

MARSHALL PUBLIC SCHOOLS

EMERGENCY OPERATIONS PLAN

MARSHALL, MO  
Revised-October 2018

## I. INTRODUCTION

The Marshall Public Schools Emergency Operations Plan is a multi-hazard, functional plan, broken into three components:

- A basic plan that serves as an overview of the district's approach to emergency management
- Appendices which support each annex and contain technical information, details, and methods for use in emergency operations
- Annexes that address specific activities critical to emergency response and recover

### A. Purpose of the Plan

This Emergency Operations Plan has been developed to assist the Marshall Public School District in protecting the lives of its students and staff should a disaster or emergency situation affect the school. It is a multi-hazard, functional plan that serves as an overview of the district's approach to emergency management.

This plan will outline actions to be taken by the school officials in conjunction with school district and local government officials to:

- Prevent avoidable disasters and reduce the vulnerability of students, faculty and administration to any disaster that may strike
- Establish capabilities for protecting students, faculty and administration from the effects of disasters
- Respond effectively to the actual occurrence of disasters
- Provide for recovery in the aftermath of any emergency involving extensive damage within the school

### B. Scope of the Plan

It is not the intent of the plan to deal with those events that happen on a daily basis which do not cause widespread problems and are handled routinely by the administration and staff. It will, however, deal with those occurrences that create needs and cause suffering that the victims cannot alleviate without assistance and that may require an extraordinary commitment of school and governmental resources.

This Emergency Operations Plan operates within the framework of the Marshall Public School Board policy.

Definitions:

- Probability: A subjective estimate of the likelihood (categorized as Low, Medium, or High) that a hazard of disastrous proportions will occur in our area during the next (or any) ten-year period. Issues to consider include known risk and historical data.
- Vulnerability: A subjective estimate (categorized as Low, Medium, or High) of human impact (consideration of potential death or injury), property impact (physical losses and damages), and school impact (interruption of services).
- Risk: A calculation based on the combination of Probability and Vulnerability (categorized as Low, Medium, or High) which provides a general assessment of the significance of a hazard and how much effort should go into planning for and mitigating against it.

### C. Preparedness, Prevention and Mitigation Overview:

Preparedness involves the ongoing efforts of planning, organizing, training, equipping, exercising, evaluating, and taking corrective actions. This include the coordination among all those involved in emergency management and incident response activities. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills, as well as working with community agencies to discuss updates and changes that could affect their response to district emergencies.

Prevention involves the ongoing efforts to eliminate hazards or reduce the likelihood of their occurrence. Marshall Public School District is committed to taking proactive preventative measures whenever possible to protect the safety and security of students and staff. Recent upgrades to secure the main entrances to all school buildings in the district offer a greater protection of our students. In addition, Marshall Public Schools require all visitors to display identification badges while in the buildings.

Mitigation consists of measures taken 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 creating a safer place for our students. This plan is aligned with and supports the Saline County Emergency Disaster Plan and Hazard Mitigation Plan, which describes the overall emergency management procedures for the county.

Prevention and mitigation measures currently in place:

- 1) Bomb Threat
  - a) Securing all entrances against access from the outside.
  - b) Keeping all internal storage places, including custodial closets and student lockers, that may serve as a hiding place for bombs secured at all times.
  - c) Minimizing clutter in hallways and classrooms to facilitate searches.

- d) Minimizing the presence of hazardous flammable/explosive materials in the school as part of the instructional maintenance supplies.
  - e) Knowing how to shut off the gas and utilities.
- 2) Fire
- a) Fire extinguishers in buildings as required by state standards. Staff trained in their operations.
  - b) Smoke detectors tied with the fire alarm.
- 3) Hazardous Material Spill/Leak
- a) Material Safety Data Sheets posted on all hazardous materials, which are inventoried prior to school opening each August.
  - b) Procedures in place to close windows and shut off the ventilation system as appropriate.
- 4) Health Emergency: Bioterrorism
- a) Students and staff trained on epidemiology, symptoms of diseases, the importance of good hygiene/sanitation, and safeguarding against blood borne pathogens.
  - b) Vinyl or non-latex gloves are available for sorting and opening mail.
- 5) Intruder
- a) Entrances to the buildings are secure to limit access to the interior of the buildings.
  - b) Procedures are in place in each building for screening and monitoring visitors, including a visitor badge system.
  - c) School Resource Officers are available in each building throughout the district.
- 6) Suicide
- a) First point of contact for mental health assistance is available through the counseling office at the schools.
  - b) Caring community with zero tolerance for bullying.
  - c) Counseling staff is trained in asking the right questions to assess potential risk.
  - d) Administration and School Resource Officer are available for emergent situations.
- 7) Tornado
- a) Tied in with the State/County/City emergency warning system.
- 8) Earthquake
- A. Operational Functions/Procedures That May be Activated in event of an earthquake.
- a) Reverse Evacuation
  - b) Relocation
  - c) Parent-Student Reunification

- d) Special Needs Population
- e) Continuity of Operations (COOP)
- f) Recovery: Psychological Healing
- g) Mass care
- h) Shelter In-Place
- i) Usage of our facilities by outside agencies
- 9) Traumatic Injury or Death of a student or staff member
  - a) Nurse and trained first aid teams.
  - b) Emergency medical supplies are available in each nurse's office.
  - c) Automatic External Defibrillator are located at each building site.
  - d) First point of contact for mental health assistance is available through the counseling office at the schools.
  - e) Each school building has a crisis team and written procedures for working with the students and staff.

#### D. Planning Assumptions and Limitations

- 1) Planning Assumptions -By stating the planning assumptions, the Marshall Public School District may deviate from the plan if certain assumptions prove not to be true during operations. This Emergency Operations Plan assumes
  - a) The Marshall Public School District 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.
  - b) A major disaster could occur at any time and at any place. In many cases, dissemination of warnings to the public and measures of preparation are possible. However, some emergencies occur with little or no warning.
  - c) An incident could occur at any time without warning and the employees of the school cannot, and should not, wait for directions from local response agencies. Action is required immediately to save lives and protect school property.
  - d) It is assumed, in consultation with community emergency services. That in the event of a large-scale, area-wide disaster, professional emergency responders may not be able to get to a school for 15 minutes or more (because local emergency resources sustain losses from the disaster, or emergency services are overwhelmed by higher priority calls, or routes to the school are blocked, etc.). Under these circumstances, this plan and the associated training enables school district personnel to respond internally to the emergency in order to save lives and property, while better preparing for the eventual arrival of emergency service professionals in a way that will expedite their work.

- e) Following a major or catastrophic incident, the school district may have to rely on its own resources to be self-sustaining for up to 72 hours.
  - f) Proper prevention and mitigation actions will prevent or reduce incident-related losses.
  - g) Maintaining the district and individual school EOP's and providing frequent opportunities for stakeholders to exercise the plan, can improve the school's readiness to respond to incidents.
- 2) Limitations-It is the policy of Marshall Public School District that no guarantee is implied by this plan of a perfect incident management system. Depending on the severity of the incident as well as resources and personnel available, Marshall Public School District will make every reasonable effort to manage the situation to the best of the district's ability.

## II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school district 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 organization, 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.

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

The Marshall Public School District recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Marshall Public School District works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- 1) All staff who assume roles described in this plan will receive training in the Introduction to the Incident Command System (IS-100) (IS0100.b) and National Incident Management System: An Introduction (IS-700)(IS0700.a). National Response Framework: An Introduction (IS0800.b) is an additional class for members of the Emergency Operations Team. These are web-based courses available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. Staff members who are to take the training include: district office administrators, principals, assistant principals, nurses, counselors, and school police officers.
- 2) Marshall Public School District participates in local government's NIMS preparedness program and incorporates the district and school plans into the community EOP.
- 3) 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.

#### B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, schools in the Marshall Public School District 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. The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.

The Incident Commander of the Marshall Public School District will be delegated the authority to direct all incident activities within the district'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 ICP. If

no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified incident Commander.

### C. Initial Response

Marshall Public 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 on who is most qualified for that type of incident.

## III. DIRECTIONS, CONTROL, AND COORDINATION

### A. Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the Marshall Public School District's Emergency Operation Plan 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 ICS is organized into the following functional areas:

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

a) District-related responsibilities and duties include:

- Incident Commander: Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Safety: Monitor incident safety conditions and develop measures for ensuring the safety of district occupants (including students, staff, volunteers, and responders).
- Public Information: Coordinate media relations and information dissemination with the superintendent.
- Liaison: 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.

a) Specific responsibilities include:

- Analyze school/district staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e. electric, gas, water, heat/ventilation, air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing 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.
- Document all activities.

## B. Community Emergency Operations Planning

The individual schools of Marshall Public School District maintain their individual building Emergency Operations Plans to address hazards and incidents in their buildings. They are written to fit into this Marshall Public School District Emergency Operations Plan in the case of a large-scale incident. The Functional Annexes of the individual buildings will be located in this document upon completion.

## C. Coordination with First Responders

An important component of the Marshall Public School District EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Marshall Public School District. Various agencies and services include county governmental agencies such as 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 on a volunteer basis, beyond the school setting in an incident or traumatic event taking place in the community.

If a district 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 district's Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

## IV. COMMUNICATIONS

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

- a) **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- b) **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting.
- c) Staff will also have the opportunity to address any misinformation or rumors.
- d) **Electronic/Digital Tools:** The district will use available digital communications tools including email, Owl Alerts, e-news, web page, and social media to communicate with staff as well as external stakeholders.

2) **Communication with the School District Office:**

The Incident Commander will use the countywide Marshall Public School Emergency Radio Network to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the County Emergency Management Office of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

## B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Marshall Public School 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 Marshall Public Schools will:**
  - a) Develop a relationship with parents so that they trust and know how to access alerts and incident information.
  - b) Inform parents about school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and e-news.
  - c) Be prepared with translation services for non-English speaking families and students with limited English proficiency.
- 2) **Communication with Parents-in the event of an incident Marshall Public Schools will:**

- a) Disseminate information via Owl Alert, radio announcements, social media and emails to inform parents about exactly what is known to have happened.
  - b) Implement the plan to manage phone calls and parents who arrive at school.
  - c) Describe how the school and school district are handling the situation.
  - d) Provide information regarding possible reactions of their children and ways to talk with them.
  - e) Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
  - f) Inform parents and students when and where school will resume.
  - g) After a major incident, Marshall Public School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.
- 3) Communication with Media-in the event of an incident, the Incident Commander will:
- a) Designate a Public Information Officer.
  - b) Establish an off-campus briefing area for media representatives.
  - c) Determine the need to establish or participate in a Joint Information Center.
  - d) Coordinate messages with the principal and Policy Group.
  - e) All Marshall Public School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center.
  - f) Media contacts at the major television, internet, and radio stations are maintained by the district communications department. In the case of an incident, these media broadcasts Marshall Public School's external communication plans; including the information hotline for parents and guardians.
- 4) Handling Rumors-to combat rumors Marshall Public School will:
- a) The most effective strategy when addressing rumors is to provide facts as soon as possible.
  - b) 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.

- c) 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.
- d) Conduct briefings for community representatives directly associated with the school.
- e) Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- f) Use district social media and digital tools to post accurate information
- g) Actively troll social media sites to identify false information and speculations
- h) After the immediate incident response period, Marshall Public School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

5) Communication with First Responders

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

6) Communication After 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:

- a) 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).
- b) 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.

- c) 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.
- d) Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- e) 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.
- f) Educate school personnel, students, and parents on available crisis counseling services.
- g) Apprise the Marshall Public School District Office of recovery status.

The school district will:

- a) Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- b) Establish absentee policies for teachers/students after an incident.
- c) Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- d) Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- e) Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- f) 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 Marshall Public School may use include the following:

- 1) Standard telephone: Marshall Public School 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.
- 2) Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff in route to or from a site.

- 3) Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- 9) Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- 10) Automated calling system: District mass calling system used to notify parents and staff members.
- 11) Social Media: District sponsored electronic media sites designed to inform staff and community members.

## V. ADMINISTRATION, FINANCE, AND LOGISTICS

### A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Marshall Public School District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section III, Direction, Control, and Coordination, for specific details). Such assistance includes: equipment, supplies, and/or personnel. All agreements are entered into by

authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts will be included in the Appendix

## B. Recordkeeping

### 1) Administrative Controls

Marshall Public School District 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:

- a) Activation or deactivation of incident facilities.
- b) Significant changes in the incident situation.
- c) Major commitments of resources or requests for additional resources from external sources.
- d) Issuance of protective action recommendations to the staff and students.
- e) Evacuations.
- f) Casualties.
- g) Containment or termination of the incident.

## C. Preservation of Records

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.

## VI. TRAINING AND EXERCISING THE PLAN

The Marshall Public School District understands the importance of training, drills and exercises in maintaining and planning for an incident.



Mandatory Emergency Operations training in the school buildings will include drills – fire, tornado, earthquake, and lockdown – practiced quarterly. Each drill should introduce new challenges (closed off exit routes, students held for accountability checks, etc.).

The incident command structure will be exercised during tabletop exercises, functional exercises, or full-scale exercises each year. Exercises will consider occurrences during passing periods, cafeteria operation, pre/post-school activities, and other similar situations.

They should also be followed by a brief After Action Review, during which staff will provide input on lessons learned and recommended changes to the plan.

## VII. CONTINUITY OF OPERATIONS (COOP) PROCEDURES

### A. 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.

Continuity of operations planning is required by Missouri Statutes Section 171.011.

### B. Scope

It is the responsibility of Marshall Public School District 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. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Marshall Public School District and any of their individual buildings.

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

### C. Responsibilities

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

Designated school staff/faculty COOP procedures personnel, in conjunction with the administration, will perform the essential functions listed in the table below.

<p><b>ICS</b></p>	<ul style="list-style-type: none"> <li>● Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>● Disseminate information internally to students and staff.</li> <li>● Communicate with parents, media, and the larger school community.</li> <li>● Identify a line of succession, including who is responsible for restoring which business functions for schools/district</li> <li>● Ensure systems are in place for rapid contract execution after an incident.</li> </ul>
<p><b>Administrator</b></p>	<ul style="list-style-type: none"> <li>● Identify relocation areas for classrooms and administrative operations.</li> <li>● Create a system for registering students (out of district or into alternative schools).</li> <li>● Brief and train staff regarding their additional responsibilities.</li> <li>● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>● Reevaluate the curriculum.</li> </ul>

<b>Custodians/Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>● Work with school and local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>● Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li> </ul>
<b>Secretary/Finance Office Staff</b>	<ul style="list-style-type: none"> <li>● Maintain inventory.</li> <li>● Maintain essential records (and copies of records) including school's insurance policy.</li> <li>● Ensure redundancy of records is kept at a different physical location.</li> <li>● Secure classroom equipment, books, and materials in advance.</li> <li>● Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li> <li>● Retrieve, collect, and maintain personnel data.</li> <li>● Provide accounts payable and cash management services.</li> </ul>
<b>Counselors and School Nurses</b>	<ul style="list-style-type: none"> <li>● Establish academic and support services for students and staff/faculty.</li> <li>● Implement additional response and recovery activities according to established protocols.</li> </ul>
<b>Food Service/Transportation</b>	<ul style="list-style-type: none"> <li>● Determine how transportation and food services will resume.</li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>● Work with district staff to bring the student information system back on-line</li> </ul>

To implement the COOP procedures:

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each

participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

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

## VIII. ACTION PROCEDURES AND DRILLS

### A. Purpose

Ensure that procedures are in place to protect staff and students.

### B. Scope

These sections outline additional responsibilities and duties as well as procedures for staff responding to a tornado within the Marshall Public School District boundaries.

#### 1) Fire

Fires may be accidental (lightning) or intentional (arson) and have the potential to cause major conflagrations, leading to secondary hazards, such as a hazardous materials incident. Most fire and rescue departments in the county have mutual aid agreements in place to deal with major fires. A large fire could possibly deplete water supply very rapidly. Public works departments should be notified in order to try and lessen the effects of a large volume of water being used.

Our buildings are equipped with fire alarms and extinguishers. Evacuation procedures/maps are posted in each room of our building. Each building conducts fire drills twice a school year to prepare staff and students in case of an actual fire emergency. Our local fire department will work with our district police and school officials to respond to any fire emergency. The buildings will activate their alarm systems manually or automatically and follow building protocol. In the event of a fire, the Incident Commander, or principal, will activate the EOP and implement the incident Command System.

#### a) Operational Functions/Procedures that may be activated in the event of a fire.

- (1) Evacuation
- (2) Relocation
- (3) Parent-Student Reunification
- (4) Special Needs Population
- (5) Continuity of Operations (COOP)

- (6) Recover: Psychological Healing
- (7) Mass Care
- b) Activating the EOP-The building administrator (or their designee) will determine the need to activate the EOP, and initiate Incident Commander Actions.
  - (1) Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
  - (2) Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
  - (3) Activate the evacuation procedures using primary or alternate route, avoiding exposure to any chemical fumes.
  - (4) Activate communications plan
  - (5) Communicate with transportation director if students will be evacuated to a safer location by means of buses and cars.
  - (6) Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
  - (7) Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
  - (8) Determine if additional procedures should be activated
  - (9) Give the all clear signal after the threat has passed.
  - (10) Determine whether school will be closed or remain open
  - (11) Document all actions taken.
- c) Incident Management Team and Section Chiefs Actions
  - (1) Review procedures with staff as needed.
  - (2) Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
  - (3) Implement the internal and external communications plan
  - (4) Notify relocation centers and determine an alternate relocation center, if needed
  - (5) Implement additional procedures as instructed by the incident commander
  - (6) Take appropriate action to safeguard school property

(7) Document all actions.

d) Staff Actions

- (1) Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs
- (2) Take the class roster and to-go kits
- (3) Take attendance before leaving the campus
- (4) Remain with students throughout the evacuation process
- (5) Upon arrival at the safe site take attendance. Report any missing or injured students to the incident commander.
- (6) Do not return to the building until it has been inspected and determined safe by proper authorities.
- (7) Move students away from immediate vicinity of danger
- (8) Report location and type of the hazardous material to the incident commander.
- (9) Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak or odor. If a natural or propane gas leak is detected evacuate immediately and notify the principal.
- (10) Render first aid as needed
- (11) Document all actions taken

e) Maintenance/Custodial Department

- (1) Shut off gas to the building
- (2) Verify mechanical ventilating systems are shut off

f) Transportation Department

- (1) Evacuation may be by bus
- (2) Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

2) Tornado

Since Missouri lies in the heart of the nation's "tornado alley", its residents are particularly vulnerable to tornadoes. Seventy percent (70%) of Missouri's tornadoes occur during the months of March, April, May, and June, but a tornado can occur at any time of the year.

The county siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed tornado. The buildings will activate their alarm systems and follow their building protocol. In the event of a tornado, the Incident Commander, or principal, will activate the Emergency Operation Plan (EOP) and implement the Incident Command System.

- a) Operational Functions/Procedures that may be activated in event of a tornado.
  - (1) Reverse Evacuation
  - (2) Relocation
  - (3) Parent-Student Reunification
  - (4) Special Needs Population
  - (5) Continuity of Operations (COOP)
  - (6) Recovery: Psychological Healing
  - (7) Mass care
  - (8) Shelter In-Place
  - (9) Usage of our facilities by outside agencies
- b) Activating the EOP-The building administrator (or their designee) will determine the need to activate the EOP, and initiate Incident Commander Actions
  - (1) Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
  - (2) Notify local law enforcement of intent to evacuate or shelter in place. In the event of an evacuation, the location of the safe evacuation site, and the route to be taken to that site.
  - (3) Delegate a sweep team to ensure that all students have been evacuated
  - (4) Activate communications plan.
  - (5) Determine if additional procedures should be activated.
  - (6) Communicate with transportation department.
  - (7) Notify the principal of the status and action taken.
  - (8) The principal/Policy group shall notify the superintendent of schools.
  - (9) Update the principal, Incident Management Team, and Section Chiefs of any significant changes
  - (10) Do not allow staff and students to return/leave the building until proper authorities have determined that it is safe to do so.
  - (11) Determine whether school will be closed or remain open.
  - (12) Give the all clear signal after the threat has passed.
  - (13) Document all actions take

c) Incident Management Team

- (1) Move staff and students away from any immediate danger
- (2) Monitor radio and internet for updated information and report any developments to the Incident Commander
- (3) Review procedures with staff as needed
- (4) Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
- (5) Implement the internal and external communications plan
- (6) Coordinate relocation centers and determine an alternate relocation center, if needed
- (7) Implement additional procedures as instructed by the incident commander
- (8) Take appropriate action to safeguard school property
- (9) Document all actions.
- (10) Move staff and students away from immediate danger zone and keep students from congregating in the danger zone.

d) Staff Actions

- (1) Execute evacuation duck and cover procedures when instructed by the Incident Management Team and/or Section Chiefs
- (2) Remain in the sheltered area until the all clear signal has been issued
- (3) Move students away from immediate vicinity of danger
- (4) Take the class roster and to-go kits
- (5) Take attendance for accountability
- (6) Remain with students throughout the evacuation process
- (7) Report location and type of any hazardous material, if present, to the incident commander
- (8) Execute shelter in place procedures when instructed by the incident management team
- (9) Remain in the sheltered area until the all clear is given.
- (10) Execute evacuation and relocation procedures if instructed by the Incident Management Team unless there is a natural or propane gas leak or odor. If a natural or



propane gas leak is detected evacuate immediately and notify the principal. Render first aid as needed

(11) Do not return to the building until it is determined safe by proper authorities.

(12) Document all actions taken.

e) Transportation

(1) Evacuation is by bus. Look for and avoid debris on the roads. Do not drive through flooded streets or roads. Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

(2) Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

IX. HUMAN RELATED HAZARDS: ARMED ASSAILANT/HOSTAGE SITUATION

An Armed Assailant/Hostage Situation is a situation or individual who is actively engaged in killing or attempting to kill people in a confined and other populated area or attempting to take someone against their will. In most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly.

Marshall Public Schools is a "closed campus." All visitors/guests must check in through the main office within each building.

A. Operational Functions/Procedures that may be activated in the event of an intruder/security threat.

- 1) Evacuation
- 2) Reverse Evacuation
- 3) Relocation
- 4) Parent-Student Reunification
- 5) Special Needs Population
- 6) Continuity of Operations (COOP)
- 7) Recovery: Psychological Healing
- 8) Mass Care
- 9) Lockout
- 10) Lockdown

B. Activating the EOP-The building administrator (or their designee) will determine the need to activate the EOP, and initiate Incident Commander Actions.

- 1) Activate intruder procedures which includes issuing lockdown procedures and notifying school police

- 2) Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
- 3) Activate communications plan
- 4) Determine if additional procedures should be activated
- 5) Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- 6) Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- 7) Instruct staff and students to safeguard themselves as needed for safety in or out of the building. Do not leave the area or building until proper authorities have determined that it is safe to do so and proper check out procedures have been followed.
- 8) Communicate with transportation department
- 9) Determine whether school will be closed or remain open.
- 10) Give the all clear signal after the threat has passed.
- 11) Document all actions taken.

C. Incident Management Team and Section Chiefs Actions

- 1) Review procedures with staff as needed.
- 2) Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
- 3) Implement the internal and external communications plan
- 4) Notify relocation centers and determine an alternate relocation center, if needed.
- 5) Implement additional procedures as instructed by the incident commander.
- 6) Document all actions.

D. Staff Actions-Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs which include:

- 1) Take the class roster and to-go kits.
- 2) Take attendance before leaving the campus.
- 3) Remain with students throughout the evacuation process.
- 4) Upon arrival at the safe site take attendance. Report any missing or injured students to the incident commander.
- 5) Do not return to the building until it has been inspected and determined safe by proper authorities.
- 6) Execute shelter in place procedures when instructed by the incident management team.
- 7) Keep students quiet and maintain a calm atmosphere.
- 8) Remain in the sheltered area until the all clear signal has been issued.
- 9) Move students away from immediate vicinity of danger.

- 10) Render first aid as needed.
  - 11) Document all actions taken.
- E. Transportation Department: Use two way radios to communicate with the incident commander, incident management team, and section chiefs.
- B. Activating the EOP-The building administrator (or their designee) will determine the need to activate the EOP, and initiate Incident Commander Actions.
- 1) Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
  - 2) Notify local law enforcement of intent to evacuate or shelter in place. In the event of an evacuation, the location of the safe evacuation site, and the route to be taken to that site.
  - 3) Delegate a sweep team to ensure that all students have been evacuated
  - 4) Activate communications plan.
  - 5) Determine if additional procedures should be activated.
  - 6) Communicate with transportation department.
  - 7) Notify the principal of the status and action taken.
  - 8) The principal/Policy group shall notify the superintendent of schools.
  - 9) Update the principal, Incident Management Team, and Section Chiefs of any significant changes
  - 10) Do not allow staff and students to return/leave the building until proper authorities have determined that it is safe to do so.
  - 11) Determine whether school will be closed or remain open.
  - 12) Give the all clear signal after the threat has passed.
  - 13) Document all actions take
- C. Incident Management Team
- 1) Move staff and students away from any immediate danger.
  - 2) Monitor radio and internet for updated information and report any developments to the Incident Commander.
  - 3) Review procedures with staff as needed.
  - 4) Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
  - 5) Implement the internal and external communications plan.
  - 6) Coordinate relocation centers and determine an alternate relocation center, if needed.
  - 7) Implement additional procedures as instructed by the incident commander
  - 8) Take appropriate action to safeguard school property.
  - 9) Document all actions.
  - 10) Move staff and students away from immediate danger zone and keep students from congregating in the danger zone.

#### D. Staff Actions

- 1) Execute evacuation duck and cover procedures when instructed by the Incident Management Team and/or Section Chief
- 2) Remain in the sheltered area until the all clear signal has been issued.
- 3) Move students away from immediate vicinity of danger.
- 4) Take the class roster and to-go kits.
- 5) Take attendance for accountability.
- 6) Remain with students throughout the evacuation process.
- 7) Report location and type of any hazardous material, if present, to the incident commander.
- 8) Execute shelter in place procedures when instructed by the incident management team.
- 9) Execute evacuation and relocation procedures if instructed by the Incident Management Team unless there is a natural or propane gas leak or odor. If a natural or propane gas leak is detected evacuate immediately and notify the principal.
- 10) Render first aid as needed.
- 11) Do not return to the building until it is determined safe by proper authorities.
- 12) Document all actions taken.

#### E. Transportation

- 1) Evacuation is by bus. Look for and avoid debris on the roads. Do not drive through flooded streets or roads. Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
- 2) Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

#### X. EPIDEMIC/NATURAL

Emergency public health emergencies can take many forms - disease epidemics, large-scale incidents of food or water contamination, or extended periods without adequate water and sewer services. Public health emergencies can occur as primary events by themselves, or they may be secondary events to another disaster or emergency, such as flood, tornado, or hazardous material incident. The common characteristic of most public health emergencies is that they adversely impact, or have the potential to adversely impact, a large number of people. They can be statewide, regional, or localized.

The school will work in conjunction with our local public health officials to help control/prevent the transmission of any disease or illness that poses an imminent threat to any staff or students. In the event of a natural epidemic, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

- A. Operational Functions/Procedures that may be activated in the event of a natural epidemic.
  - 1) Special Needs Population
  - 2) Continuity of Operations (COOP)
  - 3) Recovery: Psychological Healing
  - 4) Mass care
  - 5) Usage of our facilities by outside agency
- B. Activating the EOP- Incident Commander Actions
  - 1) Issue stand-by instruction.
  - 2) Activate communications plan.
  - 3) Communicate with the Saline County Health Department.
  - 4) Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
  - 5) Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
  - 6) Determine whether school will be closed or remain open.
  - 7) Consider need for alternate educational instruction.
  - 8) Determine whether extra-curricular activities will take place.
  - 9) Monitor attendance rates at school buildings.
  - 10) Determine if additional procedures should be activated.
  - 11) Consider revision of attendance policies (eg. perfect attendance) and staff sick leave.
  - 12) Document all actions taken.
- C. Incident management Team and Section Chiefs Actions
  - 1) Review procedures with staff as needed.
  - 2) Implement the internal and external communications plan.
  - 3) Implement additional procedures as instructed by the incident commander.
  - 4) Take appropriate action to safeguard school property.
  - 5) Document all actions.
- D. Staff Actions
  - 1) Implement additional procedures as instructed by the incident commander.
  - 2) Monitor students for signs of illness and notify the nurse.
  - 3) Document all actions taken.
- E. School Nursing Staff
  - 1) Assess and treat students/staff showing signs of illness.
  - 2) Isolate students/staff as needed until they leave the building.
  - 3) Communicate with Saline County Health Department (CCHD), parents, staff.

- 4) Follow direction of SCHED for exclusion from school for sick students/staff.
  - 5) Document all actions.
- F. Custodial Staff
- 1) Implement enhanced cleaning procedures.
  - 2) Maintain adequate stock of disinfectant supplies.

## XI. CRISIS INTERVENTION AND RESPONSE

This document is designed to organize personnel prior to , during, and after a crisis to minimize the trauma and focus resources. If a crisis of any nature has occurred the following steps need to be taken.

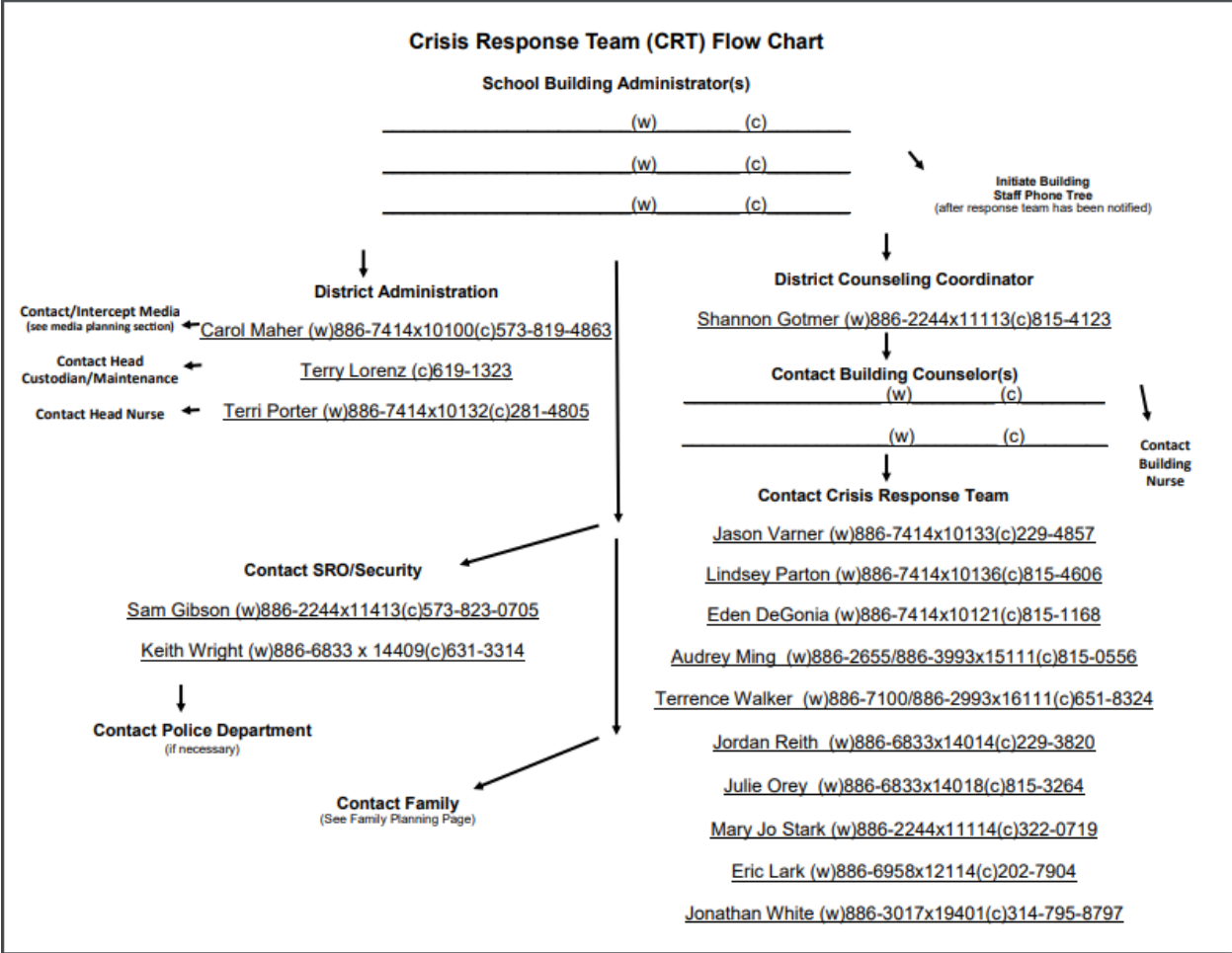
### A. Administrator Checklist

- 1) Administrator or designated individual will verify information regarding emergency/crisis.
- 2) Administrator or designated individual will notify buildings where siblings are enrolled or other family members are employed. Confirm family information from them if necessary.
- 3) Implement Crisis Response Team (CRT) Flow Chart on page 32.
- 4) Provide a general statement to building staff as soon as allowable.
  - a) This statement will not include any details.
  - b) Example: A crisis has taken place. We do not have details at this time, but wanted you to be aware. Please refrain from gossip and urge your students to do the same. As soon as we have details we will let you know.
  - c) In the event of a death. Remove the name from the class roll and other forms of communication.
  - d) Provide office staff with a script for ALL incoming calls.
  - e) Implement Building Security Plan, if necessary.
  - f) Contact family to provide support and as what details they wish to be released to staff and to students.
  - g) It is possible that staff and students will receive different information, please remember to be cognizant of the family wishes.
- 5) Collaborate with Central Office regarding media statement and will provide statement for staff, if needed.
- 6) Administration will create a statement for staff.
  - a) Provide information about when and where the faculty/staff meeting will take place.
  - b) Include only approved details of the crisis situation.
  - c) Remind faculty/staff of confidentiality.
  - d) Provide a place for staff/faculty to talk, if needed.
- 7) Administration will create and provide a statement for students.

- a) Decide how information will be disseminated. (Administrators, counselors, teachers, assembly, etc.)
  - b) Ensure faculty/staff know that they may not waiver from the approved script when talking to students or parents.
  - c) Include only approved details of the crisis situation.
  - d) Provide a place for students to talk, if needed.
  - e) Check in with staff. If a faculty member is personally affected by the situation and unable to complete their responsibilities, assign a crisis team member to their classroom to assist.
- 8) Make plan for informing parents/guardians.
- a) Letter home written by Central Office or building Administrator.
  - b) If appropriate, parents/guardians are notified of meeting time and place.
- 9) Room and personnel assignments for individual and/or group counseling.
- a) See room and personnel assignments.
  - b) Ensure these rooms have supplies (tissues, water, papers, pens, pencils, etc.)

## B. Scripts

- 1) Script for phone calls after any incident.
- a) Thank you for calling. There has been an incident that has taken place at the school/community. All of our students are safe (if they are). This is a developing situation and more information will be released from Central Office as information is available. Please check our website and sign up for the textcaster for more information.
- 2) Script for staff tragic death.
- a) As many of you are aware, there has been a death of a staff member. More information will be released from Central Office as information is available. Please check our website and sign up for the textcaster for more information.
- 3) Script for student tragic death
- a) As many of you are aware, there has been a death of a student. More information will be released from Central Office as information is available. Please check our website and sign up for the textcaster for more information.
- 4) Script for announcement over intercom
- a) As many of you are aware, there has been a death of a (student or staff member). More information will be released as it is available. We ask that you respect everyone's privacy and refrain from gossiping and speculating what has taken place. If you need to speak with a counselor or another adult, please let your teacher know.



Appendix 1  
Definitions of Terms

- Evacuation - The exiting of the building to a predetermined location.
- Reverse Evacuation - The re-entering of the building due to a threat outside of the building.
- Relocation - Once a building is evacuated and it is determined the evacuation site may not be safe, students and staff will be relocated to a secondary education to ensure safety and reunification with parents.
- Parent-Student reunification - Reuniting parents with their student at a predetermined location.
- Lockdown - No access is granted to anyone from the outside of a school building except for authorized personnel. No movement from inside the building.
- Lockout - The building is secured, classes carry-on as normal, and no unnecessary movement from inside the building or between buildings.
- Shelter-in-Place - In the event of needing to shelter in place, students will be moved to a predetermined location inside the building to ensure their safety.



## Appendix 2

### Chart of District Buildings and Enrollment

Central Office		860 W. Vest	660-886-7414
Marshall High School	(9-12)	805 S. Miami	660-886-2244
Bueker Middle School	(5-8)	565 S. Odell	660-886-6833
Benton Elementary	(K-2)	467 S. Ellsworth	660-886-3993
Southeast Elementary	(K-2)	215 E. Mitchell	660-886-2655
Eastwood Elementary	(K, 3-4)	313 E. Eastwood	660-886-7100
Northwest Elementary	(K, 3-4)	411 N. Benton	660-886-2993
Early Childhood	(Pre-K)	700 E. Slater	660-886-9066
Saline County Career Center	(9-12)	900 W. Vest	660-886-6958
Spainhower	(K-12)	700 E. Slater	660-886-3017