



**EMERGENCY OPERATIONS PLAN
SULPHUR PUBLIC SCHOOLS
MULTIHAZARD EMERGENCY PLANNING
2018-2019**

SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community including:

Board of Education President

Superintendent of Schools

Board of Education Member

Sulphur Police Chief

Murray County Sheriff

Sulphur Fire Chief

Murray County Emergency Manager

INTRODUCTION

PURPOSE OF THE PLAN

The purpose of the Sulphur Public Schools Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Sulphur Public Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Sulphur Public Schools has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in this plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Sulphur Public Schools regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the EOP increases Sulphur Public School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

SCOPE OF THE PLAN

The Sulphur Public Schools Emergency Operation Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recover.

Definitions

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

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

BOARD OF EDUCATION POLICY STATEMENT

The Sulphur Public Schools Emergency Operations Plan operates within the framework of the Sulphur Public School Board policy.

SITUATION OVERVIEW/HAZARD ANALYSIS SUMMARY

School Population

General Population

Sulphur Public School's current enrollment is approximately 1,550 PK-12 students located in four buildings on campus. These students are supported by a committed staff and faculty consisting of:

- 130 Teachers and specialists
- 6 Administrators
- 6 Office/Support Staff
- 14 Instructional Assistants
- 11 Cafeteria Staff
- 10 Maintenance and Custodial Staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

Special Needs Population

Sulphur Public School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

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

The school's current enrollment of students with special needs is approximately 35; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

Building Information

Sulphur Public Schools campus is located on a 20-acre lot and includes a PK building, an Elementary School for grades K-2, an Intermediate School for grades 3-5, a Middle School for grades 6-8, and a High School for grades 9-12. There is one baseball field, one

football field (with track), one football practice field, one softball field and three gymnasiums—one in the Intermediate School, one in the High School, one in the Armory, and a bus yard facility.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage and utility shutoffs is provided to staff members. All staff members are required to know these locations as well as how to operate the utility shutoffs.

Hazard Analysis Summary

Sulphur Public School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. In June, 2015, school staff members and students completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly. The high priority hazards include natural disasters, severe storms, fire, chemical, intruder, civil disturbance, and terrorism.

Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Sulphur Public School fosters preparedness at all levels, including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drill and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Sulphur Public School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students.

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

We have done the most to mitigate the threat of fire. Sulphur Public Schools facilities were built in accordance with State building codes, in the form of approved materials,

fire resistant materials, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

PLANNING ASSUMPTIONS AND LIMITATIONS

Planning Assumptions

Stating the planning assumptions allows Sulphur Public Schools to deviate from the plan if Certain assumptions prove not to be true during operations. The EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 4 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to incident management efforts.

Limitations

Our schools present difficult challenges for security professionals based on their location, size, design, year of construction, student population, and the availability of police/security professionals.

Technology and comprehensive all-hazards plans supported by training and education are vital for an effective response during any emergency situation. There may never be perfection, as no security measure is perfect; however, risks can be significantly reduced.

The intent of enhancing one's security posture is to prevent and prepare for a possible attack. In the event prevention security measures do not prevent the threat, school officials must be prepared to respond effectively to any given emergency situation.

CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and materials 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.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

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

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, Sulphur Public School participate 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.

Sulphur Public Schools 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.

Sulphur Public Schools work with local government agencies to remain NIMS compliant. NIMS compliance for school district includes completing the following:

- Adopt the use of the Incident Command System (ICS). Key staff who assume roles described in this plan will receive ICS-100S training. ICS-100S is a web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Train and exercise the plan. All staff are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.
- Select students may be invited to participate, if appropriate.

IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)

When an emergency occurs, it is critical to immediately implement the school's EOP to contain and mitigate the effects of the incident. Immediate implementation can only be achieved if the plan is clear, concise, and has well-defined roles and responsibilities for key faculty and staff. Having predetermined positions and teams prior to an emergency greatly reduces the initial confusion and shock at event onset and long-term severe emotional trauma. The initial confusion common at the onset of a traumatic event can be reduced through the use of the Incident Command System (ICS).

The ICS is a standardized concept for on-scene management utilized by emergency responders. The ICS concept is highly adaptable and may be used for a minor incident involving only a single entity, or expanded for complex emergencies involving multiple jurisdictions and agencies. The flexibility and success of the ICS can be attributed to the use of established roles and responsibilities, which are not unique to any particular discipline. Uses of ICS universal roles are beneficially useful in any school emergency. ICS roles can be broken down into three levels: the Incident Commander, the command staff, and the general staff.

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 on who is most qualified for that type of incident.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

The principals and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The ICS uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his/her role and responsibilities before an incident occurs.

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

PRINCIPAL/BUILDING BOSS

The principal may serve as the Incident Commander (IC) or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander. In the event the IC is incapacitated, the IC position would fall upon the next person in the chain of command.

INCIDENT COMMANDER

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in the EOP
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals
- Determine whether to implement incident management protocols (i.e. Evacuation, reverse Evacuation, Shelter in Place, Lockdown, etc.)
- Arrange for transfer of students, staff, and other individuals
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation

TEACHERS/SUBSTITUTE TEACHERS

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

Responsibilities include:

- Supervise students under their charge and transport/move students if necessary or as directed by IC
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures
- Give appropriate action command during an incident
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location
- Report missing students to the IC or designee
- Execute assignments as directed by the IC or IC's supervisor

- Obtain first aid services for injured students from a person trained in first aid. Arrange for first aid for those unable to be moved
- Render first aid if necessary

INSTRUCTIONAL ASSISTANTS

Responsibilities include assisting teachers as directed.

COUNSELORS AND UNASSIGNED STAFF

Counselors and unassigned staff provide assistance with the overall direction of the incident management procedures at the site per the IC's direction.

Responsibilities may include:

- Take steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols
- Direct students in their charge according to established incident management protocols
- Render first aid if necessary
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster
- Execute assignments as directed by the IC

SCHOOL NURSES/HEALTH ASSISTANTS

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies

CUSTODIANS/MAINTENANCE PERSONNEL

Responsibilities include:

- Survey and report building damage to the IC
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use, and disbursement of supplies and equipment
- Keep the IC or designee informed of condition of school

SCHOOL SECRETARY/OFFICE STAFF

Responsibilities include:

- Answer phone and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Execute assignments as directed by the IC or IC's supervisor
- Provide assistance to the principal and Policy/Coordination Group
- Monitor radio emergency broadcasts and school security cameras/monitors
- Assist with health incidents as needed, acting as messengers, etc.

- Maintaining updated EOP information on website

FOOD SERVICE/CAFETERIA WORKERS

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the IC

BUS DRIVERS

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus
- Transfer students to new location when directed
- Execute assignments as directed by the IC
- Transport individuals in need of medical attention

STUDENTS

Responsibilities are age appropriate and could include:

- Cooperate during emergency drills and exercises, and during an incident
- Responsible for himself/herself and others in an incident
- Understand the importance of not being a bystander by reporting situations of concern
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures
- Take an active part in school incident response/recovery activities

PARENTS/GUARDIANS

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information
- Practice incident management preparedness in the home to reinforce school training and ensure family safety
- Understanding their roles during a school emergency
- Cooperate in reunification procedures

COMMUNICATIONS

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

INTERNAL COMMUNICATIONS

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

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Group texting: In the event of an emergency, staff will be notified through pre-determined texting protocol

Communication with the School District Office

The IC will use the School's two-way radio network to notify the principal of the school's status/needs. The principal will notify the district office.

EXTERNAL COMMUNICATIONS

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Sulphur Public Schools about the incident, what is being done about it, and the safety of the children and staff.

Communication with Parents

Before an incident occurs, Sulphur Public Schools 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 EOP, its purpose and its objectives. Information will be included on the school's website and a presentation delivered at the back-to-school Open House
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training

- Be prepared with translation services for non-English speaking families and students with limited English proficiency
- Share/information regarding the reunification plan

In the event of an incident, Sulphur Public Schools will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school
- Describe how the school and school district are handling the situation
- Provide information regarding possible reactions of their children and ways to talk with them
- Provide a phone number, Website address, or recorded hotline where parents can receive updated incident information
- Inform parents and students when and where school will resume

As soon as possible after an incident, Sulphur Public Schools administrators will schedule and lead an open forum for parents and community members.

Communication with the Media

In the event of an incident, the IC will:

- Activate the 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 Sulphur Public Schools employees are to refer all requests for information and questions to the designated spokesperson. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed. Media contacts at the major television, Internet, and radio stations are maintained by the principal's office.

Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Sulphur Public Schools through the Public Information Officer (PIO) 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

Communication with First Responders

The IC 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. Sulphur Public Schools frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, the 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 (i.e. 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 request 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: estimate when the educational program can be fully operational; and 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 Oklahoma State Department of Education 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: i.e. correspondence classes, videoconferencing, Internet, tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (i.e. 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

COMMUNICATION TOOLS

Some common internal and external communication tools that Sulphur Public Schools may use include the following:

- Standard telephone: Sulphur Public Schools 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 tools working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- Intercom systems: The intercom system includes teacher-initiated communication with the office
- 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 us.
- 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 website
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members are 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 i.e. 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
- Text messages alerts: Text messages may be a useful tool for updating information for staff, students, other schools in an affected area, the district superintendent, and parents

ADMINISTRATION, FINANCE, AND LOGISTICS

AGREEMENTS AND CONTRACTS

If school resources prove to be inadequate during an incident, Sulphur Public Schools will request assistance from local emergency services; other agencies and industry in accordance with existing mutual aid agreements and contracts (see section on 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.

RECORDKEEPING

Administrative Controls

- Sulphur Public Schools 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 Oklahoma Cost Accounting System procedures.

Activity Logs

The IC 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

INCIDENT COSTS

Annual Incident Management Costs

The Finance and Administration Personnel are 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.

Incident Costs

The Finance and Administration personnel 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, insurers, or FEMA, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following 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.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Sulphur Public Schools EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan. The Board of Education and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager's approval and suggestions will also be requested.

APPROVAL AND DISSEMINATION OF THE PLAN

The Board of Education together with the principal and superintendent will approve and disseminate the plan and its amendments following these steps:

- Review and Validate the Plan
- Present the Plan for Comments or Suggestions
- Obtain Plan Approval by the Board of Education
- Distribute the Plan to Appropriate Entities

Record of Changes

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

Record of Distribution

Copies of plans and amendments will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information, at the discretion of the Board of Education.

PLAN REVIEW AND UPDATES

The basic plan and its amendments will be reviewed annually by the Core School Emergency Operations Planning Team, emergency management agencies, and others for annual review of planning documents. The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

TRAINING AND EXERCISING THE PLAN

Sulphur Public Schools understands the importance of training, drills and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

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

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff
- Orientation to the School EOP
- First aid and CPR training
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation

Additional training will include drills, and tabletop and functional exercises. Safety and security drills will be conducted as required by state law. Records of the training provided, including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts. All Sulphur Public Schools staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management activities.

TITLE 70 SECTION 5-149

- A. In addition to the two lockdown drills required pursuant to Section 5-148 of Title 70 of the Oklahoma Statutes, all public schools shall conduct a minimum of eight safety drills as follows:
 - 1. Two fire drills per school year. Each fire drill shall be conducted within the first fifteen (15) days of each semester. The fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal;
 - 2. Two intruder drills per school year. Intruder drills are conducted for the purpose of mitigating injuries or deaths by executing a plan as an alternative to the lockdown method. Each intruder drill shall be conducted within the first fifteen (15) days of each semester;
 - 3. Two tornado drills per school year with at least one drill being conducted in the months of September and March; and
 - 4. The principal and superintendent of a public school district shall utilize the remaining required safety drills in any manner provided in this section or Section 5-148 of Title 70 of the Oklahoma Statutes or by developing a drill that is consistent with the risks assessed for the appropriate facility or any recommendations submitted by the Safe School Committee as authorized pursuant to Section 24-100.5 of Title 70 of the Oklahoma Statutes or any assisting fire or law enforcement department.
- B. It shall be the duty of the principal, under the direction of the superintendent of the school district, to conform to the written plans and procedures adopted by the district as required by Section 681 of title 63 of the Oklahoma Statutes. All students and teachers at the public schools shall participate.
- C. Each public school district shall document each fire drill, in writing, by public school site. The records for each fire drill shall be preserved for at least three years and made available to the State Fire Marshal or the marshal's agent upon request. In addition to the fire drill documentation provided in this subsection, the school district shall document all other safety drills in writing and by school site with a copy of the report remaining at the school, and a copy filed with the district administrative office.