

OZARK R-VI SCHOOL DISTRICT

**EMERGENCY OPERATIONS
PLAN**

OZARK, MO

Revised January, 2017

SIGNATURE PAGE

The Ozark RVI School District Emergency Operations Plan has been completed and approved through a collaboration of efforts in the community including:

Kevin Patterson, Superintendent
Ozark R-VI School District

Debbie Barnes, School Nurse
Ozark R-VI School District

Chris Bauman, Exec Dir. of Operations
Ozark R-VI School District

Curtis Chesick, Exec Dir. of Communication and Technology
Ozark R-VI School District

Mark Deeds, School Police
Ozark R-VI School District

Dennis Faught, Custodial Coordinator
Ozark R-VI School District

Frances Gooden, Building Administrator
Ozark R-VI School District

Amanda Ryan, School Police
Ozark R-VI School District

Jeff Simpson, Exec. Dir. Of Special Services
Ozark R-VI School District

DISTRIBUTION RECORD

Ozark R-VI School District Emergency Operations Plan

Date	Organization	Name of Individual	Title of Individual	# of Copies	Hand or Electronic

RECORD OF CHANGES

Ozark R-VI School District Emergency Operations Plan

Change Number	Date of Change	Description of Change	Change Made By (signature)	Changes given to agencies
1	1/2016	Annual updates (buildings, staff, student population) page 12 and Appendix 1	fg	
2	1/2016	NIMS Compliance – training (page 16)	fg	
3	1/2016	Change Crisis Management Team to Emergency Operations Planning Committee	fg	
4	1/2017	Annual updates	fg	

GLOSSARY OF TERMS AND ACROYNMS

After Action Review – The process facilitated by the administrators immediately after the end of each incident or exercise to capture lessons learned and, as appropriate, to draft changes to this plan. The after action review will include a summary of situation reports, actions taken, and final status of personnel, facilities, equipment, and resources. The after action review will then reinforce the things that went well and identify areas needing improvement.

Command Post – The location from which the Incident Commander directs emergency operations.

DRC – The Disaster Recovery Center (DRC) is a place manned by local, state, and federal agencies and organizations where disaster victims can find out what types of assistance are available to them.

EMD – The Emergency Management Director (EMD) is responsible for developing and maintaining the EOP and EOC at each government level.

EOC – The Emergency Operations Center (EOC) is the centralized location that serves as the command center for emergency operations. Here information is collected, displayed and evaluated. Coordination between school administrators and emergency response agencies takes place in the EOC and resources are managed.

EOP – The Emergency Operations Plan

ERT – Emergency Response Teams (ERT) assume functional responsibilities as part of the Incident Command System (ICS)

Exercises – An activity designed to promote emergency preparedness; test or evaluate emergency management plans, procedures of facilities; train personnel in emergency response duties, and demonstrate operational capability. There are four types of exercises utilized by Ozark RVI School District: drills, tabletops, functional, and full-scale.

HAZMAT – Hazardous Material

ICS – Incident Command System is the national model for command and control at the incident level in an emergency. See also NIMS.

JIC – The Joint Information Center (JIC) is the public information part of the EOC, where the unified command coordinates news releases, statements, and responses to media inquiries.

LEPC – Local Emergency Planning Committee, normally organized at the county level, oversees hazardous material response for the community.

Mitigation – The on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced.

NIMS – National Incident Management System is the consistent nationwide template for coordination of government, private-sector, and nongovernmental organizations above the incident commander (ICS) level during emergencies.

PIO - The Public Information Officer is the individual within the Incident Command System responsible for informing the public and releasing information to the media.

Recovery – Getting the school operation back to normal following an emergency.

SOG – Standard Operating Guideline is a ready reference to those procedures that are unique to a situation and which are used for accomplishing specialized functions.

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Emergency Operations Plan

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Ozark R-VI School District
EMERGENCY OPERATIONS PLAN

I. INTRODUCTION

The Ozark R-VI School District 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 Ozark R-VI 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 this 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 Ozark R-VI School Board policy.

C. SITUATION OVERVIEW/HAZARD ANALYSIS SUMMARY

1. School District Population

For the ~~2015-2016~~ 2016-2017 school year approximately ~~5540~~ 5680 students are enrolled in Ozark schools with approximately ~~850~~ 8 employees.

2. School District Buildings

The Ozark School District consists of 14 15 buildings covering an area of over 78 square miles. Enrollment and location of each building in the district is located in Appendix 1. An explanation of the hallway color coding and triangle system is located in Appendix 2. A map of each building which includes the hallway color coding and exits are located in Appendix 3

3. Hazard and Vulnerability Assessment Summary

In ~~2013~~ 2017 the Emergency Operations Planning Committee updated the hazard analysis to identify circumstances in the schools or near the campuses that may present unique problems or potential risk to people or property.

This information was compiled through a risk analysis where information from several sources was combined to produce a relative threat or risk potential percentage. After completing the analysis we chose to include in this manual hazards or threats that received a ~~39%~~ 40% or above. This information will be used to better plan for those events posing the greatest threat to the Ozark School District. This information is not inclusive to all disasters that could happen in the area. A review of the data will occur annually.

Information used to complete the risk analysis included the probability based on likelihood the event would occur from historical data, severity based on magnitude and mitigation, and risk developed from combined data of probability and severity. See Appendix 5 for the detailed list. Procedures for each risk are found in the Hazard/Threat Annexes.

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.

4. Preparedness, Prevention and Mitigation Overview

Preparedness involves the ongoing efforts of planning, organizing, training equipping, exercising, evaluating, and taking corrective action. This includes 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 on-going efforts to eliminate hazards or reduce the likelihood of their occurrence. Ozark R-VI 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 building in the district offer greater protection of our students. In addition, Ozark 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 Christian County Emergency Disaster Operations Plan and Hazard Mitigation Plan, which describe the overall emergency management procedures for the county.

Prevention and mitigation measures currently in place include:

- a) Bomb Threat
 - 1) Securing all entrance against access from the outside
 - 2) Keeping all internal storage places, including custodial closets and student lockers, that may serve as a hiding place for bombs secured at all times
 - 3) Minimizing clutter in hallways and classrooms to facilitate searches
 - 4) Minimizing the presence of hazardous flammable/ explosive materials in the school as part of the instructional and maintenance supplies
 - 5) Knowing how to shut off the gas and utilities
- b) Fire
 - 1) Fire extinguishers in buildings as required by state standards. Staff trained in their operation

- 2) Smoke detectors tied in with the fire alarm system
- c) Hazardous Material Spill/ Leak
 - 1) Material Safety Data Sheets posted on all hazardous materials, which are inventoried prior to school opening each August.
 - 2) Procedures in place to close windows and shut off the ventilation system as appropriate.
- d) Health Emergency: Bioterrorism
 - 1) Students and staff trained on epidemiology, symptoms of diseases, the importance of good hygiene/ sanitation, and safeguarding against blood borne pathogens
 - 2) Vinyl or non-latex gloves are available for sorting and opening mail
- e) Intruder
 - 1) Entrances to the buildings are secure to limit access to the interior of the buildings
 - 2) Procedures are in place in each building for screening and monitoring visitors, including a visitor badge system
 - 3) School Police Officers are visible throughout the district in the buildings
- f) Suicide
 - 1) First point of contact for Mental health assistance is available through the counseling office at the schools
 - 2) Caring community with zero tolerance for bullying
 - 3) Counseling staff is trained in asking the right questions to assess potential risk (QPR: Question, Persuade, Refer)
 - 4) Administration and School Police are available for emergent situations
- g) Tornado -Tied in with the State/County/City emergency warning system.
- h) Traumatic Injury or Death of a Student or Staff Member
 - 1) Nurse and trained first aid teams
 - 2) Emergency medical supplies are available in nurse's office and located throughout buildings
 - 3) Automatic external defibrillator are located at each building site
 - 4) First point of contact for Mental health assistance is available through the counseling office at the schools
 - 5) 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 Ozark R-VI School District may deviate from the plan if certain assumptions prove not to be true during operations. This Emergency Operations Plan assumes:

- a) The Ozark 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 direction 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 EOPs 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 Ozark R-VI 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, Ozark 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, Ozark 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 Ozark 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.

Ozark 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. Ozark R-VI School District participates in local government's NIMS preparedness program and incorporates the district and school plans into the community EOP.

3. Five members of the Ozark R-VI School District attended FEMA's Emergency Management Institute summer 2012, for E/L361 Multi-Hazard Emergency Planning for Schools. The district was represented by the assistant superintendent, the communications department, school administrator, school nurse, and the school police department. Another training was held in November, 2013, to train Ozark staff members including the director of operations, a school police officer, two building administrators, and a representative from the maintenance department.
4. 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 Ozark R-VI 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 Ozark R-VI 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

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

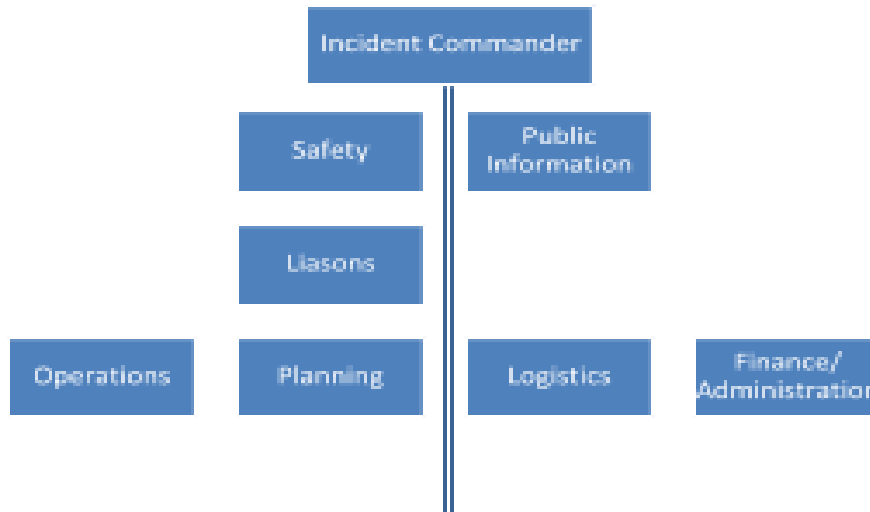
The principal or his/her designee is responsible for activating the school EOP, including common and specialized procedures as well as hazard-specific incident plans. The

principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

III. DIRECTION, 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 Ozark 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.

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

Specific responsibilities include:

- Analyze school/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 Section
- Document all activities.

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

Strike Team	Potential Responsibilities
Search and Rescue Team	<p>Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or if it is unsafe to move the persons, that their location are documented so that professional responders can locate them easily and extricate them.) Search and Rescue teams are also responsible for:</p> <ul style="list-style-type: none"> ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services.</p> <p>First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ● Setting up first aid area ● Assessing and treating injuries ● Completing an injury list <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/ Shelter/ Care Team	<p>Evacuation, shelter, and care of student, staff and visitors in an incident are among the most important tasks faced by schools. These tasks include student accounting, protections from the weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/ Care team is responsible for:</p> <ul style="list-style-type: none"> ● Accounting for the whereabouts of all students, staff, and visitors ● Setting up a secure assembly area ● Managing sheltering and sanitation operations ● Coordinating with Reunification Team ● Coordinating with Logistics Section to secure the needed space and supplies

Facility and Security Response Team	<p>The Facility and 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.
Crisis Intervention Team	<p>The Crisis Intervention Team is Responsible for:</p> <ul style="list-style-type: none"> • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Monitoring well-being of school Incident Management Team staff, and students, and reporting all findings to the Operations Sections Chief.
Student Reunification Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Reunification Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up a secure reunion area. • Checking student contact information system for authorized releases • Completing release logs • Coordinating with the Public Information Officer on external messages

3) Planning Section:

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

Duties may include:

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

4) Logistics Section:

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

Additional responsibilities include:

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

5) Finance/Administration Section:

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

Additional duties may include:

- Assume responsibility for overall documentation and record keeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure 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 POLICY/COORDINATION GROUP

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center to work with the Incident Commander. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.

- Provide factual information, both internally and externally through the Joint Information Center.

C. COMMUNITY EMERGENCY OPERATIONS PLANNING

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

D. COORDINATION WITH FIRST RESPONDERS

An important component of the Ozark 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 Ozark 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 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.

E. SOURCE AND USE OF RESOURCES

Ozark R-VII School District will use its own resources and equipment to respond to incidents until incident response personnel arrive.

IV. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Ozark 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:

Telephone Tree Automated Calling System: 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 Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Electronic/Digital Tools: The district will use available digital communications tools including email, 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 Ozark 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 COMMUNICATION

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 Ozark 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, Ozark School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.

- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and e-news.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Ozark School will:

- Disseminate information via text messages, automated calling system, radio announcements, social media and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After a major incident, Ozark School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With the Media

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

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

All Ozark School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center

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 broadcast Ozark School's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible.

To combat rumors, Ozark School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated. Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Use district social media and digital tools to post accurate information
- Actively troll social media sites to identify false information and speculations
- After the immediate incident response period, Ozark School 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. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Ozark School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Ozark R-VI School District Office of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. COMMUNICATION TOOLS

Some common internal and external communication tools that Ozark School may use include the following:

Standard telephone: Ozark 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.

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.

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/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Automated calling system: District mass calling system used to notify parents and staff members

Social Media: District sponsored electronic media sites designed to inform staff and community members

OZTV and Channel 3: Live streaming or recorded messages available to anyone with web access or local cable

V. ADMINISTRATION, FINANCE, AND LOGISTICS

A. AGREEMENTS AND CONTRACTS

If school resources prove to be inadequate during an incident, Ozark 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

Ozark R-VI 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:

- 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. [Note: This would include materials, supplies and OT for incidents such as winter storms]

2. Incident Costs

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

- Personnel costs, especially overtime costs,
- Equipment operations costs,

- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations.
- These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school 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. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

A. APPROVAL AND DISSEMINATION OF THE PLAN

The Ozark R-VI School Board together with the - Emergency Operations Planning Team Committee will approve and disseminate the plan and its annexes following these steps:

- The Emergency Operations Planning Committee will review and update the Emergency Operations Plan
- The Emergency Operations Planning Committee will present the Plan for comments or suggestions by the building and district administrators
- The Plan will be presented to the Ozark School Board
- The Plan will be distributed to organizations and individuals as identified in the plan

B. PLAN REVIEW AND UPDATES

A schedule will be made to review the basic plan and its annexes annually by Emergency Operations Planning Committee and others deemed appropriate by school administrators. The District Emergency Operations Plan will be updated based on changes in school structure, resources and capabilities, deficiencies identified during incident management activities and exercises, and when changes in threat hazards occur.

C. 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, the name of the person who made the change, and the date the changes were disseminated to agencies. The record of changes will be in table format and included in the Emergency Operations Plan. The Emergency Operations Planning Committee will be responsible for maintaining the Record of Changes.

D. RECORD OF DISTRIBUTION

Copies of the Emergency Operations Plan will be distributed to those as documented on the Distribution List in the Plan. The date the plan is delivered, the organization that receives the plan, the title and name of the person receiving the plan, number of copies delivered and the format (electronic or hardcopy) will also be recorded.

E. TRAINING AND EXERCISING THE PLAN

The Ozark R-VI 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. (See Appendix 4 for sample form)

VII. AUTHORITIES & REFERENCES

- Federal Civil Defense Act of 1950, Public Law 81-920.
- Title 42, United States Code (USC), Chapter 68, Disaster Relief, Sections 5121-5204 [Robert T. Stafford Emergency Assistance and Disaster Relief Act, Federal Public Law 93-288, as amended].
- “Guide for State and Local All-hazard Emergency Operation Planning,” Federal Emergency Management Agency.

- Missouri Revised Statute 44.080
- Missouri Revised Statute 160.480
- Missouri Code of State Regulation, Title 11, Div 10, Chapter 11.

APPENDICES

Appendix 1

Chart of District Buildings and Enrollment

District Office	302 N. 4 th	582-5900
Transportation Building	1826 S. 15 th Street	582-4735
Maintenance	1109 W. Jackson	581-5050
Career Center	802 W. Jackson	582-5935/582-5934
Agriculture Building	360 Old Prospect Road	485-3522
Tech/Maintenance	1441 E. Lloyd Street	

NAME OF SCHOOLS	GRADE LEVELS	ADDRESS	Telephone (xxx) 417-	Start/End Times	# Students	# Staff
Ozark High School	9-12	1350 W. Bluff Drive	582-5901	8:00 - 3:00	1673	163
Finley River School/Technology Nutrition Services	9-12	500 W. Daniels	582-4715	8:00- 2:45	38	8
Ozark Jr. High	7-8 8	1109 W. Jackson	582-5902	7:50 - 2:50	405	70
Upper Elementary Middle School	5-6 6-7	3600 N. State Hwy NN	582-5903	7:35 - 2:35	868	91
East Elementary	K-4 K-5	2449 E. Hartley Rd.	582-5906	8:45 - 3:45	664	79
North Elementary	K-4 K-5	3608 N. State Hwy. NN	582-5904	8:45 - 3:45	656	68
South Elementary	K-4 K-5	1250 W. South St.	582-5905	8:45- 3:45	643	69
West Elementary	K-4 K-5	3105 W. State Hwy CC	582-5907	8:45 - 3:45	642	
Early Childhood Ed	Pre-K	202 N. 4 th Street	582-5992	6:45am – 6:00pm	120	48

Center						
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Appendix 2
Explanation of Hall and Exterior Door Triangles

Emergency Service Triangles

The emergency service triangles are 3" color coded reflective vinyl decal. The decals have been placed on the lower left and top right-hand corners of each exterior door frame on each building owned by the Ozark R-VI School District. A decal has also been placed in the center of each interior doorway frame. Each hallway, entrance and exit has been color-coded to coincide with the emergency service triangles to assist emergency personnel on locations within and outside of our school owned buildings. Essentially we are attempting to create a roadmap within our buildings. This is to assist emergency personnel within our buildings who are unfamiliar with our floor plans, to expedite their response times and to assist in the safety of our students and staff.



Appendix 3
Map of School Campuses

See Example of School Maps

Appendix 4
AFTER ACTION REVIEW RECORD
EMERGENCY MANAGEMENT EXERCISE

Organization(s) involved in the exercise: _____

Date of the exercise: _____ Start Time: _____

Type of exercise: (check one)

- _____ Drill
- _____ Tabletop
- _____ Orientation
- _____ Functional
- _____ Full-scale

Type of incident: (check one)

- _____ Fire
- _____ Tornado
- _____ Earthquake
- _____ Intruder
- _____ Other: specify _____

Time at which there was 100% accountability for students, staff, and visitors _____

Exercise termination time _____

After Action Review Record:

Individuals included: _____ (continue on back)

Things that went well:

Things that should be improved on:

Record completed by: _____

Administrator Signature: _____

FUNCTIONAL ANNEXES

Annex 1

THREAT ASSESSMENT PROCEDURES

Threats will be assessed before they are acted on. Threat assessment inquiry should be initiated if there is credible information that passes a threshold of concern. Individuals who become the focus of threat assessment inquiries may come to the attention of authorities in a number of ways, including communications that cause concern, weapons-seeking, weapons-use, tips from others, etc.

The assessment inquiry will be accomplished by a multidisciplinary team, which will include a school administrator, a faculty member, the school resource officer, the counselor, and a mental health professional. Laws pertaining to information access and dissemination, as well as searches of persons or property, will be complied with. Information gathered by the team will be organized into 4 categories:

- Information about the individual(s) suspected of making the threat
- Information about “attack-related” behavior (planning, weapons acquisition/practice, casing out possible sites, rehearsing, etc.)
- Motives
- Target selection

Most threats are anonymous or under a false name. If the identification of the person making the threat cannot be determined, the assessment must be based on the information contained in the threat itself. There are three categories of threats:

- Low Level—the threat is vague/lacks detail, contains inconsistent information, and is not plausible.
- Medium Level—wording suggests the person making the threat has given thought to how the act will be carried out, providing general information about the place and time, but there is no strong indication of preparatory steps having been taken.
- High Level—wording is direct, specific and plausible. The threat suggests that concrete steps have been taken toward carrying out the act.

If, however, the identity of the person making the threat can be determined, then the 4-pronged Assessment Model should be used:

- Assess the personality of the person making the threat (how s/he copes with conflict, expresses anger, responds to rules, etc.)
- Assess the family dynamics
- Assess the school dynamics

Appendix 5

Hazard and Vulnerability Analysis

School Hazard and Vulnerability Analysis

This document is a sample Hazard Vulnerability Analysis tool. It is not a substitute for a comprehensive emergency preparedness program. Individuals or organizations using this tool are solely responsible for any hazard assessment and compliance with applicable laws and regulations.

INSTRUCTIONS:

Evaluate potential for event and response among the following categories using the hazard specific scale. Assume each event incident occurs at the worst possible time (e.g. during school hours).

Please note specific score criteria on each work sheet to ensure accurate recording.

Issues to consider for **probability include**, but are not limited to:

- | | |
|----------------------------------|-------------------------|
| 1 Known risk | High= 1 time/year |
| 2 Historical data | Med= 1 time/2-10 years |
| 3 Manufacturer/vendor statistics | Low= 1 time/10-50 years |

Issues to consider for **response include**, but are not limited to:

- 1 Time to marshal an on-scene response
- 2 Scope of response capability
- 3 Historical evaluation of response success

Issues to consider for **human impact include**, but are not limited to:

- 1 Potential for staff death or injury
- 2 Potential for student death or injury

Issues to consider for **property impact include**, but are not limited to:

- 1 Cost to replace
- 2 Cost to set up temporary replacement
- 3 Cost to repair
- 4 Time to recover

Issues to consider for **school impact include**, but are not limited to:

- 1 School interruption
- 2 Employees unable to report to work
- 3 Parents unable to reach facility
- 4 School in violation of contractual agreements
- 5 Imposition of fines and penalties or legal costs
- 6 Interruption of student supplies
- 7 Interruption of product distribution
- 8 Reputation and public image
- 9 Financial impact/burden

School Hazard and Vulnerability Analysis

Issues to consider for **preparedness** include, but are not limited to:

- 1 Status of current plans
- 2 Frequency of drills
- 3 Training status
- 4 Insurance
- 5 Availability of alternate sources for critical supplies/services

Issues to consider for **internal resources** include, but are not limited to:

- 1 Types of supplies on hand/will they meet need?
- 2 Volume of supplies on hand/will they meet need?
- 3 Staff availability
- 4 Coordination with MOBs
- 5 Availability of back-up systems
- 6 Internal resources ability to withstand disasters/survivability

Issues to consider for **external resources** include, but are not limited to:

- 1 Types of agreements with community agencies/drills?
- 2 Coordination with local and state agencies
- 3 Coordination with proximal health care facilities
- 4 Coordination with treatment specific facilities
- 5 Community resources

Complete all worksheets including **Natural, Technological, and Human**.

The summary section will automatically provide your specific and overall relative threat.

Location: Ozark
Schools

HAZARD AND VULNERABILITY ASSESSMENT TOOL
NATURALLY OCCURRING EVENTS

EVENT 2017	PROBABILITY <i>Likelihood this will occur</i>	SEVERITY = (MAGNITUDE - MITIGATION)						RISK <i>Relative threat*</i>	Comments
		HUMAN IMPACT <i>Possibility of death or injury</i>	PROPERTY IMPACT <i>Physical losses and damages</i>	SCHOOL IMPACT <i>Interruption of services</i>	PREPARED-NESS <i>Preplanning</i>	INTERNAL RESPONSE <i>Time, effectiveness, resources</i>	EXTERNAL RESPONSE <i>Community/ Mutual Aid staff and supplies</i>		
SCORE	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 - 100%	
Tornado-Indirect Hit	3	3	3	2	1	1	1	61%	
Winter Storm	3	2	2	3	1	1	2	61%	
Severe Thunderstorm	3	1	2	2	2	2	2	61%	
Temp Extreme-Hot	3	3	1	1	1	1	1	44%	
Flood, External	3	1	2	1	1	1	1	39%	
Temp Extreme-Cold	3	1	1	1	1	1	1	33%	
Epidemic-Natural	2	2	0	2	1	1	1	26%	
Tornado-Direct Hit	1	3	3	3	1	1	2	24%	
Earthquake	1	2	2	2	2	2	2	22%	
Wild Fire	1	1	1	1	1	1	1	11%	
AVERAGE SCORE	2.30	1.90	1.70	1.80	1.20	1.20	1.40	39%	

*Threat increases with percentage.

PROBABILITY * SEVERITY = RISK		
0.77	0.51	0.39

**HAZARD AND VULNERABILITY ASSESSMENT TOOL
TECHNOLOGICAL HAZARD EVENTS**

Location: Ozark Schools

EVENT 2017	PROBABILITY <i>Likelihood this will occur</i>	SEVERITY = (MAGNITUDE - MITIGATION)						RISK <i>Relative threat*</i>	Comments
		HUMAN IMPACT <i>Possibility of death or injury</i>	PROPERTY IMPACT <i>Physical losses and damages</i>	SCHOOL IMPACT <i>Interruption of services</i>	PREPARED-NESS <i>Preplanning</i>	INTERNAL RESPONSE <i>Time, effectiveness, resources</i>	EXTERNAL RESPONSE <i>Community/ Mutual Aid staff and supplies</i>		
SCORE	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 - 100%	
Electrical Failure	3	1	1	2	1	2	2	50%	
HVAC Failure	3	1	1	1	2	2	1	44%	
Water Failure	3	0	1	3	1	1	1	39%	
Radio/cellular Failure	3	0	0	2	2	2	1	39%	
Sewer Failure	3	0	1	2	1	1	1	33%	
Fire Alarm Failure	3	0	0	1	1	1	2	28%	
External Internet Failure	3	0	0	1	1	1	2	28%	
Fire, Internal	2	1	2	1	1	1	1	26%	
Natural Gas Failure	1	1	1	3	1	1	1	15%	
Network Failure	2	0	0	2	1	1	0	15%	
Hardline Communications Failure	1	0	0	1	1	2	2	11%	
AVERAGE SCORE	2.45	0.36	0.64	1.73	1.18	1.36	1.27	30%	

*Threat increases with percentage.

PROBABILITY * SEVERITY = RISK		
0.82	0.36	0.30

Location: Ozark Schools

**HAZARD AND VULNERABILITY ASSESSMENT TOOL
HUMAN RELATED EVENTS**

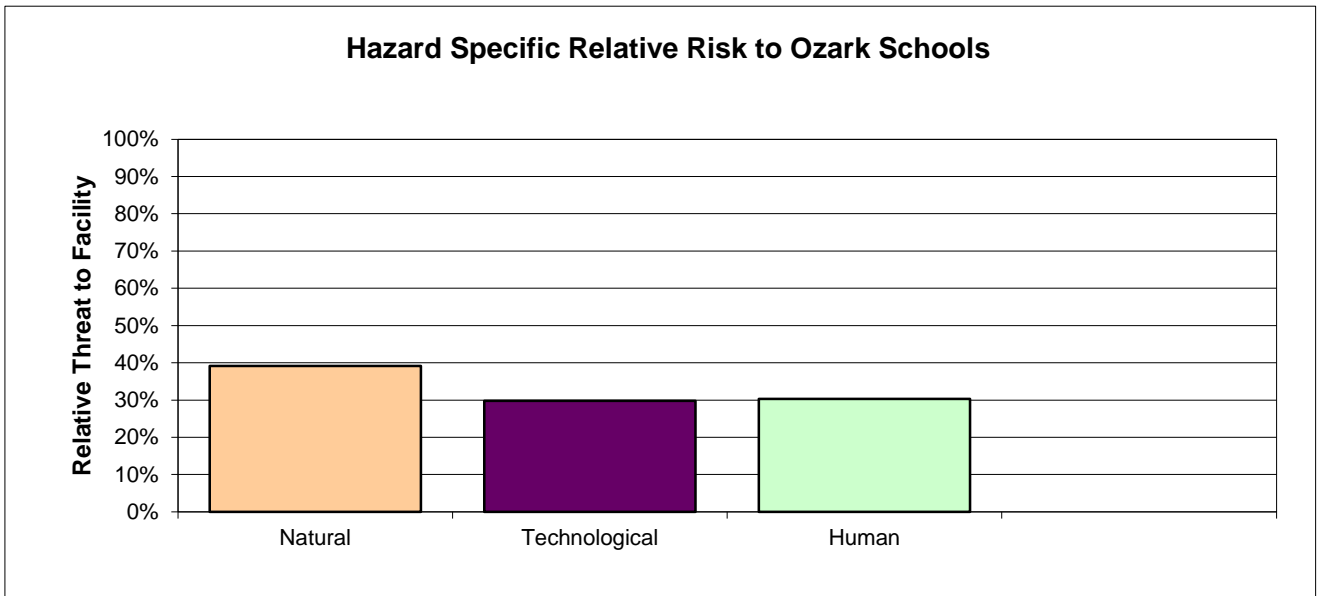
EVENT 2017	PROBABILITY <i>Likelihood this will occur</i>	SEVERITY = (MAGNITUDE - MITIGATION)						RISK <i>Relative threat*</i>	Comments
		HUMAN IMPACT <i>Possibility of death or injury</i>	PROPERTY IMPACT <i>Physical losses and damages</i>	SCHOOL IMPACT <i>Interruption of services</i>	PREPARED-NESS <i>Preplanning</i>	INTERNAL RESPONSE <i>Time, effectiveness, resources</i>	EXTERNAL RESPONSE <i>Community/ Mutual Aid staff and supplies</i>		
SCORE	0 = N/A = Low Moderate 1 2 = 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = Low 2 = Moderate 3 = High	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 = N/A 1 = High 2 = Moderate 3 = Low or none	0 - 100%
Bus Accident	3	2	2	1	2	1	1	50%	
Armed Assailant-Hostage Situation	2	3	2	3	2	2	1	48%	
Intruder/Security threat	3	1	0	2	1	1	1	33%	
Bomb Threat	2	0	0	3	2	2	1	30%	
Student release Issues	3	1	0	1	1	1	1	28%	
Unaccounted for Student	3	1	0	1	1	1	1	28%	
Terrorism	1	3	3	3	2	2	1	26%	
Hazmat Internal	2	1	1	1	1	1	1	22%	
Workplace Violence	1	1	1	1	1	1	1	11%	
Hazmat External	1	1	1	1	1	1	1	11%	
AVERAGE	2.10	1.40	1.00	1.70	1.40	1.30	1.00	30%	

*Threat increases with percentage.

PROBABILITY * SEVERITY = RISK		
0.70	0.43	0.30

SUMMARY OF OZARK SCHOOLS HAZARDS ANALYSIS

	Natural	Technological	Human	
Probability	77%	82%	70%	
Severity	51%	36%	43%	
Hazard Specific Relative Risk:	39%	30%	30%	



This document is a sample Hazard Vulnerability Analysis tool. It is not a substitute for a comprehensive emergency preparedness program. Individuals or organizations using this tool are solely responsible for any hazard assessment and compliance with applicable laws and regulations.

- Assess the social dynamics

The three assessments of dynamics are based on patterns of behavior and thinking, attitudes, access to weapons/drugs, and choice of friends, activities, entertainment, reading material, etc.

Put it all together by following four steps:

- Step One—Receipt of information by the school's multidisciplinary threat assessment team and notification of the district office
- Step Two—Assess the threat itself
- Step Three—Conduct a 4-pronged assessment if the ID of the person making the threat is known
- Step Four—Involve law enforcement in conducting a threat investigation as appropriate and in deciding on the threat level and appropriate response

All bomb threats must be taken seriously and carefully analyzed. The bomb report should be treated as genuine until investigated and until a search of the school has been completed. The decision-making process begins by gathering as much information about the bomb report as possible. Factors that will be considered include:

- Have there been national bomb incidents lately?
- Have there been other hoaxes lately?
- Has a hostile student been suspended lately?
- Are there exams scheduled for today?
- Is it senior skip day?
- Any unexplained student unrest?
- Any rumors circulating about a student threatening to harm others?
- How much information did the caller provide?
- Consider the seriousness of the voice of the caller.
- Were specific details given?
- Any missing chemicals?
- Did the caller have knowledge of the design of the school?
- Any recent break-ins?
- Did the caller give repeated warnings? (This seriously escalates the degree of danger.)
- Check surveillance tapes.
- Large-scale bomb incidents, such as Oklahoma and the embassy building in New York received no warnings.

There are five possible alternatives in response to a bomb threat:

- Conduct a low profile search of the exterior grounds and public areas of the building.

- Conduct a comprehensive search, having all staff search their work area, in addition to the grounds and public areas, so the entire building is covered.
- Search with partial evacuation.
- Evacuate after searching.
- Evacuate immediately. [This is an option that on face value appears to be the preferred approach. Evacuating personnel may, however, increase rather than decrease the risk of injury.]

Bombs are three times more likely to be planted outside buildings than inside. Bombs planted inside buildings are most often found in the public areas. One obvious result of evacuation is the disruptive effect on the school community and the possibility of encouraging prank calls. To discourage this, move students to another facility and hold them. Do not release students unless they will be required to make up the school day.]

General bomb search guidelines:

- Turn off all electronic transmitters (radios, cell phones, etc.)
- Start on the outside of the school and work inward.
- When inside, start at the bottom and work up. Divide the room into various search levels. First sweep all objects resting on the floor or built into the walls up to waist height. Second sweep the room from waist height to chin height. Finally sweep from the top of the head to the ceiling, including air ducts, window tops and light fixtures.
- Search personnel always work toward each other.
- Listen for background noises.
- If a suspicious object is found, do not touch it. Report it immediately.

Resources utilized in preparing the threat assessment plan are:

Threat Assessment In Schools: A Guide To Managing Threatening Situations and To Creating Safe School Climates, U.S. Secret Service and U.S. Department of Education, May 2002
The School Shooter: A Threat Assessment Perspective, FBI Academy, undated

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

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

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

II. SCOPE

It is the responsibility of Ozark 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 Ozark 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. Ozark School District relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

III. 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>ICS</p>	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/district ● Ensure systems are in place for rapid contract execution after an incident.
<p>Administrator</p>	<ul style="list-style-type: none"> ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students (out of district or into alternative schools). ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ● Reevaluate the curriculum.
<p>Custodians/Maintenance Personnel</p>	<ul style="list-style-type: none"> ● 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. ● Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or relandscaping).
<p>Secretary/Finance Office Staff</p>	<ul style="list-style-type: none"> ● Maintain inventory. ● Maintain essential records (and copies of records) including school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and

	<p>personal records.</p> <ul style="list-style-type: none"> ● Retrieve, collect, and maintain personnel data. ● Provide accounts payable and cash management services.
Counselors, and School Nurses	<ul style="list-style-type: none"> ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols.
Food Service/Transportation	<ul style="list-style-type: none"> ● Determine how transportation and food services will resume.
Information Technology	<ul style="list-style-type: none"> ● Work with district staff to bring the student information system back on-line

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.

IV. PROCEDURES

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

A. Activation and Relocation

Administration will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The ICS or designee (with

delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification systems as important information becomes available.

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the Carl G Hefner Center. For a longer term arrangement, schools in the immediate vicinity of Ozark would be utilized if possible. Contingent alternative facilities are listed below:

Alternate Facility	Can Replace This Primary Facility	Street Address	Contact Information
James River Assembly of God Church	Temporarily	6100 N 19 th St Ozark, MO	Kurt Parsley
Ozark Tech Community College	Temporarily	3369 W. Jackson St. Ozark, MO	Jeff Jochems

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

E. Interoperable Communications/Backup Sites

As noted above, the Carl G Hefner Enterprise Center will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

Ozark student records along with student and staff data are stored on-line. These sites are maintained in multiple redundant locations across the continental United States. Payroll and accounts receivable data are backed up daily. The backup tapes are housed in an offsite location in an adjoining town.

F. Vital Records and Retention File

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

G. Human Capital Management

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

H. Reconstitution

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

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

HAZARD AND THREAT SPECIFIC ANNEXES

Natural (N) Hazards:

Annex N1: Tornado- Community

I. Purpose

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. In past years Christian County has record several tornado touchdowns; consequently, Ozark is considered at risk for tornadoes. Any type of tornado touchdown in the county could prove to be disastrous. The purpose of this annex is to ensure that there are procedures in place to protect staff and students.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a tornado within the Ozark R-VI school district boundaries.

III. Core Function

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

Operational functions or procedures that may be activated in the event of a tornado in the Ozark R-VI school district include the following:

1. Evacuation
2. Reverse Evacuation
3. Parent-Student Reunification
4. Special Needs Population
5. Recovery: Psychological Healing
6. Usage of our facilities by outside agencies

B. Activating the EOP

The building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- a. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
- b. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site

- c. Delegate a search team to ensure that all students have been evacuated
 - d. Activate communications plan
 - e. Determine if additional procedures should be activated
 - f. Communicate with transportation department
 - g. Notify the principal of the status and action taken. The principal/Policy Group shall notify the superintendent of schools
 - h. Update the principal, Incident Management Team, and Section Chiefs of any significant changes
 - i. Do not allow staff and students to return/leave the building until proper authorities have determined that it is safe to do so
 - j. Determine whether school will be closed or remain open
 - k. Give the all clear signal after the threat has passed.
 - l. Document all actions taken
2. Incident management Team and Section Chiefs Actions
- a. Move staff and students away from any immediate danger
 - b. Monitor radio and internet for updated information and report any developments to the Incident Commander
 - c. Review procedures with staff as needed
 - d. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
 - e. Implement the internal and external communications plan
 - f. Coordinate relocation centers and determine an alternate relocation center, if needed
 - g. Implement additional procedures as instructed by the incident commander
 - h. Take appropriate action to safeguard school property
 - i. Document all actions.
3. Staff Actions:
- a. Execute evacuation duck and cover procedures when instructed by the Incident Management Team and/or Section Chiefs
 - b. Remain in the sheltered area until the all clear signal has been issued
 - c. Move students away from immediate vicinity of danger
 - d. Take the class roster and to-go kits
 - e. Take attendance for accountability
 - f. Remain with students throughout the evacuation process
 - g. Report location and type of any hazardous material, if present, to the incident commander
 - h. Execute shelter in place procedures when instructed by the incident management team

- i. 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.
 - j. Document all actions taken
4. Transportation:
- a. 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.
 - b. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

Annex N2: Winter Storm

I. Purpose

Although excessive snowfalls with prolonged severe cold, ice storms, or producing blizzard conditions are rare in Southwest Missouri, they do occur. Most snow usually falls during the months of December, January, February and March. Southern Missouri Counties average 8-12 inches of snow a year. Ice storms have potential to disrupt transportation and operational functions of the district.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a winter storm within the Ozark R-VI school district boundaries.

III. Core Function

The National Weather Service in Springfield and other local agencies provide constant weather monitoring based on forecasts and current conditions. In the event of a winter storm, the Incident Commander, or principal, may activate the EOP and implement the Incident Command System.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of a winter storm in the Ozark R-VI school district include the following:

1. Reverse Evacuation
2. Relocation
3. Parent-Student Reunification
4. Special Needs Population
5. Continuity of Operations (COOP)
6. Shelter In-Place
7. Usage of our facilities by outside agencies

B. Activating the EOP

1. Incident Commander Actions

- a. Determine whether school will be closed, remain open, or late start
- b. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation/early release is required.
- c. Activate communications plan
- d. Determine if additional procedures should be activated.
- e. Issue directed transportation instruction if students will be evacuated/released early by means of buses and cars.
- f. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- g. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- h. Communicate with director of transportation
- i. Do not allow staff and students to leave the building until it is determined that it is safe to do so.
- j. Document actions taken

2. Incident management Team and Section Chiefs Actions

- a. Monitor radio and internet for updated storm information and report any developments to the Incident Commander
- b. Review procedures with staff as needed.
- c. Disseminate information about the incident and follow up actions such as adjusted lunch schedule, time of release, bus driver report time, cancellation of after school activities, etc.
- d. Implement the internal and external communications plan
- e. Implement additional procedures as instructed by the incident commander
- f. Take appropriate action to safeguard school property.
- g. Document all actions.

3. Staff Actions:

- a. Execute evacuation/early release procedures when instructed by the Incident Management Team and/or Section Chiefs
- b. Remain with students throughout the evacuation process
- c. Document all actions taken
- d. Execute shelter in place procedures when instructed by the incident management team.

4. Transportation Department:

- a. Evacuation/early release is by bus.

- b. Use two way radios to communicate with the incident commander, incident management team, section chiefs and transportation coordinator.

Annex N3: Severe Thunderstorm

I. Purpose

A severe thunderstorm is when Doppler weather radar indicates that a thunderstorm is producing dangerously large hail, heavy rainfall, lightning and/or high winds, capable of causing significant damage. In southwest Missouri severe thunderstorm warnings does not account for lightning, a significant hazard in any thunderstorm, or flooding caused by a thunderstorm's extreme rainfall (a flood advisory or flash flood warning is issued in these cases).

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a severe thunderstorm within the Ozark R-VI school district boundaries.

III. Core Function

Staff, faculty, and students will be notified of any imminent or confirmed severe thunderstorms based on warnings issued by the National Weather Service in Springfield. The buildings will activate their particular alarm systems and follow building protocol. In the event of a severe thunderstorm warning, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of a severe thunderstorm in the Ozark R-VI school district include the following:

1. Reverse Evacuation
2. Parent-Student Reunification
3. Special Needs Population
4. Continuity of Operations (COOP)
5. Shelter In-Place
6. Usage of our facilities by an outside agency

B. Activating the EOP

1. Incident Commander Actions
 - a. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation/reverse evacuation is required.
 - b. Activate communications plan
 - c. Determine if additional procedures should be activated
 - d. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
 - e. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
 - f. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
 - g. Do not allow staff and students to return/leave the building until proper authorities have determined that it is safe to do so.
 - h. Communicate with transportation director.
 - i. Determine whether school will be closed or remain open.
 - j. Document all actions taken.
 - k. Notify local law enforcement of intent to shelter in place.
 - l. Give the all clear signal after the threat has passed.
2. Incident Management Team and Section Chiefs Actions
 - a. Monitor radio and internet for weather information and report any developments to the Incident Commander
 - b. Review procedures with staff as needed
 - c. Implement the internal and external communications plan
 - d. Implement additional procedures as instructed by the incident commander
 - e. Take appropriate actions to safeguard school property
 - f. Document all actions
3. Staff Actions:
 - a. Execute reverse evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs
 - b. Take the class roster and to-go kits
 - c. Take attendance before leaving the campus
 - d. Remain with students throughout the evacuation process
 - e. Upon arrival at the safe site take attendance. Report any missing or injured students to the section chief.
 - f. Document all actions taken
 - g. Remain in the sheltered area until the all clear signal has been issued.
 - h. Move students away from immediate vicinity of danger

3. Transportation Director:
 - a. Reverse evacuation may be by bus.
 - b. Direct buses caught in the storm take shelter as needed.
 - c. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

Natural Hazards: Temperature Extreme – Heat

- I. Purpose
When the heat index is high, heat stroke and heat exhaustion poses a threat to human health and life. Adequate measures should be taken to protect against this as well as dehydration. A warning is issued by the National Weather Service if the temperature rises to an unsafe level.
- II. Scope
The annex outlines additional responsibilities and duties as well as procedures for staff responding to temperature extreme-heat within the Ozark R-VI school district boundaries.
- III. Core Function
The National Weather Service in Springfield and other local agencies provide constant weather monitoring based on forecasts and current conditions. In the event of forecasted or actual extreme heat temperatures, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.
 - A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of extreme heat in the Ozark R-VI school district include the following:
 1. Reverse Evacuation
 2. Special Needs Population
 3. Continuity of Operations (COOP)
 4. Shelter In-Place
 5. Usage of our facilities by outside agencies
 - B. Activating the EOP
 1. Incident Commander Actions
 - a. Issue a warning order that a change in school operations may happen
 - b. Activate communications plan
 - c. Prepare for reverse evacuation to bring all persons inside the building

- d. Determine whether school will be closed or remain open.
- e. In consultation with the principal/Policy Group determine if evacuation is required.
- f. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- g. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- h. Do not allow staff and students to leave the building until proper authorities have determined that it is safe to do so.
- i. Communicate with transportation director
- j. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars
- k. Give the all clear signal after the threat has passed.
- l. Determine if additional procedures should be activated
- m. Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- a. Monitor radio and internet for updated weather information and report any developments to the Incident Commander
- b. Review procedures with staff as needed.
- c. Consider need for extra water delivered to the building.
- d. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
- e. Implement the internal and external communications plan
- f. Notify relocation centers and determine an alternate relocation center, if needed.
- g. Implement additional procedures as instructed by the incident commander
- h. Take appropriate action to safeguard school property.
- i. Document all actions.

3. Staff Actions:

- a. Return all students and staff to their building until it is deemed safe to return outside
- b. Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs
- c. Take the class roster and to-go kits
- d. Take attendance before leaving the campus
- e. Remain with students throughout the evacuation process
- f. Upon arrival at the safe site take attendance. Report any missing or injured students to the incident commander.

- g. Execute shelter in place procedures when instructed by the incident management team.
- h. Remain in the sheltered area until the all clear signal has been issued.
- i. Move students away from immediate vicinity of danger
- j. Document all actions taken

4. Transportation Director

- a. Evacuation may be by bus.
- b. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

Natural Hazards: Epidemic/Natural

I. Purpose

EmergencyPublic 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.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff respond to a natural epidemic within the Ozark R-VI school district boundaries.

III. Core Function

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

Operational functions or procedures that may be activated in the event of a natural epidemic in the Ozark R-VI school district include the following:

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

1. Incident Commander Actions
 - a. Issue stand-by instruction.
 - b. Activate communications plan
 - c. Communicate with the Christian County Health Department
 - d. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
 - e. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
 - f. Determine whether school will be closed or remain open.
 - g. Consider need for alternate educational instruction
 - h. Determine whether extra-curricular activities will take place
 - i. Monitor attendance rates at school buildings
 - j. Determine if additional procedures should be activated
 - k. Consider revision of attendance policies (eg. perfect attendance) and staff sick leave
 - l. Document all actions taken.
2. Incident management Team and Section Chiefs Actions
 - a. Review procedures with staff as needed.
 - b. Implement the internal and external communications plan
 - c. Implement additional procedures as instructed by the incident commander
 - d. Take appropriate action to safeguard school property
 - e. Document all actions.
3. Staff Actions:
 - a. Implement additional procedures as instructed by the incident commander
 - b. Monitor students for signs of illness. Notify the nurse
 - c. Document all actions taken
4. School nursing staff:
 - a. Assess and treat students/staff showing signs of illness
 - b. Isolate students/staff as needed until they leave the building
 - c. Communicate with Christian County Health Department (CCHD), parents, staff
 - d. Follow direction of CCHD for exclusion from school for sick students/staff

e. Document all actions

5. Custodial staff:

- a. Implement enhanced cleaning procedures
- b. Maintain adequate stock of disinfectant supplies

Natural Hazards: Tornado- Direct Hit

I. Purpose

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. In past years Christian County has recorded several tornado touchdowns; consequently, Christian County is considered at risk to tornadoes. Any type of tornado touchdown in the county could prove to be disastrous. This annex is for a tornado that is a direct hit to one of the school facilities.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a tornado-direct hit within the Ozark R-VI school district boundaries.

III. Core Function

The National Weather Service in Springfield and other local agencies provide constant weather monitoring based on forecasts and current conditions. If there is an imminent threat of a tornado moving in the direction of any of our facilities, that facility would activate their alarm system and follow building protocol. In the event of a direct hit from a tornado to any of our school facilities, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of a tornado in the Ozark R-VI school district include the following:

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

1. Incident Commander Actions

- a. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
 - b. Activate communications plan
 - c. Determine whether school will be closed or remain open.
 - d. In consultation with the principal/Policy Group determine if evacuation is required
 - e. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
 - f. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
 - g. Do not allow staff and students to return/leave the building until proper authorities have determined that it is safe to do so.
 - h. Communicate with transportation director
 - i. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars
 - j. Consider reverse evacuation to bring all persons inside the building
 - k. Give the all clear signal after the threat has passed.
 - l. Determine if additional procedures should be activated
 - m. Document all actions taken.
- a. Notify local law enforcement of intent to shelter in place.

2. Incident management Team and Section Chiefs Actions

- a. Monitor radio and internet for flood information and report any developments to the Incident Commander
- b. Review procedures with staff as needed.
- c. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
- d. Implement the internal and external communications plan
- e. Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers are damaged
- f. Implement additional procedures as instructed by the incident commander
- g. Take appropriate action to safeguard school property.

- h. Document all actions.
 - i. Move staff and students away from the immediate danger zone and keep students and congregating in the danger zone
 - j.
3. Staff Actions:
- a. Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs
 - b. Take the class roster and to-go kits
 - c. Take attendance before leaving the campus
 - d. Remain with students throughout the evacuation process
 - e. Upon arrival at the safe site take attendance. Report any missing or injured students to the incident commander.
 - f. Implement the reverse evacuation procedure if students are outside
 - g. Execute shelter in place procedures when instructed by the incident management team.
 - h. Remain in the sheltered area until the all clear signal has been issued.
 - i. Move students away from immediate vicinity of danger
 - j. Report location and type of the hazardous material to the incident commander.
 - k. If a natural or propane gas leak is detected evacuate immediately and notify the principal.
 - l. Render first aid as needed.
 - m. Do not return to the building until it has been inspected and determined safe by proper authorities.
 - n. Document all actions taken
4. Transportation Department:
- a. Evacuation may be by bus.
 - b. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

Technological (T) Hazards

Electrical or Heating Ventilation Air Conditioning (HVAC) Failure

I. Purpose

This type of incident involves any interruption or loss of electrical service due to disruption of power generation or transmission caused by accident, natural hazards, equipment failure, or fuel shortage. A significant power failure would require coordination for the provision of food, water, heating, etc. Winter storms or extreme

heat are the most likely cause of power failure. The population most susceptible to harm from a power failure would be young children and the elderly.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an electrical failure within the Ozark R-VI school district boundaries.

III. Core Function

In case of a power interruption at one of our facilities, our local maintenance department will work in conjunction with the local utilities to investigate and determine the cause of the disruption. Some buildings are equipped with back-up power generators that aid in powering essential areas such as phone, alarm systems, and lighting. In the event of an electrical failure, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of a technical failure in the Ozark R-VI school district include the following:

1. Evacuation
2. Reverse Evacuation
3. Early Release
4. Relocation
5. Parent-Student Reunification
6. Special Needs Population
7. Continuity of Operations (COOP)
8. Usage of our facilities by outside agencies

B. Activating the EOP

1. Incident Commander Actions

- a. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- b. Activate communications plan
- c. Consider an all school evacuation
- d. Determine if additional procedures should be activated
- e. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- f. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- g. Communicate with director of transportation.
- h. Determine whether school will be closed or remain open.

- i. Give the all clear signal after the threat has passed.
 - j. Document all actions taken.
2. Incident management Team and Section Chiefs Actions
- a. Monitor radio and internet for updated weather report and utilities report any developments to the Incident Commander
 - b. Review procedures with staff as needed
 - c. Disseminate information about the incident and follow up actions such as whether or not school will be released early
 - d. Implement the internal and external communications plan
 - e. Notify relocation centers and determine an alternate relocation center, if needed.
 - f. Implement additional procedures as instructed by the incident commander
 - g. Take appropriate action to safeguard school property.
 - h. Document all actions.
3. Food Services
- a. Monitor the content of the freezers/coolers
 - b. Determine if the food needs to be relocated
 - c. Watch for communication from the Incident Commander regarding food service operations
4. Building Maintenance
- a. Make sure auxiliary power is functioning, if available
 - b. Stay in communication with the Incident Commander and utility companies regarding utility updates
5. Staff Actions:
- a. Review early release procedures
 - b. Monitor for signs of heat/cold related illness
 - c. Watch for communication from the office
 - d. Document all actions taken
6. Transportation Department:
- a. Use two way radios to communicate with the incident commander, incident management team, and section chiefs regarding possibility of early release

Technological Hazards: Fire- Internal

I. Purpose

Fires are by far the most frequent hazard that will affect Christian County. 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.

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.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an internal fire within the Ozark R-VI school district boundaries.

III. Core Function

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 quarterly 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

Operational functions or procedures that may be activated in the event of an internal fire in an Ozark R-VI school district facility include the following:

1. Evacuation
2. Relocation
3. Parent-Student Reunification
4. Special Needs Population
5. Continuity of Operations (COOP)
6. Recovery: Psychological Healing
7. Mass care

B. Activating the EOP

1. Incident Commander Actions

- a. Determine whether school will be closed or remain open.
- b. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- c. Activate the evacuation procedures using primary or alternate route, avoiding exposure to any chemical fumes.
- d. Activate communications plan

- e. Communicate with transportation director if students will be evacuated to a safer location by means of buses and cars.
 - f. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
 - g. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
 - h. Determine if additional procedures should be activated
 - i. Document all actions taken.
 - j. Give the all clear signal after the threat has passed.
2. Incident management Team and Section Chiefs Actions
- a. Review procedures with staff as needed.
 - b. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
 - c. Implement the internal and external communications plan
 - d. Notify relocation centers and determine an alternate relocation center, if needed
 - e. Implement additional procedures as instructed by the incident commander
 - f. Take appropriate action to safeguard school property
 - g. Document all actions.
3. Staff Actions:
- a. Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs
 - b. Take the class roster and to-go kits
 - c. Take attendance before leaving the campus
 - d. Remain with students throughout the evacuation process
 - e. Upon arrival at the safe site take attendance. Report any missing or injured students to the incident commander.
 - f. Do not return to the building until it has been inspected and determined safe by proper authorities.
 - g. Move students away from immediate vicinity of danger
 - h. Report location and type of the hazardous material to the incident commander.
 - i. 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.
 - j. Render first aid as needed.
 - k. Document all actions taken

4. Maintenance/Custodial Department
 - a. Shut off gas to the building
 - b. Verify mechanical ventilating systems are shut off
5. Transportation Department:
 - a. Evacuation may be by bus.
 - b. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.

Human Related Hazards

Bus Accidents

I. Purpose

A traffic collision, also known as a traffic accident, motor vehicle collision, motor vehicle accident, car accident, automobile accident, road traffic collision, road traffic accident, wreck, car crash occurs when a vehicle collides with another vehicle, pedestrian, animal, road debris, or other stationary obstruction, such as a tree or utility pole. Traffic collisions may result in injury, death, vehicle damage, and property damage.

A number of factors contribute to the risk of collision, including vehicle design, speed of operation, road design, road environment, driver skill and/or impairment, and driver behavior. Worldwide, motor vehicle collisions lead to death and disability as well as financial costs to both society and the individuals involved. The purpose of this annex is to ensure that there are procedures in place to protect staff/students.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a bus accident within the Ozark R-VI school district boundaries.

III. Core Function

Our school police officers, transportation department, and district officials will work with all local and county officials in response to any accident that may involve transportation of students and staff. In the event of a transportation accident, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of a tornado in the Ozark R-VI school district include the following:

1. Evacuation
 2. Relocation
 3. Parent-Student Reunification
 4. Special Needs Population
 5. Recovery: Psychological Healing
 6. Mass care
- B. Activating the EOP
1. Incident Commander
 - a. Ensure the safety of students and staff
 - b. Contact the Communications Department and determine avenue to inform parents
 - c. Contact a school nurse and have available if needed
 - d. Communicate with Transportation Department
 - e. Document all actions taken
 2. Transportation – Base Actions
 - a. Call security
 - b. Verify injuries with driver
 - c. Remind driver to follow the checklist provided
 - d. Send additional driver and/or bus to scene to finish route
 - e. Transport driver to be drug tested
 3. Security Actions
 - a. Respond to scene
 - b. Call district administration while in route
 - c. Check students and drivers for injuries
 - d. Work accident using regular law enforcement procedures

Human Related Hazards: Armed Assailant/Hostage Situation

I. Purpose

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.

II. Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an armed assailant/hostage situation or threat within the Ozark R-VI school district boundaries.

III. Core Function

Ozark R-VI School District works off a "closed campus." All visitors/guests must check in through the main office within each building.

A. Operational Functions/Procedures That May be Activated

Operational functions or procedures that may be activated in the event of an intruder/security threat in the Ozark R-VI school district include the following:

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

1. Incident Commander Actions

- a. Activate intruder procedures which includes issuing lockdown procedures and notifying school police
- b. Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required
- c. Activate communications plan
- d. Determine if additional procedures should be activated
- e. Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- f. Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- g. Instruct staff and students to safe guard 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.
- h. Communicate with transportation department
- i. Determine whether school will be closed or remain open.
- j. Give the all clear signal after the threat has passed.
- k. Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- a. Review procedures with staff as needed.
- b. Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures
- c. Implement the internal and external communications plan

- d. Notify relocation centers and determine an alternate relocation center, if needed.
- e. Implement additional procedures as instructed by the incident commander
- f. Document all actions.

3. Staff Actions:

- a. 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.

- b. Execute shelter in place procedures when instructed by the incident management team.
 - 1) Keep students quiet and maintain a calm atmosphere
 - 2) Remain in the sheltered area until the all clear signal has been issued.
 - 3) Move students away from immediate vicinity of danger
 - 4) Render first aid as needed
 - 5) Document all actions taken

4. Transportation Department:

- a. Use two way radios to communicate with the incident commander, incident management team, and section chiefs.