



Power Technical Early College  
Emergency Operations Plan  
8/21/2022

## Approval & Implementation

This school EOP, which supersedes all other plans, has been written through a collaborative process to provide for the safety and security of students, staff, faculty, visitors and other community stakeholders while in or using the Power Technical Early College.

The James Irwin Charter Schools acknowledges that despite prevention and mitigation efforts, crises can occur and that this plan, based on best practices, will be used by all school employees to identify their roles, responsibilities and the procedures used during an emergency.

The following individuals are authorized to make changes to the plan **with** approval by the school administrator:

Janessa Beatty / Assistant Principal

Angelo Jaramillo / Dean Assistant

The following individual is authorized to make modifications to the plan **without** the approval of the school administrator:


Chad Baker/ Dean of Students PTEC

LeErica Warren/ Principal PTEC

Rob Daugherty/JICS CEO

Rob Wagner/ JICS Safety Director

The undersigned has reviewed and approved this plan.



Robert Daugherty

29 Aug. 2022

Date

James Irwin Charter Schools CEO



Robert Wagner

8-29-2022

Date

James Irwin Charter Schools Safety Director

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## Purpose Statement

The purpose of the Power Technical Early College's Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Power Technical Early College and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved 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/guardians and other members of the community with assurances that Power Technical Early College has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Power Technical Early College regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

Lastly, developing, maintaining, and exercising the School EOP increases Power Technical Early College 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

The Power Technical Early College Emergency Operations 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 threat/hazard vulnerabilities and responses/recovery.

### **1. Definitions**

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Threat:** A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

**Vulnerability:** Characteristic of the school that could make it more susceptible to the identified threats and hazards.

### **2. School Board Policy Statement**

The Power Technical Early College Emergency Operations Plan operates within the framework of the James Irwin Charter School Board policy.

## Situation Overview

### 1. School Population

Power Technical Early College current enrollment is approximately 365 grades 6-12<sup>th</sup>. PTEC students are supported by a committed staff and faculty consisting of:

25 Teachers and specialists

4 Administrators

4 Office/support staff

1 Cafeteria staff

1 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.

Power Technical Early College is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

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

The school's current enrollment of students with access and functional needs is approximately 0; however, this number will fluctuate. The school's current number of staff with access and functional needs is approximately 0; however, this number may also fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

## **Situation Overview**

### **2. Building Information**

*PTEC is located on 2525 Canada Dr., Colorado Springs, CO. All grades 6-12 attend classes inside the two story building. However, we do have an outdoor classrooms due to the trades focus of the school; such as house building project and other individual classes that require an outdoor environment.*

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 included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs.

### **3. Threat/Hazard Assessments Summary**

Power Technical Early College is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

On 7/11/2022, the school planning team completed a thorough site assessment 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 threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The school planning team also conducted a culture and climate assessment to determine student and staff perceptions of safety and to identify problem behaviors needing to be addressed.

The table on the following page briefly discusses Power Technical Early College high-priority threats/hazards of Weather related, Active threats, & power outage.



## Situation Overview

### High Priority Hazards

Hazard Type	Description
Severe Storm	<p>Power Technical Early College and its surrounding areas are vulnerable to severe local storms. The effects are generally loss of utilities, but can vary with the intensity of the storm, the level of preparation by Power Technical Early College, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p> <p>During the 2020-21 school year storms, caused loss of utilities and students were sent home. We did not have any major damage.</p>
Fire	<p>Fire hazards are the most prevalent types of threat/hazard.</p> <p>Power Technical Early College has never had a fire during the occupancy of the building, but as the amount of technology usage has increased, so has the potential for a fire to happen.</p>
Active Shooter	<p>While an active shooter incident has never occurred in a James Irwin Charter Schools we have had to respond to several incidents due to police activity in the area.</p> <p>Power Technical Early College is Vulnerable like any school.</p>
Gas Leaks	<p>Due to the various materials to conduct the trade program, PTEC houses various potentially hazardous materials, such as the gasses used in the welding program. While safety measures, such as checking lines and containers, a gas leak would create a potential hazard for the school.</p>

## Situation Overview

### **4. Resources**

Power Technical Early College leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Power Technical Early College has the following agreements in place, with:

- King Soopers Market on Constitution and Marksheffel.
- James Irwin Charter School for transportation services
- James Irwin Network Schools for staffing , supervisions support
- Waste Management for debris removal
- School District 49 Food Services for food and beverage supply

All pre-negotiated agreements and contracts are included in the appendix section.



# **Planning Assumptions and Limitations**

## **1. Planning Assumptions**

Stating the planning assumptions allows Power Technical Early College to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards 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.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 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.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) 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.

## **2. Limitations**

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

## Concept of Operations

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

### **A. National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Power Technical Early College 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, responders, and emergency managers.

Power Technical Early College and James Irwin Charter Schools work with local government agencies to remain NIMS compliant. NIMS compliance for schools and school Networks includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS 100SCa training. ICS 100SCa, An Introduction to ICS for Schools is recommended for all persons with a responsibility in a school EOP or designated in a school incident command structure. ICS 100SCa is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- IS 362 Multi-Hazard Emergency Planning for Schools should be taken by those school personnel responsible for developing a Safe School, Readiness and Incident Management Plan. This course is also available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and threat/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.

## Concept of Operations

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

In a major emergency or disaster, Power Technical Early College 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.**

**[Note: The ICS approach can be used before, during, and after an incident.]**

The Incident Commander at Power Technical Early College will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the 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 school Network and 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 threat/hazard-specific procedures. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

### **D. Purpose**

The primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property.

The primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and

The primary purpose of actions taken after an emergency is to recover from its impact on life or property.



## **Organization & Assignment of Responsibilities**

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

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

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (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 or 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 School 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.

### **A. Principal/Building Administrator**

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the ultimate 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 the school Network, other agencies, and parents/guardians. The principal shall coordinate between the superintendent's office and the Incident Commander.

### **B. Incident Commander**

The Incident Commander responsibilities include:

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

## **Organization & Assignment of Responsibilities**

### **C. Teachers**

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

Responsibilities include:

- Supervise students under their charge.
- 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 Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

### **D. Instructional Assistants**

Responsibilities include assisting teachers or assigned to other task as directed by the Incident Commander or designee.

### **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- 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 and Psychological First Aid if necessary. Counselors will be trained in Psychological First Aid.

## **Organization & Assignment of Responsibilities**

- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

### **F. 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.

### **G. Custodians/Maintenance Personnel**

Responsibilities include:

- Survey and report building damage to the Incident Commander or appropriate supervisor.
- 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 Incident Commander or designee informed of condition of school.

### **H. School Secretary/Office Staff**

Responsibilities include:

- Assist in the school site assessments.
- Answer phones 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 Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.



# Organization & Assignment of Responsibilities

## **I. 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 Incident Commander or ICS supervisor.

## **J. 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 Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

## **K. Other Staff (e.g., Substitute Teachers & Parent Volunteers)**

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

## **L. Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.
- Take an active part in school incident response/recovery activities, as age appropriate.

## **M. 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.

## **Organization & Assignment of Responsibilities**

- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understand their roles during a school emergency.

## Direction, Control, and Coordination

### School Crisis Teams Roles/Responsibilities within the ICS

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis situation are listed below. Some personnel may assume more than one role and perform several tasks. Required tasks may depend on the type of crisis situation a school is experiencing. Please note the suggested staff members who might be assigned the roles below but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill role. Staff members must be trained for their role.

#### School Incident Commander (Principal or Site Administrator\*)

- Assesses the situation and engages appropriate crisis response protocol
  - Communicates with higher level administrators
  - Monitors implementation of the response plan
  - Implements crisis team phone tree to assemble the team
  - Serves as liaison with public safety and response agencies to coordinates responses in a unified command
  - Assigns duties to team according to ICS structure
  - Reviews and approves public information releases with Network Public Information Officer
  - Coordinates with School Security and Safety Officer for the safety of students and staff
  - Reviews and approves communication with staff and students
  - Approves appropriate requests for additional resources
  - May also serve as Finance ("the payer") and approve funds
- \*May or may not also be crisis team chair/coordinator

#### Network Public Information Officer

- Works as the media contact for the Network and/or school
- Coordinates with the principal or site administrator for statements to the press, as needed
- Briefs the media, if necessary
- Reviews public information releases with the Principal or Site Administrator
- Serves as link with the City/County/State Public Information Officers

## Direction, Control, and Coordination

### **School Safety Coordinator (School Safety Director or Designee)**

- Assigns, supervises, and coordinates school security (with local law enforcement if necessary)
- Secures incident site, perimeter
- Maintains liaison with public safety agencies on operational issues
- Briefs incident commander and key officials on security issues and investigation
- Collaborates with local law enforcement
- Supervises crowd and traffic control and access management
- Supervises safe and organized movement of students and staff, as needed
- Assembles students and staff for information sharing and/or safety
  - Knows evacuation plans/routes/procedures, security measures, alternative site plans
  - Reports weather, emergency conditions, obstacles or others concerns
  - Other duties associated with protection of life, property and information

### **Operations Team Leader**

*(Assistant Principal, Mental Health staff- psychologist, social worker or counselor)*

### **Crisis Team Chair/Co-Coordinator\***

- Assists Incident Commander (Principal or Site Administrator)
- Chairs or co-chairs the school crisis team meetings
- Facilitates or co-facilitates discussions and decision making with team
- Provides expertise in linking team to the appropriate crisis response protocols and guidelines
- Leads the development of the response and intervention plan to include physical and psychological interventions
- Leads or provides the functions in the Operations section
- Reviews effectiveness of response and interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Communicates with Network and/or community level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities



## Direction, Control, and Coordination

### Operations Team:

#### Emergency Medical Coordinator (Nurse)

- Identifies and coordinates staff who have First Aid/CPR/EMT training
- Coordinates the emergency card/emergency information procedure with the Principal/Site Administrator
- Maintains trauma bags and supplies with beginning of year and mid-year check
- Works with special education staff, school mental health staff and counselors to identify and plan for individuals who may need evacuation assistance
- Coordinates medical triage in the event of an emergency
- Provides direct medical care
- Arranges for additional medical support from trained staff
- Liaisons with Emergency Medical Responders
- Requests additional supplies, as needed
- Knows and provides for student and staff medical needs
- Documents medical and transport activities
- Evaluates for additional training needs

#### Student and Staff Communication Coordinator

*(Assistant Principal or Designee)*

- Implements crisis team and/or staff phone tree, as needed
- Coordinates the communication content and dissemination to student and staff during a crisis event
- Works with Principal/Site Administrator and Student Care & Recovery Coordinator to determine appropriate content and means of communication
- Provides written statements to use for student, staff, and parent notification (works with Network PIO as needed) (i.e. fact sheet., parent letter)
- Monitors communication dissemination plan
- Considers information and responses needed by office personnel
- Engages and monitors communication with victims and families
- Keeps records of communication requested and released

## Direction, Control, and Coordination

### **Student Care and Recovery Coordinator** (*Mental Health Staff*)

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Contacts Network Crisis Recovery Coordinator when incident occurs to discuss care and recovery needs
- Develops a plan for care and recovery using appropriate resources
- Maintains a crisis resource notebook with readily available resources and handouts
- Works with Network and/or community resources
- Mobilizes mental health/counseling resource personnel
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed.
- Prepares for memorial services and long-term support, as needed.
- Communicates resources available to administration, staff, students and parents/guardians.
- Maintains records of referrals and services provided.
- Assesses additional training needs of the school recovery team

### **Student Supervision Coordinator**

(*Assistant Principal, Dean, Teacher*)

- Accounts for all students and staff
- Works with safety officer
- Coordinates supervision and duties of teachers not with students

### **Student and Parent Reunion Coordinator** (*Office Personnel*)

- Develops system for releasing students to parents
- Designates a Reunion Site/Center
- Checks Emergency cards for name of person/s authorized to pick up student
- Releases student to authorized person (checks and verifies ID with name listed on student emergency card)
- Maintains a student release log



## Direction, Control, and Coordination

### Possible Alternate Roles Needed:

#### *Translation/Cultural Mediator Coordinator (as needed)*

- Translates and serves as a cultural interpreter for the crisis team and/or community.
- Helps with culturally competent responses and trains staff on cultural awareness.
- Helps facilitate meetings with students, parents, and community, as needed.

#### Logistics Team Leader (Assistant Principal)

- Leads or provides the functions of the Logistics section
- Works with Building Engineer for facilities needs
- Works with office personnel for supplies and equipment needs
- Monitors supplies and equipment needs
- Coordinates access with Network personnel
- Coordinates access to and distribution of supplies during an emergency
- Documents activities of Logistics section

#### Logistics Team:

#### **Facilities Coordinator (Building Engineer)**

- Locks entrances/exits, helps secure building (supplemented by security and staff in secondary schools)
- Knows floor plan of building and locations of shut-off valves (e.g. gas, electrical, furnace, alarm system)
- Communicates with Network maintenance.
- Helps move objects to help with response.

#### **Supplies and Equipment Coordinator (Office Personnel)**

- Coordinates requests for copying, documentation instruments, parent letters, etc.
- Locates identified support supplies to help implement crisis plan and response
- Purchases necessary supplies
- Maintains the emergency response kits (Go-Kits)

## Direction, Control, and Coordination

### **Transportation Coordinator** (*Assistant Principal*)

- Coordinates the assembly and transport of students with Executive Director and Network Transportation Services
- ### **Food and Water Coordinator** (*Office Personnel, Cafeteria Staff*)
- Coordinates the acquisition, preparation and distribution of food and water during shelter-in-place

### **Alternate Roles Needed:**

### **Staff and Community Volunteer Assignment/Coordinator**

- Establishes and implements the contact plan for both during and after school hours contact
- Establishes plan to rapidly disseminate information to staff or volunteers during school hours
- Maintains an accurate directory of community resources and staff
- Helps coordinate volunteer assignments

### **Planning Team Leader** (*Assistant Principal, Teacher or role may be filled by district personnel*)

In a small emergency or small school another team leader or Network personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Collects and evaluates information related to development of the crises
- Evaluates status of resources
- Helps to think ahead of current status and prepare for future change to situation

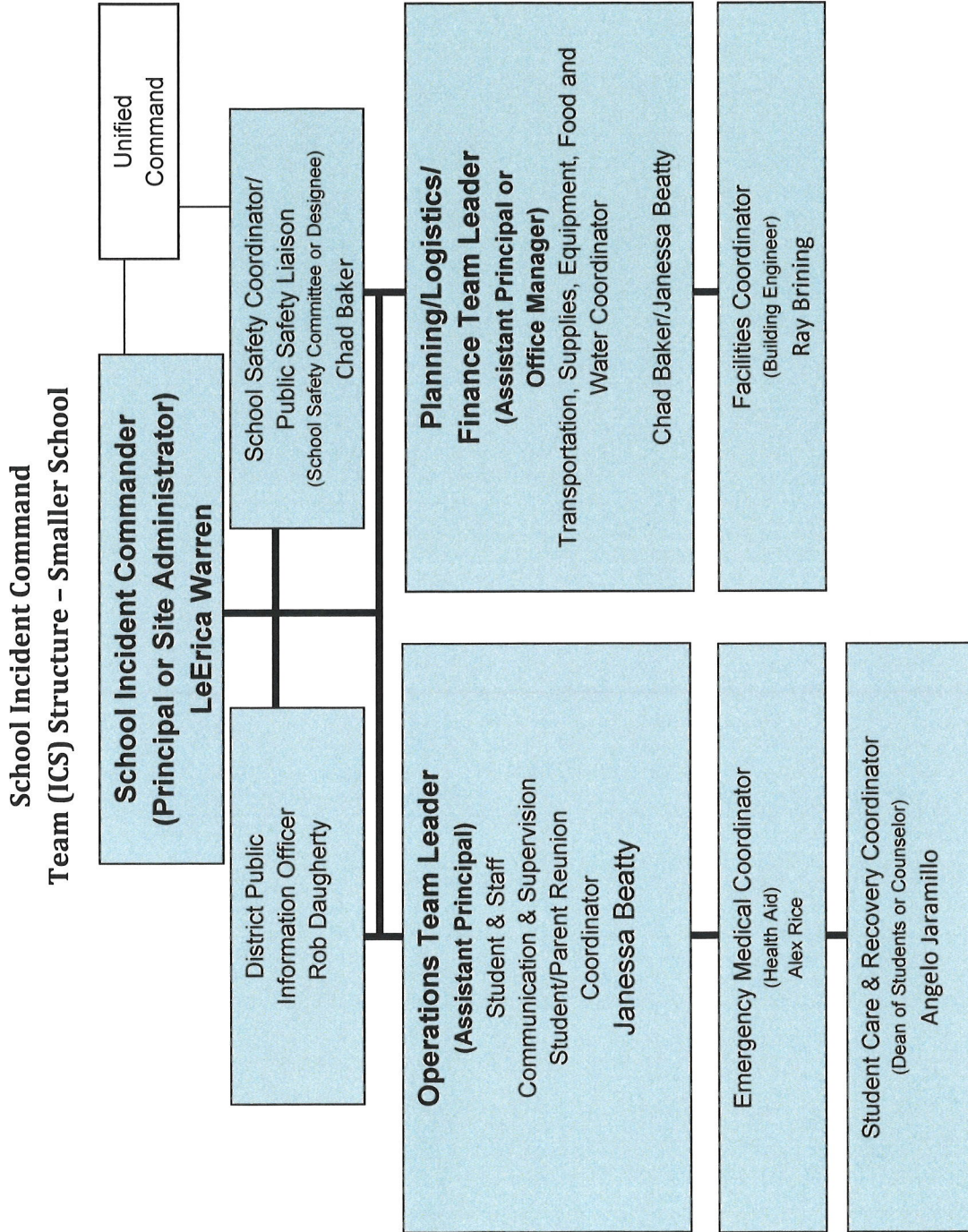
### **Finance Team Leader**

(*Assistant Principal, JICS CFO*)

In a small emergency or small school another team leader or Network personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Gathers and documents anticipated crisis related planning expenses
- Documents and tracks expenses related to crisis planning and development
- Tracks and records expenses incurred when a crisis event occurs
- Completes paperwork to seek reimbursement, if available

# Direction, Control, and Coordination



## **Direction, Control, and Coordination**



## **Direction, Control, and Coordination**

### **Coordination With Policy/Coordination Group**

In complex incidents, a Policy/Coordination Group will be convened at the School Network Operations Center. 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.

The Power Technical Early College Principal and Incident Commander will keep the Policy/Coordination Group informed.

### **School District Emergency Operations Plan (EOP)**

D49 maintains a District Emergency Operations Plan (EOP) to address threats/hazards and incidents. The Power Technical Early College EOP has been developed to fit into the larger Network EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Robert Wagner Safety Director.

### **Coordination With Responders**

An important component of the Power Technical Early College EOP (in conjunction with the Harrison School District is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and the school. 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 school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

## **Information Collection, Analysis, and Dissemination**

Power Technical Early College will collect, analyze, and disseminate information before, during, and after an incident.

### **1. Types of Information**

Before and during an incident, Power Technical Early College will assign Front office staff to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal with any immediate actions required identified.

List of information resources:

- TV News Channels
- TV New Websites
- Colorado Springs Police Department and El Paso County Sheriff's Department Websites

After an incident Power Technical Early College will assign trained staff to monitor Web sites and hotlines of mental health, emergency management, and relief agencies, as well as the school Network information portal, to determine any information pertinent or critical to the school's recovery effort.

List of Websites, hotlines and other sources of information:

- School Facebook Page
- Schools Parent Facebook Page
- Local News Channels
- Local News Websites

### **2. Information Documentation**

The assigned staff member will document the information gathered using the form in the appendix section. Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.
- The date and time the information was collected and shared.



Information Collection, Analysis, and Dissemination

Information Collection Appendix

Source of info. (radio alert, news outlet, agency)	Collected by: Name/title	Date/time info. was collected	Forwarded to: Name/title	Format of info. (web site, social media, news)	Date/time info. was forwarded

## Training & Exercises

Power Technical Early College understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community 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 and applicable Colorado statutes.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

### **1. Training**

All Power Technical Early College staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

#### **A. Staff Training**

Basic training and refresher training sessions will be conducted during the In-service 2021-2022 for all school personnel in coordination with local fire, law enforcement, and emergency managers. Mandatory staff training will include:

- ASM training
- ALICE
- El Paso County mandatory reporter training
- CPI – De-Escalation Training
- Threat/hazard and incident awareness training for all staff.
- Orientation to the school EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Safe-2-Tell Reporting Training
- Gaggle Email Training
- Adult Sexual Misconduct Training
- Mandatory Reporter Training
- Two online FEMA courses: ICS 100 and IS-362. Both courses are available without charge at FEMA's Emergency Management Institute Web site.
- Psychological First Aid for Schools for school counselors and other designated staff.

All Power Technical Early College 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. Staff will receive training in how to prepare a personal and family emergency plan.

## Training & Exercises

### B. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

### C. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take training courses on some of the school's response procedures via the school Web site or other method as provided by the school.

## **2. Exercises**

Drills will be conducted at least once per month. Other types of exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see the appendix). According to the Colorado Division of Fire Prevention and Control, schools are to conduct a drill within the first 10 days of school and then one every thirty days after for the rest of the school year. They do permit schools to replace two fire drills a year with another emergency drill.

Approved parent/guardian volunteers and community members will also be incorporated into larger exercise plan.

## Training & Exercises

### Multi-Year Training and Exercise Plan Annex

Up dated yearly and kept on file in school office

Date:	Type: (drill, tabletop, full scale)	Hazard: (fire, active shooter, lockout)	Personnel: (staff, students, all)	Completed:
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No



## Training & Exercises

### Personnel Training Record

Are kept on file with the Safety Director and in the  
Employee's Records

Name:	Position:	Courses w/ Date of completion:

## **Administration, Finance, and Logistics**

### **1. Agreements and Contracts**

If school resources prove to be inadequate during an incident, Power Technical Early College will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school network and school officials and are in writing. Agreements and contracts identify the school and network officials authorized to request assistance pursuant to those documents.

### **2. Recordkeeping**

#### **A. Administrative Controls**

Power Technical Early College 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.

#### **B. 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.

### **3. Incident Costs**

#### **A. 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.

## **Administration, Finance, and Logistics**

### **B. Incident Costs**

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

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

### **4. 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 will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.