodia. Desde el "registro" los padres son dirigidos al área de "reunificación". Allí, un corredor tomará la tarjeta y irá al área de la Asamblea estudiantil para recuperar al estudiante o a los estudiantes.

Entrevistas y consejería

En algunos casos, se puede advertir a los padres que se está llevando a cabo una investigación policial y se puede advertir que las entrevistas son necesarias. En casos extremos, las padres pueden ser retiradas para obtener información médica o de emergencia.

FORMULARIO DE REUNIFICACIÓN

POR FAVOR LLENE CUÁNDO LLEGA:

NOMBRE DEL ESTUDIANTE _____ GRADO DEL ESTUDIANTE _____

NOMBRE DE LA PERSONA QUE RECOGE AL ESTUDIANTE _____

TELÉFONO DE LA PERSONA QUE RECOGE AL ESTUDIANTE _____

RELACIÓN CON EL ESTUDIANTE _____

FOTO IDENTIFICACIÓN COINCIDE PERSONA RECOGIENDO ESTUDIANTE S N

POR FAVOR LLENE CUANDO RECIBE AL ESTUDIANTE:

NOMBRE DEL ESTUDIANTE _____ GRADO DEL ESTUDIANTE _____

FECHA DE NACIMIENTO ESTUDIANTE _____

FIRMA DEL PADRE/TUTOR _____

SCHOOL PERSONNEL: INITIAL _____ TIME: _____

FORMULARIO DE REUNIFICACIÓN

POR FAVOR LLENE CUÁNDO LLEGA:

NOMBRE DEL ESTUDIANTE _____ GRADO DEL ESTUDIANTE _____

NOMBRE DE LA PERSONA QUE RECOGE AL ESTUDIANTE _____

TELÉFONO DE LA PERSONA QUE RECOGE AL ESTUDIANTE _____

RELACIÓN CON EL ESTUDIANTE _____

FOTO IDENTIFICACIÓN COINCIDE PERSONA RECOGIENDO ESTUDIANTE S N

POR FAVOR LLENE CUANDO RECIBE AL ESTUDIANTE:

NOMBRE DEL ESTUDIANTE _____ GRADO DEL ESTUDIANTE _____

FECHA DE NACIMIENTO ESTUDIANTE _____

FIRMA DEL PADRE/TUTOR _____

SCHOOL PERSONNEL: INITIAL _____ TIME: _____

PROCESO DE REUNIFICACIÓN

Direcciones:

1. **POR FAVOR NO GRITE AL PERSONAL DE LA ESCUELA O DEL DISTRITO. ESTAMOS HACIENDO LO MEJOR QUE PODEMOS PARA GARANTIZAR LA SEGURIDAD DE TODOS LOS ESTUDIANTES. Juntos, atravesaremos este proceso lo más rápido posible.**
2. Por favor complete la información del otro lado de esta tarjeta.
3. Prepare la identificación. (Si no puede mostrar la identificación, por favor, apártate hasta que el personal de la escuela pueda verificar tu identidad.)
4. Seleccione la línea según el grado o el apellido del estudiante.
5. Después de registrarse, el personal le dará la tarjeta a otro personal de la escuela que recuperará al estudiante que aparece en la tarjeta. Si el estudiante que aparece en la lista tiene una lesión u otras inquietudes, es posible que se le pida a usted que se reúna con un consejero.
6. Cuando se reúna con su (s) estudiante (es), se le pedirá que salga a través de otra salida para ayudar a mantener este proceso en movimiento lo más rápido posible.

PROCESO DE REUNIFICACIÓN

Direcciones:

1. **POR FAVOR NO GRITE AL PERSONAL DE LA ESCUELA O DEL DISTRITO. ESTAMOS HACIENDO LO MEJOR QUE PODEMOS PARA GARANTIZAR LA SEGURIDAD DE TODOS LOS ESTUDIANTES. Juntos, atravesaremos este proceso lo más rápido posible.**
2. Por favor complete la información del otro lado de esta tarjeta.
3. Prepare la identificación. (Si no puede mostrar la identificación, por favor, apártate hasta que el personal de la escuela pueda verificar tu identidad.)
4. Seleccione la línea según el nivel o el apellido del alumno.
5. Después del check in, el personal le dará la tarjeta a otro personal de la escuela que recuperará al estudiante que aparece en la tarjeta. Si el estudiante que aparece en la lista tiene una lesión u otras inquietudes, es posible que se le pida que se reúna con un consejero.
6. Una vez que se reunifican con su (s) estudiante (es), se le pedirá que salga a través de otra salida para ayudar a mantener este proceso en movimiento lo más rápido posible.

APPENDIX D

TRANSPORTATION

CRISIS PLAN

**NESS CITY USD #303
Transportation Crisis Plan**

Approval Date

October 20, 2022

Table of Contents

Purpose

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 Inclement Weather

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 Fire

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 Misconduct on the Bus

 Parent Not Home/No One to Meet Student

 Suspicious Person at Bus Stop

 Unauthorized Individual on the Bus

 Avoiding the Vehicle Being Commandeered

 Weapon on the Bus

 Suspicious Items

 Hazardous Materials

 Crisis After Care

Purpose

The purpose of this plan is to identify, guide and support the actions of the school transportation department when responding to incidents. These guidelines are meant to be flexible, revised and expanded to meet the needs of each school and situation. The contents of this plan must be regularly visited with additional training as necessary.

Legal Responsibilities of the School District

Kansas regulation 91-38-2 requires each school bus to contain:

- At least one 2A-10BC fire extinguisher. It must be mounted in full view of, and readily accessible to the driver.
Each driver is responsible during their pre-trip inspection to be sure it is in place, fully charged, and in good working condition.
- At least one readily identifiable first-aid kit in a removable, waterproof and dustproof container
- At least one readily identifiable body fluid clean-up kit in a removable, waterproof and dustproof container
- At least three reflectorized triangle warning devices, securely stored but in an accessible location; and
- At least one emergency seat belt cutter

K.A.R. 91-38-9 requires:

- Emergency evacuation drills must be conducted once each semester.
- Each emergency evacuation drill shall be supervised by the transportation supervisor or the supervisor's designee.
- Drills must be documented on a form and will be reviewed during your district's transportation safety audit.
- Before each and every activity trip, the driver shall provide an explanation of the location and operation of the emergency exits of the bus.

School Bus Evacuations:

Kansas School Districts are required to have TWO school bus evacuation drills each year. One in the fall; one in the spring.

Evacuation is mandatory in each of the circumstances:

- The bus is on fire or there is a threat of fire.
- The bus is stalled at, on, or adjacent to a railroad crossing.
- The bus is in an unsafe position that may change and increase the danger.
- There is imminent danger of collision.
- There is a need to quickly evacuate because of a hazardous materials spill.

Since an emergency could leave you incapacitated, it is also important to teach students how and where to get help if you are unable to.

If you are unconscious or injured after an emergency, students should be able to:

- Turn off the engine.
- Ask bystanders for help.
- Use the radio.
- Be able to locate the emergency equipment and know how to use all of it.

It is your responsibility to make sure your students are prepared for all of these in an actual emergency.

Be prepared...plan ahead. At the beginning of each new school year:

- Assign at least two responsible students to assist at emergency exit(s). (Recommend getting parent's permission to assign helpers)
- These should be students who will ride the bus every day.
- Teach them how to help other students off the bus.
- Be sure ALL students know all ways to evacuate the bus, including using the "sit, hands, slide" technique when exiting the back of the bus.

Emergency evacuations are stressful for everyone involved but conducting drills minimizes stress and prepares everyone for a real-life emergency. Well prepared passengers and drivers lower the risk in emergency situations.

Your Responsibilities:

- The purpose of the emergency evacuation drill is simply educating your students. The reaction of the students will be quicker and more exact with the knowledge you provide to them.
- You must be prepared/knowledgeable of the subject and be able to get the message across to your students.
- A driver must know the safety equipment on their bus and know it is in good working order. (Thorough pre-trips will ensure that all latches, buzzers, and exits work properly. Make sure the fire extinguisher is properly charged and that the first-aid kit is organized).
- A driver must know the methods of escape and how to pick the proper exit(s).

It is your responsibility to know what to do in an emergency situation, when an evacuation is necessary, and how to perform the evacuation. Sometimes, it is a decision that needs to be made quickly.

In other situations, you will need to consider:

- Would removing students expose them to speeding traffic, severe weather or other dangerous situations such as downed power line?
- Would moving students complicate injuries such as neck, back, or other fractures?
- Remember, evacuate only if students are safer off the bus rather than on the bus.

How will you:

- Plan for evacuating students in wheelchairs?
- Plan for students in child restraints?
- Would you need to train certain students with social stories?

When evacuating the bus, and if time permits:

1. Select a good location to stop.
2. Secure the bus:
 - Activate hazard warning lights
 - Put transmission in neutral or park
 - Set the park brake
 - Shut off the engine and remove the key

- If time allows, notify dispatch
(Talk slowly and clearly giving location and number of students on board.
Advise if ambulance is needed)
- Use warning devices to prevent further accidents
- Depending on situation, dangle 2-way radio microphone out the window*
(*If radio is operable)

Then:

- Check students to make sure they are safe
- Check for any injuries

Steps for Evacuation:

- Direct students to the nearest safe place
- Walk through bus to ensure no students remain
- Take your student roster/student information and join your waiting students
- Account for all students and check their safety again

Selecting a Safe Location:

- At least 100' away from the road
- Move upwind if fire or hazardous material is present
- Lead away from railroad tracks and in direction of oncoming train
- Move far enough away so bus cannot topple on students
- Avoid areas that are subject to flash floods

Remember, if you evacuate the bus, your responsibility is to the students, not the bus.

In the event of a Crash:

- Remain calm.
- Secure the bus (hazard lights, set park brake, shut off engine, remove key).
- Call 911.
 - Advise if there are injuries and how many.
 - Determine the need to evacuate.
- If evacuation is necessary, follow the steps outlined above.
- Notify the district office.
- Use warning devices.
- Does your district have an accident report form?
 - If yes, be sure it includes the date/time/location of the accident.
 - Were other vehicles involved? Make note of make, model, year, color of other vehicles.
 - Proof of insurance from others involved.
 - Are occupants of other vehicles injured?
 - Any damage to any other property that you or someone else might be liable for? (fence, bridge, etc.)
 - Witnesses? If possible, get names, addresses, phone numbers
- Get a card from responding law enforcement that gives a report number.
- If possible, take photos of the scene. Include damage to all vehicles, the accident scene itself, any individuals, and license plate numbers.

Mechanical Breakdown

- Stop the bus in a location as far to the right as possible, onto the shoulder or parking lot.
- Remove the key and put it in your pocket.
- Activate four-way hazard lights.
- Set out warning devices.
- If evacuation is necessary, follow the steps above.
- Do not allow students to leave the bus or walk home.
- Notify the district office of your location and nature of breakdown.
- Await a substitute bus to be delivered to your location.
- If possible, notify parents of the situation and how long delay will be.
- Do not use the bus again until all necessary repairs have been made.
- If you are in another district, use the KBESS book for local assistance, maintenance or sub bus.

When Transferring Students to Sub Bus:

- Have sub bus park in front of the disabled vehicle, headed in same direction, and on the same side of the road.

Is Inclement Weather Predicted?

- Monitor the weather closely.
- If severe weather is a possibility at the end of the day, delaying bus dismissal is an option. Students are safer at school than on the bus.
- Ensure there is someone at the other end of the radio monitoring developing weather conditions.

A “watch” means severe weather is possible in a designated area.

A “warning” means severe weather has been reported or is imminent.

In the event of lightning:

- If possible, get to an indoor shelter.
- If not possible, get inside the nearest available hard-topped vehicle keeping all windows shut, and stay there for at least 30 minutes after the storm passes before returning outside.
- Or, get to low ground. Avoid hilltops and open areas. Lightning seeks the highest ground. Crouch down in the nearest, lowest, unexposed point.
- Distance yourself from tall objects. Never stand near tall structures, particularly metal ones. Avoid lone trees, flagpoles, fences and antennas.

In the event of a tornado - have a plan in place ahead of time:

Are there residences on your route where you can evacuate your bus? (do your due diligence and make sure it is a safe place for students).

What about local businesses? Do they have storm shelters?

Consider weather alert radios (battery operated) on buses that are out on activity trips.

When evacuating the bus due to a tornado, take the first-aid kit.

Staying in the vehicle is an option if there are no places to take shelter. Keep doors and windows closed. Have the students get down on the floor under the seats to protect from flying debris. Tell them to protect themselves with coats, jackets or other clothing. Perhaps a book to cover their head.

Tornadoes typically travel from Southwest to Northeast. Drive away at right angles or 90° turns.

It is never recommended to “outrun” a tornado.

If you must evacuate the bus and no shelter is available:

- Find a flat space and have students bring something to cover their heads.
- Lying in a ditch is an option provided there is no chance of flash flooding and there are no overhead power lines.
- Move upwind and be far enough away that the bus won't topple over on you.
- Never seek shelter under an overpass.

High Winds

- Decrease speed and increase your following distance.
- Ensure hands are in recommended positions on the steering wheel (9&3 or 8&4).
- Maintain firm hold on the steering wheel.
- Don't overcorrect if you get blown off course by a short gust. Be prepared for bursts when driving through underpasses, road cuts between hills and tunnels.
- Once you're at your destination, park away from trees and powerlines.

Dust Storm/Fog/Range Fires/Smoke

- Decrease speed and increase your following distance.
- Use low beam headlights and keep moving if possible.
- Ensure strobe light is working and consider flashers.
- If time permits, consider changing route or delay driving.
- Use the painted highway markings to guide you.
- In the event of range fires/smoke it is best not to drive into dense smoke. Pull to the shoulder of the road and wait until the smoke clears.

Ice, Snow, Blizzard

- Make sure ice/snow are removed from all windows and lights.
- Plan extra time to complete your route or trip.
- Drive slow allowing more distance for driving actions.

- Be aware of “black ice”.
- Should you become stranded do not evacuate the bus unless other adequate shelter is available. Move the passengers together.
- Run the motor and use the heater sparingly. Open the down-wind windows slightly to allow for fresh air exchange.

Severe Thunderstorms, Heavy Rain, Hail

- Inside a building or vehicle is the safest place during a storm.
- When driving in heavy rain or hail, it is best to keep the bus moving if at all possible.
- Heavy rain and hail can limit your vision and your visibility to other motorists.
- Ensure strobe light is on and use your low beams if other motorists are nearby.
- If you must stop, pull completely off the roadway.
- Do not evacuate the bus unless it is absolutely necessary.
- NEVER DRIVE THROUGH STANDING WATER UNDER ANY CIRCUMSTANCE.

Downed Power Lines

- Stay in the bus if there is no other danger.
- Advise students to move to the center of the bus. Refrain from touching sides of the bus.
- Rubber tires can act as an insulator.
- Call 911 and follow instructions given.
- Notify dispatch/district office.

If you MUST evacuate:

1. Advise students to leave all belongings on the bus.
2. Instruct students to cross their arms across their chests.
3. Don't touch the handrail or any other part of the bus.
4. “Hop” off the bottom step keeping both legs together and “hop” to a location at least 40' away.

Fire

- Determine the best evacuation method based on the source of fire.
- Instruct students to stand and prepare to evacuate through (say location).
- Advise not to push or shove and to hold the hand of their seatmate.
- If evacuating out the front, students should hold the handrail when using steps.
- If evacuating out the back/side, students should use the “sit, slide, hands” technique.
- Student helpers should help students at the door and count students out loud as they get off the bus.
- Student helpers should lead students upwind, away from the bus, at a distance of at least 100’.
- If time permits, someone should take a fire extinguisher and first-aid kit with them to a safe area.
- Call 911.
- Notify dispatch/district office.

Student Injured at the Bus Stop

- Determine the severity of the injury.
- If injury is life threatening or of a serious nature call 911.
- Notify the District Office.
- Secure the bus and perform first-aid/cpr until professional help arrives.
- If injury is minor, notify the district office to message the nurse that the student has minor injury and needs to be seen.
- If time and location permits, treat the student using a first-aid kit.

Misconduct on the Bus

- If possible, select a safe location to stop the bus
- Separate all students involved (move to different seats)
- Notify school district that there has been an incident that requires follow-up
- If you feel the offense is serious enough that you cannot safely drive the bus, call for a school administrator or contact 911 for assistance.

Note: Under no circumstances may you put a student off the bus except at school or his/her designated school bus stop.

Parent Not Home / No One to Meet Student

Refer to district policy. If policy does not address, consider the following

- Instruct the student(s) to get back on the bus.
- Contact the district office or school. Have them call the home to see if anyone is there.
- If no one is home for the student(s), go ahead and proceed on route with the student and take other students home.
- If the district office is unable to contact parents, return the student back to their school to wait in the office until a parent comes to pick them up.

Suspicious Person at Bus Stop

- Ask students if they know who that person is.
- If a student does not recognize this person and is apprehensive of getting off the bus, do not let the student off the bus.
- Notify dispatch/district office and give a description of the person. Have them call home to see if they can confirm this person
- If no one, can confirm this person do not let the student off the bus
- Advise dispatch/district office that you will continue your scheduled route
- Follow any additional instructions given by dispatch/district office or call 911

Unauthorized Individual on Bus

- Stay calm; maintain control and don't over react.
- Do not confront individuals if carrying a weapon.
- Look for ways to diffuse the situation.
- Look for ways to alert emergency response.
- If the bus is stationary, pretend the bus is broken down.
- Follow all instructions; avoid showing signs of outward panic.
- Ask if students can de-board.
- Look for ways to escape the vehicle.
- Do not attempt to grab weapons or make sudden movements.
- If the bus is in motion, stay on route but make no regular stops.
- If possible, park in a public place.

To Avoid Vehicle Being Commandeered:

- Survey area of pick up/drop off points for suspicious people/activities.
- If they don't belong on the bus, do not open doors or allow them to board.
- Report concerns of suspicion and drive out of the area.
- At railroad crossings, do not open the service door if a suspicious person/activity is present.

Weapon on the Bus

If you believe, or have been advised by other students that a weapon has been brought on the bus:

- Notify the district office of the individual involved, type of weapon and location of the weapon.
- Advise location of bus at the time of report. If possible, delay continuance with driving to avoiding adding more students to the situation.
- The district office should notify law enforcement authorities immediately.
- Maintain composure until assistance arrives.

Suspicious Items

- Move as far away from the object as possible such as moving the bus and/or students away from the item.
- Stay calm.
- Do not touch, move or cover suspicious object/device.
- Avoid cell phone or radio use within 300' of the object.
- Call 911.
- Notify the district office.
- Remain alert.

Hazardous Materials

- Consider all serious and life threatening.
- Evacuate the area immediately.
- Call 911.
- Notify the district office.

Activity Trips

When using a school bus as transportation to/from any type of activity trip the school bus driver is in charge during the ride to and from the event. Each teacher/coach/sponsor shall maintain a folder of names and phone numbers for each student participating in the trip. A copy may be made available to the bus driver in the event an emergency occurs and the teacher/coach/sponsor is unavailable.

Provide teachers/coaches/sponsors with a copy of bus rider expectations. Any adults on the bus shall be prepared to assist with issues of student management/behavior. Teachers/coaches/sponsors should sit in different locations on the bus (ex. 1 in front, 1 in back, 1 in middle) to monitor students during the trip.

Psychological/Emotional Recovery

An employee involved in any of the crisis mentioned above may require professional assistance. Resources for those situations may include:

- Employee Assistance Program
- Local Clergy
- School Counselors
- School Resource Office
- KSDE School Bus Safety Unit

APPENDIX E

WILDFIRE EVACUATION CRISIS PLAN

APPENDIX F

**CARDIAC
EMERGENCY
RESPONSE PLAN**

Cardiac Emergency Response Plan (Last Reviewed: August 23, 2024)

Purpose

This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

1) Minimum recommended number of AEDs for USD #303 Ness City School District include inside the building and outside the building:

1. Inside the building – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
2. Outside the building (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including summer months when school is not in session.

3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.

4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR faceshield, and consider an extra set of AED pads.

5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.

7) Each AED should have one set of AED pads connected to the device and one spare set.

8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).

9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.

10) Locations of the AEDs are to be listed in the "Protocol for Cardiac Emergency Response Team" and Building Location Information, AED locations, and School Maps.

Communication of CERP

1) The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):

- In each cafeteria, weight room, high school gymnasium and in all offices.
- Adjacent to each AED.
- At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.

2) The Cardiac Emergency Response Plan should be distributed to:

- a) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.
- b) All staff should be educated on the Cardiac Emergency Response Plan in their school yearly.
- c) New staff members should receive CERP in their orientation materials.

A facility user or renter should have their own plan, especially those using facility after school hours. We created a letter for schools to provide to facility users and renters:

<https://parentheartwatch.egnyte.com/dl/Ead1QYTXCc>

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training

- a) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years.
- b) The school nurse is designated for coordinating staff training, and the lead EMT is the medical contact for AED's.
- c) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
- d) All staff, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

2) Cardiac Emergency Response Drills:

- a) Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform at least 1 successful Cardiac Emergency Response Drill each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. A drill may include a tabletop exercise with all the staff and CERP members present.
- b) Include as many other people as possible (staff, faculty, coaches, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

Local Emergency Medical Services (EMS) Integration with the School Plan

- 1) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- 2) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- 3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:
 - a) A post-event review following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
 - a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine the procedures for the release of information regarding the cardiac emergency.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
- i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.

Protocol for Cardiac Emergency Response Team

(Last Reviewed: August 29, 2024)

Follow these steps in responding to a suspected cardiac emergency:

- 1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

- 2) Facilitate immediate access to professional medical help:
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).
 - c. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
 - d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - e. The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

- a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Refer to the simplified adult BLS graphic below.
 - i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
 - ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

- a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.
 - i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS.

- a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b. Team focus should now be on assisting EMS safely out of the building/parking lot.
- c. Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff:

- a. Confirm the exact location and the condition of the patient.
- b. Activate the Cardiac Emergency Response Team and give the exact location.
- c. Confirm that the Cardiac Emergency Response Team has responded.
- d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- e. Assign a staff member to direct EMS to the scene.
- f. Perform "Crowd Control" – directing others away from the scene.
- g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.

- h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.
- i. Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j. Designate people to cover the duties of the CPR responders.
- k. Copy the patient's emergency information for EMS.
- l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.
- n. Contact school district administration, human resources and/or sports facility management.

7) Debrief

- a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.