



Missouri School Boards' Association

Emergency Planning Guide for Students and Staff with Special and Functional Needs within Schools

CES
MSBA's Center for Education Safety

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The portion of this document of Guiding Questions for emergency planning is intended for use at any time a district/school conducts emergency planning, reviews existing plans, practices or trains on a plans or debriefs after an incident or becoming aware of an incident.

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To Missouri School Districts:

After visiting with school administrators around the state, the Missouri School Boards' Association (MSBA) discovered that many schools do not routinely include special services representatives and nurses on their emergency planning teams or consider the nature of disabilities and medical conditions represented by students and staff when creating, reviewing and practicing emergency response plans. Originally in the fall of 2012, and then again in July 2018, MSBA convened a task force comprised of an impressive group of individuals representing different disciplines, expertise and experiences critical to the emergency planning process for students with special needs.

MSBA's Emergency Planning for Students with Special and Functional Needs Task Force initially had two goals: 1) to create a list of questions that should be addressed each time individuals or a committee creates, reviews and/or trains on emergency procedures; and 2) to compile an electronic file of resources to inform and support districts in improving their emergency planning process while considering the unique needs of each person within the school's community. Resources that currently exist within our state and nation would be identified and made accessible to schools through the MO Center for Education Safety.

At this time, the electronic resource file is an ongoing project, which will continue to grow as resources are added to the collection. It is our hope that this file, along with the guiding questions, will be a valuable resource for school districts for years to come. We challenge districts/schools to continue to explore ways to create a culture of preparedness for schools and surrounding communities.

MSBA thanks the Task Force participants and consultants for their time, expertise and great effort. It is our hope that all students and staff are safe to the greatest extent possible in any emergency or crisis situation. Working together within our communities and in cooperation with our state agencies, we believe this is possible.

Sincerely,

Melissa Randol
MSBA Executive Director

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Emergency Planning Guide for Students and Staff with Special and Functional Needs within Schools

Schools as a Vital Part of Community-wide Emergency Preparedness

Schools clearly play a vital role in the lives of students, parents and staff. Indeed, schools are an integral part of the social fabric and can provide invaluable leadership and guidance within communities. This is especially true in the area of emergency preparedness. It is important for every Missouri community to carefully prepare for emergencies before they occur and to work toward increased resilience and recovery capacity after disaster strikes. To accomplish this most effectively, schools must partner with emergency management, community businesses, health care systems, and private and not-for-profit entities in the planning process. The Federal Emergency Management Agency (FEMA) is taking a preparedness approach called Whole Community, which focuses on helping local leaders develop a shared understanding of community needs and capabilities, increased integration of community resources, increased individual and collective preparedness and a higher level of readiness and resilience that ultimately strengthen other communities, the state and the entire nation. It takes everyone!

Response Phase of an Emergency

An effective emergency plan should address preparedness, mitigation, response and recovery. The Response Phase of an emergency lays the foundation for, and usually determines how, an emergency is handled throughout the duration of the emergency. Sound decisions by both internal site leadership as well as external response leadership are most important in the Response Phase of an emergency. These decisions need to be based on accurate situational awareness information, coupled with a solid plan that has been tested and exercised. A successful emergency plan, which supports decision making, can often make a huge difference in the outcomes, including minimizing the loss of life in the Response Phase of the emergency.

The Response Phase of an emergency will usually last from several hours to several days and end when the situation, at the scene of the emergency, is stabilized. It does not mean that the scene has necessarily returned to normal. More often than not, execution of the Response Phase of the emergency plan will need to be adjusted as the emergency unfolds, as all eventualities of an emergency cannot be foreseen in the planning process for an emergency. Most situations can be effectively dealt with as the emergency unfolds if “basic” emergency response principles and leadership decision making are executed based on good situational awareness.

The Response Phase, although not the only part addressed in any emergency plan, should be the basis of the plan. The emergency plan should describe who, what, when, where and how internal resources will be utilized. It should also establish realistic expectations for external resources and assets and how they will respond and be utilized. The three “C’s”—communication, coordination and collaboration—should establish the baseline of the emergency plan. Testing and exercising the plan with different scenarios, while stressing the plan to failure, can ensure that any weak links are fixed and will not become evident for the first time as the emergency unfolds.

Once stability has been achieved at the location of an emergency, mitigation and recovery efforts can begin. A vital step to following an actual emergency should be to critique the emergency plan, make adjustments to the plan and re-test in order to ensure an organization has the best emergency plan possible.

Emergency Planning Resources

REMS TA Center Toolbox for Emergency Planning
rems.ed.gov/ToolBox.aspx

FEMA Multi-hazard Emergency Planning for Schools
training.fema.gov/EMIWeb/emischool/EL361Toolkit/siteIndex.Whtm

RAND Promising Practices Network Emergency Planning Resources for Organizations Serving Children
www.promisingpractices.net/resources/emergencyprep/

MSBA's Center for Education Safety
www.mosba.org/ces

National Association of School Psychologists (NASP)
apps.nasponline.org/search-results.aspx?q=emergency

American Foundation for Suicide Prevention
After Suicide Toolkit
www.afsp.org/



Planning Ahead for Students and Staff with Special and Functional Needs

Consideration of people with special needs in the planning stage of developing an emergency plan is vital to ensuring the safety and well-being of all students and staff during an emergency. In every aspect of the planning phase attention should be paid to the individual and unique needs of every student and staff member. This is especially true for those with physical, emotional, cognitive and sensory-based disabilities who may require additional staff, resources or equipment than those without disabilities. This planning cannot be limited to only students with IEPs; districts, building-level teams and individual teams should consider any students or staff with special or functional needs. Many students requiring special consideration within emergency plans may already have in place special health care plans, behavioral health plans and 504 plans. When districts integrate the needs of children and adults with disabilities and others with access and functional needs into their district-wide planning initiatives, they maximize resources, meet their obligations and strengthen their ability to prepare for, protect against, respond to, recover from and mitigate all hazards.

Some examples of areas in your emergency plan that may require individual addendums for those with needs that will challenge the basic plan may include:

- Evacuation – Who will be responsible to ensure those with ambulatory needs are moved to the appropriate area and how will this be accomplished?
- Shelter-in-place – Who will ensure those with sensory and cognitive needs remain quietly in one area and how will this be accomplished?
- Shelter-in-place over an extended time – Where will food for those with specific diets or sensory input challenges be kept and who will be responsible to gather the items?
- Tornado – What accommodation is needed for those with sensitivity to sound? How and who will be responsible to assist the person(s) to remain relatively calm?

These are just a few examples of the many possible accommodations. Included in this resource are guiding questions your district can and should use to develop an emergency plan that ensures safety for all students and staff.

Because the needs of those with disability, medical, access and functional needs are often the responsibility of the nursing, counseling and/or special education departments, you are highly encouraged to include members from these departments on your emergency planning team. These professionals are trained to consider the unique needs of individuals and can bring that perspective to your district/building plans. During the process, assess the needs of individuals and then create a safety plan for each person with specific needs that includes exact details and assigns responsibilities to a specified person and an alternate person. The staff from these departments will be vital when considering the intricate details of those individual plans.

Helpful Hints in Emergency Planning

- Personnel contracts should include a clause about responsibilities during emergencies, including those that extend beyond the typical school day such as shelter-in-place (SIP).
- Memorandums of Understanding (MOU)'s lead the district to formally state what each agency's responsibilities are and heightens the importance of the school-community emergency planning process.
 - Include in the MOU requirements for the community providers to come into the school to train and practice with school personnel and students for emergency situations.
- One-on-one paras and nurses assigned to individual children should be involved in emergency planning and need to fully participate in all drills.
- Include bus drivers, nutrition/cafeteria staff and custodial staff in the training and practice drills for emergencies.
- Assign someone to train late hires on all emergency plans. Sometimes, late hires do not get the full information about emergency plans and their roles and responsibilities related to those plans. Include in emergency plans, provisions for assisting substitutes, student teachers, staff reassigned from different buildings/programs, practicum students, community members in the buildings, etc.
- Fidelity of implementation is critical to saving lives. It is important to fully and completely practice all aspects of the emergency plans during drills.
- Identify the crisis team—mental health emergency responders from within the school district and from the community-at-large—and plan for them to be a familiar presence within each building on a regular basis.
- Train the crisis response team members on after-crisis procedures and their specific assignment and responsibilities. It is recommended that no one be allowed to come into the school to support the mental health needs of students and staff following a crisis unless they have received prior training and understand their role.
- Consider specific and detailed post-intervention plans for students and staff for after the crisis or emergency occurs and for residual concerns and issues for a time afterward.



School Health Services (School Nursing)

The planning process for emergencies and provision of care during SIP begins at the time of school registration. As soon as students are identified with chronic health conditions or as being technology-dependent, planning must begin. Provisions must be made for medications, special diets and disease, specific protocols, as well as specialized procedures, supplies and equipment.

It is imperative that the school nurse seeks input from the family and when possible, the primary care clinician to develop an individualized healthcare plan (IHP) and emergency action plan (EAP) for students with chronic medical conditions and or other special health care needs. The plans must include what to do in a SIP event. The parent should be asked about medications and treatments given at home. Home treatments and medications will be recorded in the SIP section of the IHP. In collaboration with the family, a SIP plan will be developed.

Examples of Disease Specific Protocols:

- diabetes
- asthma
- seizure management
- sickle cell management
- life-threatening allergies

Examples of specialized procedures:

- tracheostomy suctioning
- wound care
- tube feeding

Students and staff with special healthcare needs are particularly at risk of medical emergencies at school. These emergencies include status asthmaticus, diabetic crises and status epilepticus. Problems with breathing and seizures lead to one quarter of the calls to EMS from schools.



Staff with special healthcare needs are also at risk of medical emergencies at school. It is important to have an emergency plan to respond to the staff's needs as well as immediate coverage for their student responsibilities.



Examples of youth who are technology dependent include those on ventilators, those requiring tube feeding, those receiving intravenous nutritional support and those who have medical devices that support vital functions of the body.



Legal and Policy Considerations in Emergency Planning for Special Needs

The purpose of school emergency planning is to develop an effective response to crisis situations to protect the safety of students, staff and the community. Fear of a lawsuit should never be the primary reason a school district undertakes crisis planning, but there are legalities to consider in the development and execution of any emergency plan.

School districts have a legal duty to take all reasonable precautions to protect all students entrusted to their care, and developing and properly executing a crisis plan is part of fulfilling that duty. The courts recognize that schools are working with limited resources and give deference to school decisions about how best to allocate those resources.

Policy is the mechanism by which school districts implement their legal responsibilities. It is imperative that school boards, by policy, require district administrators to develop plans for responding to crisis situations and support development of those plans with adequate resources (see MSBA policy EBCA).

A district's legal duty to its students is not discharged simply by developing an emergency plan. The district must also adequately train those required to implement the plan and, when circumstances require, follow the plan. Failure to properly implement an emergency plan may invite liability. A checklist can be an effective planning tool, but it can also be a roadmap for a lawsuit if it is not followed. Districts should work closely with local law enforcement groups and other first responders when developing a emergency plan. Doing so will result in a more effective plan.

School districts are also bound by laws dictating confidentiality of certain student and staff information, including the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA). Both FERPA and the ADA allow for the release of information in a health and safety emergency, but there are restrictions on how much and to whom information can be released. Any portion of the emergency plan that allows for private information about students or staff members to be released must comply with board policy and law.



Recovery Phase

The Recovery Phase is an important aspect when planning an emergency response. The recovery plan describes who, what, when, where and how to get your school back up and running following a disaster or emergency. The planning should include both short-term and long-term efforts.

Short-term operations include restoring vital services such as water, gas, electric, computer systems, transportation and communications. It includes life-sustaining efforts, such as providing first-aid, food, water and basic living essentials. Other short-term planning efforts to be implemented following an incident include assessing damage, clean-up debris and preparing the facility for reentry, or if necessary, identifying temporary classroom locations.

Once stability is achieved, long-term operations focus on returning the district/school and community to normal operations and reducing future vulnerability. These efforts may include the reconstruction of facilities, assessing the need for system upgrades, re-establishing usual business and fiscal operations, returning to a typical academic schedule and attending to the long-term social and emotional needs of the students, faculty, staff and parents/guardians. The goal of the Recovery Phase is to minimize the disruption of operations and to ensure a level of organizational stability and orderly recovery.



Situational Emergencies to Consider Related to Safety Planning

There are everyday situations that can elevate quickly to a situational emergency or schoolwide emergency if there is not advanced planning that includes a specific process to be followed. Some examples include, but are not limited to:

- A gang member is transitioned back into a school where rival gang members are attending.
- A sexual predator is transitioned back into a school where the victim of his/her assault is attending.
- A student is returning to school from a hospitalization after an attempted suicide, or eating disorder or other life-threatening situation.

Develop a document to help parents/guardians understand the necessity to plan for the return of their student(s) to school and the importance of their written consent so that relevant information can be shared on a right-to-know or need-to-know basis according to applicable laws and policies.

Resource

This is a safety planning document created by Rob Coad, M.A., M.Ed., School Psychologist and NASP School Safety and Crisis Response Committee member, and Shawna Rader-Kelly, Ed.S., NCSP, presented at the 2019 Annual Conference of the National Association of School Psychologists (NASP). The authors share this document in word format in order for it to be fully customizable for any school wishing to create comprehensive re-entry plans for students returning from out of school placements such as residential treatment, psychiatric hospitalization and/or a suicide attempt.

<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GIHLG>



Guiding Questions

Coordination of Emergency Response

1. Does your school request having an active role in all community-wide planning for emergencies?
2. Have you involved outside emergency services and other public safety agencies in your emergency planning and yearly review?
3. Have you engaged your local or regional Emergency Medical System (EMS) and local or regional hospital as part of your emergency preparedness?
 - a. Have you shared your plan in a collaborative manner with them?
 - b. Do you have a name and number for emergency contacts?
4. Have you participated in outside agency emergency exercises whenever possible?
5. Is your emergency plan exercise/drill program inclusive of outside emergency services and other public safety agencies, as well as your staff (including substitute teachers, bus drivers, maintenance staff, etc.) and conducted yearly?
6. Are there one or more designated on-site and off-site locations for sheltering school children?
7. Do you train all staff, including substitute teachers, bus drivers, custodial and maintenance staff, etc., on the emergency plans upon hire and on an annual basis thereafter?
8. Do you have a designated, trained person to handle the phone and media during an emergency and is this part of the community's emergency plan?
9. Do you have a clear command structure and command center?
10. Is there a designated primary, secondary and tertiary back up for all assigned duties and has each designated individual practiced their assigned responsibilities?
11. Do you have well-defined training and emergency procedures in place during summer school for students with special and functional needs?
 - a. Do you plan for emergency situations with parents of students with special needs attending summer school?
 - b. Are one-on-one aides and paraprofessionals trained on emergency procedures and their specific duties during an emergency?
 - c. Do you conduct practice drills from beginning to end during summer school, involving all students and summer school employees?

12. Is your shelter-in-place (SIP) plan designed to include any person who may be on your premises at the time of an emergency, including but not limited to:
- a. Students (including students from other schools), patrons, and parents;
 - b. Individuals with medical, physical and mental health needs;
 - c. Students with food sensitivities/allergies;
 - d. Individuals with mobility needs;
 - e. Individuals with sensory disabilities;
 - f. Individuals with limited English proficiency?
13. Has the district's SIP plan been reviewed at least annually by district staff and have changes made as appropriate?
14. Does the plan include the four elements of evacuation information that people need?
- a. Notification (What is the emergency?)
 - b. Way finding (Where is the way out?)
 - c. Use of the way out (Can I get out by myself, or do I need help?)
 - d. Assistance (What kind of assistance might I need?)
15. Have building administrators practiced the SIP plan with all responsible persons under their supervision?
16. Is staff member training documented at least annually on the SIP plan?
17. Is there an accountability system in place to ensure the location of every child is known to the appropriate staff?
18. Does the SIP plan have necessary supervision to address all anticipated and unanticipated individual needs?
19. Does the Emergency Operations Plan (EOP) cover accountability of students at all school locations and school-sponsored events where they are under the supervision of school staff—i.e. buses, bathrooms, locker rooms, off-site locations, outside grounds, work-study sites, field trips, etc.?
20. Does the emergency plan include how information will be communicated to all staff and students in all locations?
21. Does the emergency plan include how information will be communicated to first responders and the community?
22. Have you included input from parents on how they desire to be notified in the event of an emergency?
23. Have you included multiple ways of notifying parents of an emergency, including protocol for reunification?
24. Does your EOP have a chain of command beginning with who determines that the SIP will be implemented?

25. Has your designated communicator with the media/community been trained on delivering a message to the public in response to an emergency?
26. Does the emergency plan include the provision for reunification when the SIP is no longer necessary?
27. Does the reunification plan have enough flexibility that if a parent or other responsible caregiver can take custody of a child, the child is released to the responsible party?

Management of Disability Factors

28. Does the plan consider the seven general categories of disabilities?

- _____ Cognitive Impairments
- _____ Hearing Impairments
- _____ Learning Disabilities
- _____ Mobility Impairments
- _____ Social-emotional Impairments
- _____ Speech/language Impairments
- _____ Visual Impairments

29. Would any presenting issues that a student has require special planning, accommodations or considerations during or following an emergency situation or crisis?

30. What modifications need to be made to your emergency plan to address the specific, individual needs of students and staff?

31. Is the medical information available on individual students and staff sufficient for emergency planning, including 24-48 hours of SIP?

32. Are electronic medical information files, kept by the school nurses, maintained offsite and accessible at all times?

33. Is the location of disability and medical information are stored or maintained clearly documented and communicated to those who must access it in an emergency?

- a. Has the district considered a thumb drive with the emergency plan being stored in the Knox Box outside of the entrance of a school building?
- b. Is this plan updated on the thumb drive at least annually?
- c. What means are there to access the above information in a emergency?
- d. Is there a plan to regularly update the stored medical information on individual student based on changes in a his/her condition and/ or enrollment?
- e. Is there a plan to regularly update the stored medical information on individual staff based on changes in a his/her condition or employment?

Examples of Disability and Medical Information:

- Individual student health plans
- individual student medical emergency plans
- medication information
- safety plans
- special transportation needs

Emergency First Aid Supplies

Ensure that appropriate first aid supplies are available throughout the facility. The National Resource Center for Health and Safety in Child Care (<http://nrckids.org>) recommends the following items be included in a first aid kit: Disposable nonporous gloves; scissors; tweezers; nonglass thermometer to measure a child's temperature; bandage tape; sterile gauze pads; flexible roller gauze; triangular bandages; safety pins; sterile eye bandage; pen/pencil and note pad; cold pack; water; small plastic or metal splints; liquid soap; adhesive strip bandages; plastic bags for cloths, gauze, and other materials used in handling blood; any emergency medication needed for a child with special needs; and the Poison Control Center phone number (1-800-222-1222). Healthy Childcare Consultants, Inc., has also developed a more extensive checklist outlining what first aid kits should include.



34. Have you pre-planned with parents of students with special needs?

- Have parents/guardians of students with special and functional needs been included in the emergency planning process and/or provided written copies of the plans for their child(ren) in an emergency?
- Is there a system for proper identification of students?
- Have parents been informed of how reunification with their child(ren) will take place?

35. Do you, with input from parents, make individual determinations for students with special needs as to whether it is appropriate to train and practice with them for emergency situations?

36. What training and practice do you provide students with special needs and staff who support them relative to emergency planning?

- How do you pre-teach emergency routines to students?
- What additional practice is necessary for students with special needs?
- Who is responsible for conducting that training/practice on a routine basis?

37. Have you included in the district emergency plan all off-site locations where students with special needs are the responsibility of the school, including work sites, extra-curricular activities, etc.?

38. Has the EOP been reviewed by special education coordinators/directors, counselors and nurses to ensure all student/staff needs are addressed?

Management of Medical Conditions & Planning for Medical Emergencies

39. Are persons familiar with special needs populations within the school, such as, school nurses, special education administrators, 504 coordinators and mental health professionals, part of your emergency planning process?

40. Is each individual classroom equipped with an immediate emergency classroom kit, including such things as a class list, clip board, water, etc.?

41. Does the EOP include planning with all parents for release of information and consent for medications and other life-sustaining measures to be delivered to their children in emergencies?

42. Does the EOP include arranging for all provisions, including medications, oxygen, tube feedings and other life-sustaining medications for students being sheltered for extended periods of time?

43. Are there emergency medical kits available for SIP to address specific medical needs of students and staff?

- a. Are the locations of the kits(s) noted in the EOP?
- b. Is the person(s) responsible for securing the kit(s) and getting it/them to the needed location noted in the plan and also practiced by those persons in routine drills?
- c. Is sustainment of the medical supplies in the kit(s) addressed in the plan?

School building administrators may want to consider battery-operated nebulizers to use in the event of power outages and SIP events to prepare for students who may experience asthma flares.

44. Does your EOP include planning with staff for their own chronic health care conditions and special health needs during an emergency, including any unique medical and mental health conditions?

45. Does your staff have a plan in place for their own families while they are performing assigned duties during an emergency?

46. Are you conducting social-emotional screening of all students on a regular basis? (Note: Three times a year is recommended.)

- a. Have behavioral response teams been trained to analyze and respond to your data after each screening?
- b. Are you putting into place evidence-based practices substantiated on your data? Are you tracking outcomes?
- c. Are you ensuring that each student at your school has a positive relationship with an adult in your school?

In Missouri, the Boone County School Mental Health Coalition (BCSMHC) can consult with schools on this topic. They have resources to share or recommend. Contact tannerjonesl@missouri.edu



Principles of Run-Hide-Fight

- Set a rally point beyond the vision of the school (this is not the same as the fire drill relocation).
- Teach behind a locked, closed door or a locked door that is not completely closed (obstruct with a magnet).
- Always practice the entire plan from beginning to end when conducting practice drills.

In the event of an active shooter:

- Barricade the door.
- Run away or run toward the shooter—standing still is the worst thing you can do.
- Turn off lights—you have 15-20 seconds when a shooter's eyes are adjusting. If possible, spray intruder with a fire extinguisher and then hit the person with it when it is empty.



Active Shooter Emergency Situation—See Something, Say Something, Do Something

47. Has the district trained all employees and students on the concepts of run-hide-fight or other recognized best practices?
48. Do you practice moving non-ambulatory students as if an emergency exist during all drills?
49. Have parents/guardians and their child's teachers jointly planned for emergency responses for/by the child with special and functional needs? (Note: In the event of disagreement, the school will determine how the situation will be handled at school.)
 - a. Has the plan been documented in writing and practiced?
 - b. Is the plan reviewed and revised at least annually or more frequently as dictated by changes in the student's condition?
 - c. Does the plan include how to notify parents as soon as possible through social media in case of an active shooter?

Policy and Legal Issues

50. Does the district have a policy approved by the Board of Education regarding emergency plans?
51. Does the policy include provisions for the plan to be reviewed by local (community or regional) and state emergency planning personnel?
52. Does your plan allow for compliance with FERPA, Section 504 and ADA in terms of release of information in an emergency?
53. Does the policy require the plan to include a SIP provision?
54. Has the district's emergency plan and SIP provision been reviewed on a regular basis?
55. Have building administrators practiced the SIP plan with all responsible persons under their supervision?
56. Does the policy authorize the use of community resources in cooperation with community emergency responders?
57. Does the policy include provisions to provide first responders with a copy of the emergency plan including the SIP plan?
58. Does the SIP plan include mental health preparation for teachers and others who work with the SIP plan?

Getting Back to Business and Long-term Consequences

59. Is continuity of operations and recovery planning a component of your overall emergency plan?
60. Are things like identification of sources for emergency generators, debris removal, restoration of utilities and other lifelines documented in the plan?
61. Have you considered the mental health needs and best practices for immediate response by adults following an emergency?
62. Does the EOP include care for caregivers to support the physical and emotional needs of staff and students following an emergency?
63. Is there a plan to debrief and de-escalate with students, staff and parents after the emergency?
64. Does your EOP include continual responses to the emergency for an extended period of time and needed linkages to community resources?
65. Do you use feeder school staff to support a emergency response to students at the next level as needed?
66. Do you have a protocol to connect school staff and families to resources following an emergency?
67. Do you use an assessment tool or vetted procedure to identify other students atrisk following a traumatic event, such as a suicide, death of faculty or other emergency situation?
68. Has your school practiced a relocation of students to a SIP site, including reunification with parents?



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Definitions & Acronyms

Community Definitions

Unless otherwise defined in the Emergency Operations Plan, terms have the following meaning:

Area Command: Person responsible for the support of the incident, event, crisis or disaster at the district level.

Command Staff: Incident command term that refers to the Incident Commander, Liaison Officer, Public Information Officer and Safety Officer.

District Commander: Person responsible for the support of the incident, event, crisis or disaster at the district level.

Emergency: a minor or critical incident, event, crisis or disaster to be addressed by this plan.

Emergency Management Team: Team that creates emergency management related procedures and assists the School Commander in emergency management and response.

Emergency Operations Center (EOC): A central command and control facility responsible for carrying out the principles of emergency preparedness and emergency management, or disaster management functions at a strategic level in an emergency situation, and ensuring the continuity of operations. The EOC is usually staffed at the city or county level.

Emergency Personnel: Law enforcement, fire, emergency medical services, health officials, and hazardous materials teams.

Emergency Response Team: Group of school personnel (usually non-teaching) that assist the School Commander at the school.

General Staff: Incident command term that refers to the core group of support staff consisting of the Operations Officer, Planning Officer, Logistics Officer and Finance/Administration Officer.

Incident Commander: Person responsible for the management of the incident, event, crisis or disaster at the school level. If the event requires public safety response from emergency personnel, they will assume the role of Incident Commander. For example, a fire department captain might assume the role of Incident Commander previously filled by a principal.

Incident Command Post (ICP): A central command and control location (interior or exterior) responsible for carrying out the principles of emergency preparedness and emergency management, or disaster management functions at the building level in an emergency situation, and ensuring the continuity of operations.

Incident Management Team: School Commander and core management team that are the key decision makers in the school

School Incident Commander: Person responsible for the management of the incident, event, crisis or disaster at the school level. If the event requires public safety response from emergency personnel, they will assume the role of Incident Commander. For example, a fire department captain might assume the role of Incident Commander previously filled by a principal.

Communtiy Emergency Management Acronyms

ACP Access Control Point

ALERT Automated Local Evaluation in Real Time

ANS Alert and Notification System

ARC American Red Cross

CB Citizens Band

CDC Centers for Disease Control and Prevention

CEO Chief Executive Official

CERCLA Comprehensive Environmental Response,
Compensation, and Liability Act

CFR Code of Federal Regulations

CHEMTREC Chem. Manufacturers Assoc. Chemical
Transportation Emergency Center

CPG Civil Preparedness Guide

CSEPP Chemical Stockpile Emergency Preparedness
Program

DFO Disaster Field Office

DMAT Disaster Medical Assistance Team

DOD U.S. Department of Defense

DOE U.S. Department of Energy

DOT U.S. Department of Transportation

DRC Disaster Recovery Center

ECL Classification Level Emergency

EMP ElectroMagnetic Pulse

EMS Emergency Medical Services

EOC Emergency Operating Center

EOP Emergency Operations Plan

EPA U.S. Environmental Protection Agency

EPCRA Emergency Planning and Community Right-to-
Know Act

EPG Emergency Planning Guide

EPI Emergency Public Information

EPZ Emergency Planning Zone

ERT Emergency Response Team

ERT-A Emergency Response Team Advance Element

ERT-N Emergency Response Team National

ESF Emergency Support Function

EST Emergency Support Team

FAsT Field Assessment Team

FCO Federal Coordinating Officer

FEMA Federal Emergency Management Agency

FHBM Flood Hazard Boundary Map

FIA Federal Insurance Administration

FPEIS Final Programmatic Environmental Impact
Statement

FRERP Federal Radiological Emergency Response Plan

FRP Federal Response Plan

FSE Full Scale Exercise

GAR Governors Authorized Representative

GIS Geographic Information System

HAZMAT Hazardous Material

HRCQ Highway Route Controlled Quantity

IC Incident Commander

ICP Incident Commander Post

ICS Incident Command System

IRZ Immediate Response Zone

JIC Joint Information Center

JIS Joint Information System

JNACC Joint Nuclear Accident Coordinating Center

LEPC Local Emergency Planning Committee

MSDS Material Safety Data Sheet

NCP National Oil and Hazardous Substances Pollution
Contingency Plan

NDA National Defense Area

NDMS National Disaster Medical System

NFA National Fire Academy

NFIP National Flood Insurance Program

NOAA National Oceanic and Atmospheric Administration

NRC Nuclear Regulatory Commission; National Response Center

NRT National Response Team

NUREG Nuclear Regulation

NWS National Weather Service

OPA Oil Pollution Act

OSC On-Scene Coordinator

OSHA U.S. Occupational Safety and Health Administration

PAZ Protective Action Zone

PDA Preliminary Damage Assessment

PIO Public Information Officer

PL Public Law

PPA Performance Partnership Agreement

PZ Precautionary Zone

RACES Radio Amateur Civil Emergency Service

RAP Radiological Assistance Program

REACT Radio Emergency Associated Communications Teams

REP Radiological Emergency Preparedness Program

ROC Regional Operating Center

ROD Record of Decision

RRP Regional Response Plan

SAME Specific Area Message Encoder

SARA Superfund Amendments and Reauthorization Act

SCO State Coordinating Officer

SEMA State Emergency Management Agency

SERC State Emergency Response Commission

SLG State and Local Guide

SOP Standard Operating Procedure

SPCA Society for the Prevention of Cruelty to Animals

TTX Tabletop Exercise

USDA U.S. Department of Agriculture

USGS U.S. Geological Survey

US&R Urban Search and Rescue

Education Definitions and Acronyms

ADA The Americans with Disabilities Act is federal legislation passed in 1990 that prohibits discrimination against people with disabilities. This would apply to students receiving equal access and necessary accommodations during emergency planning and implementation.

FERPA Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds under an applicable program of the U.S. Department of Education.

504 Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law to stop discrimination against people with disabilities. Within the context of school, a student eligible under Section 504 may have a 504 Plan that contains accommodations necessary to ensure the student has the same or similar access to safety procedures during an emergency as others at school.

IDEA Individuals with Disabilities Education Act is a federal law that is considered the nation's special education law.

EAP Emergency Action Plan for individuals

IEP Individualized Education Plan (under the IDEA).

IHP Individualized Healthcare Plan

MOU Memorandum of Understanding

OSEP Office of Special Education Programs (federal)

SIP Shelter-in-Place





Emergency Planning Guide for Students and Staff with Special and Functional Needs within Schools

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