



School Safety Summit

Creating a School Emergency Communications Plan

Colorado State Capitol, Room 353

Friday, January 21, 2011

1:00 - 3:00 pm

Sen. Steve King, Chair

School Safety Summit

Handouts

1. National Emergency Communications Plan, Executive Summary
2. Introduction to ICS for Schools, Integrated Communications
3. Homeland Security Daily Report, "New SWAT tactics for school shootings."
4. Model Colorado Safe School Act Communications Review and Drill
5. Clear Creek Courant, "System will get first responders to high/middle school faster"
6. Platte Canyon School District Phone System
7. Form ICS 205 - Incident Radio Communications Plan
8. Form ICS 205a - Communications List
9. NIMS Activity 6 - Coordinate and Leverage Federal Preparedness Funding
10. Model Homeland Security Grant Application

Executive Summary

Every day in cities and towns across the Nation, emergency response personnel respond to incidents of varying scope and magnitude. Their ability to communicate in real time is critical to establishing command and control at the scene of an emergency, to maintaining event situational awareness, and to operating overall within a broad range of incidents. However, as numerous after-action reports and national assessments have revealed, there are still communications deficiencies that affect the ability of responders to manage routine incidents and support responses to natural disasters, acts of terrorism, and other incidents.¹

Recognizing the need for an overarching emergency communications strategy to address these shortfalls, Congress directed the Department of Homeland Security's (DHS) Office of Emergency Communications (OEC) to develop the first **National Emergency Communications Plan** (NECP). Title XVIII of the Homeland Security Act of 2002 (6 United States Code 101 et seq.), as amended, calls for the NECP to be developed in coordination with stakeholders from all levels of government and from the private sector.

In response, DHS worked with stakeholders from Federal, State, local, and tribal agencies to develop the NECP—a strategic plan that establishes a national vision for the future state of emergency communications. The desired future state is that emergency responders can communicate:

**As needed, on demand, and as authorized
At all levels of government
Across all disciplines**

To measure progress toward this vision, three strategic goals were established:

Goal 1—By 2010, 90 percent of all high-risk urban areas designated within the Urban Areas Security Initiative (UASI)² are able to demonstrate response-level emergency communications³ within one hour for routine events involving multiple jurisdictions and agencies.

Goal 2—By 2011, 75 percent of non-UASI jurisdictions are able to demonstrate response-level emergency communications within one hour for routine events involving multiple jurisdictions and agencies.

Goal 3—By 2013, 75 percent of all jurisdictions are able to demonstrate response-level emergency communications within three hours, in the event of a significant incident as outlined in national planning scenarios.

¹ Examples include *The Federal Response to Hurricane Katrina: Lessons Learned*, February 2006; *The 9-11 Commission Report*, July 2004; and *The Final Report of the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina*, February 2006.

² As identified in FY08 Homeland Security Grant Program or on the FEMA Grants website: http://www.fema.gov/pdf/government/uasi/fy08_uasi_guidance.pdf.

³ Response-level emergency communication refers to the capacity of individuals with primary operational leadership responsibility to manage resources and make timely decisions during an incident involving multiple agencies, without technical or procedural communications impediments.

To realize this national vision and meet these goals, the NECP established the following seven objectives for improving emergency communications for the Nation's Federal, State, local, and tribal emergency responders:

1. Formal decision-making structures and clearly defined leadership roles coordinate emergency communications capabilities.
2. Federal emergency communications programs and initiatives are collaborative across agencies and aligned to achieve national goals.
3. Emergency responders employ common planning and operational protocols to effectively use their resources and personnel.
4. Emerging technologies are integrated with current emergency communications capabilities through standards implementation, research and development, and testing and evaluation.
5. Emergency responders have shared approaches to training and exercises, improved technical expertise, and enhanced response capabilities.
6. All levels of government drive long-term advancements in emergency communications through integrated strategic planning procedures, appropriate resource allocations, and public-private partnerships.
7. The Nation has integrated preparedness, mitigation, response, and recovery capabilities to communicate during significant events.

The NECP also provides recommended initiatives and milestones to guide emergency response providers and relevant government officials in making measurable improvements in emergency communications capabilities. The NECP recommendations help to guide, but do not dictate, the distribution of homeland security funds to improve emergency communications at the Federal, State, and local levels, and to support the NECP implementation.

Communications investments are among the most significant, substantial, and long-lasting capital investments that agencies make; in addition, technological innovations for emergency communications are constantly evolving at a rapid pace. With these realities in mind, DHS recognizes that the emergency response community will realize this national vision in stages, as agencies invest in new communications systems and as new technologies emerge.

There is no simple solution, or “silver bullet,” for solving emergency communications challenges, and consequently DHS’ approach to the NECP involves making improvements at all levels of government, in technology, coordination and governance, planning, usage, and training and exercises. This approach also recognizes that communications operability is a critical building block for interoperability; emergency response officials must first establish reliable communications within their own agency before they can interoperate with neighboring jurisdictions and other agencies.

Finally, DHS acknowledges that the Nation does not have unlimited resources to address deficiencies in emergency communications. Consequently, the NECP will be used to identify and prioritize investments to move the Nation toward this vision. As required by Congress, the NECP will be a living document subject to periodic review and updates by DHS in coordination with stakeholders. Future iterations will be revised based on progress made toward achieving the NECP’s goals, on variations in national priorities, and on lessons learned from after-action reports.

Topic	Incident Management
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Visual 3.28

Integrated Communications

Incident communications are facilitated through:

- The development and use of a common communications plan.
- The interoperability of communications equipment, procedures, and systems.

Before an incident, it is critical to develop an integrated voice and data communications system (equipment, systems, and protocols).

Unit 3:
ICS Features and Principles

Visual Description: Integrated Communications

Instructor Notes

Present the following points:

- A common communications plan is essential for ensuring that responders can communicate with one another during an incident.
- The response to the Columbine school shooting incident was hampered by response agencies operating on radios set to different frequencies.
- Prior to an incident, schools must work with local responders to ensure that communications equipment, procedures, and systems can operate together during a response (interoperable).



Homeland Security

Daily Open Source Infrastructure Report for 27 August 2010



August 23, School Safety Partners – (National)

New SWAT tactics for school shootings.

A full-scale exercise at a high school in Utah focused on the latest police and SWAT tactics for Columbine-style school shootings and intruder attacks. The federal training for school staff allows schools to partner up with local first responders and improve school safety. New technologies turn basic school radios and surveillance cameras into tools that help police and SWAT teams achieve the pinpoint accuracy of a smart bomb when it comes time to neutralize violent offenders. A video of the exercise was produced using only the unrehearsed radio dialog captured during the exercise and the synchronized video footage caught on eight different surveillance cameras mounted outside and in the school hallways. As one follows the shooters, one notices exercise facilitators operating the smoke machine and dispensing ammo to the perps as they take hostages. The maneuvers of the three law enforcement teams in the video are based on the information they receive moment-by-moment, with no scripting. The school principal also provides crucial behind-the-scenes support so teams can quickly box in the gunmen before rushing through the last door to take them down.

Source:

<http://www.schoolsafetypartners.org/communications/679-New-SWAT-tactics-for-school-shootings.html>

Model Colorado Safe School Act Communications Review and Drill

School administration and IT personnel will check the condition of all school radios, the interoperable communications system, the PA system, alarm system, phone lines, and Internet connections.

Members of the School Safety Team will go to locations throughout the school. Following a radio roll call, a simulated 9-1-1 call from the school will activate the bridging system. In a half-hour period, 15-20 sets of brief radio exchanges will check communications among school staff, local responders and district personnel. The types of radio exchanges will be selected from the following:

1. Situation Size-Up & Threat Assessment

- Classify the danger level of a threat.
- Determine the threat's credibility, seriousness, likelihood of escalating.
- Designate an appropriate response:
 - Evacuation
 - Reverse Evacuation
 - Lockdown
 - Shelter-in-Place
 - Drop-Cover-Hold
 - Other

2. Alert & Notification

- Establish Incident Command and agree on Incident Action Plan.
- Provide concise information required by 9-1-1 dispatch.
- Notify school staff to take the response action.
- Set up Incident Command Post.
- Provide updates to responders on their way to the school.
- Monitor staff response.
- Transfer command to first responder.
- Establish communication protocol between first responders and school safety team.
- Make additional information and witnesses available to arriving responders.
- Manage parent and community notification.
- Interface with media.

3. Search & Rescue

- Identify and mark unsafe areas.
- Conduct initial damage assessment.
- Obtain injury and missing student reports from teachers.
- Find missing students

4. First Aid

- Set up first aid area for students.
- Assess and treat injuries.
- Complete master injury report.

5. Evacuation/Shelter/Care

- Check evacuation route
- Determine alternate evacuation routes
- Account for the whereabouts of all students and staff.
- Assist students and staff who have special needs.
- Set up secure assembly area.
- Manage sheltering and sanitation operations.
- Manage student feeding and hydration.
- Handle incidents within the incident (fight outbreak, for example)
- Coordinate with Student Release.
- Coordinate with Logistics to secure the needed space and supplies.

6. Facilities & Security Response

- Locate all utilities and turn them off, if necessary.
- Secure and isolate fire/HazMat.
- Assess and notify officials of fire/HazMat.
- Conduct perimeter control.

7. Crisis Intervention

- Assess need for onsite mental health support.
- Determine need for outside agency assistance.
- Provide onsite intervention/counseling.
- Monitor well-being of school emergency team, staff, and students.

8. Student Release

- Set up secure parent reunion area.
- Expedite arrival and departure of school buses.
- Check student emergency cards for authorized releases.
- Complete release logs.

9. Continuity of Education

- Organize delivery of home assignments.
- Update schedule of planned events.
- Manage temporary administrative center.
- Begin request for financial assistance.

10. School Building Reoccupation

- Transfer command back to school Incident Commander.
- Check and scan the facility.
- Coordinate clean-up.
- Organize re-entry of staff and students.

System will get first responders to high/middle school faster

By Ian Neligh, The Clear Creek Courant (excerpts)

Tuesday, January 11, 2011 at 6:09 pm (Updated: January 11, 7:00 pm)

A new communication system will dramatically reduce the time it takes first responders to react to an emergency at Clear Creek Middle/High School.

[A] Web-enabled communications system based on the district's two-way radios [...] enables a 911 caller to talk directly by radio with first responders after making the initial 911 call.

A training session was held Jan. 4 that included school and county officials -- as well as representatives from the Sheriff's Office and the Idaho Springs, Commerce City and Longmont police departments. Representatives from Homeland Security also attended.

The district received a grant to cover the \$25,000 cost of the system and its implementation.

The radio system is being used in 54 schools in Colorado, including Douglas County and Littleton.

The [...] system essentially cuts out the middleman in an emergency by helping the two-way radios used by schools and first responders talk directly with each other.

[W]hile first responders have repeater sites that boost their signals, school radios generally were used only over a very short distance.

[...]

Both law enforcement and the school's administration are enthusiastic about the new system.

"I think it's awesome," said Beau Campbell, the sheriff's school resource officer.

The system will ensure that emergency services are where they need to be a lot faster. Campbell added that it is the next best thing for school staff to have, with the exception of an actual police radio.

"Now they have the availability of being able to contact 911, the Sheriff's Office dispatch can just flip the switch, and they can talk to us via our radios," Campbell said.

According to Campbell, the district is starting with the system at the high school/middle school, but additional grants could be sought to bring the system to Carlson and King-Murphy elementary schools.

"Living in a post-9/11 and post-Columbine world, we have to do whatever we can do to make sure that our kids are safe," Campbell said. "I think it's a great tool, and we haven't necessarily had to use it yet, knock on wood, but I'm sure there will be some instances in the near future where the necessity is going to be there."

Schools Superintendent Jeff Miller, who wrote the initial grant ... said the radio system is a good opportunity for the district and an example of cooperation from multiple county organizations.

"We're pleased, and you know the nice part about this is that we have all the helping agencies, all the first-responding agencies, agreeing to be part of this," Miller said.

Miller said that ... the response time from ambulance, fire or law enforcement would be drastically shortened.

"We can then communicate with them directly and give them the information that they need, for instance, the location, where the emergency is, the type of emergency it is," Miller said.

Miller added the system could be used in the event of everything from intruders on school property to injured students and even a hazardous-materials spill on Interstate 70.

Miller said that in a crisis, the school no longer has to rely on giving first responders second-hand details.

"We're now getting information directly from the individual involved in the emergency (to) the first responders coming to the emergency" Miller said.

Full Article:

<http://www.clearcreekcourant.com/content/system-will-get-first-responders-highmiddle-school-faster>

Platte Canyon School District Phone System

General information

The current phone system was installed in July of 2003. Inter-Tel Technologies provide the phone system equipment inside Platte Canyon School District. Platte Canyon High School houses the master data closet that contains the central phone system equipment, network servers and routers, and Internet access for the district. Deer Creek Elementary has what is known as an intermediate data closet which houses network and phone equipment. This equipment routes data and voice packets back and forth between DCES and the DO campus across a Point to Point T1.

Phone service (Dial-tone) to PCSD is provided by Qwest Communications. This is made possible by three T1 connections. We have the point to point T1 which connects the phone equipment and network at DCES to the main phone and network equipment at PCHS. From PCHS, voice and data packets are split and voice continues on to another T1 connecting the entire district to Qwest's central office in Pine Junction. From there, calls are routed to the third "PRI" T1 connecting PCSD to Qwest's Evergreen central office. The reason for the additional T1 to Evergreen is to provide extra safety measures with what is called E911 information. Currently, the Bailey area is not equipped to provide this service. E911 allows caller ID capabilities for the school district and for Park County dispatch in the case of a 911 call. This T1 through Evergreen also provides direct inward dialing capabilities (DID) which allows outside callers to dial a district extension directly without going through the main system.

The Point to Point T1 that connects DCES and Transportation to the DO campus creates another possible point of failure for the DCES campus. Therefore, in addition to the already existing backup copper line, two additional copper lines were added which now allow up to three simultaneous incoming or outgoing calls to be made in the event that either T1 is down. A fourth copper line was installed as a district "Hotline" (838-8024) between DCES and the DO campus. This line is only to be used to allow communication between the DCES campus, the District Office, and the IT Department. Extensions 1200, 1202, and 1203, have programmed Hotline buttons on their phones. Pick up the receiver, press the button and dial 303-838-7666 and then ext. 1000, 1002, 1615, or 1616.

This phone system is feature rich and several additional measures have been put in place to ensure the safety of students and staff at PCSD.

- ❖ The district's phone service was updated with Qwest to the highest level available in the area. State of the art T1 capabilities provide increased bandwidth for handling high-volume inbound and outbound calls.
- ❖ Caller ID functionality facilitates emergency response to the district by advising Park County Dispatch of which district building is calling as well as providing detailed information such as the room number.
- ❖ Direct 911 calling: 911 can be dialed from any extension in the district without having to dial 8 or the "outside line" button. This can prove to be critical in an emergency situation involving non-staff adults or small children.
- ❖ Emergency notification to designated extensions (Superintendent, principals, It Department, etc) in the event of a 911 call placed from within the district.
- ❖ Ability to record conversations simply by pressing the "Rec Call" button. Recorded conversations can also be pulled off the phone system and burned to CD for further use if needed. This feature has proven to be beneficial in many situations.

SchoolSAFE Emergency Radio Bridge

The SchoolSAFE equipment was installed in August of 2008. This hardware and software make it possible to communicate throughout the entire district using 800 mhz technology with our existing radios. There are 8 people in the district that have been assigned the responsibility of helping to ensure the bridging of the SchoolSAFE equipment in the event of an emergency or drill.

Kathy	Lederhos	FMS	Tom	Hoganson	DCES
Retha	Applegate	PCHS	Stephine	Galyean	DCES
Bonnie	Mithuen	FMS	Joann	Bartzcak	PCHS
Melissa	Carrigan	PCHS	Lynn	Griebel	DCES

Administrators and IT staff can also bridge the SchoolSAFE equipment by using the shortcut available in the Network Shortcuts folder on their desktop.

Emergency Outage Instructions

PCHS/FMS/District Office

Power Outage:

Deploy all emergency radios and cell phones. Radios should be tuned to Channel 1.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

Principals or administrators in charge of PCHS and FMS should establish communication with the DO and the IT Department using the emergency radios.

The District Office should establish communication with the DCES campus using the emergency radios.

All existing telephones in each of the buildings will not function. Each building has been given an ordinary analog telephone which is to be plugged into their main receptionist extension. (Extension numbers: 1000-Howard, 1200-Fisher, 1400-Kirby, and 1600-Johnson) These extensions and these extensions only have been programmed to function with the analog phones when power is not available. They will not work at any other extension. These phones then allow one phone call going in or out on each building's copper line.

Point to Point T1 Outage:

(When attempting extension to extension communication between the DCES campus and the DO campus, you receive the error “Destination Unreachable”.)

If it is necessary for PCHS or FMS to communicate with the DCES campus, they can do so by bridging the SchoolSAFE equipment and then using the emergency radios or the district hotline. Do not attempt to call the DCES and Transportation main phone numbers as this will tie up the few lines they have available.

Main PRI T1 Outage:

(You receive the error message “ARS not available” when attempting to dial an outside number and outside calls coming into the district ring open – no answer.)

Each building has a dedicated copper line separate from the T1 to allow at least one incoming or outgoing call in case the main PRI T1 fails. During this type of outage, the system has been programmed to go into a “forward busy” mode and over-ride the auto-attendant which will not be functioning. Calls made to 838-7666, 4642 or 2054 are re-routed to the appropriate building operator. (Jan Howard, Mari Johnson, or Judy Kirby)

Communication via extension to extension in the district is not affected. Incoming and outgoing calls are limited to each building’s copper line. All phones with the exception of the main receptionist phones (Ext. 1000, 1600, 1400, and 1200) will not be able to dial out. The system has been programmed to only allow outward dialing on these phones during such an outage. This helps to keep the copper lines open as much as possible without being tied up by calls being made from classrooms, etc. However, during such an outage, any extension in the building can still dial 911 and it will over-ride the programming and grab one of the 3 copper lines on the campus if one is available.

Receptionists should try as much as possible to quickly transfer any incoming calls to another office extension for further assistance. For example, Mari would answer incoming calls with “Thank you for calling Platte Canyon High School can you hold please?” She would then transfer the call to Carol or Linda to handle. This frees up the copper line and allows for more incoming calls.

Emergency Outage Instructions

Deer Creek Elementary

Power Outage:

Deploy emergency radios and cell phones.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

The principal or administrator in charge should establish communication with the DO or the IT Department using Emergency Radios (Channel 3) or cell phones.

All existing telephones at DCES and Transportation will not function. The District Hotline will not function. The office has been given an ordinary analog telephone which is to be plugged into the main receptionist extension (Extension number: **1200 – Fisher**). This extension and this extension only has been programmed to accept the analog phone when power is not available. It will not work at any other extension. This phone then allows one phone call going in or out on the building's copper lines. An extra analog phone has been given to the office and this phone can be plugged into the DCES fax line to allow for additional calls without tying up the main receptionist phone.

Point to Point T1 Outage:

(When attempting extension to extension communication between the DCES campus and the DO campus, you receive the error “Destination Unreachable” and outside calls coming into DCES can no longer reach the DCES auto-attendant. Documents on the DCES server are accessible but no Internet, and no GroupWise access.

Deploy emergency radios and cell phone.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

The principal or administrator in charge should establish communication with the DO or the IT Department using the Emergency radios, District Hotline, Dialing outside to 838-7667, or cell phone.

Communication is lost via extension to extension between DCES and the PCHS/DO Campus. Extension to extension calling among DCES and Transportation extensions is not affected. The District Hotline can be used during this type of outage to communicate only with the DO and the IT Department. An extra analog phone has been given to the office and this phone can be plugged into the DCES fax line to allow for additional calls without tying up the main receptionist phone.

Main PRI T1 Outage:

You receive the error message “ARS (Automatic Routing Selection) not available” when attempting to dial an outside number and outside calls coming into the district ring open – no answer. Internet, GroupWise and documents on server are not affected.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

The principal or administrator in charge should establish communication with the DO or the IT Department using the emergency radios or the District Hotline. Pick up an office phone and press the “Hotline” button and dial 303-838-7666, ext. 1000, 1002, 1615, or 1616.

DCES has 3 dedicated copper lines separate from the main PRI T1 to allow at least 3 incoming or outgoing calls in case of PRI T1 failure. During this type of outage, the system has been programmed to go into a “forward busy” mode and over-ride the auto-attendant which will not function. Calls made to 838-4888 are re-routed to the main receptionist – extension 1200.

Communication via extension to extension in the district is not affected. All phones in the district with the exception of the main receptionist phones (Extensions 1000, 1200, 1400, and 1600) will not be able to dial out. The system has been programmed to only allow outward dialing on these phones during such an outage. This helps to keep the copper lines open as much as possible without being tied up by calls being made from classrooms, etc. However, during such an

outage, any extension in the building can still dial 911 and it will over-ride the programming and grab one of the 3 copper lines on the campus if one is available

Receptionists should try as much as possible to quickly transfer any incoming calls to another office extension for further assistance. For example, Sandy Fisher would answer incoming calls with “Thank you for calling Deer Creek Elementary, can you hold please?” She would then transfer the call to another office person or the nurse to handle. This frees up the copper lines and allows for more incoming calls.

The system has been programmed to only allow outward dialing on the 3 additional copper lines from the DCES main office during such an outage. This helps to keep the copper lines open as much as possible without being tied up by calls to or from classrooms, etc. However, during such an outage, any extension in the building can still dial 911 and it will over-ride the programming. An extra analog phone has been given to the office and this phone can be plugged into the DCES fax line to allow for additional calls without tying up the main receptionist phone.

Emergency Outage Instructions

Transportation

Power Outage:

Deploy emergency radio and cell phone.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

Establish communication with the DO or the IT Department using the emergency radio or copper fax line.

All existing telephones at Transportation and possibly DCES if they are affected by the power-outage, will not function. The Transportation copper fax line can be used for incoming and outgoing calls.

Point to Point T1 Outage:

Deploy emergency radio and cell phone.

Establish communication with the DO or the IT Department using the emergency radio or copper fax line.

Transportation utilizes the same Point-to-Point T1 used by DCES.

Communication is lost via extension to extension between DCES and the PCHS/DO Campus. Extension to extension calling among DCES and Transportation extensions is not affected. The auto-attendant that normally routes calls to transportation will not function. The Transportation copper fax line can be used for incoming and outgoing calls.

Main PRI T1 Outage:

Deploy emergency radio and cell phone.

The SchoolSAFE equipment should be bridged to allow emergency radio communications throughout the district.

Establish communication with the DO or the IT Department using the emergency radio or copper fax line.

Transportation will encounter the same issues as DCES. The Transportation copper fax line can be used for incoming and outgoing calls.

INCIDENT RADIO COMMUNICATIONS PLAN (ICS 205)

ICS 205

Incident Radio Communications Plan

Purpose. The Incident Radio Communications Plan (ICS 205) provides information on all radio frequency or trunked radio system talkgroup assignments for each operational period. The plan is a summary of information obtained about available radio frequencies or talkgroups and the assignments of those resources by the Communications Unit Leader for use by incident responders. Information from the Incident Radio Communications Plan on frequency or talkgroup assignments is normally placed on the Assignment List (ICS 204).

Preparation. The ICS 205 is prepared by the Communications Unit Leader and given to the Planning Section Chief for inclusion in the Incident Action Plan.

Distribution. The ICS 205 is duplicated and attached to the Incident Objectives (ICS 202) and given to all recipients as part of the Incident Action Plan (IAP). All completed original forms must be given to the Documentation Unit. Information from the ICS 205 is placed on Assignment Lists.

Notes:

- The ICS 205 is used to provide, in one location, information on all radio frequency assignments down to the Division/Group level for each operational period.
- The ICS 205 serves as part of the IAP.

Block Number	Block Title	Instructions
1	Incident Name	Enter the name assigned to the incident.
2	Date/Time Prepared	Enter date prepared (month/day/year) and time prepared (using the 24-hour clock).
3	Operational Period • Date and Time From • Date and Time To	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
4	Basic Radio Channel Use	Enter the following information about radio channel use:
	Zone Group	
	Channel Number	Use at the Communications Unit Leader's discretion. Channel Number (Ch #) may equate to the channel number for incident radios that are programmed or cloned for a specific Communications Plan, or it may be used just as a reference line number on the ICS 205 document.
	Function	Enter the Net function each channel or talkgroup will be used for (Command, Tactical, Ground-to-Air, Air-to-Air, Support, Dispatch).
	Channel Name/Trunked Radio System Talkgroup	Enter the nomenclature or commonly used name for the channel or talk group such as the National Interoperability Channels which follow DHS frequency Field Operations Guide (FOG).
	Assignment	Enter the name of the ICS Branch/Division/Group/Section to which this channel/talkgroup will be assigned.
	RX (Receive) Frequency (N or W)	Enter the Receive Frequency (RX Freq) as the mobile or portable subscriber would be programmed using xxx.xxxx out to four decimal places, followed by an "N" designating narrowband or a "W" designating wideband emissions. The name of the specific trunked radio system with which the talkgroup is associated may be entered across all fields on the ICS 205 normally used for conventional channel programming information.
	RX Tone/NAC	Enter the Receive Continuous Tone Coded Squelch System (CTCSS) subaudible tone (RX Tone) or Network Access Code (RX NAC) for the receive frequency as the mobile or portable subscriber would be programmed.

Block Number	Block Title	Instructions
4 (continued)	TX (Transmit) Frequency (N or W)	Enter the Transmit Frequency (TX Freq) as the mobile or portable subscriber would be programmed using xxx.xxxx out to four decimal places, followed by an "N" designating narrowband or a "W" designating wideband emissions.
	TX Tone/NAC	Enter the Transmit Continuous Tone Coded Squelch System (CTCSS) subaudible tone (TX Tone) or Network Access Code (TX NAC) for the transmit frequency as the mobile or portable subscriber would be programmed.
	Mode (A, D, or M)	Enter "A" for analog operation, "D" for digital operation, or "M" for mixed mode operation.
	Remarks	Enter miscellaneous information concerning repeater locations, information concerning patched channels or talkgroups using links or gateways, etc.
5	Special Instructions	Enter any special instructions (e.g., using cross-band repeaters, secure-voice, encoders, private line (PL) tones, etc.) or other emergency communications needs). If needed, also include any special instructions for handling an incident within an incident.
6	Prepared by (Communications Unit Leader) <ul style="list-style-type: none"> • Name • Signature • Date/Time 	Enter the name and signature of the person preparing the form, typically the Communications Unit Leader. Enter date (month/day/year) and time prepared (24-hour clock).

COMMUNICATIONS LIST (ICS 205A)

ICS 205A

Communications List

Purpose. The Communications List (ICS 205A) records methods of contact for incident personnel. While the Incident Radio Communications Plan (ICS 205) is used to provide information on all radio frequencies down to the Division/Group level, the ICS 205A indicates all methods of contact for personnel assigned to the incident (radio frequencies, phone numbers, pager numbers, etc.), and functions as an incident directory.

Preparation. The ICS 205A can be filled out during check-in and is maintained and distributed by Communications Unit personnel. This form should be updated each operational period.

Distribution. The ICS 205A is distributed within the ICS organization by the Communications Unit, and posted as necessary. All completed original forms must be given to the Documentation Unit. If this form contains sensitive information such as cell phone numbers, it should be clearly marked in the header that it contains sensitive information and is not for public release.

Notes:

- The ICS 205A is an optional part of the Incident Action Plan (IAP).
- This optional form is used in conjunction with the ICS 205.
- If additional pages are needed, use a blank ICS 205A and repaginate as needed.

Block Number	Block Title	Instructions
1	Incident Name	Enter the name assigned to the incident.
2	Operational Period <ul style="list-style-type: none">• Date and Time From• Date and Time To	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	Basic Local Communications Information	Enter the communications methods assigned and used for personnel by their assigned ICS position.
	• Incident Assigned Position	Enter the ICS organizational assignment.
	• Name	Enter the name of the assigned person.
	• Method(s) of Contact (phone, pager, cell, etc.)	For each assignment, enter the radio frequency and contact number(s) to include area code, etc. If applicable, include the vehicle license or ID number assigned to the vehicle for the incident (e.g., HAZMAT 1, etc.).
4	Prepared by <ul style="list-style-type: none">• Name• Position/Title• Signature• Date/Time	Enter the name, ICS position, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).

PREPAREDNESS: PLANNING
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 6 — Develop and implement a system to coordinate and leverage Federal preparedness funding to implement NIMS.

Schools and HEIs should have a system for maintaining awareness of, and pursuing as appropriate, Federal preparedness funding opportunities with local emergency management agencies and authorities such as law enforcement.

Association to NIMS

Preparedness funding can enhance school and HEI capacity throughout the four phases of school emergency management. Preparedness monies can assist efforts to achieve training objectives, design planning activities, and procure equipment or technology, as a part of broad comprehensive preparedness efforts. Preparedness funding can often be accessed through collaborative efforts within the partnerships developed to support the NIMS and ICS.

Implementation Guidance

Schools and HEIs should establish relationships at the local and State levels that work to identify, coordinate, and appropriately allocate preparedness funding throughout the state and at the local levels. Schools and HEIs should develop a proactive process to seek Federal funding supporting school emergency management; to **identify preparedness funding opportunities for developing interoperability training with their local and regional multi-disciplinary partners;** and to reach out to community partners who may be receiving funds.

At the local and regional levels, schools and HEIs can reach out to their partners, local emergency management agencies, and their Citizen Corps groups. If relationships are not yet established, there may be additional, mutual opportunities for collaboration; schools and HEIs should coordinate funding opportunities with their broader emergency management team including local emergency management agencies and authorities (i.e., law enforcement, fire officials, and emergency medical service personnel.)

Local emergency planning councils and committees were established by the Federal Emergency Planning and Community Right-To-Know Act, as Title III of the Superfund Amendments & Reauthorization Act of 1986. Originally, the councils' aim was to understand chemical hazards in the community, develop emergency plans in case of an accidental release, and look for ways to prevent chemical accidents. In many communities, the planning committees and councils have evolved to now address a broad array of emergency management issues on a community-wide level. Some schools and HEIs have been critical and successful members of their local emergency planning councils and committees. This represents another potential avenue for sharing information about Federal preparedness funds, and for ensuring coordination of with other preparedness applications, etc.

Those schools and HEIs located within designated Urban Area Security Initiative (UASI) zones could inquire about Protective Security Advisors (PSA) who are placed in field offices around the country, representing DHS in local communities and emergency operations centers. PSAs

serve as liaisons between DHS, the private sector and federal, state, local, and tribal entities. Schools and HEIs can reach out to the PSA in their region to request assistance facilitating the establishment of relationships and coordinating processes.

Additionally, there are numerous private organizations and business that support schools at the local, state, and regional levels who may also be able to provide assistance identifying funding opportunities and facilitating relationships. Schools are encouraged to be innovative in their efforts to establish relationships for identifying funding opportunities and coordinating efforts with their partners.

Schools and HEIs in collaboration with their local emergency management authority, should reach out to their State Department of Education, State Emergency Management Agency, and State Departments of Homeland Security, as well as applicable State-level professional organizations and partners. Because these activities will enhance the *Unified Command* aspects of NIMS, assistance with coordinating such funding should ultimately be led by the State Department of Education and the State Emergency Management or Homeland Security Authority.

Activities demonstrating schools and HEIs developing and implementing a system to coordinate and leverage Federal and other preparedness funding to implement NIMS include:

- Establishing relationships and or points of contact with local emergency management agencies and authorities such as law enforcement.
- Identifying mutual opportunities with community partners to identify or leverage preparedness funding and training opportunities;
- Partnering with local emergency planning councils and Citizen Corps to coordinate funding efforts;
- Discussing opportunities for coordination of support with related professional organizations and affiliates; and
- Developing processes with partners that include informing State officials responsible for coordination of preparedness funding.

2010 REGIONAL GRANT PROJECT REQUEST

Committee Name:

Chair/Co-Chair:

Project Manager:

Phone:

Email:

Collaborating Jurisdictions:

Project Name: Interoperable Communications for Schools and Community Partners

Target Capability Addressed: Communications

BACKGROUND INFORMATION ON PROJECT

As widely reported this year in communications, homeland security, and educational publications, as well as on the U.S. Department of Justice website, Colorado schools have a new tool to use in emergencies. The schools have adopted a system that allows schools to place a 9-1-1 call to activate a radio communications network that links school staff with professional responders arriving at the scene. Traditionally, schools facing an emergency have called 9-1-1 and waited for first responders to arrive. Under the new enhanced 9-1-1 system, schools can call 9-1-1 and be immediately connected with first responders through the schools' two-way radios. The radios allow school staff to communicate and work directly with police and other first responders during a crisis. The system will be used in accordance with procedures established by the National Incident Management System.

This project proposes installing this system throughout our school district and providing the joint planning, training, exercises and evaluations among school staff and all responder agencies to make the system implementation a success. The project uses an all-hazards approach to emergency planning that addresses threats specific to educational facilities. DHS has identified educational facilities as a subsector of the Government Facilities Subsector in the National Infrastructure Protection Plan.

This project builds on Colorado's School Response Framework, which signals the need for interoperable communications, and mandates comprehensive community partnering activities between schools and local responders. Those activities are underway in our jurisdiction. In the months ahead, we expect this project will produce significant results related to the role of interoperable communications in NIMS implementation, preparedness planning, resource management, command and management, and preparedness exercises. We will also have in place continuing support for joint preparedness training and school safety funding.

RISK MITIGATION

School safety experts nationwide and in our Region have warned that the combined measure of the physical, health, psychological and economic effects of a school-related attack or disaster can be very high throughout the community. Schools are soft targets that are easily recognizable, readily accessible, and highly vulnerable.

Each school day, our school personnel are accountable for the safety of about one-fifth of the total population of the district, but do not have the ability to meet all hazards with the same level of readiness as professional responders such as firefighters and law enforcement officers.

Educators and school personnel *are* the first responders in the school, on field trips, and at school-related events. They are the first to detect a school-related threat, first to respond to a school-related incident, usually first to report, and last to leave the site of an incident, and they are the ones left to cope with the aftereffects of an incident through the implementation of their recovery plans.

Therefore, our schools must achieve a level of readiness acceptable to school personnel, parents, students and the community by organizing and designating safety teams and providing them with the safety plans, procedures, training, equipment, and other support they need to not only maintain a safe learning environment and protect the students, but also to protect the protectors themselves.

Recent Colorado legislation requires all our schools to be NIMS-compliant, ICS-trained, and be actively engaged with all community responders to improve agency coordination when responding to school incidents. Types of incidents and emergencies our schools are planning for include: active shooter, animal threat, blast, bomb threat, bus accident, chemical spill, earthquake, fire, flood, food contamination, gas odor, intruder, lightning, non-custodial parent, pandemic outbreak, power outage, tornado, violent student, and winter storm. Our schools are also improving skills related to these life-saving protocols: lockdown, evacuation, reverse evacuation, shelter-in-place, and drop-cover-hold. The School District is the successful recipient of the Readiness and Emergency Preparedness in Schools (REMS) grant this funding cycle; the REMS grant is focused on assessing vulnerabilities, training staff, students, parents in NIMS and ICS protocols. Our 1st responder agencies have pledged their support to participate in trainings and exercises as we pursue the goal of significantly improving our crisis management capacity. However, the REMS grant is focused on sustainable culture change, not on the equipment necessary to achieve excellence in the management of a given crisis situation. As NIMS points out, effective communications is critical to success.

As of July 1, 2009, all our schools must have in place a timeline and roadmap for achieving complete NIMS compliance and establishing a School Response Framework as spelled out by the State. The Framework includes a mandate to inventory and test interoperable communications equipment at least once every academic term.

In this context, communications interoperability is the ability of public safety agencies (police, fire, EMS) and our schools to talk within and across agencies and jurisdictions via radio and associated communications systems, exchanging voice, data and/or video with one another on demand, in real time, when needed, and when authorized. It is essential that both public safety and our school districts have the intra-agency operability they need, and that they build their systems toward interoperability.

STATE STRATEGY AND TARGET CAPABILITY LINKAGE

This project supports **Goal 5 of the Colorado Homeland Security Strategy**, which is to "**Strengthen Homeland Security Systems and Structures**," as championed by the Governor's Office of Homeland Security. Furthermore, this project supports 2 important goal objectives: **Objective 5.1 - Communications**; and **Objective 5.3 - Planning**.

Applying these to our educational facilities, the goals of this project support and extend the goals of the REMS project; to help schools formulate more comprehensive school safety plans, carry out more complex and realistic school safety exercises, create a more secure place of learning for our children, better protect school personnel responding to an incident, allow dispatch center personnel to more effectively manage emergency calls and dispatch appropriate first responders, give professional first responders the ability to analyze emergency situations more quickly and more safely, and provide a foundation of interoperability necessary for effective communication,

coordination, and collaboration between school safety personnel and all professional responders in the local community and the state of Colorado.

Our primary target capability is listed as "**5.1.1 Communications** - A continuous flow of critical information is maintained as needed among multi-jurisdictional and multi-disciplinary emergency responders, command posts, agencies, and governmental officials for the duration of the emergency response operation in compliance with the NIMS." This capability is linked to all Prevent, Prepare, Respond, and Recover capabilities. The project supports this primary target capability by:

- developing and maintaining plans, procedures, programs, and systems for communications among schools and school districts, and regional, State, and local agencies;
- developing and maintaining joint communications-specific training and exercise programs, as well as conducting after-action reviews and developing corrective plans;
- optimizing alert and dispatch;
- providing continuous tactical communications to improve situational awareness for local first responders, and between schools and local disciplines operating at the school site;
- providing Emergency Operations Center communications support, by assuring protection of the interoperable communications systems; and
- facilitating a smooth return to normal operations.

Our secondary target capability is listed as "**5.3.1 Planning** - Plans incorporate an accurate threat analysis and risk assessment and ensure that capabilities required to prevent, protect against, respond to, and recover from all-hazards events are available when and where they are needed." This capability is linked to all Prevent, Prepare, Respond, and Recover capabilities by providing a consistent foundation upon which the other capability-specific plans, procedures, training, and exercise programs will be developed.

The focus of the Planning Capability is on successful achievement of a plan's concept of operations using our primary target capability of interoperable communications, and not the ability to plan as an end unto itself. Through the lens of communications interoperability, plans are better vertically and horizontally integrated with our schools, agencies, community partners, and jurisdictions. The project supports this secondary target capability by:

- conducting strategic planning;
- developing and revising operational plans;
- identifying the organizations and resources required to execute the four functional mission areas of prevent, prepare, respond, and recover;
- evaluating operational plans through exercising, training, and real world events; and
- the use of after-action reports to support validation and revision of operational and strategic plans.

This project supports the **Priority Planning Scenario of Food Contamination** and will utilize resources provided by the Strategic Partnership Program for Agroterrorism, an FBI initiative. The U.S. Department of Education recognizes that Food Defense is essential to a comprehensive emergency management plan. The National School Lunch Program serves 30 million lunches and 9 million breakfasts a day. Foodborne pathogens cause 76 million illnesses per year. Our schools use a combination of central kitchen and satellite preparation.

Interoperable communications plays a role in food defense and food safety in many ways, such as monitoring food transportation, controlling access to kitchens and cafeterias, sizing up incidents to determine the source of a contamination, addressing equipment failures such as a freezer breakdown, and coordinating response, treatment, clean-up, and community notification.

BUDGET MANAGEMENT/MATCHING FUNDS

The overall budget request for this project is \$191,000. These funds cover the cost of installation, community testing, and joint communications-specific NIMS/ICS training for schools and responders.

Equipment	AEL or Training Class Catalog Number	Number	Cost Estimate	Item Total
Interoperable Communications System	06CP-02-BRDG	12	\$12,500	\$150,000
Dual Band Digital Portable Radio	06CP-01-PORT	8	\$2,000	\$16,000
Communications-Specific NIMS/ICS 40 person Training & Workshops	ICS100, ICS200, IS700, IS800, IS362	10	\$2,500	\$25,000
		Total		\$191,000

The school district will provide or secure a 21% match of \$40,110 against the total cost of \$191,000.

The system will be maintained through our School District's annual maintenance budget, as well as the support of our community partners.

PROJECT MANAGEMENT AND TIMELINE

In addition to system installation in the schools, and system testing with all affected community partners, this project provides continuous Preparedness Training support through an online school safety resource center where school staff members can share documents and multimedia materials, create groups, create private forums, announce events, and build their own networks to share best practices. The project also provides continuous School Safety Funding support in order to leverage Federal preparedness funding.

The project assures successful implementation of the interoperable communications system through 5 key stakeholder workshops with the following outcomes and outputs:

1. **NIMS Implementation:** adopting NIMS, institutionalizing ICS, establishing standardized terminology, and establishing a NIMS timeline

2. **Preparedness Planning:** updating plans to incorporate NIMS and interoperable communications, and promoting mutual aid agreements
3. **Resource Management:** response assets inventory, and resource acquisition
4. **Command and Management:** establishing a multi-agency coordination system, and establishing a public information system
5. **Preparedness Exercises:** incorporating NIMS and ICS into training and exercises

Two potential challenges to effective implementation of this project are failure to use common terminology and reluctance to conduct drills or exercises at the school level. Both of these have a high probability of occurrence, and would have a high level of impact should they occur. The first challenge can be mitigated through frequent hands-on training attended by school staff and professional responders, and applying the principle of plain English communications. The second challenge can be mitigated by combining drills in order to minimize disruption to classroom time, and that hands-on tabletops using radios can be considered functional exercises, which are more manageable than expensive full-scale exercises.

CAPABILITY IMPACT/IMPROVEMENT

Lack of interoperable communications in our schools means slower response times and poor on-site coordination of available resources, leaving out those critical and informed school staff who are radio-equipped. Example improvements can be easily visualized in the Planning, Training, Alert & Dispatch, and Incident Command activities related to the Communications capability. These include on-demand real-time interoperable voice and data communication, training of key non-traditional stakeholders, quicker delivery of critical information, clearer communications, continuous tactical communications, and greater communications coverage.

Further preparedness funding will be accessed through collaborative efforts within the partnerships developed to support the interoperable communications system, as well as NIMS and ICS. While the REMS grant can be used to pursue collaborative trainings, we will continue our proactive process to identify preparedness funding opportunities for developing interoperability training with our local and regional multi-disciplinary partners; and to reach out to community partners who may be receiving funds. We will also partner with local emergency planning councils and Citizen Corps to coordinate funding efforts; and discuss opportunities for coordination of support with related professional organizations and affiliates.

This project benefits all community partners identified by the Colorado School Response Framework signed into law May 14, 2008. These partners are mandated to enter into MOUs to support school safety, and they include fire, law enforcement, EMS, mental health, and public health organizations. The school district, through its demonstrated commitment to training and sustainable improvement in all phases of crisis management that resulted in the award of the REMS grant, will use this project to fill many of the gaps the REMS grant is unable to fulfill, enhancing our ability to successfully manage crises that affect the school district directly, but also by being a high performing crisis response partner in events that affect the entire community.