

(School)
Emergency Response Plan

2011

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SIGNATORY PAGE

This school Emergency Response Plan has been completed and approved through a collaboration of efforts in the community, including:

Superintendent

School Board Chair

School Principal

Emergency Management Director

Fire Chief

Police Chief

EMERGENCY TEAM PLANNING MEMBERS

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the (School) District Emergency Response Plan (School ERP) is to identify and respond to incidents by outlining the responsibilities and duties of the school and its employees. Developing, maintaining, and exercising the plan empowers employees during an incident to act quickly and knowledgeably. In addition, the plan educates staff, staff, 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 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 this plan. 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. Staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. (School Name) regularly schedule in-service training for staff.

Lastly, developing, maintaining, and exercising the School ERP increase'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 Emergency Response Plan outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, 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 and to implement the procedures within this Emergency Response Plan.

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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 service agencies depending on the size and scope of the incident.

2. School Board Policy Statement

The Emergency Response Plan operates within the framework of the School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

(SCHOOL NAME) current enrollment is approximately (# HERE) students located in (SIZE OF BUILDING HERE) on campus. These students are supported by a committed staff and staff consisting of:

- (#) Teachers and specialists
- (#) Administrators
- (#) Office/support staff
- (#) Instructional Assistants
- (#) Cafeteria staff
- (#) Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is available in the main office. The master schedule is also located in Appendix A as a reference.

b. Special Needs Population

(SCHOOL NAME) 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 and severe allergies).

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

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2. Building Information

(SCHOOL NAME) is located on a (BRIEF DESCRIPTION OF SCHOOL AND GROUNDS *i.e. for (school)- ___-acre lot and includes three buildings, one baseball field, one football/soccer field, two tennis courts, two student parking lots and one staff parking lot. It's GPS coordinates are ?? INCLUDE WHEN BUILDING BUILT, ADDITIONS, SNOW LOADS,*). (SCHOOL SPECIFIC *i.e. all classes take place in the main building/grounds on campus*).

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, AEDs/first aid kits, hazardous materials storage, and utility shutoffs is included in Appendix C. **All staff members will be familiar with this map.**

3. Hazard Analysis Summary

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

The table on the following page briefly discusses (SCHOOL NAME HERE)'s high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

EACH SCHOOL NEEDS TO PUT IN THEIR OWN INFORMATION IN THE TABLES THAT FOLLOW (INVOLVE THE TOWN EMERGENCY MANAGEMENT DIRECTOR UTILIZING THE TOWN'S HAZARD MITIGATION PLAN IN THIS TASK). THE CHART THAT FOLLOWS IS AN EXAMPLE.

Table 1. High-Priority Hazards

The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies

Flood Q. Can a flood directly impact the facility or does flooding impact areas around the school and/or bus routes?	<p>Flooding is a natural feature of the climate, topography, and hydrology of and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather, but can happen at anytime of the year.</p> <p>Long periods of rainfall and mild temperatures are normally the cause... During the past 10 years, School grounds have been severely flooded twice. In _____, the entire northern first floor was flooded and had to be replaced.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.</p>
Severe Wind /Tornado	<p>(School Name) 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 (Name) Schools, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p>
Earthquake	<p>An earthquake can occur anywhere at any time in NH.</p>
Structural Fire	<p>Briefly describe the school's risk from a structural fire. This will generally be lower for new construction built with fire retardant materials with fire suppression systems installed, but higher for older facilities.</p>
Wildfire	<p>Briefly describe the Wildfire risk ... if the facility is surrounded by forest this will be higher. Additionally a wildfire occurring elsewhere in a community may effect bus routes or necessitate an alternate use for the facility, such as for community shelter.</p>
Conflagration	<p>Briefly describe the Conflagration risk.</p>

Severe Winter Storms and Ice Storms	Though snow storms are expected and planned for they do pose a risk in travelling and schools may be delayed or cancelled depending on the forecast. Heavy wet snow and Ice Storms has led to wide spread power outages, traffic delays and the collapse of roofs.
Hazard Chemical Spill (Exterior and Interior)	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around (primarily {Route #}). Currently, ammonia, chlorine, and propane are all used and stored on school grounds.
Threats	Though having never been followed through with the school district has experienced several threats annually. These have ranged from Bomb Threats to Threats of Violence. All threats are taken seriously with a Threat Assessment conducted to determine what course of action, if any, should be taken.
Violence/Intruder	While fortunate in. not ever experiencing a major incident of school violence it is realized that the possibility of an occurrence is very real. Violent situations can be caused by a student, parent, and member of the staff or a person not in anyway contented to the school community.

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. (School Name) 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. (School Name) 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 systems offer greater protection of our students and staff. In addition, schools require all adults to display identification badges.

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Mitigation includes activities to reduce the loss of life and property from all hazards by avoiding or lessening the impact of a hazard and providing value to the public by creating safer communities. Schools have 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. (School Name) 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 schools to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP 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 hazard 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. A 9-1-1 call should be made as soon as possible.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for an extended period of time.
- There may be a number of injuries of varying degrees of seriousness to staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, rescue, and law enforcement 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, may prevent or mitigate incident-related losses.
- Maintaining the School ERP 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.

2. Limitations

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

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

Under RSA 189:64 all schools shall develop a site-specific school emergency response plan, which is based on and conforms to the Incident Command System (ICS) and NIMS.

(SCHOOL NAME HERE) recognizes that staff and students will be primary responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

(School Name) works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Any staff member who assumes a Command position or Section Chief position must complete IS-100SCa, IS-200a and IS-700a. All staff who are Team Leaders must have, minimally, IS-100 training. It is highly recommended that all staff complete IS-100SCa. IS-100SCa, IS-200a and IS700A are Web-based courses available at no charge from the Federal Emergency Management Agency's (FEMA) Emergency Management Institute. (www.training.fema.gov)

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- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment (as budget permits) necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or hazard, schools may be damaged or need to be evacuated, people may be injured, students will have to be reunited with guardians 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 each school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the appropriate officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no pre-designated Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff members 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 ERP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied 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 and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a critical incident is unfolding. Roles should be pre-assigned based on training and qualifications.

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Each staff member and volunteer must be familiar with his/her role and responsibilities before an incident occur.

School staff may be required to remain at school to assist in an incident. In the event that this School ERP is activated, staff will be assigned to serve within the ICS 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 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.

Responsibilities include:

- Assuming overall direction of all incident management procedures based on actions and procedures outlined in this ERP.
- Taking steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Ensuring emergency responders are contacted (i.e. 9-1-1).
- Determining whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arranging for transfer of students, staff, and other individuals when safety is threatened by a hazard.
- Working with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keeping the principal and other officials informed of the situation.

B. Teachers

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

Responsibilities include:

- Supervising students under their charge.
- Taking steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Directing 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.
- Giving appropriate action command during an incident.

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- Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Reporting missing students to the Incident Commander or designee.
- Executing assignments as directed by the Incident Commander or ICS supervisor.
- Obtaining 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.
- Rendering first aid if necessary. School staff will be trained and certified in first aid and CPR.

C. 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:

- Taking steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Directing students in their charge according to established incident management protocols.
- Rendering first aid if necessary.
- Assisting in the transfer of students, staff, and other individuals when their safety is threatened by a hazard.
- Executing assignments as directed by the Incident Commander or ICS supervisor.

D. Paraprofessionals

Responsibilities include assisting as directed.

E. School Nurses/Health Assistants

Responsibilities include:

- Administering first aid or emergency treatment as needed.
- Supervising administration of first aid by those trained to provide it.
- Organizing first aid and medical supplies.

F. Custodians/Maintenance Personnel

Responsibilities include:

- Surveying and reporting building damage to the Incident Commander or Operations Section Chief.

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- Controlling main shutoff valves for gas, water, and electricity and ensuring that no hazards result from broken or downed lines, as long as his/her personal safety is not jeopardized.
- Providing damage control as needed.
- Assisting in the conservation, use, and disbursement of supplies and equipment.
- Keeping the Incident Commander or designee informed of the condition of the school.

G. Office Staff

Responsibilities include assisting as directed.

H. Food Service/Cafeteria Workers

Responsibilities include:

- Using, preparing, and serving food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Assisting as directed.

I. Bus Drivers (run by Bus Company)

Responsibilities include:

- Supervising the care of students if a hazard occurs while students are on the bus.
- Transferring students to a new location when directed.
- Executing assignments as directed by the Incident Commander or ICS supervisor.
- Transporting individuals in need of medical attention.

J. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include assisting as directed.

K. Students

Responsibilities include:

- Cooperating during emergency drills and exercises, and during an incident.
- Being responsible for themselves and others in an incident.
- Understanding the importance of not being a bystander by reporting situations of concern.
- Developing situational awareness (e.g. natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures).
- Taking an active part in school incident response/recovery activities, as age appropriate.

L. Parents/Guardians

Responsibilities include:

- Encouraging and supporting school safety, violence prevention, and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Practicing incident management preparedness in the home to reinforce school training and ensuring family safety.
- Understanding their roles during a school emergency.

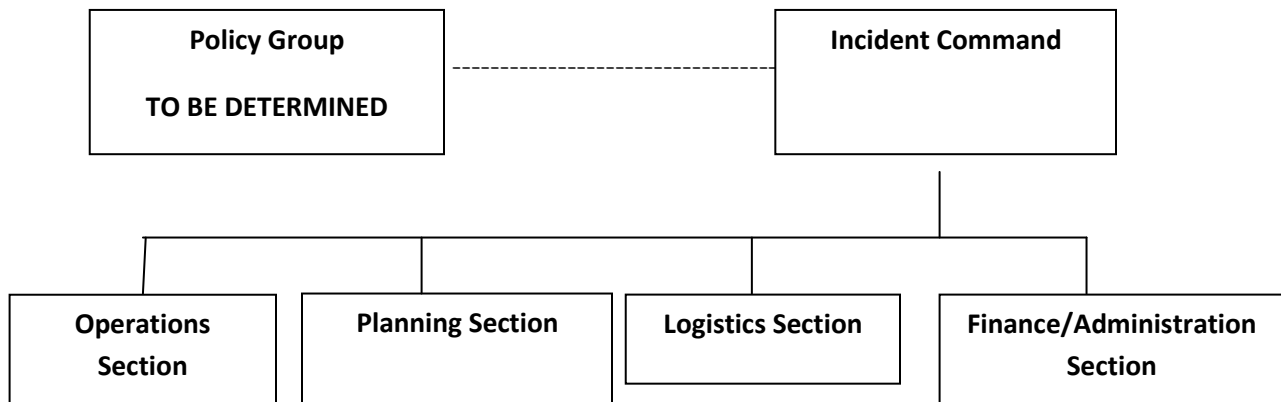
IV. DIRECTION, CONTROL, AND COORDINATION

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 ERP 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.

Figure 1. Incident Management Team



Implements all response/tactical actions to achieve the incident objectives

Activated, only as needed, to support the incident response directed by the Operations Section.

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The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

- Establishing and managing the Command Post, establishing the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitoring incident safety conditions and developing measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinating media relations and information dissemination.
- Developing working knowledge of local/regional agencies, serving as the primary on-scene contact for outside agencies assigned to an incident, and assisting in accessing services when the need arises.
- Documenting all activities.
- Communicating with the Superintendent's office and/or area command.
- Any other task not assigned.

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, behavioral health intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

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

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none">▪ Setting up 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 hazard victims.</p>
Student 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 Student 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:</p> <ul style="list-style-type: none">▪ Locating all utilities and turning them off, if necessary.▪ Securing and isolating fire/HazMat.▪ Assessing and notifying officials of fire/HazMat.▪ Conducting perimeter control.

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Strike Team	Potential Responsibilities
Behavioral Health Response Team	<p>The Behavioral Health Response 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 secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

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

Responsibilities may include:

- Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assisting with ongoing planning efforts, and maintaining an incident time log.
- Documenting all activities.

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities may include:

- Establishing and overseeing communications center and activities during an incident (e.g. two-way radio, battery-powered radio, written updates, etc.), and developing (mass calling) messages/telephone tree for after-hours staff communication.
- Establishing and maintaining school and classroom preparedness kits, coordinating access to and distribution of supplies during an incident, and monitoring inventory of supplies and equipment.
- Documenting all activities.

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

Responsibilities may include:

- Maintaining documentation and recordkeeping activities. When possible, photographing or videotaping damage to property.
- Developing a system to monitor and track expenses and financial losses; securing all records.

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

B. Coordination with Area Command

In complex incidents, an Area Command may be convened at the school district operations center. The role of the Area Command is to:

- Support the on-scene Incident Commander(s).
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally, through the Joint Information Center.

The (SCHOOL NAME HERE) Principal and Incident Commander will keep the Area Command informed.

C. Community Emergency Operations Plan (EOP)

Each district school will maintain a site-specific Emergency Response Plan (ERP) to address hazards and incidents. This ERP has been developed to fit into the larger community EOP. Staff members who maintain and exercise the plan are in frequent contact with the local fire and police department.

D. Coordination with First Responders (MOUs need to be developed??)

An important component of each school's ERP is a set of interagency agreements with various community agencies to aid timely communication. These agreements help coordinate services between the agencies and ???schools. Various agencies and services include county governmental agencies such as mental health, law enforcement, 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.

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

E. Source and Use of Resources (Each school/building needs to ID these)

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

- First aid kit and sanitation supplies will be provided by:
- Cots and bedding supplies will be provided by:
- Food/water supplies will be provided by:
- Security will be provided by:
- Counseling services will be provided by:

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines (SCHOOL NAME HERE) 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 Members

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:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Emergency Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **(Mass calling system):** Is an automated system that communicates important information to many people at once.
- **Emergency Staff Meeting:** As appropriate, updated information about an incident will be presented at the staff meeting. Any new procedures will also be reviewed at this time. Staff members will also this opportunity to address any misinformation or rumors.
- **Email:** As appropriate, staff will be notified internally via First-Class email system.

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

1. Communication with Parents

Before an incident occurs, (SCHOOL NAME HERE) 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 Response Plan, its purpose, and its objectives. Information will be included in the school newsletter. (Website update on ERP)
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, school's will:

- Disseminate information via text messages, radio announcements, and/or emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address (www?????????.org), or recorded hotline (555-2051 x 204) 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 may:

- Designate a Public Information Officer (PIO).
- 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 Area Command.

All 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 are included in Appendix D.

3. Handling Rumors

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

- Coordinate communication with first responders, schools, central office to guarantee consistency.
- 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 staff meeting before staff is 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.

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

4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident (how will each school handle this). Transfer of command or the establishment of Unified Command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Schools frequently exercise the School ERP 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 will assemble to support the restoration of the school's educational programs.

The staff teams may:

- 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 SAU may:

- Identify recordkeeping requirements and sources of financial aid for State and Federal hazard assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish contact with New Hampshire Disaster Behavioral Health Response Team to provide counseling to staff, students and families after an incident (DBHRT 1-800-852-3792).
- Develop alternative teaching methods for students unable to return immediately to classes: i.e. On-Line-Learning/Blizzard Bag.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

C. Communication Tools

Some common internal and external communication tools that (SCHOOL NAME HERE) school may use include the following: *(CUSTOMIZE THE FOLLOWING TO SCHOOL)*

- **Standard telephone:** School's has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to staff en route to or from a site.

Basic Plan

- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **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 or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, schools may request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel.

B. Recordkeeping

1. Administrative Controls

The SAU 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.

Basic Plan

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 School ERP Team is responsible for the overall maintenance and revision of the (NAME OF SCHOOL) School ERP. The team is expected to work closely together to coordinate training and exercising the ERP and make recommendations for revising and enhancing the plan.

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

A. Approval and Dissemination of the Plan

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

- Review and validate the plan
- Present the plan (for comment or suggestion)
- Obtain plan approval (School Board)
- Distribute the plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the School ERP Team.

2. 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. The School ERP Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the School ERP Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents. The School ERP will be updated based upon deficiencies identified during incident management activities and exercises, and when changes in threats, hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

The (School Name/SAU) 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. The Emergency Management Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Training sessions will be conducted at the beginning of the school year, as well as throughout the school year, as necessary, for all school personnel in coordination with local fire and rescue, law enforcement, and emergency managers.

School ERP training may include:

- Hazard and incident awareness training for all staff.
- Orientation to the School ERP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Three online FEMA courses: IS 100SCa, IS 200a and IS-700. All three courses are available for free at the Emergency Management Institute Web site (www.training.fema.gov).

Additional training may include drills, and tabletop and full-scale exercises. Drills will be conducted at least ten times per year. Records of the training/drills provided including date(s), type of training, and participant roster will be maintained.

When appropriate and/or necessary, volunteers and community members will also be incorporated into larger training efforts.

All staff members are encouraged to develop personal and family emergency plans. Each staff member may be required to remain at school following a catastrophic event and should make arrangements for his/her own family during this time. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

VIII. Authorities and References

RSA 189:64
Life Safety Code re: fire evacuation
Education Code
School Board requirement