

MINUTES

JOINT COMMITTEE ON KANSAS SECURITY

October 13, 2009
Room 535-N—Statehouse

Members Present

Representative Mario Goico, Chairperson
Senator Jay Emler, Vice-Chairperson
Senator Anthony Hensley
Senator Janis Lee
Senator Carolyn McGinn
Senator Thomas Owens
Representative Dan Johnson
Representative Judith Loganbill
Representative Julie Menghini
Representative Lee Tafanelli

Staff Present

Jill Shelley, Kansas Legislative Research Department
Corey Carnahan, Kansas Legislative Research Department
Scott Wells, Office of the Revisor of Statutes
Bruce Kinzie, Office of the Revisor of Statutes
Ann McMorris, Committee Assistant

Conferees

Dr. Bob Hull, Director, Kansas Center for Safe and Prepared Schools, Adjutant
General's Department
Major General Tod Bunting, Adjutant General of Kansas
William M. Chornyak, Deputy Director, Kansas Division of Homeland Security
Patrick Woods, School Board Member, USD 501
Jerry Tenbrink, Adjutant General's Training Coordinator
Superintendent Gary French, Osawatomie
Laura Jones, Kansas State Department of Education Title IV Coordinator
Superintendent Mike Roth, Clearwater
Superintendent Deb Baeuchle, Leavenworth
Superintendent Bob Diepenbrock, Flinthills
Dr. Jason Eberhart-Phillips, Kansas State Health Officer, Kansas Department of
Health and Environment
Kent Koehler, Chairperson, Statewide Interoperability Executive Committee

Thomas V. Thornton, President and Chief Executive Officer, Kansas Bioscience Authority
Captain John Eichkorn, Kansas Highway Patrol, Homeland Security Division
Lieutenant Colonel Matthew Oleen, Kansas National Guard Security Specialist

Others Attending

See attached list.

Morning Session

Vice-Chairperson Emler opened the meeting.

Emergency Preparedness at K-12 Schools (Attachment 1)

General Bunting spoke positively about the current collaboration and teamwork on the programs for preparedness and safety in Kansas public schools.

Dr. Bob Hull introduced school and state agency staff who would share information about the preparedness of schools. A PowerPoint presentation was reviewed by representatives of the Kansas Center for Safe and Prepared Schools (KC-SPS) and the Governor's Commission on Healthy and Prepared Schools.

Dr. Hull gave a brief review of need for an emphasis on school safety and preparedness, stating that approximately 25 percent of the population is in a school setting on a school day. Mr. Tenbrink spoke on events leading to formation of KC-SPS and its purpose, mission, and foundational duties.

Patrick Woods, Jerry Tenbrink, and Laura Jones explained the collaborative efforts of KC-SPS.

Superintendent Gary French elaborated on how disasters had taught superintendents and others many lessons which were useful in every community, in order to prepare more fully for a disaster. Disasters involve whole communities in resolving the many problems. For example, Osawatomie schools were used for housing during that community's summertime flooding in 2007, and the district lost students as a result of the flooding.

Dr. Hull reviewed the KC-SPS Mission Statement, its duties and responsibilities, Commission findings, guiding principles, and a position description for District Emergency Management Coordinator.

Early successes involving the Governor's proclamation were reviewed by Mr. Woods (Attachment 2).

Additional conferees reviewed various early "successes" in school preparedness:

- (1) Prepared Schools Week Activities and Kansas Safe and the Prepared Schools Conference, reviewed by Ms. Jones;
- (2) The KC-SPS working group, reviewed by Superintendent Mike Roth;
- (3) Hazards reviews at pilot schools, reviewed by Superintendent Deb Baeuchle; and
- (4) Graduate studies in preparedness by rural schools by Superintendent Bob Diepenbrock.

Dr. Hull explained the results of a recent school preparedness survey and had samples of classroom and building "crisis kits" to show to the Committee. He provided the Committee with a copy of the Crisis Management Action Outline (Attachment 3).

Recommendations for KC-SPS sustainability will be prepared by Dr. Hull and General Bunting for the Committee's study at its next meeting.

Interspersed with the various presentations were questions from Committee members. Senator Hensley noted the Legislature should act on the requirement that schools must hold several drills and have a crisis plan. He asked that recommendations from the presenters on this area be sent to the Committee. He serves on a crisis committee at a school in his district and would provide a copy of its plan to the Committee.

Committee members asked questions on whether there is a standardized plan and whether each school district had provided the Committee with a copy of its crisis plan, as requested by this Committee in late 2007.

Jill Shelley provided the Committee a memorandum titled "Best Practices for School Crisis Plans and Submitted Plans" (Attachment 4).

NBAF Update

Tom Thornton gave an overview of the current status of the National Bio and Agro Defense Facility (NBAF), reviewed current projected costs, and explained a study requested by Congress is being conducted to validate the original risk assessment, to ensure that risk has been adequately identified and mitigated in planning for NBAF. The project is on schedule with an estimated \$650 million construction cost. A report from the National Academy of Sciences will be released soon.

Chairperson Goico noted a letter had been prepared on behalf of himself and Senator Emler and sent to Representative David Obey, Chairman of the U.S. House Appropriations Committee, and others urging support of the \$32 million FY 2010 budget request for the NBAF as included in the Senate Appropriations bill (Attachment 5).

The Committee recessed for lunch to reconvene at 1:40 p.m.

Afternoon Session

H1N1 Preparedness

Dr. Jason Eberhart-Phillips provided a Pandemic Influenza Update presentation. He reviewed what is known about this new microbe, the clinical picture, the unusual age pattern as compared to ordinary flu, the extent of this disease in the United States, the H1N1 picture in Kansas, potential impact of the disease, disease-control strategies in Kansas, guidance for schools and businesses, and the H1N1 flu vaccine (Attachment 6).

Dr. Eberhart-Phillips was asked why educational staff in a high-priority age group were not included on the priority list for vaccination. He responded that the federal group in charge of forming the priority list made that decision and this is an international disease, so various groups should not make changes. In response to other questions, he said that a person who had not had a confirmed case of H1N1 should be vaccinated, that the virus has shown few signs of mutation, and that people who were exposed to a similar infection in the 1950s may have some degree of immunity.

Homeland Security Initiatives in Kansas (Attachment 7)

Major General Bunting provided an update on Homeland Security Programs in Kansas. He reviewed the Kansas Homeland Security Regions; the status of training venues at Crisis City, near Salina; and the annual business and industry forum scheduled for May 19-20, 2010, in Salina; and collaboration and partnership.

Bill Chornyak announced the first Biennial Kansas Security Summit would be held in Wichita, on December 8, 9, and 10, 2009, at the Hyatt Regency Hotel (copy of program included with Attachment 7). He reviewed the staffing and funding source of his division; vulnerability assessments provided to facilities such as courthouses, schools, and chemical plants; buffer zone protection program goals; buffer zone protection plans; unique assessments, such as a vulnerability assessment of Cedar Crest; and the assessment process.

Captain John Eichkorn reviewed homeland security grants. (The Patrol is the state administrative agency for those federal grants and is advised by the Governor's Council on Homeland Security.) Those grants totaled approximately \$13 million in FY 2008 and FY 2009.

Lieutenant Colonel Matthew Oleen explained the Kansas Fusion Center and its role in analyzing and sharing security information.

General Bunting concluded by noting that Homeland Security in Kansas is a collaborative effort among federal, state, private industry, and local agency officials to ensure that Kansans are prepared for all contingencies.

Communications Interoperability Update

Kent Koehler presented information about Statewide Interoperability Executive Committee (SIEC) membership; the SIEC's goals; accomplishments in each region toward interoperability of radio and data communications; the strategic technology reserve, including upgrades for

"communications on wheels" vehicles; and the status of the motobridge interoperability gateway. He also provided:

- (1) Executive Order 07-27, which established the SIEC;
- (2) Color-coded maps on Kansas Department of Transportation 800 MHz Tower Sites; and
- (3) Letters from Keith Haberer, Chairperson of the Northwest Kansas Homeland Security Region, and Don Button, Chairperson of the Southwest Kansas Regional Emergency Planning Council, encouraging the State of Kansas to continue its support of interoperability by completing the remaining 23 site conversions (Attachment 8).

In response to a Committee member's question, Mr. Koehler said he would find an estimate of moneys needed to convert the last counties to P25 capability.

Announcements

Chairperson Goico announced the next meeting of the Committee would be held on October 27. At that time, the Committee will be reviewing suggestions for possible legislation which those making presentations at this meeting were asked to provide, and it will hear briefings on additional topics.

The meeting was adjourned at 4:00 p.m.

Prepared by Ann McMorris
Edited by Jill Shelley

Approved by Committee on:

October 27, 2009
(Date)

GUEST LIST

Joint Committee on Kansas Security

DATE: October 13, 2009

Name	Representing
BOB HULL	KDEM
Terri Ploger	KDEM
Jerry Tenbrink	A.G.'s office
Marlo Newell	KDEM
Doug Cruce	Judicial
GARY FRENCH	USD 367
Bob Diepenbrock	USD 492
Mike Roth	USD 264
Laura Jones	KSDE
TOM THOMSON	KBA
Sue Petersen	K-STATE
Dick Morrissey	KDAE
DAN HAY	KDHS
Bill CHORNYAK	KDHS
Jasem Barakat Phillips	KDHE
Kent Koehler	SIEC

Preparedness and Safety
in
Kansas Public Schools

Presented to
Joint Kansas Legislative Security Committee

Presented by
Representatives of the
Kansas Center for Safe & Prepared Schools
and the
Governor's Commission on Healthy & Safe Schools

Capitol Building Room 535
Topeka, Kansas
October 13, 2009

**Presentation to Joint Legislative Security Committee
Capitol Building Room 535 – Topeka, Kansas
October 13, 2009 – 9:30 to 12:00**

- | | |
|--|---------------|
| 1. Welcome and introductions of speakers – Bob Hull & Gen Bunting | 9:30 - 9:35 |
| 2. Why is KC-SPS placed in KDEM under the TAG? – General Bunting | 9:35 - 9:40 |
| 3. Brief review of need for school safety and preparedness emphasis – Bob Hull | 9:40 – 9:50 |
| 4. Events leading to formation of KC-SPS – Terri Ploger Tenbrink | 9:50 – 10:00 |
| 5. Purpose, mission and foundational duties of KC-SPS – Jerry Tenbrink | 10:00 – 10:10 |
| 6. Collaborative efforts of KC-SPS – Patrick Woods, Jerry Tenbrink & Laura Jones | 10:10-10:15 |
| 7. Lessons from the Disaster Superintendents – Gary French | 10:15 – 10:25 |
| 8. Membership in KC-SPS – Terry Ploger | 10:25 – 10:30 |
| 9. Guiding Principles – Bob Hull | 10:30 – 10:40 |
| a. Suggested priorities | |
| b. Early successes | |
| • Governor’s proclamation – Patrick Woods | 10:40 – 10:45 |
| • Prepared Schools Week Activities – Laura Jones | 10:45 – 10:55 |
| • Kansas Safe & Prepared Schools Conference – Laura Jones | “ - ” |
| • KC-SPS Working Group – Mike Roth | 10:55 - 11:05 |
| • Pilot Schools – Deb Baeuchle | 11:05 – 11:15 |
| • Emmitsburg Pilot Program – Terri Ploger | 11:15 – 11:20 |
| • Graduate Studies – Bob Diepenbrock | 11:20 – 11:25 |
| 10. Data about school preparedness in Kansas – Bob Hull | 11:25 – 11:30 |
| 11. Back to the basics – Jerry Tenbrink | 11:30 – 11:35 |
| 12. Closure and recommendations for sustainability – General Bunting & Dr. Hull | 11: 35-11:45 |

Comments, Questions and Answers – Everyone – 11:45 to noon

**Preparedness
in Kansas Schools**

**Presented to
Joint Legislative
Security Committee**
by representatives of
Governor's Commission & KC-SPS

HULL


Presenters

- Major General Tod Bunting (Kansas' TAG)
- Supt. Deb Baeuchle – Ft. Leavenworth
- Supt. Bob Diepenbrock - Flinthills
- Supt. Gary French - Osawatomie
- Dr. Bob Hull, Director KC-SPS
- Ms. Laura Jones, KSDE – Title IV Coordinator
- Terri Ploger, KDEM Preparedness Officer
- Supt. Mike Roth - Clearwater
- Mr. Jerry Tenbrink, AG's – Training Coordinator
- Mr. Patrick Woods, School Board Member

marla newell, office asst.


School Preparedness Focus

- Early interest of Governor's Office
- Interest of other state agencies
- Belief of many that TAG & KDEM is the best fit
- Plus interest of educators, parents, health educators, school board and others




School's Mission Statement

Schools provide a safe environment where all students acquire skills, knowledge, abilities and behaviors necessary to be productive citizens in an ever changing world.



Kansas School Preparedness


- Recent Kansas History
- Typical day 20-25% of Population is in a School Setting
- First responders 'gap fillers'
- 2007 survey of Superintendents
- Review of School Crisis Plans
- Legislative Resolutions



TENBRINK

**State of Kansas Resolutions
on School Preparedness**

- * Concurrent Resolution # 5018 (1999)
Urging all public & private schools to create and update school crisis plans... implement by training personnel & drills.
- * Concurrent Resolution # 5008 (2003)
Urging the designation of school nurses as first responders



KCS&PS Historical Development

- Passage of Concurrent Resolutions
- In July 2003 at the Kansas School Nursing Organization's Convention, the topic of Bio-Terrorism was a joint focus with Nurses, KU Med and KDHE
- A small working group from this committee continued to meet over the next 2 years to continue discussions
- 3 members of this group were accepted into the 2005-06 KPHLI class. Their capstone project was a leadership summit to further explore identified ideas



Leadership Summit

- Leadership Summit held in Topeka on 7/11/2006
- Purpose of the Summit was to: "Define challenges associated with protecting students and staff in educational settings in the event of a threat to their health and safety, and to explore strategies and resources for strengthening Kansas schools in crisis preparedness".
- 30 Leaders from a variety of backgrounds and organizations attended the Summit



Recommendations from Leadership Summit

- Recommendations from Leadership Summit included:
 1. Submit a proposal to Governor Sebelius for the creation of a gubernatorial interagency commission to provide leadership for school preparedness planning and response
 2. Develop strategies to implement crisis planning, training and resources in Kansas School Districts



Governor's Executive Order

- Issuance of Governor's Executive Order 06-12
- "There is growing awareness of the need determining how effective schools are in providing a healthy and prepared school environment" . . . "our society and parents expect their children to be provided a healthy & safe environment where school officials are prepared. . . (for) crisis events"



Commission's Problem Statement

Kansas' schools have a duty of care to provide a safe, healthy and prepared learning environment. . . In today's society there are increasing (issues) that have the potential to disrupt. . . and threaten. Kansas schools are not uniformly prepared, resource equipped or trained to handle these threats. . . The work of this Commission is to . . . better prepare schools in fulfilling their mission.



Kansas Center-Safe & Prepared Schools Mission Statement

- To coordinate, recommend and implement resources and training that will improve safe and prepared learning environments for Kansas Schools. KC-SPS will provide leadership in assisting schools in the prevention of, preparation for, response to and recovery from crisis events that impact schools and their communities



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KC-SPS Duties

- Clearinghouse on safety and preparedness issues
- Establish and implement training and exercise programs
- Create and deploy a school crisis resource center
- Coordinate expectations & standards for school safety and preparedness



KC-SPS Uniqueness

- Multi-(Kansas state) agency collaboration
- Based upon verified needs
- Improve community preparedness through establishing expectations and standards for schools
- Advocate for children during disasters
- Partnership among the Education Emergency Management and 1st Emergency Responder Communities

Disaster Superintendents

- Communities impacted (Greensburg, Chapman, Seneca, Osawatomie & Coffeyville)
- Lessons learned
- What is important to share with others



KC-SPS Membership

- Currently 224 member schools
- 1 designated person from each district
- Job Description



Commission Findings

1. Every educational setting is vulnerable to threats
2. Many educational decision makers have not fully grasped the seriousness to the 21st century threats to school health & safety
3. Kansas schools are not uniformly prepared, equipped nor trained to respond to emergency school events
4. Schools have immediate and pressing priorities that constrain their opportunity to engage in school crisis planning
5. School preparedness planning lacks specificity & the force of law
6. Mission overlap and fragmentation of state & local agencies hinder development of school preparedness planning
7. State & local communities have received resources for local preparedness, but these benefits have not been extended to schools



KC-SPS Guiding Principles-I

- * Every educational setting is vulnerable to threats and crisis events. Kansas schools are not uniformly prepared, equipped nor trained to respond to emergency school events.
- Regardless of current challenges (financial, policy, political or otherwise), schools have a duty to provide a safe and prepared learning environment for our students, staff and patrons. The question is not if, but when, a school crisis event occurs, how prepared are we?
- During these challenging economic times, seek ways to bring awareness and improvement of school safety and school preparedness so they have minimal no money costs to local schools.
- Clearly state standards and expectations schools should be implement for safety and preparedness in their schools.
- Promote best practices - minimize mandates.
- Advocate and be the voice for children during times of crisis.



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KC-SPS Guiding Principles-II

- Focus on the connection between academic success and a safe and prepared school learning environment
- All school crisis events are local and school officials on site are first responders.
- School crisis events are community events and community crisis events are school events. The worlds of education, emergency management and first responders should work together in advance of and continually for crisis events that impact their schools and communities.
- Training is continuous due to changing expectations and staff turnover. The all-hazards approach is the consistent theme for training & preparedness.
- Advocacy for school safety and preparedness must be constant while public interest in the topic tends to be more cyclic.



Early Successes

- Governor's Proclamation
- School Preparedness Week Activities
- Kansas Safe & Prepared Schools Conference
- KC-SPS Working Group
- Pilot Schools
- Emergency Management Institute Pilot Project
- Graduate Studies in School Safety/Preparedness

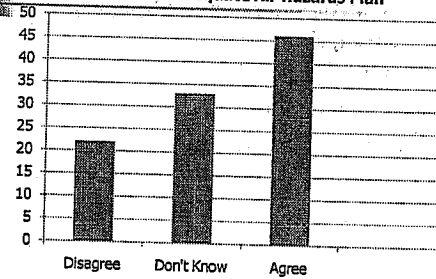


KC-SPS Survey

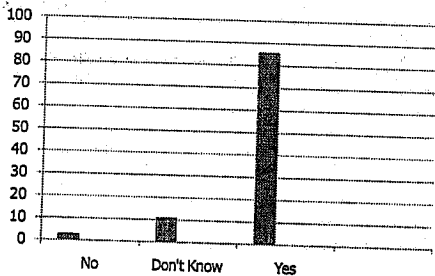
- * Conduct a survey from emergency management, school personnel and first responders in order to:
1. Establish baseline data
 2. Identify opportunities for improvement
 3. Identify barriers & challenges
 4. Assisting in charting future actions
 5. Obtain feedback



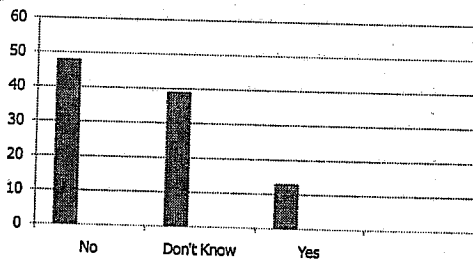
Schools with Adequate All-Hazards Plan

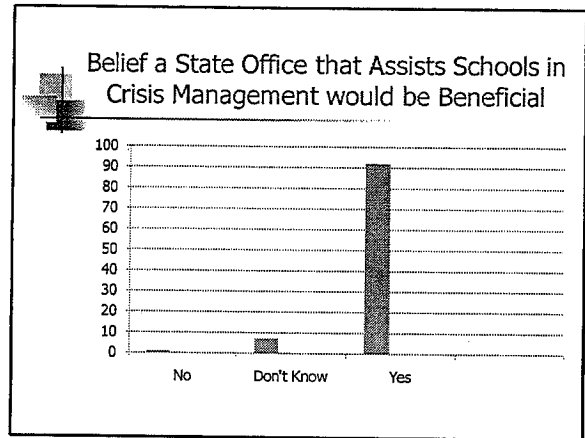
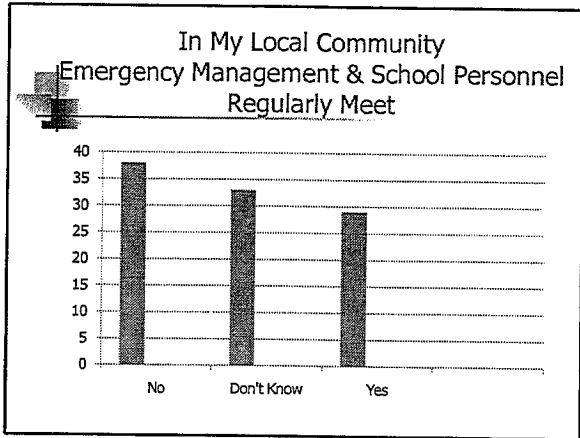


Need for Additional School Crisis Management Training



My Local School has an Annual Table Top Crisis Drill





Preparedness Basics

*Every Kansas educational setting is vulnerable to threats and crisis events. Kansas Schools are not uniformly prepared, resource equipped nor trained to respond to emergency school events.

- Formation of School Crisis Teams
- Implementation of standard crisis plans
- Standardization of drills and skills
- Basic supplies and equipment
- Training and exercises

Recommendations for Sustainability

*KC-SPS beginnings have come from a 'grass roots' movement focusing on the improvement of school preparedness/safety and enhancing the positive connection between student achievement and a safe learning environment

- Whatever is measured - gets done
- Legal/legislative foundation for the Kansas Center - Safe and Prepared Schools
- Foundational funding to operate KC-SPS
- Continued collaboration with other agencies
- Opportunity to broaden collaboration with private and public partners

Comments Questions and Answers

Contact Information

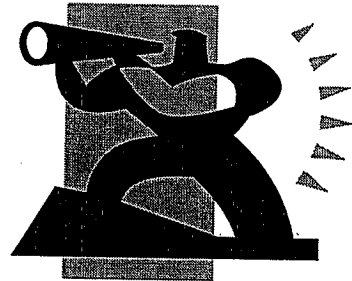
- * Major General Tod Bunting 785-274-1001
- * Dr. Bob Hull, Director - KC-SPS
 - robert.hull@tag.ks.gov
 - hull@olatheschools.com
- * 785-207-0165
- * 913-780-8015
- * Other Commission and Working Group Members

KC-SPS Mission Statement

The mission of the Kansas Center for Safe and Prepared Schools (KC-SPS) is to coordinate, recommend and implement resources and training that will improve safe and prepared learning environments for Kansas Schools. The Center will provide leadership in assisting schools in the prevention of, preparation for, response to and recovery from crisis events that impact schools and their communities.

KC-SPS Duties and Responsibilities

1. Become the Kansas Clearinghouse for school safety & preparedness
2. Create and deploy a school crisis management resource center
3. Establish training and exercise procedures
4. Coordinate standards and expectations dealing with school safety and preparedness



USD Name & Number

Kansas Center - Safe & Prepared Schools
Position Description
For
District Emergency Management Coordinator

Purpose of Position: To establish a direct link and serve as the liaison between the local School District and the Kansas Center for Safe and Prepared Schools.

Desired qualifications of person filling position:

1. Possess thorough knowledge of the facilities, grounds, personnel, resources and community(ies) that make up the local school district
2. Possess the trust and confidence of local school administration and board of education
3. Possess a good working relationship with school district employees and others
4. Willingness to receive and provide training as needed or recommended
5. Has familiarity with local emergency responders and emergency management
6. Possess the ability to work effectively in emergency situations
7. Possess good communication skills and provides information to stakeholders
8. Ability to provide leadership in school safety and preparedness issues
9. Ability to delegate authority to others as needed
10. Ability to take general directions from school, local or state authorities
11. Effectively uses resources

Desired expectations for this position:

1. Endorsement and support by District Superintendent and/or Board of Education
2. Attends necessary meetings and training sessions as possible
3. Completes necessary forms and provides requested information
4. Keeps current contact information for local school district
5. Advocates for principles, practices and procedures of the all-hazard approach to school crisis management and school safety.

District Emergency Management Coordinator

Contact Phone #

Contact email

District Superintendent

Date

Director KC-SPS

Please return completed form to: Kansas Center for Safe and Prepared Schools
Kansas Division of Emergency Management – 2800 SW Topeka Blvd., Topeka, Kansas 66611-1287
Fax: 785-274-1426; Phone: 785-274-1428; email: robert.hull@tag.ks.gov

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Commission Findings

1. Every educational setting is vulnerable to threats
2. Many educational decision makers have not fully grasped the seriousness to the 21st century threats to school health & safety
3. Kansas schools are not uniformly prepared, equipped nor trained to respond to emergency school events
4. Schools have immediate and pressing priorities that constrain their opportunity to engage in school crisis planning
5. School preparedness planning lacks specificity & the force of law
6. Mission overlap and fragmentation of state & local agencies hinder development of school preparedness planning
7. State & local communities have received resources for local preparedness, but these benefits have not been extended to schools



Kansas Center for Safe and Prepared Schools

Guiding Principles

Statements of Fact: Every Kansas educational setting is vulnerable to threats and crisis events. Kansas schools are not uniformly prepared, resource equipped nor trained to respond to emergency school events.

1. Regardless of current challenges (financial, policy, political or otherwise), schools have a duty to provide a safe and prepared learning environment for our students, staff and patrons. The question is not if, but when, a school crisis event occurs, how prepared are we?
2. During these challenging economic times, seek ways to bring awareness and improvement of school safety and school preparedness so they have minimal or no money costs to local schools.
3. Clearly state standards and expectations schools should implement for safety and preparedness in their schools.
4. Promote best practices - minimize mandates.
5. Advocate and be the voice for children during times of crisis.
6. Focus on the connection between academic success and a safe and prepared school learning environment.
7. All school crisis events are local and school officials on site should have initial first responders training.
8. School crisis events are community events and community crisis events are school events. School leadership, emergency management and first responders should work together in advance of and continually for crisis events that impact their schools and communities.
9. Training is continuous due to changing expectations and staff turnover. The all-hazards approach is the consistent theme for training & preparedness.
10. Advocacy for school safety and preparedness must be constant while public interest in the topic tends to be more cyclic.



Kansas Center for Safe & Prepared Schools
Kansas Adjutant General's Department
Kansas State Department of Education

Participation in Kansas Preparedness Week Activities

By Gubernatorial proclamation, September 21 -25 has been declared Kansas School Preparedness Week. All registered members of the Kansas Center for Safe and Prepared Schools are eligible for funds to help offset preparedness week items or activities based upon their enrollment and verification of activities or purchase of supplies. These monies are made available to participating (KC-SPS member) schools by funding from the Kansas Center for Safe & Prepared Schools and the Kansas State Department of Education. In order to qualify for these funds, the information on this page needs to be completed and returned to:

Kansas School Preparedness Week Activities
Attn: Mrs. Laura Jones or Dr. Bob Hull
Kansas State Department of Education
120 SE 10th Avenue - Topeka, Kansas 66612-1182
Or faxed to 785-296-7933 - Or return email to ljones@ksde.org

1. District demographic information

Name of School District & USD #	Estimated enrollment	Amount of dollars

2. Accountability and feedback measures

a. Please check items/activities completed by your school district

- Purchase of or addition to building crisis kits
- Purchase of or additions to classroom crisis kits
- Purchase of school emergency vests for crisis team members
- Purchase of AED
- Establishment and practice of a new emergency drill(s)
(Please list)
- Conducting drills in collaboration with local first responders or emergency management
- Hosting a meeting with local first responders and emergency management
- Teaching a class on emergency skills (CPR, FA, AED, Fire Extinguisher use, etc.)
- Conducting classroom lessons about personal and family preparedness
- Holding a staff meeting emphasizing crisis plans and staff responsibilities
- Others (please specify)

b. Please provide succinct answers to the following questions: (Please respond on separate page)

- Do you believe the items purchased or activities completed related to school preparedness will be sustained in your school district in following years?
- Did you find this emphasis on school preparedness beneficial to your District? Briefly explain positive noticeable differences.
- Would you like to see this emphasis on school preparedness continue in future years?
- Do have additional comments to us to help strengthen this program?

District's EM Coordinator

Date

District Superintendent

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1-12

Kansas Center for Safe & Prepared Schools
Potential Training Curriculum - 2009-10 Academic Year

1. Establishing and operating a School Crisis Management Team
2. Constructing and using a comprehensive all hazards school crisis plan
3. Crisis management skills and drills for schools
 - a. Fire
 - b. Severe weather
 - c. Lock down
 - d. Shelter in place
 - e. Evacuation and reunification
 - f. Bus evacuation
4. Continuity of Operations Plans for schools
5. NIMS/ICS for schools
6. Hazard identification, analysis and mitigation activities for schools
7. Training and exercises at the local school level
8. Semi-annual district Crisis Coordinator Training
9. Administrative Assistant Training
10. Bomb threat management
11. Crisis communications
12. Others, (CPR, FA & AED), (License renewal - KU)??

** Discussion on Instructional Delivery Methods**

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School Preparedness Survey Questions

Please return completed survey to:

Kansas Center for Safe and Prepared Schools ~ 2800 SW Topeka Blvd ~ Topeka, Kansas 66611

P14
71-1

Directions: For your survey response, place a numerical value to each of these questions according to these values. Comments are Welcome.

	Strongly Disagree or No	Disagree	Neutral or Unknown	Agree	Strongly Agree or Yes
My local school(s) has an all-hazards crisis plan and is adequately prepared for crisis events.	1	2	3	4	5
I am familiar with my local community's emergency operations plan / protocols	1	2	3	4	5
I am personally familiar with my local community's emergency management person(s).	1	2	3	4	5
I believe my local school's crisis management team has the necessary supplies and training.	1	2	3	4	5
I believe my school's crisis management team is familiar with their crisis responsibilities during an event.	1	2	3	4	5
The support staff in my school(s) receives training for school crisis events.	1	2	3	4	5
I believe there is a need for additional training for my school(s) crisis management team.	1	2	3	4	5
My school's crisis management plan has been shared with local emergency responders.	1	2	3	4	5
My local school(s) has lock down drills at least annually.	1	2	3	4	5
My local school(s) has shelter in place drills annually.	1	2	3	4	5
My local school(s) has an evacuation and reunification drill annually.	1	2	3	4	5
My school(s) has a tornado safe shelter area (safe room) inside of the building(s).	1	2	3	4	5
My local school(s) has a building crisis kit.	1	2	3	4	5
My local school(s) has a classroom grab and go crisis kit for every classroom.	1	2	3	4	5
My local school(s) has an annual table top crisis management drill.	1	2	3	4	5
In my local community, school officials, first responders, and emergency management personnel meet on a regular basis to discuss issues dealing with preparedness, safety and crisis management.	1	2	3	4	5
My school(s) has crisis management plans for students and staff with special needs.	1	2	3	4	5
I believe a state-wide office that assists local schools in preventing, preparing for, responding to, and recovering from crisis events is beneficial.	1	2	3	4	5

Please describe your-self: Education staff member _____ First responder _____ Emergency Management _____ Volunteer _____ Other (list) _____

GRAND TOTALS for QUESTIONS 1, 1, 4, 15, 16 & 18

School Preparedness Survey Questions

Please return completed survey to:

Kansas Center for Safe and Prepared Schools ~ 2800 SW Topeka Blvd ~ Topeka, Kansas 66611

51-1

Directions: For your survey response, place a numerical value to each of these questions according to these values. Comments are Welcome.

		Strongly Disagree or No	Disagree	Neutral or Unknown	Agree	Strongly Agree or Yes	
My local school(s) has an all-hazards crisis plan and is adequately prepared for crisis events.	1	5	17	36	41	9	108
I am familiar with my local community's emergency operations plan / protocols	1		2	3	4	5	
I am personally familiar with my local community's emergency management person(s).	1		2	3	4	5	
I believe my local school's crisis management team has the necessary supplies and training.	1		2	3	4	5	
I believe my school's crisis management team is familiar with their crisis responsibilities during an event.	1		2	3	4	5	
The support staff in my school(s) receives training for school crisis events.	1		2	3	4	5	
I believe there is a need for additional training for my school(s) crisis management team.	1		3	12	24	69	108
My school's crisis management plan has been shared with local emergency responders.	1		2	3	4	5	
My local school(s) has lock down drills at least annually.	1	12	14	39	12	31	108
My local school(s) has shelter in place drills annually.	1		2	3	4	5	
My local school(s) has an evacuation and reunification drill annually.	1		2	3	4	5	
My school(s) has a tornado safe shelter area (safe room) inside of the building(s).	1		2	3	4	5	
My local school(s) has a building crisis kit.	1		2	3	4	5	
My local school(s) has a classroom grab and go crisis kit for every classroom.	1		2	3	4	5	
My local school(s) has an annual table top crisis management drill.	1	29	23	42	9	5	108
In my local community, school officials, first responders, and emergency management personnel meet on a regular basis to discuss issues dealing with preparedness, safety and crisis management.	1	20	21	35	22	10	108
My school(s) has crisis management plans for students and staff with special needs.	1		2	3	4	5	
I believe a state-wide office that assists local schools in preventing, preparing for, responding to, and recovering from crisis events is beneficial.	1	1	2	8	18	81	108

Please describe your-self: Education staff member First responder Emergency Management Volunteer Other (list)

31
29%
12
11%
38
35%
2
2%
25
23%

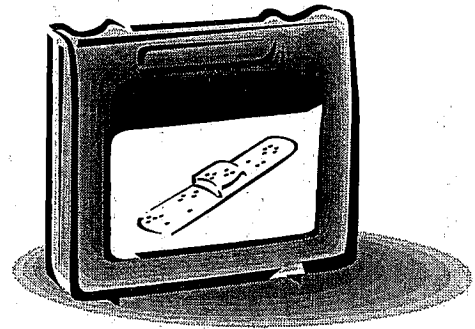
108

P15

Kansas Center for Safe and Prepared Schools
Classroom Crisis Kit (Suggested) Contents

A classroom kit is intended to be a 'grab and go' organized kit that contains helpful items to the classroom teacher, students, building staff and emergency responders during a crisis event. The following are suggested items with each school adding items as needed:

- a. Grab and go container (usually some type of canvas bag)
- b. Building Crisis Plans
- c. Flashlight + extra batteries
- d. Water
- e. Clipboard
- f. Writing paper
- g. Pens, pencils & markers
- h. Whistle
- i. Note cards
- j. Small first aid kit
- k. Plastic drop cloth
- l. Class roster & photos - current attendance
- m. Emergency student phone information - marked confidential
- n. List of classroom special needs-(marked confidential and use guided by HIPAA & FERPA)
- o. Hand sanitizer
- p. Building emergency plans and procedures
- q. Disposable gloves
- r. Student activities
- s. Hat, vest or some identifier for teacher
- t. Other as needed



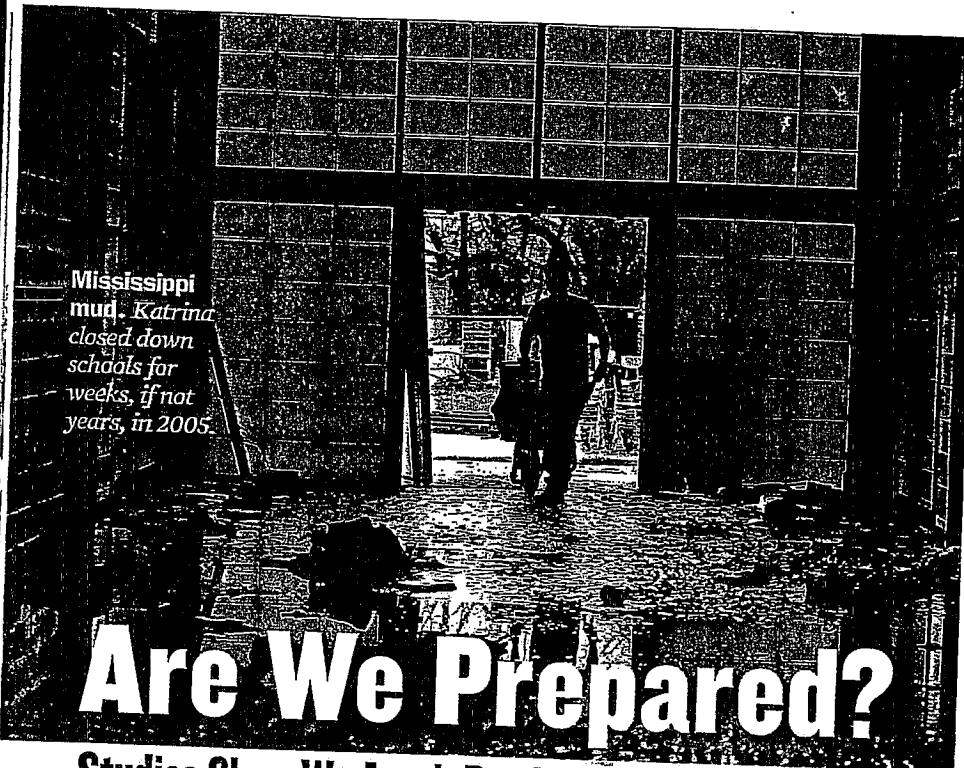
Kansas Center for Safe & Prepared Schools
Building Crisis Kit - Suggested Contents

A building crisis kit is an organized kit that contains helpful items to building staff and emergency responders during a crisis event in their local school. The following is a suggested list of items usually placed in the Building Crisis Kit:

- a. Container - often a large duffel bag or backpack that can be carried
- b. Building crisis plans and procedures
- c. Recent yearbook
- d. Current student roster
- e. Current staff roster
- f. Current visitor roster
- g. Vests or hats or some means of identifying crisis team members
- h. Whistles
- i. Emergency phone number list
- j. Building Walkie-talkies
- k. Interoperable radio with first responders (if possible)
- l. Cell phone
- m. Pens, pencil and markers
- n. Special needs of students and staff - (use guided by HIPAA & FERPA)
- o. Campus and site maps
- p. First aid supplies
- q. First aid instructions
- r. Water
- s. Flashlights
- t. Extra batteries
- u. Battery operated radio (NOAA weather radio)
- v. Blankets
- w. Sanitary items (Paper towels, TP, Moist Towlettes)
- x. Work gloves
- y. Disposable plastic gloves
- z. Electronic megaphone
- aa. Clipboard and paper
- bb. Basic hand tool
- cc. Utility turn off procedures
- dd. Plastic drop cloths
- ee. Breathing masks
- ff. Hand sanitizer
- gg. Duct tape
- hh. Disposable camera
- ii. Binoculars
- jj. Other as needed

10/12/2009

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Mississippi mud. Katrina closed down schools for weeks, if not years, in 2005.

Are We Prepared?

Studies Show We Aren't Ready for Another Katrina

Three years after Hurricane Katrina, many U.S. schools still aren't prepared for disaster, says a report commissioned by Save the Children. "More than 90 percent of our nation's children live in areas at risk of some type of disaster," said Mark Shriver, vice president and managing director of Save the Children's U.S. programs. "Yet only four states have set basic standards for child-care facilities, and 18 states are still behind in setting minimum emergency preparedness standards for schools." This lack of planning can yield potentially dire results. "In the event of an unexpected disaster," the report states, "minutes lost due to panic and confusion can have a profound impact on the safety of children and staff."

The report represents a challenge to states to review their emergency preparation plan, says Shriver. Minimum standards must include maintaining written disaster plans and conducting regular evacuation drills. Schools should designate relocation sites and develop reunification plans for children and families. They should also develop a set of emergency procedures tailored to children with special needs.

REPORT CARD: School Emergency Preparation

Effective emergency planning consists of multiple pieces. Here's how the states rate in requiring schools to formulate a comprehensive emergency plan.

A+ (REQUIRES A COMPREHENSIVE PLAN)	Nevada, Utah, Virginia, Washington
C (REQUIRES ONLY PARTIAL PLANNING)	California, Colorado, Maryland, Ohio, Oregon, Alaska, Connecticut, Iowa, Massachusetts, Mississippi, New Jersey, New York, Pennsylvania, Tennessee, Vermont
F (NO REQUIREMENTS)	Alaska, Arkansas, Hawaii, Kansas, Kentucky, Louisiana, Michigan, Montana, Nebraska, New Hampshire, North Dakota, West Virginia, Wisconsin

RESEARCH Roundup

GENERATION REMEDIATION.

According to research by the Strong American Schools project (www.edin08.com), one third of students entering college must take remedial classes. The kicker? Four out of five of these students had a high school GPA of 3.0 or higher, and half described themselves as "good students who worked hard and nearly always completed their assignments."

SUPPORT FOR PRE-K.

Quality preschool programs can raise achievement test scores while lowering grade repetition and special education enrollment. That's the conclusion of a joint report from the University of Colorado and Arizona State University. While preschool can help all students, the report finds that economically disadvantaged children benefit the most. Download the report at <http://epicpolicy.org>.

UNEXCUSED ABSENCES.



Researchers at Columbia University say that one in 10 kindergarten and first-grade students will miss more than a month of school this year, putting them at a significant educational disadvantage. According to their findings, it's not negligence that will keep most of these kids at home: Low-income families often lack resources that help ensure regular attendance, such as food, transportation, the social support. Says researcher Hedy N. Chang, "We can work together early on to ensure families get their children to class consistently or we can pay later ... when problems are more difficult and costly to fix." Read more at www.nccp.org.

COMMERCIALISM ON CAMPUS

The seemingly ever-expanding marketing practices "reach into the lives of children and follow them to school," says a study released by Arizona State University. It finds that "the boundary between advertising and editorial content is becoming less distinct," and that, wittingly or not, consumers are becoming "agents and collaborators" in marketing. While the report acknowledges a reaction against the most crass forms of marketing on campus, it anticipates an expansion in less obtrusive commercial-school "partnerships." Read the full report at <http://epsu.asu.edu/ceru>.

1-18

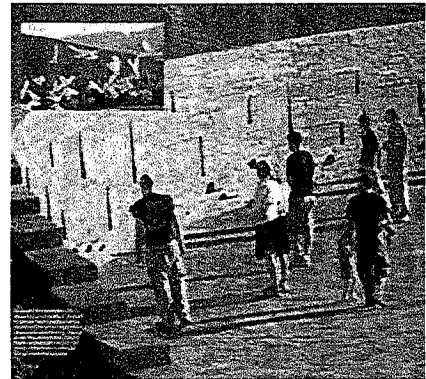
Columbine's 10th Anniversary finds Lessons Learned

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Substantial strides have been made in school security, but glaring gaps remain.

By Kenneth S. Trump
April 2009

When school administrators hear that the 10th anniversary of the Columbine High School attack will arrive on April 20, 2009, most shake their heads in disbelief. They are amazed that 10 years have passed since this watershed event, which changed the landscape of K12 school safety.



Anniversaries typically mark a time of reflection. A decade later, what lessons have truly been learned from the Columbine attack? Did these lessons result in any substantial changes in the safety of our nation's schools?

The State of School Security and Emergency Preparedness

The good news is that in general, our nation's schools today have a higher level of awareness of safety issues and preparedness for emergencies than they did prior to April 1999.

Administrators and boards have reduced access to schools, implemented visitor management systems, improved communications capabilities, boosted the number of surveillance cameras, and taken security into account with new school design and remodeling. School leaders have also zeroed in on school climate improvements, engaged students in school safety programs, created threat assessment protocols, implemented new drills, exercised and tested emergency plans, trained teachers and support staff, and formed ongoing partnerships with first responders and other community partners.

The bad news is that much of the progress made in the months and early years following the Columbine incident has stalled and even slipped backward in recent years. Funding for the Safe and Drug-Free Schools state grant program, the COPS in Schools program that put police officers in schools, and even school emergency planning dollars have been dramatically scaled back or eliminated over the past decade.

School officials also face increasingly limited time for school safety efforts. The academic demands resulting from No Child Left Behind have left school administrators with less time for noninstructional activities, such as the delivery of prevention support services and staff training on school security and emergency preparedness issues.

The most challenging obstacle in many school communities is complacency. Time and distance from a major high-profile tragedy breeds complacency and fuels denial. Absent a major school shooting in the news or a politically hot school safety situation, it has become far too easy for day-to-day education activities to overshadow safety, security, and emergency preparedness planning.

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The result is a mixed bag of many lessons learned and implemented, as well as many remaining gaps in security and emergency preparedness. How schools stack up in school safety best practices varies from district to district and from school to school within each district. It also varies over a period of time and with changes in school leadership and staff.

Security Lessons Learned

Schools around the nation have beefed up their security in a number of areas. Common strategies for improving physical security include:

- Reduced school access. Administrators struggle with maintaining a warm, welcoming and reasonably accessible school for legitimate users while reducing access to school facilities by those with ill intentions. School leaders have reduced the number of doors that can be opened from the outside during school hours, designated main entrances clearly marked by signage, replaced older doors and locks with newer door hardware and locking systems, and installed electronic access control devices such as proximity or swipe card readers. They have also trained students not to open doors for strangers and have trained staff to greet, challenge, and/or report strangers on campus.

People will always be the weakest link in school security and emergency plans. The question is, how weak will we allow them to be?

- Visitor management systems. A growing number of schools are employing visitor management systems to identify and record visitors to schools. While some schools use relatively basic sign-in logs and visitor identification badges, others have invested in technology that allows the scanning of drivers' licenses to check visitors against sexual offender databases and produce visitor identification cards.
- Surveillance cameras. The main entrance of many schools, in particular elementary schools, are now equipped with cameras and accompanying speakers and electronic door openers to better monitor the schools' primary entrance points. Cameras often monitor entranceways, hallways, stairwells, and other common areas such as cafeterias and parking lots.

Many school districts provide local law enforcement agencies with emergency remote access to their school cameras for potential use in a tactical response situation. School bus cameras help deter misbehavior by those students who can be deterred, and serve as evidence against those who choose to violate school rules and/or the law.

- Communications enhancements. Improvements have been made to facilitate classroom-to-office communications, strengthen two-way radio communications capabilities among key administrators and staff, maintain public address systems and speakers, and expedite communications messages from schools to parents in an emergency. A number of schools have enhanced communications links between their schools and local law enforcement.

- Renovation and new school design. Many schools now have school renovation and new school construction projects reviewed by security experts. Lessons from the field of crime prevention through

environmental design (CPTED) have been adapted to schools. Results include reconfigured main entrances that funnel visitors to and through the main office, improved lines-of-sight in hallways, and new washroom designs in elementary schools that feature washbasins positioned outside of the doors leading into separate toilet areas to enhance adult supervision capabilities. Enhanced lighting, intrusion detection systems, and other measures have also received closer attention by school districts in the post-Columbine era.

Improved Preparedness

The attack at Columbine High School served as the impetus for improvements in school emergency planning nationwide. Emergency planning strategies include:

- Crisis teams and plans. Most schools have some type of written crisis plan and school safety/crisis team.
- Drills and exercises. Lockdown, evacuation, and shelter-in-place drills have joined traditional fire and tornado drills. First responders are given access to schools to conduct tactical training when school is not in session.
- Computerized floor plans and blueprints. Mapping system technology is being used for improved school and first responder access in an emergency.
- Threat assessment training and protocols. Schools have created threat assessment teams and protocols, trained staff, and partnered with police to better evaluate threats.
- Training for professional development. Administrators, teachers and support staff have received professional development training on school security and emergency planning details.
- Relationships with community partners. Schools have strengthened proactive partnerships with police, fire, emergency medical services, emergency management agencies, mental health agencies, and other community partners.

Administrators work hard to improve school climate and culture, upgrade mental health support for students, encourage student reporting of safety concerns, and strengthen prevention and intervention resources to prevent crises.

Glaring Gaps

Even with all of the positive strides over the past decade, glaring gaps remain. Some of the more common gaps include:

- Staff, student, and community awareness. The first and best line of defense is always a well-trained, highly alert staff and student body. The time and funding for staff training have steadily decreased, particularly following the introduction of No Child Left Behind. People will always be the weakest link in school security and emergency plans. The question is, how weak will we allow them to be?
- Crisis plans on the shelf. Most schools have crisis plans, but many are outdated and collecting dust upon

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school shelves. Plans are still not being put together by diverse teams, nor are they reviewed and updated annually, which is a best practice.

- Emergency plans with questionable content. Many school plans reviewed by school safety consultants have questionable content. Schools typically know, for example, that parents and the media will add the greatest pressure in a school emergency response. Yet parent-student reunification and media management are often two underdeveloped areas in many crisis plans.

Many school plans reviewed by school safety consultants have questionable content.

- Exclusion of support staff in training and planning. School support staff tend to be grossly undertrained and underutilized in school emergency planning. Food service employees, office support staff, day and evening custodians, and school bus drivers are often not included in faculty meetings, on crisis teams, and in drills and exercises. Yet these support staff groups can play critical roles in a school emergency.
- Decreased funding for school violence prevention, security, and emergency planning. Federal and state legislators rode the "school safety bandwagon" in the months following the Columbine incident, providing new laws and funding streams for school safety. Following the terrorist attacks of 9/11, most legislators jumped to the "homeland security bandwagon."

Unfortunately, they have never come back to school safety and, in fact, have actually repeatedly cut funds for school violence prevention, security, and preparedness. Combined with complacency, denial and school-community politics, these and other gaps remain as obstacles for improving school crisis preparedness and can leave a school vulnerable.

Future Directions

Schools in general are more secure and better prepared for emergencies today than they were prior to the Columbine attack in 1999. But glaring gaps in prevention, security, and preparedness remain.

How quickly and effectively those gaps will be closed rests with the most valuable resource we have for school safety: our people. Future school safety progress lies in the hands of educators, students, parents, first responders and others who work in schools and/or with students.

Kenneth S. Trump, M.P.A., is the president of National School Safety and Security Services (www.schoolsecurity.org), a Cleveland-based national school security and emergency preparedness consulting firm.

[AAMB6][AAMB8]

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Governor's Proclamation

TO THE PEOPLE OF KANSAS, GREETINGS:

Whereas, Every Kansas educational setting regardless of size or geographic location is vulnerable to multiple hazards that have the potential to disrupt the normal learning process; and

Whereas, On any given day twenty percent or more of Kansans are gathered in a school setting; and

Whereas, Our society and parents expect their children to learn in a safe and prepared environment where school and community officials are prepared to handle unforeseen events that have the potential to escalate into school emergencies; and

Whereas, School preparedness and safety can best be accomplished through active collaboration among school, community, emergency management, first responder and private sector partners; and

Whereas, The Kansas Center for Safe and Prepared Schools and the Governor's Commission on Healthy and Prepared Schools has urged greater community and school awareness and action towards school preparedness:

NOW, THEREFORE, I, MARK PARKINSON, GOVERNOR OF THE STATE OF KANSAS, do hereby proclaim September 21 through 25, 2009 as

KANSAS SCHOOL PREPAREDNESS WEEK

In Kansas and urge all citizens to actively participate in this observance

CRISIS MANAGEMENT ACTION OUTLINE

9/24/2009

PEOPLE CRISIS

Medical Emergencies

1. Determine if situation affects total school population, small group, or individual
2. Determine if emergency medical personnel are required. If so, call 9-911 and District Office with crisis information
3. Initiate CPR/First Aid/AED as needed
4. Assemble Building Crisis Management Team
5. Notify staff
6. Determine status of students not affected

Disruptions/Intruder/Missing Child or Abduction

1. Assess (confirm) situation/call 9-911 as needed
2. Secure building/take attendance
3. Call District Office
4. Assemble Building Crisis Management Team
5. Notify staff/use pre-arranged codes
6. Notify parents

Death of a student/staff

1. Confirm information
2. Call District Office
3. Assemble Building Crisis Management Team
4. Notify staff
5. Obtain personal data
6. Secure personal items

Bomb Threats

1. Notify Building Administration/Notify District Office
2. Call 9-911 and report the threat
3. Complete the Bomb Threat Checklist
4. Evaluate the validity of the threat. Is the threat credible?
5. Building/area search without evacuation (overt/covert)
6. Evacuate and search if deemed appropriate
7. Upgrade if a suspicious package is discovered by search team

Poisoning

1. Call 9-911
2. Call Poison Center Hotline 1-800-222-1222
3. Activate building medical staff
4. Utilize building knowledge (Material Data Safety Sheets)
5. Call District Office

Field Trips

1. Confirm information – know precise location
2. Use predetermined, appropriate communication devices and telephone numbers (Call 911 – if needed)
3. Notify Building Administration of situation
4. Locate, refer to & use crisis information and resources on hand
5. Account for all persons on trip
6. Locate emergency contact information of participants

NATURAL DISASTERS

Tornado

1. Sound alarms
2. Take protective positions
3. Assemble Building Crisis Management Team
4. Call 9-911 as needed
5. Call Service Center with crisis information
6. Call District Office
7. Activate building crisis plan

Fire

1. Sound alarms
2. Evacuate building
3. Call 9-911
4. Take attendance at designated place
5. Assemble Building Crisis Management Team
6. Call Service Center with crisis information
7. Call District Office

Severe Weather and Floods

1. Confirm information
2. Post observers as warranted
3. Assemble Building Crisis Management Team
4. Call 9-911 (if needed)
5. Call Service Center with crisis information
6. Call District Office
7. Activate building crisis plan

Earthquake

1. Sound alarms
2. Evacuate building or take protective positions
3. Assemble Building Crisis Management Team
4. Call Service Center with crisis information
5. Call District Office
6. Activate building crisis plan

Lightning

1. Take cover inside the nearest safe structure.
2. If outside and no shelter is available, immediately crouch into a ball position with feet on the ground.
3. Stay away from trees or other tall isolated structures.

** When in doubt, call 9-911 **

** Plan time for debriefing after crisis **

** Refer to crisis manual for additional details **

** Any time you evacuate the building, take attendance **

PHYSICAL PLANT/TECHNOLOGICAL HAZARDS

Explosion

1. Evacuate building
2. Call 9-911
3. Call Service Center
4. Call District Office
5. Assemble Building Crisis Management Team
6. Determine scope of crisis-take attendance

Gas Leak

1. Evacuate building
2. Call 9-911
3. Call gas company at _____
4. Call Service Center
5. Call District Office
6. Assemble Building Crisis Management Team
7. If needed after evacuation move students/staff to safe area

Chemical/Hazardous Material Release

1. Assess situation use MSDS (material data safety sheets)
2. Call 9-911
3. If inside, evacuate building. If release is outside, shelter in place
4. Take attendance – account for all persons
5. Call Service Center
6. Call District Office
7. Assemble Building Crisis Management Team
8. Activate Shelter in Place Plan as needed
9. Listen to district, local media or other information updates

Utility Outage

1. Assess situation – check building to determine any damage
2. Call Service Center
3. Call utility provider
4. Call District Office
5. Locate and check utility shut off valves or switches
6. Assemble Building Crisis Team

Emergency Early Dismissal of School

1. Call District Office and discuss situation
2. Once decision is made for dismissal, activate plan of needed action steps provided in Crisis Management Manual.

Anthrax Threats

1. Become aware of indicators of suspect letters and packages
2. If unopened and not leaking a substance:
 - ♦ Call 9-911 and report factual information
 - ♦ Call District Office
 - ♦ Clear the room and wait for emergency personnel to arrive
3. If opened and substance found (or leaking):
 - ♦ Place letter/contents in package and seal in a plastic bag
 - ♦ Wash hands immediately with soap and water
 - ♦ Call 9-911 and report factual information
 - ♦ Call District Office
 - ♦ Remain in the room and wait for emergency personnel to arrive
4. Shut down HVAC unit to impacted area

Joint Comm. On Kansas Security
 October 13, 2009
 Attachment 3-1

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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Topeka, Kansas 66612-1504
(785) 296-3181 ♦ FAX (785) 296-3824

kslegres@klrd.ks.gov

<http://www.kslegislature.org/klrd>

October 12, 2009

To: Joint Committee on Kansas Security
From: Jill Shelley, Principal Analyst
Re: Best Practices for School Crisis Plans and Submitted Plans

At its meeting on December 14, 2007, the Joint Committee on Kansas Security voted to request a report on security measures being taken in K-12 schools around the state and the guidance provided on this topic. The report, in electronic format, was received before April 15, 2008, the deadline in the motion; 270 of the then 303 school districts submitted materials. This memorandum summarizes elements of best practices for school crisis plans and a comparison of those best practices with the plans submitted by 39 of those districts.

No standards for school crisis plans have been approved at either the state or federal level. However, review of information from the U.S. Department of Education, Office of Safe and Drug-Free Schools; the Governor's Commission on Healthy and Prepared Schools; the National Education Association; and the Government Accountability Office show some common suggested elements of complete school crisis plans.

Those elements fall into several categories:

- Crisis prevention;
- Plan development;
- Equipment and supplies;
- The written plan; and
- Training on that plan.

Below are more details about elements included in those categories, with analyst comments on the sample of plans reviewed in *italics*. (A more extensive listing of these best practices is included as an attachment to this memorandum.)

Crisis Prevention

- The culture and climate of the school, *e.g.*, bullying, violence prevention, and drug and alcohol issues, must be addressed through policy and curricula. (Kansas has required school district policies to prohibit bullying since 2007.)

Few plans mentioned this. Among the specifics mentioned were a no-tolerance policy for weapons, a statement regarding a right to no fear at school, and a no-violence plan.

Joint Comm. On Kansas Security
October 13, 2009
Attachment 4-1

- A school should have a system for reporting disturbing behavior to an individual or team with appropriate expertise and training, who can then take action. The system should allow for anonymous reporting.
Multiple districts included policies on reporting illegal activities. This was more explicit in the larger district plans.

- The school should ensure basic security measures are in place, e.g., access control, protection for utility systems.

Locked doors were frequently mentioned. Security measures were more explicit in the plans from the larger districts.

- Physical facilities should receive regular safety audits.

Only seven of the districts included this in the materials submitted.

Plan Development

- Personnel time must be allocated to developing a crisis plan.

Only one of the plans submitted listed this as a responsibility for the superintendent.

- Security assessments done by internal and external staff should identify the types of crises for which plans are needed.

Only certain types of crises are addressed in action plans, so it could be said that those types of situations were deemed to be those for which plans were needed. However, only one of the plans specifically mentioned reviewing types of crises for which planning should be done. The materials indicated that some plans had been developed with outside facilitators, who may have led the district in determining which types of crises to include.

- A crisis team must be chosen. The team should include a variety of district and school personnel, such as administrators, teachers, nurses, security staff, and support personnel.

Most plans included mentions of district or building crisis teams, or both.

- Responsibilities must be assigned to members of the team. The responsibilities must include those of chairperson and communications coordinator or spokesperson.

Many of the plans did a good job with this, listing jobs by team role. Principals seem to have much responsibility, as do superintendents.

- The plan must be coordinated with other emergency plans in the community.
 - The plan should be developed in consultation with local emergency management officials.
 - There should be written, reciprocal expectations and emergency management plans between schools and local health and public safety agencies. The plans should include an incident command system.

While many of the submitted plans specify when to call 9-1-1 and reference using local emergency responders, very few showed clear indications of meeting with those responders or clearly coordinating with them. One clearly lists this as a responsibility of the building coordinator. A few used information regarding pandemic flu from health departments. Most included a hierarchy of responsibility.

- The team should meet regularly and should meet regularly with community emergency management officials.

At least two showed evidence of working with community partners on evacuation plans with district liaisons appointed.

- The plan should be updated regularly.

All extremes were represented. Some submitted plans that clearly had been recently and regularly revised; one included a policy dated 1998.

Equipment and supplies

- Equipment to mitigate and respond to emergencies should be identified, acquired, and stored where it can be accessed easily. Communications equipment must work easily with that of first responders and other community partners;
- Storage locations should be identified; and
- Supplies needed for crises (e.g., food, water, first-aid supplies, flashlights) should be replenished regularly.

Some of the plans mentioned "go bags" or "crisis carts" with materials at the ready and staff assigned to check the items. This seemed to be a building-level responsibility.

Elements of the written plan

- Student movement plans:
 - Steps to determine which student movement plans should be used in which situations.

- Plans are needed for each of the basic student movements:
 - Evacuation (including evacuation to backup buildings and contingencies for adverse weather conditions);
 - Reverse evacuation;
 - Shelter in place;
 - Lockdown; and
 - Bus evacuation.

Also needed are plans for reuniting students with parents.

Usually these were mentioned in conjunction with specific types of crisis situations.

- Procedures for assisting special needs students, e.g., schedule showing their locations, staff assigned to evacuate or shelter with them, devices for transportation.

When this was mentioned, usually it was the responsibility of the student's classroom teacher or classroom aide. Four of the districts mentioned this as a district responsibility.

- Communication elements, including these:
 - Manuals, flip charts, or other materials outlining responses that are geared toward specific audiences, e.g., the crisis preparedness team, classroom teachers, bus drivers;
 - Protocols for notifying crisis response team members, other staff, students, parents, and community members, both during and outside of school hours. Those plans should include ways to communicate with those who have limited English proficiency;
 - Procedures for reuniting students with their parents; and
 - Terms to be used by district personnel and responders when reporting and responding to crises; plain English words should be used.

Many of the "plans" reviewed were flip charts or reference workbooks for building or teacher use. The more extensive plans included mentions of phone trees and policies on using media to inform parents and the public, such as sample press releases for various types of situations (most often death of a student or staff member) and policies on which personnel were authorized to speak with media. Reunification policies usually were included. Many districts' materials indicated they plan to use code words for various situations.

- Plans to address specific situations identified in the security assessments:
 - Natural disasters, *e.g.*, tornado, earthquake, fire;
 - Failures of the physical plant or technologies, *e.g.*, a hazardous materials release, explosion, utilities failure, computer security breach; and
 - People crises, *e.g.*, medical emergencies, death of a student, intruder, missing child or abduction, school shooting, bus crash.

All of the submitted materials included plans for responses to multiple types of situations.

Recovery

Plans should include:

- Arrangements to continue student education, *e.g.*, recover school records from damage-resistant containers and off-site storage, reconvene school in an alternative location, academic instruction via local radio or television stations;
- Arrangements for restoring district administrative functions;
- Plans for locating district employees;
- Plans for resuming transportation services; and
- Plans for conducting damage assessments of physical facilities.

In this category, the submitted materials most frequently mentioned psychological counseling for students affected by trauma. Only five mentioned having plans for off-site instruction, with some of those five mentioning locating employees and assessing damage.

Training

- Administrators, teachers, and support staff should receive regular training on crisis procedures; new employees also should receive an initial orientation.

When mentioned, this appears to be a responsibility at the building level or of the staff members themselves. Three submitted plans included requirements for training annually or more frequently for staff and emergency team members.

- Regular exercises should involve faculty, staff, students, first responders (*e.g.*, law enforcement, firefighters, emergency medical services), and other community stakeholders (*e.g.*, public health agencies, local government entities).

A few of the reviewed plans mentioned exercises and one included a template for recording them. As noted above, there were very few indications of ongoing coordination with local emergency responders.

Notes on the Review

It is important to take into consideration that districts did not send all of their crisis preparedness materials. A district may have had concerns about the possibility of making public (through open records) specifics of certain aspects of their plans, such as the district that sent only the table of contents for what appeared to be a quite extensive plan. The submitted materials generally did not include referenced materials; for example, none included training materials for teachers, though several mention such training. Some did not include information on such "routine" aspects as required fire drills.

Various models were represented in the sample. The plans in the sample showed similarities indicating they were based on a template (*e.g.*, Wakonda), or they may clearly say something such as did the Hays guide: "This guide has been developed with federal Safe and Drug Free Schools and Communities Act funds, and may be modified and reproduced for individual school and district use."

The request for materials did not specifically ask for evidence that developed procedures are being followed, so it is impossible to tell which procedures are implemented and practiced. For example, materials submitted included requirements for annual training on emergency preparedness at the school level, but no district submitted proof of that training.

Here are details of the sample of plans reviewed:

Size of district (1)	Number of districts reviewed	Number of students in those districts
Extra large	7 of 7 all	158,245.6 of 158,245.6 all
Large	6 of 44, 14%	20,724.9 of 154,979.9 13%
Medium	12 of 133, 9%	10,945.6 of 105,875.7 10%
Small	14 of 119, 12%	3,456.6 of 27,788.8 12%
Total	39 of 303, 13%	193,372.7 of 466,890.0, 43%

(1) Uses categories developed by the Legislative Division of Post Audit's school team and student counts for 2007-2008 used by that team.

The districts in the sample were scattered across the state. Details about the districts in the sample are available in Legislative Research.

JAS/kal

Enclosure - "Elements of School Crisis Preparedness" compiled by KLRD, with sources listed

4-6

Elements of School Crisis Preparedness, Best Practices		Publication name, page number where referenced									
As Recommended by these publications:		Governor's Commission on Healthy and Prepared Schools, 2007	School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime, 2003	Practical Information on Crisis Planning: A Guide for Schools and Communities	National Assn. of Attorneys General Task Force on School and Campus Safety, Sept. 2007	NEA School Crisis Guide	GAO report, Emergency Management: School Districts	"Scared or Prepared?"	National School Safety Center	Campus Safety and Security Audit Toolkit (Texas)	School Safety and Security Best Practices (Florida)
Elements of a crisis plan											
Prevention											
Address the culture and climate of the school through policy and curricula, e.g., bullying (including cyber-bullying), violence prevention, drug and alcohol issues				2-2	3			34		16	C. D.2. D.4. D.5. D.6.
Identify and respond to threats	Ensure the school has a system for reporting disturbing behavior to an individual or team with appropriate expertise and training that can then take appropriate action in response to the information; the system should allow anonymous reporting from students; monitor suspicious internet activity on school computers				3	5		33	2	29	D.1.
Ensure basic security measures are in place, e.g., sign-in procedures for visitors, access control, lighting, functioning locks, protection for the integrity of systems such as HVAC				2-2				34	3		E.2. E.3. E.5.
Conduct a complete school safety audit; review progress on recommendations	Report findings to Board officials									5 (every 3 years, annual update)	A.1.f. D.3.
Conduct regular safety audits of the physical facilities	Include a review of hazardous materials storage and security			2-5					4		E.1.
Plan Development											
Use state resources, leadership, and expertise		13		1-8							
Follow state-approved standards for an all-hazards crisis management plan		14									
Ensure adequate health services in school (registered nurse)		24, 14									A.2.a. & d.
Ensure adequate safety and security services in school		24									A.2.a. & d.
Ensure access to quality law enforcement services capable of a timely response		14									
Allocate time to emergency management planning				3-2			18	33			
Identify potential disaster situations	Conduct a comprehensive internal security assessment			2-2, 3-4	7 at least annually	5	18		2	entire document, esp. pp. 17-30	
	Conduct an external professional security assessment			2-2, 2-5, 3-4	7 every 3-5 years			34			
Address liability issues				3-11							
Assign responsibilities to school faculty and staff	<i>(more specific elements below)</i>	23	4	3-2				33	3		B.1.b.
	team should include a chairperson, assistant chair, coordinator of counseling, staff notification coordinator, communications coordinator, media coordinator, crowd management coordinator		4								
	should involve teachers, administrators, counselors, school nurses, custodians, secretaries, bus drivers, security and police staff, other support personnel							33			

4-7

As Recommended by these publications:		Governor's Commission on Healthy and Prepared Schools, 2007	School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime, 2003	Practical Information on Crisis Planning: A Guide for Schools and Communities	National Assn. of Attorneys General Task Force on School and Campus Safety, Sept. 2007	NEA School Crisis Guide	GAO report, Emergency Management: School Districts	"Scared or Prepared?"	National School Safety Center	Campus Safety and Security Audit Toolkit (Texas)	School Safety and Security Best Practices (Florida)
	should include these roles: school commander, liaison to emergency responders, student caregivers, security officers, medical staff, spokesperson /public information officer			3-5							
	should include how an emergency situation should be assessed and who will do it								3		
	plan includes ways to meet the emotional and psychological needs of all parties		3						3	28	
Coordinate with other emergency plans in the community	<i>(more specific elements below)</i>	24		1-8, 1-9, 2-5	8		18, 33				B.1.b.
	Create the plan in consultation with local emergency management professionals			2-2			33	34		27	B.1.b. B.3.
	face-to-face working relationships between school leaders and leaders of first-responder agencies	14		1-9, 3-3					3	27	B.2.
	regular communication between the school district and local health and public safety agencies	14		2-6					3		
	compatibility of school crisis plans with those of other community first-responder agencies	14		1-9, 3-3			36				
	engagement with local private sector partners	14									
	roles of each partner are clearly established, communicated, and understood						18				
	written, reciprocal expectations and emergency management plans between schools and local health and public safety agencies, including an incident command system	15		3-3, 3-6						27	
	shared community preparedness planning and response resources	15		2-5							
	Ask stakeholders to comment on portions of the plan that pertain to them, e.g., ask families to comment on procedures for communicating with them during a crisis			3-3							B.3.
	Ensure sensitive data and plans are not released beyond those who need to know them.									15	
Updates											
Update the plan regularly to reflect changes to emergency contact information, procedural changes such as new drills or evacuation routes, construction modifications or renovations to school buildings, and similar updates	Ensure the plan reflects current practice, and current practices reflect the plan			1-7			18, 35	33			B.3.
Equipment and Supplies											
Identify and acquire equipment to mitigate and respond to emergencies				3-7			18		4		E.6.a.
Identify storage location(s) for the equipment and supplies	Ensure supplies can be accessed during emergencies			3-7			18			8, 22	
Ensure communication equipment works easily with that of first responders and other community partners							20			26	

As Recommended by these publications:		Governor's Commission on Healthy and Prepared Schools, 2007	School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime, 2003	Practical Information on Crisis Planning: A Guide for Schools and Communities	National Assn. of Attorneys General Task Force on School and Campus Safety, Sept. 2007	NEA School Crisis Guide	GAO report, Emergency Management: School Districts	"Scared or Prepared?"	National School Safety Center	Campus Safety and Security Audit Toolkit (Texas)	School Safety and Security Best Practices (Florida)
Replenish supplies regularly (e.g., food, water, first-aid supplies, flashlight batteries)				3-7			18, 23		4		
Elements of the Written Plan											
Student movement plans											
Include steps for determining which student movement plans should be used		<i>(more specific elements below)</i>		3-7, 3-9							
	Evacuation (including evacuation to backup buildings and contingencies for adverse weather conditions)			3-7, 3-8					4	27	B.2.f.
	Reverse evacuation			3-8						27	
	Shelter in place			3-10					4	27	
	Lockdown			1-11, 3-8					4	27	
	Bus evacuation (KS requires drill)	23								27	
Include procedures for special needs students, e.g., their locations, staff assigned to evacuate or shelter with them, devices for transportation				1-10			18, 30			28	
Include plans for reunifying children with parents				3-10, 3-11					5	28	E.3.c.
Communication											
Determine how an emergency situation will be assessed and who will do it									3		
Distribute a manual or manuals outlining responses to various types of emergencies, with the included information tailored to the audience, e.g., detailed response guides for planners, flipcharts for teachers				1-10			33				B.2.
Ensure emergency responders have means to access (e.g., keys) and necessary documents, e.g., floor plan showing gas and water valves, electrical breaker panels, classrooms, potential staging sites		Floor/ site plan for responders should include locations of central power control access, master keys, emergency evacuation kits, roof access points, intrusion alarm panels, cameras, cable TV access, audio monitoring systems, fire sprinkler controls, connection to external water source, fire extinguishers, school phones and pay phones, evacuation routes, fences, family reunification site, bus evacuation area, outbuildings, etc.		3-10			33			8-9	B.4.
Keep current contact information for all students, ensure teachers have access for accountability				3-10	9						
Include plans to disseminate accurate information to school crisis response team members, school staff, students, parents and, when appropriate, the general public			3	1-11					5	26	
Ensure the notification protocol in the plan outlines specific ways to efficiently notify school crisis response team members, staff, students, parents, and community members (including media), both during and outside of school hours.		include plans for students and parents with limited English proficiency; remember cultural sensitivity		5	3-6, 1-11	6	6, 18	3	15		B.1.b.
Determine the safest communication equipment/ computer network to use in various situations				3-6					3	15	B.2.
Ensure codes are in plain terms and common across the district and with community partners				1-9, 1-10, 3-6							

as Recommended by these publications:		Governor's Commission on Healthy and Prepared Schools, 2007	School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime, 2003	Practical Information on Crisis Planning: A Guide for Schools and Communities	National Assn. of Attorneys General Task Force on School and Campus Safety, Sept. 2007	NEA School Crisis Guide	GAO report, Emergency Management: School Districts	"Scared or Prepared?"	National School Safety Center	Campus Safety and Security Audit Toolkit (Texas)	School Safety and Security Best Practices (Florida)
Determine lessons learned after a response to a drill or emergency				3-11			32			28	
Situations for which plans are developed (identified by security assessments)											
Natural disasters	<i>(more specific elements below)</i>			1-6	7						
	Tornado (KS requires drill)	23		1-6					3	27	B.2.
	Severe weather	23		1-6							B.2.
	Lightning	23									
	Blizzard	23									
	Ice Storm	23									
	Earthquake	23		1-6					3	27	
	Hurricane			1-6							B.2.
	Fire (KS requires drill)	23	3						3		
	Drought	23									
	Flood	23	3						3		
	Landslide	23									
	Epidemic	23									
	Pandemic	23			7		19				
Physical plant/technological failure or hazards	<i>(more specific elements below)</i>										
	Hazardous materials release	23		1-6					3		B.2.
	Nuclear accident	23									
	Bioterrorism	23			7						B.2.
	Explosion	23									
	Utility failure	23							3		B.2.
	Transportation failure	23							3		
	Communication failure	23									
	Computer security breach	23									
	Radiological attack				7						
	Terrorism or war			1-6	7						
People crises	<i>(more specific elements below)</i>										
	Medical emergencies	23		1-6					3		B.2.
	Death of a student or staff member or community member whose death affects a significant portion of the school population	23	3	1-6							B.2.
	Disruptions/Intruder/Missing child or abduction	23							3	27	B.2.
	Bomb threat	23				7			2	27	B.2.
	Intruder/Hostage situation	23				7			2	27	B.2.
	School shooting	23		1-6	7				2	27	
	Hate crime graffiti		3								
	Other crime against students (e.g., assault)								2		
	Bus crash/ transportation accident			1-6					3	27	
Recovery											

4-10

As Recommended by these publications:		Governor's Commission on Healthy and Prepared Schools, 2007	School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime, 2003	Practical Information on Crisis Planning: A Guide for Schools and Communities	National Assn. of Attorneys General Task Force on School and Campus Safety, Sept. 2007	NEA School Crisis Guide	GAO report, Emergency Management: School Districts	"Scared or Prepared?"	National School Safety Center	Campus Safety and Security Audit Toolkit (Texas)	School Safety and Security Best Practices (Florida)
Include arrangements to continue student education, e.g., recover school records from damage-resistant containers and off-site storage, reconvene school in an alternative location, telephone trees to communicate academic information to students, web-based distance instruction, mailed lessons and assignments, academic instruction via local radio or television stations			5				18, 32			15	B.1.b. E.5.c.
Include plans for on-site trauma teams							31				B.2.
Include plans for restoring district administrative functions							31				
Include plans for resuming transportation services							31				
Include plans for locating district employees							31				
Include plans for conducting damage assessments of physical facilities							31				
Training											
Crisis team meets regularly								33			
Ensure regular training for administrators, teachers, and support staff					7				4		B.6.
Orient new employees					7						B.6.
Perform regular exercises involving staff, faculty, students				1-11	8			33	5		
Perform regular exercises involving first responders (law enforcement, firefighters, EMS) and other community stakeholders (e.g., public health agencies, local government entities)				3-11	8		18, 21, 37, 47	34			
Encourage school district employee participation in community preparedness, e.g., on Community Emergency Response Teams (CERTs), National Incident Command System							38			28	

4-11

Publication title	Publication date	Purpose of the publication	Additional comments
Findings and Recommendations of the Governor's Commission on Healthy and Prepared Schools, Summary Report	Oct. 2007	report of the Commission created by Governor Sebelius in October 2006 with Executive Order 06-12	
National Assn. of Attorneys General Task Force on School and Campus Safety	Sept. 2007	"springboard for discussion among all stakeholders who seek to ensure a safe learning environment"	brings up additional issues, including the need for federal action on HIPAA and FERPA to ensure relevant safety information can be shared
"Practical Information on Crisis Planning: A Guide for Schools and Communities," U.S. Department of Education, Office of Safe and Drug-Free Schools	May 2003	"While a growing body of research and literature is available on crisis management for schools, there is little hard evidence to quantify best practices. ... Much of the information in this Guide draws heavily on what we know about crisis management in many settings. These promising practices could effectively be adapted and applied to school settings." (p. 1-4)	(a link to this appears on the KSDE site http://www.ksde.org/KS_SAFE_SCHOOL_RESOURCE_CENTER/index.html)
OVC Bulletin: School Crisis Response Initiative, U.S. Dept. of Justice, Office for Victims of Crime	Sept. 2003	describe an organizational model	suggests the community partners include the mental health and juvenile justice sectors (4) "No ideal school crisis response plan exists that suits all the needs of all schools and school districts. The organizational model presented ... intends to guide schools and school districts as they develop their own" (3)
School Crisis Guide: Help and Healing in a Time of Crisis, National Education Association Health Information Network	not dated; on website www.neahin.org fall 2008	"essential, to-the-point advice for schools and districts to prepare for emergencies, respond effectively as a crisis unfolds, help students and staff recover after a crisis"	
Emergency Management: Most School Districts Have Developed Emergency Management Plans, but Would Benefit from Additional Federal Guidance," Government Accountability Office, GAO-07-609	June 2007	to address these questions: (1) What are the roles of federal and state governments and school districts in establishing requirements and providing resources to school districts for emergency management planning? (2) What have school districts done to plan and prepare for emergencies? (3) What challenges, if any, have school districts experienced in planning for emergencies and communicating and coordinating with first responders, parents, and students?	no federal law requires school districts to have emergency management plans; NCLB subgrants for Safe and Drug Free Schools and Communities must assure they have a crisis management plan for responding to violent or traumatic incidents on school grounds (9) 32 states have laws or policies requiring districts or schools to have emergency management plans (including OK and CO) (10-11)
"Scared or Prepared," Kenneth S. Trump, M.P.A., ASCA School Counselor (magazine)	March/April 2007, pp. 33-34	risk analysis for school officials, including school counselors	rec'd from Dale Dennis, Kansas Dept. of Education
"Homeland Security: The Role of Schools in a Post 9/11 Environment," National School Safety Center	2005	The National School Safety Center's mandate is to focus national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts to rid schools of crime, violence and drugs. ... NSSC provides training, technical assistance, legal and legislative aid, and publications and films.	
"School Safety and Security Best Practices Approved by the Commissioner of Education," Office of Program Policy Analysis and Government Accountability (OPPAGA), Florida Legislature; Report No. 01-57	November 2001	The Florida Legislature, in 2000, enacted the Safe Passage Act and directed OPPAGA to determine best practices for school safety and security. According to OPPAGA, "Current school district Safety and Security Self-Assessment Reports are available upon request from the [Florida] Department of Education's Office of Safe Schools."	available through the OPPAGA website, http://www.oppaga.state.fl.us

Districts whose submitted plans were reviewed for the memo on school security dated 12 October 2009

Size category	District number	District name	Enrollment, 2007-2008
Extra large	229	Blue Valley	19,823.8
	233	Olathe	24,798.7
	259	Wichita	45,182.3
	497	Lawrence	10,316.6
	500	Kansas City	18,455.4
	501	Topeka	12,655.5
	512	Shawnee Mission	27,013.3
		<i>total enrollment</i>	158,245.6
Large	204	Bonner Springs	2,362.2
	250	Pittsburg	2,567.8
	263	Mulvane	1,829.0
	385	Andover	4,296.3
	457	Garden City	6,834.0
	489	Hays	2,835.6
		<i>total enrollment</i>	20,724.9
Medium	101	Erie	574.5
	102	Cimarron-Ensign	653.5
	203	Piper	1,527.0
	206	Remington	537.0
	207	Fort Leavenworth	1,601.1
	214	Ulysses	1,622.5
	274	Oakley/Monument	409.5
	288	Central Heights	577.5
	340	Jefferson West	925.1
	372	Silver Lake	703.3
	379	Clay Center	1,357.6
	494	Syracuse	457.0
		<i>total enrollment</i>	10,945.6
Small	106	Western Plains (Bazine, Ransom)	171.0
	209	Moscow	209.3
	219	Minneola	277.0
	220	Ashland	208.5
	272	Wakonda	365.1
	299	Sylvan Grove	146.5
	316	Golden Plains	180.5
	371	Montezuma	242.6
	390	Hamilton	93.0
	392	Osborne County	329.9
	451	B&B	200.0
	456	Marais de Cygnes Valley	289.0
	462	Central	348.5
	463	Udall	395.7
		<i>total enrollment</i>	3,456.6

The Honorable Mario Goico
Kansas State Representative
District 100
Docking State Office Building
900 SW Harrison
Topeka, KS 66612
785.296.7663



The Kansas Legislature

The Honorable Jay Scott Emler
Kansas State Senator
District 35
Room 537 North, State Capitol
300 SW 10th St.
Topeka, KS 66612
785.296.7354

September 11, 2009

Honorable Representative David Obey
House Appropriations Committee Chairman
2314 Rayburn
Washington, DC 20515

Representative Obey:

We urge your support for President Obama's \$36 million FY 2010 budget request for the National Bio and Agro-Defense Facility (NBAF), in Manhattan, Kansas, as included in the Senate appropriations bill.

NBAF will be a state-of-the-art facility carrying out basic medical research and applied research and development for new diagnostics, vaccines and therapies. The future site of NBAF, in Manhattan, Kansas, was chosen after a three-year, multi-agency assessment conducted by a select panel of scientists and experts from the Department of Homeland Security (DHS) and the Department of Agriculture (USDA). NBAF will be the front line in combating natural and deliberate threats to our nation's food supply, agricultural economy and public health.

Modern bio-containment scientific technology has eliminated the need for locating dangerous foreign animal disease research on an island, as was done decades ago. Plum Island is no longer a viable option for NBAF as the existing infrastructure is near the end of its lifecycle. The costs to build and operate NBAF on Plum Island would exceed a site in Manhattan, Kansas by two or three hundred percent. Additionally, in recent decades the DHS and USDA have had difficulty maintaining an adequate scientific workforce at Plum Island.

NBAF will be built to the highest safety standards, which today are keeping tens of millions of U.S. citizens safe in places where labs studying the most highly hazardous human infectious disease already exist. New research methods and facilities are extremely safe, and today are urgently needed. Federal labs in Frederick, Maryland, and Atlanta, Georgia, have worked on the most dangerous human diseases for decades without a single community outbreak. Research on foot and mouth disease is currently being conducted in a lab on the North American "mainland" in Winnipeg, Canada, just across the border from North Dakota. There has never been a loss of containment or spread to livestock or wildlife outside of this facility.

Sent Via Facsimile and U.S. Mail

Joint Comm. On Kansas Security
October 13, 2009
Attachment 5-1

Our nation needs to significantly upgrade its capacity to prevent the devastating impact of outbreaks of high consequence foreign animal diseases, whether occurring naturally or by terrorist criminal activities, and its possible spread to our population. As such, we urge that you support funding for the NBAF in Manhattan, Kansas, so as to not unnecessarily delay the construction of this facility and the crucial research it will conduct.

Thank you for your time.

Sincerely,

Representative Mario Goico
Chairman, Joint Committee Kansas Security
Kansas 100th District
State Capitol Building
Topeka, Kansas 66612

Senator Jay Scott Emler
Vice Chairman, Joint Committee Kansas Security
Kansas 35th District
State Capitol Building, Room 537-N
Topeka, Kansas 66612

cc: Kansas Congressional Delegation

Pandemic Influenza Update

Jason Eberhart-Phillips, MD, MPH
Kansas State Health Officer
Director of Health, KDHE



Joint Committee on Kansas Security
October 13, 2009
www.kdheks.gov

What We Know About This Amazing Microbe

- H1N1 is an entirely new virus
 - Genetic bits come from flu viruses that infect pigs, birds and humans
 - It is easily transmitted among humans, especially the young
 - No one, except those who have been infected, is immune
 - Illness from the virus can become widespread quickly
- The seasonal flu vaccine does *not* protect against infection
 - But an H1N1 vaccine is here!

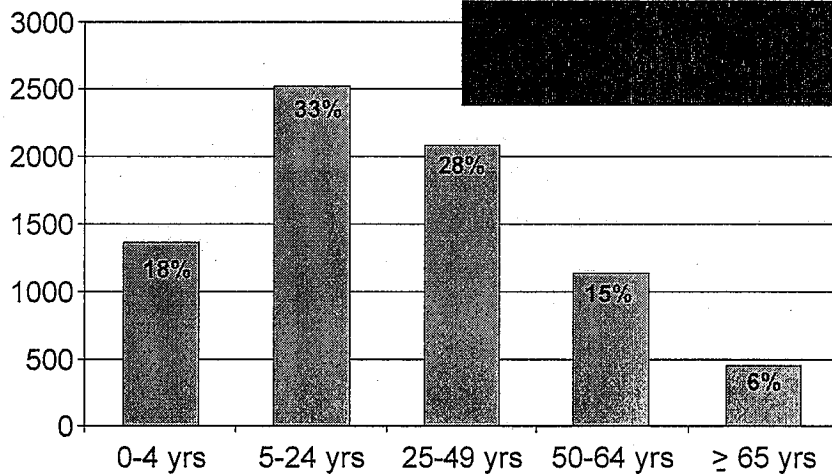


The Clinical Picture...So Far

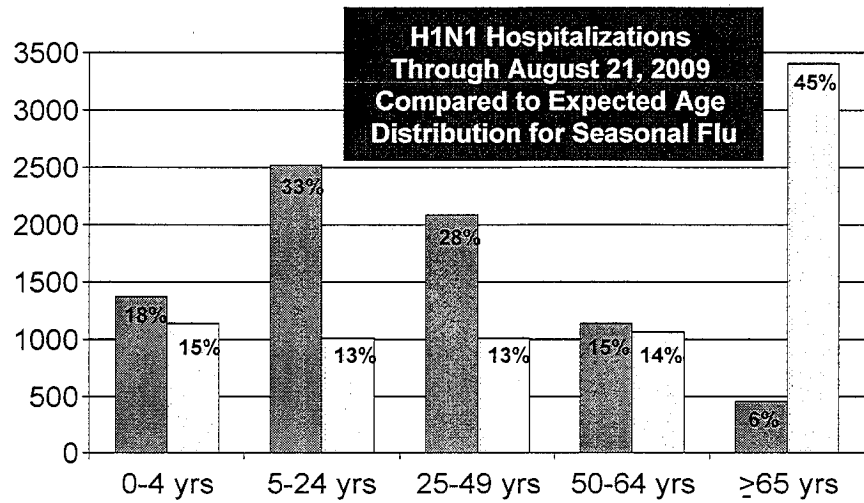
- Symptoms like other flu infections
 - Abrupt fever, $\geq 100^{\circ}$ F
 - Cough, sore throat, runny nose
 - Aches, chills, fatigue
 - Unusual: diarrhea and vomiting
- Almost everyone infected so far has recovered fully, but
 - Hospitalization rate higher than expected for seasonal flu, with >12,000 hospital cases so far
 - >1000 people in US have died
- This picture could change, as the virus changes its genetic make-up



An Unusual Age Pattern

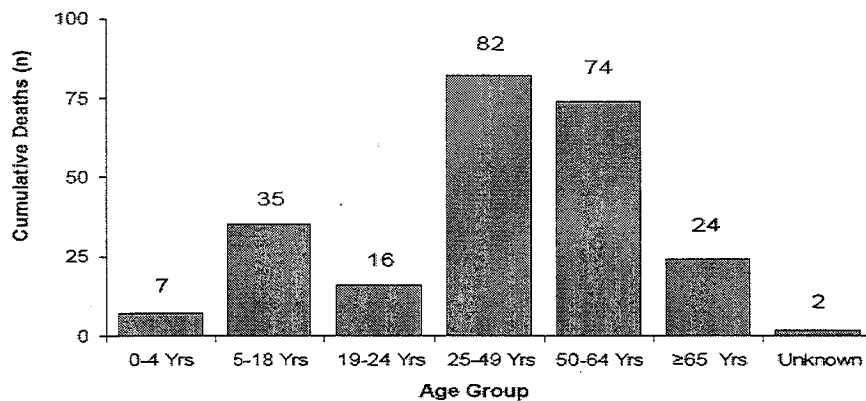


This is Not an Ordinary Flu!



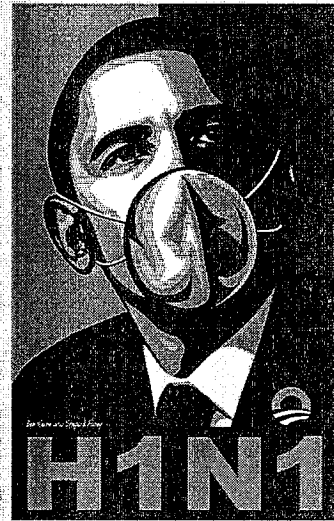
An Unusual Pattern for Deaths Too

Cumulative Lab-Confirmed Deaths by Age Group
Aggregate Hospitalizations and Deaths Reporting Activity
9/01/09 to 10/09/09 (N=240)



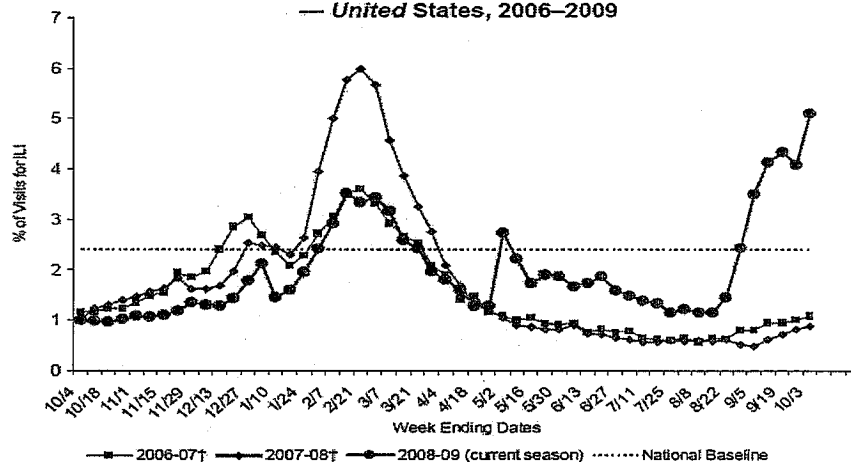
Epidemic Spread in the United States

- Flu activity is currently deemed 'widespread' in 37 states, in every corner of the nation, including KS
 - This picture is very unusual this early in the flu season
 - >99% isolates are now H1N1
- Hospitalizations and deaths have been increasing so far in October
 - 76 deaths in US children are known to be due to H1N1
 - 19 reported just last week
 - Total already has reached the usual average for a season



Where the US Epidemic Stands Now

Percentage of Visits for Influenza-like Illness (ILI) Reported by the US Outpatient Influenza-like Illness Surveillance Network (ILINet)
— United States, 2006–2009

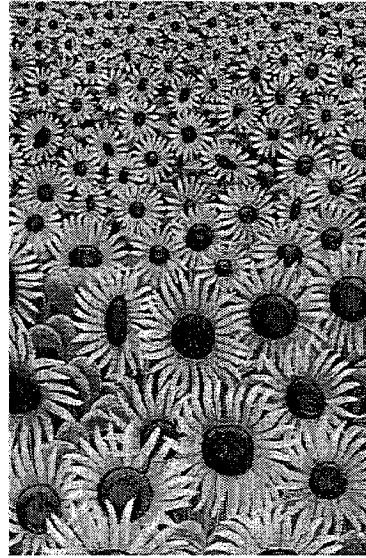


20

6-4

The H1N1 Picture in Kansas

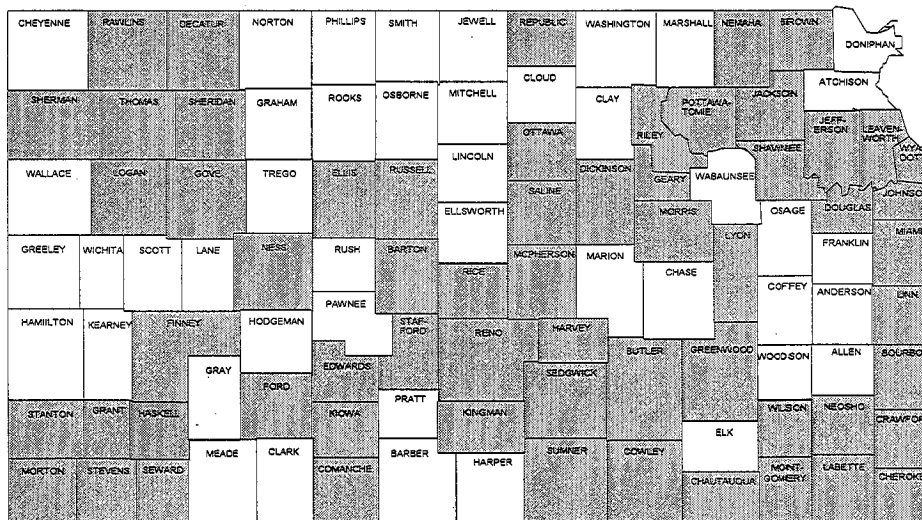
- 100,000 cases likely here so far
- Vast majority of illness is mild
- Stresses on health care system have been manageable to date
- 146 known hospitalizations, six deaths reported; probably others
- Lab-confirmed disease now identified in 60 counties and growing (N = 507)
- Average age of cases is 16 years
- Highest rates in school-aged kids
- Approximately 80% of cases are in people under 35 years of age



Kansas Counties with Laboratory-Confirmed Cases of H1N1 Influenza A



Week Ending October 10, 2009



What We Can Expect Next

- While the novel H1N1 virus *is* causing a very early fall flu season
 - The timing, spread and severity of infections in coming months cannot be predicted exactly
- Worldwide: Two billion or more infections in the next two years, compressed into 'waves'
 - 20-40% of the population may be infected; ≥ 1 million in KS
- Deaths hard to forecast; 30,000 to 90,000 in the US are possible
- Significant stresses on health care system, disruption to economy



Potential Healthcare Impacts

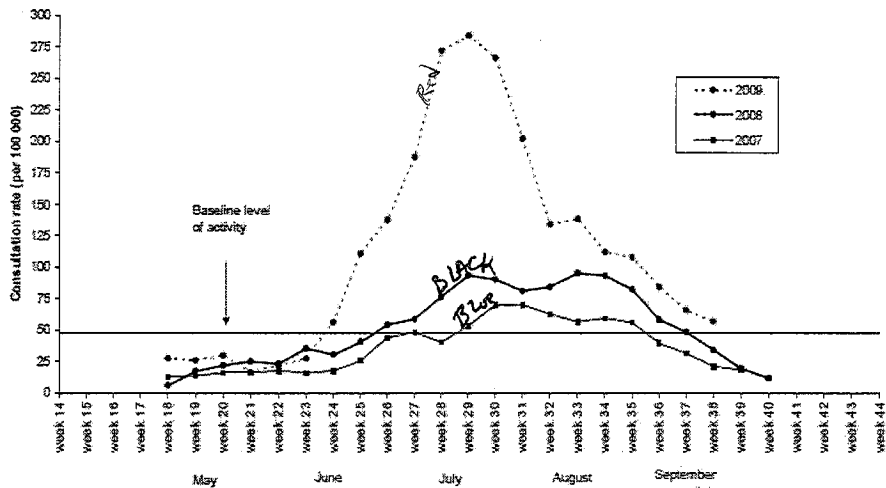
- US healthcare system was already stressed in localized areas by the early wave in April-May
- Australia/NZ experience tells us
 - Peak stresses likely felt over a 4-week period, marked by an exponential increase in cases
 - Regional variations in need
 - Localized shortages of ICU beds, respirators, staff
 - Disadvantaged populations hit especially hard
 - Highest demands for children



2009

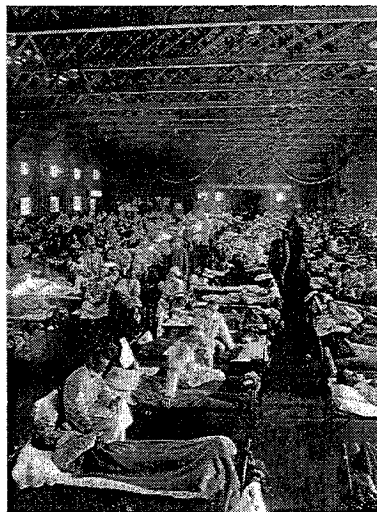
6-6

Lessons from New Zealand



Disease Control Strategies in Kansas

- KDHE has two objectives:
 - Decrease Kansans' risk of hospitalization and death
 - Minimize possible social and economic disruption
- Surveillance and forecasting
- Community mitigation
 - Social distancing, school and work exclusion, education
- Immunization
 - Coordinate public uptake of the new H1N1 vaccine
- Antiviral medications
 - Ensure access for all in need



1918

Decreasing Flu in Schools

- We've learned a lot since the massive school closures
 - In most instances closing schools is NOT the best option for control of flu
 - Disruptive to schools and wider community
 - Re-congregation of dismissed students
- Goal is to keep schools open, safe and functioning
 - "Well kids belong in school; sick kids belong at home"



Guidance for Schools

- Separation of ill students and staff from the well
 - Keeping sick students at home
 - 'Sick rooms' in schools
- Stepped-up basic hygiene
 - Handwashing, covered coughs
- Routine cleaning of high-traffic surfaces
- Additional control measures are possible if severity worsens
- School dismissal as a last resort
 - Decision should be made after consultation with public health



6-8

Guidance for Business

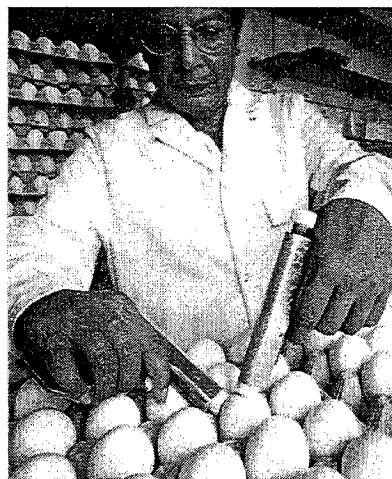
■ Similar advice

- Encourage ill workers to stay home, with no fear of reprisals
- Develop other flexible policies, allowing workers to telework
- Separate workers who become ill at work, until they go home
- Promote personal hygiene in the workplace in every way
- Encourage workers to get immunized against the flu
- Plan to implement practices to minimize face-to-face contact between workers, if advised



An H1N1 Flu Vaccine

- Initial lots are being deployed now from five manufacturers
- Clinical trials have shown a robust immune response
 - Effective in just 8-10 days
 - One dose sufficient for everyone ≥ 10 years old
- Latest planning scenario:
 - 43 M doses by late October
 - 80 M by Thanksgiving
 - Kansas share $\sim 1\%$ of total
 - Hybrid public-private administration system



Vaccine Priority Groups (ACIP)

- Early efforts will focus on the vaccination of as many people as possible in 5 target groups:
 - Pregnant women
 - Household and caregiver contacts of children <6 mos
 - Health care workers and EMS personnel
 - Everyone 6 months through 24 years of age
 - People 25-64 years old with chronic medical conditions
- People ≥65 are not included



Expanding Coverage

- When vaccine availability is more than sufficient at the local level to vaccinate everyone in the early target populations
 - Vaccination will be recommended for healthy adults 25-64 years of age
 - Later it will be extended to adults 65 years and older
- Initially the demand for vaccine greatly exceeds the supply
 - Vital that priority groups get the vaccine first
 - Nearly half of those are school-aged children



Communication Challenges About Vaccine

- Very limited supply of vaccine
 - Just 49,000 doses for Kansas have been available so far
 - Public has to be patient as more vaccine is produced
- Prioritizing within target groups
 - For children, emphasis will first be on younger ages
 - For chronically ill, emphasis will be on those <18 years
- Notifying the public about where to find vaccine, when available
 - Web site already in place



More Communications Challenges

- Safety concerns
 - H1N1 vaccine is being made exactly the same way as the seasonal vaccine for decades
 - Licensed as a 'strain change'
 - Clinical trials show no serious adverse effects; sore arms
 - Safety will be monitored carefully throughout the US
- Bad things *will* happen to people who receive the H1N1 vaccine
 - Challenge will be to separate out coincidental events



Antiviral Medications

- Virus remains largely sensitive to Tamiflu and Relenza
 - >20 case reports of Tamiflu resistance so far worldwide
 - Need to be judicious with use
- Advice to prescribers to limit antiviral use to select groups
 - Severe illness (hospitalized)
 - High-risk groups
 - 'Clinical judgment' is key
- So far private supply has been sufficient to meet the demand in Kansas; that could change fast



Dispensing from the Public Antiviral Stockpile

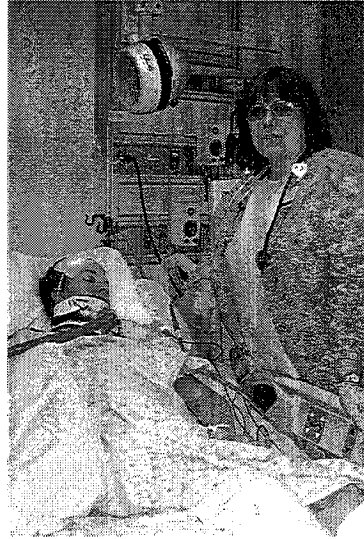
- State/federal stockpiles could treat up to 25% of the population
 - Advance supplies have been pre-deployed throughout KS
- Contracts with pharmacies now being finalized for dispensing
 - To be used only in supply disruptions or for uninsured who otherwise can't purchase
 - KDHE will arrange and pay for deliveries to pharmacies
 - Pharmacies will be able to charge a \$5 admin fee



11-d
6-12

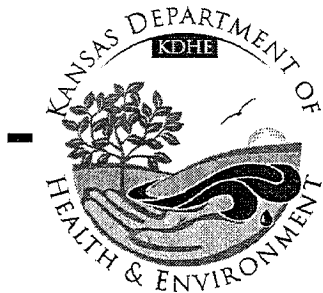
Allocation of Scarce Medical Resources

- The usual 'standard protocols of care' may not apply in emergency
- With flu, potential shortages of
 - Mechanical ventilators
 - ICU beds, staff
 - Medications, PPE
- Rather than doing everything possible to save every life, must triage cases to maximize the number of total lives saved
- Panel is now reviewing technical protocols developed elsewhere, to apply them in Kansas if needed



It Takes A Whole New Mindset

- For now we cannot stop the tide of this new flu
 - Until there is widespread immunity from a vaccine the virus will continue to spread
- Until then we must remain
 - Realistic in our expectations
 - Flexible in our approaches
 - Adaptable to unexpected developments
 - Willing and able to work together



www.kdheks.gov

6-13

Kansas Homeland Security

**Homeland Security Advisor
Major General Tod Bunting**



Superintendent Kansas Highway Patrol
Colonel Terry Maple
State Administrative Agency




Deputy Director of Homeland Security
Bill Chornyak



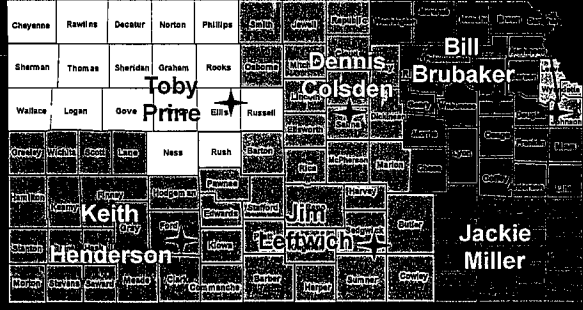
Agenda

- Update on Homeland Security Programs in Kansas
 - Major General Tod Bunting
- Kansas Division of Homeland Security
 - Bill Chornyak
- Kansas Highway Patrol
 - Captain John Eichkorn
- Fusion Center
 - Lieutenant Colonel Matt Oleen
- Conclusion
 - Major General Tod Bunting



Kansas Homeland Security Regions

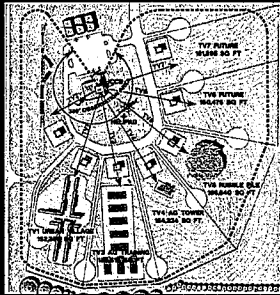
Regional Coordinators
Keith Yoder



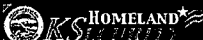
The map shows the following regional coordinators assigned to specific areas of Kansas:

- Bill Brubaker**: Northeastern region (e.g., Johnson, Leavenworth, Linn)
- Dennis Colsden**: Central region (e.g., Douglas, Sedgewick, Shawnee)
- Jackie Miller**: Southwestern region (e.g., Cowley, Nowata, Pottawatomie)
- Jim Leitch**: South-central region (e.g., Cherokee, Comanche, Haskell)
- Keith Henderson**: Western region (e.g., Cheyenne, Ford, Graham)
- Toby Prime**: Central-western region (e.g., Butler, Jackson, Lincoln)

Crisis City, Salina, KS



1. Railroad Training Venue
2. Urban Search & Rescue Training Props
3. Concrete Rubble Piles
4. Grain Bin Extraction
5. Farm & Ag Rescue Props
6. Incident Command Center
7. Urban Training Village
8. 5-Story Special Rescue Training Tower
9. Haz-Mat Training Props
10. Confined Space Rescue Training Props



Crisis City, Salina, KS



Business & Industry Forum

- Annual event conducted each May
- Brings Private Industry together with Emergency Managers and First Responders
- Excellent attendance and cooperation
- Third annual forum will be conducted in Salina, 19-20 May 2010



Eisenhower Center for Homeland Security Studies


A public/private consortium of governmental, private sector and educational entities, dedicated to multi-agency multi-discipline homeland security education, evaluation, collaboration and best practices.



Collaboration and Partnership


83 Partners and growing






Results: October 2009

- 1,800+ Kansans – Trained in Continuity of Operations at no cost to the individuals or agencies
- 367 Kansans – Trained in Interagency Project Management
- 71 Executive-level presentations/briefing delivered
- 2 additional courses being developed for 2010
- Custom research/forecasting models developed for Congressional, Legislative and State HLS Officials to assist them with policy decision




Initiatives

- Critical Infrastructure Key Resources (CI/KR) Identification and protection
- Vulnerability assessments of CI/KR
- Work with Safe and Prepared Schools
- Work with Kansas law Enforcement Training Center (KLETC)
- Support Crisis City
- Support Eisenhower Center



Initiatives

- Improvised Explosive Device (IED) training assistance
- Information dissemination
- Develop training – Active Shooter – Vulnerability Assessments
- Prepare Homeland Security Strategic Plan for Kansas based upon Capabilities Assessment
- Coordinate the development of a Cyber/IT Response Plan
- Draft CI/KR Kansas Plan



Homeland Security Summit

- **First Biennial Summit December 8-10, 2009**
 - Teamed with Kansas University
 - Department of Homeland Security (DHS)
 - Vendors
 - Nationally recognized speakers



7-3

Kansas Division of Homeland Security

Staffing and Funding Source

- Deputy Director Bill Chornyak
- Critical Infrastructure Coordinator Dan Hay
 - 90% Homeland Security Grant Funds (HLS)
 - 5% Emergency Management Performance Grant (EMPG)
 - 5% State General Funds (SGF)
- Vulnerability Analysts Ed Holm & Seth Mecum
- Administrative Support Jennifer Bontrager
 - 100% HLS



10

Vulnerability Assessments

- Not an inspection
 - KDHS has no regulatory authority
 - None of our recommendations are binding
- Promote security awareness and identify deficiencies
- Offer "Options for Consideration" to mitigate deficiencies
- Provide information to enable the creation and implementation of a vulnerability mitigation plans



11

Buffer Zone Protection Program Goals

- Develop effective preventive measures that make it more difficult for terrorists to conduct surveillance or launch attacks from the immediate vicinity of critical infrastructure/key resources (CI/KR) sites
- Analyze first preventers' equipment, staffing, and training capabilities and provide resources to enhance their ability to prevent terrorist attacks
- Strengthen partnerships among federal, state, local, territorial, and tribal governments and CI/KR owners and operators.



12

Assessments conducted since 2007

- Conducted over 190 Assessments
 - Chemical plants (7)
 - Courthouses (105 counties 122 buildings)
 - Malls (1)
 - Government facilities (10)
 - Agricultural sites (1 Food Processing, 2 Meat Packing)
 - Water treatment plants (2)
 - Schools (6 Ft. Leavenworth, 5 Easton, 39 Topeka)
 - Commercial Clusters (3 in Wyandotte, 1 Topeka)



13

7-4

Buffer Zone Protection Plan (BZPP)

- Since 2007 DHS has selected 9 sites in Kansas to participate in the BZPP such as:
 - Wolf Creek
 - Jeffrey Energy Center
- Participation in this program has resulted in 1.8 million in grant funds to Kansas law enforcement agencies
- Sites are selected from Kansas Tier II list
 - The Tier II list developed by DHS from Kansas submissions. There are four levels. Currently Kansas does not have any CI/KR on the Tier I list.



Unique Assessments

- Sites included:
 - Large public venues (Stadiums, sports arenas, etc)
 - Chemical
 - First state to combine physical assessment with an Environmental Assessment
 - DHS has now developed a team to do these assessments all over the nation
 - McConnell Air Force Base
- Created unique templates and methodologies for special request assessments that includes:



Unique Assessments

- Cedar Crest
 - Used by KHP to upgrade security
 - Used by Secret Service



McConnell Air Force Base



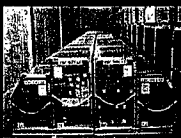
- Assessment used for**
- Rezoning property around the base
 - Moving critical assets away from fence lines
 - Relocating senior staff housing
 - Designing buffers to protect direct vision of critical assets



7-5

Unique Assessments

- Asked by KDHE to conduct Vulnerability Assessments on potential Strategic National Stockpile Sites (SNS)
 - Conducted 5 site assessments
 - Sites were identified by KDHE
 - Several sites we assessed would not meet the security requirements



Commercial Cluster

Western Wyandotte County Project
 32 Square miles
 13 Commercial facilities
 12 Staging Areas
 1 Emergency Response Communications Plan

End Result
 identify Incident Command locations, triage locations, staging areas, communication plan, ingress/egress routes, helipads associated with each threat stream.

Principle injuries / casualties associated with each threat stream



Unique Assessments

- Working with Dr. Bob Hull to conduct Vulnerability Assessments of schools
 - Ft. Leavenworth
 - Easton
 - Topeka
 - Train school police how to do assessments



Assessment Process


- Site is selected by Request, DHS or Dr. Bob Hull
 - Initial phone call with site to explain the process and type of assessment they need or will happen if directed by DHS
 - BZPP assessments (directed by DHS) about 3 months to complete
 - School assessments takes 4 - 6 weeks to complete



7-6

Homeland Security Grants

- The goal of Department of Homeland Security (DHS) / Federal Emergency Management Administration's (FEMA) grant program is to provide funding to enhance the capacity of state and local jurisdictions to:
 - Protect
 - Prevent
 - Respond to and
 - Recover from incidents of terrorism



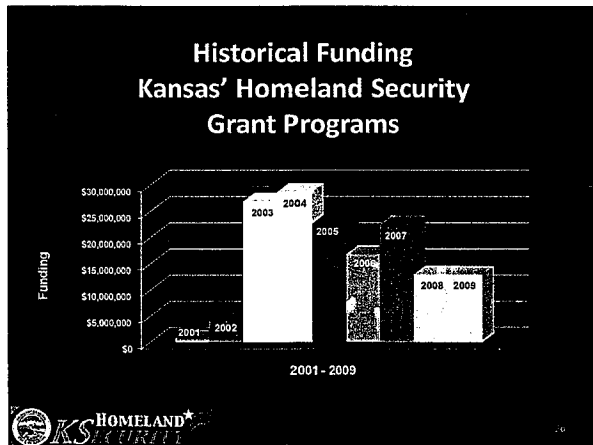
Homeland Security Grants

- Administration of these homeland security grants are performed by the Kansas Highway Patrol (KHP), the State Administrative Agency (SAA), as designated by the Governor and under the authority of its Superintendent, Colonel Terry Maple.
- One KHP captain and two lieutenants perform grant related activities and are funded by the state general fund.
- A civilian accounting position is dedicated solely to homeland security grants and processes all payments made to vendors, as well as reimbursements made to jurisdictions for qualifying expenditures
- Two civilian grant program manager positions are tasked with developing baseline knowledge relative to each program and are the SAA's liaison with all sub-recipients
- The above referenced civilian staff positions were funded through Management and Administrative (M&A) funds provided through homeland security grants. Effective July 1, 2008, these civilian positions converted to full-time state funded positions.



Homeland Security Grants

- The SAA is advised by the Governor's Council on Homeland Security.
- In June of 2003, Governor Kathleen Sebelius organized the Governor's Council on Homeland Security, which meets as the policy making group for planning and expenditure of DHS/FEMA State Homeland Security Program funds in accordance with the State Homeland Security Strategy.
- Private sector representatives serve on several Council sub committees.

7-7

Homeland Security Grants

Homeland Security Grant Program (HSGP) FY 2009	
Total:	\$7,280,500
80% - Local	20% - State
\$5,824,400	\$1,456,100
Project Period:	36 Months

Homeland Security Grants

FY 2009 Regional Allocation


	SHSP	M & A Maximum	Total Available to Regions if all M & A Funds are Used
NE	\$1,530,707	\$45,924	\$1,484,786
NC	\$369,749	\$18,832	\$347,897
NW	\$451,896	\$13,557	\$438,339
SW	\$574,182	\$20,225	\$553,957
SC	\$1,499,446	\$43,133	\$1,396,263
SE	\$584,284	\$17,529	\$566,756
KC	\$682,165	\$20,465	\$661,700
TOTAL	\$5,824,400		


Project	Agency	Funding
Homeland Security Division / Salaries	Kansas Adjutant General's	\$ 272,000
Homeland Security Division / Expenses	Kansas Adjutant General's	\$ 12,000
Homeland Security Division / Travel	Kansas Adjutant General's	\$ 45,000
Regional Coordinators / Sustainment	Kansas Adjutant General's	\$ 130,000
Critical Infrastructure Plan / Development	Kansas Adjutant General's	\$ 13,000
Grant Financial Annual Report	Kansas Adjutant General's	\$ 5,000
Fusion Center Enhancement	Kansas Adjutant General's	\$ 45,000
IMT / SUSAR / Equipment and Sustainment	Kansas Adjutant General's	\$ 90,000
Safe Schools Initiatives / Planning, Training and Exercise Sustainment	Kansas Adjutant General's	\$ 130,000
Statewide Intel Software Maintenance	Kansas Bureau of Investigation	\$ 35,000
Fusion Analyst / Sustainment	Kansas Bureau of Investigation	\$ 120,000
Multistate Partnership for Security in Agriculture	Kansas Department of Ag / Department of Animal Health	\$ 100,000
Scanning Equipment for DMV for Real ID / Information Sharing	Kansas Department of Revenue (DMV)	\$ 70,000
Two (2) AM Transmitters for the (2) Communication on Wheels Trailers (COWS)	Kansas Department of Transportation	\$ 45,000
State Administrative Agency (SAA) M & A	Kansas Highway Patrol	\$ 90,000
Video Teleconference at State Defense Building (VTC) / Sustainment	Kansas Highway Patrol	\$ 6,200
Mobile Data Units / KHP	Kansas Highway Patrol	\$ 84,900
EOD Equipment for State Bomb Squad / Sustainment Funding Included	Kansas State Fire Marshal's Office	\$ 213,000
TOTAL		\$ 1,456,100

2009 HLS Allocation State Agency Projects

KANSAS FUSION CENTER

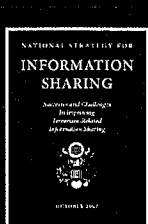
"Countering the threats to complex systems requires a comprehensive, multi-disciplinary, and multi-layered approach."





7-8

KANSAS FUSION CENTER NATIONAL STRATEGY



Kansas concept addresses all
National Strategy requirements



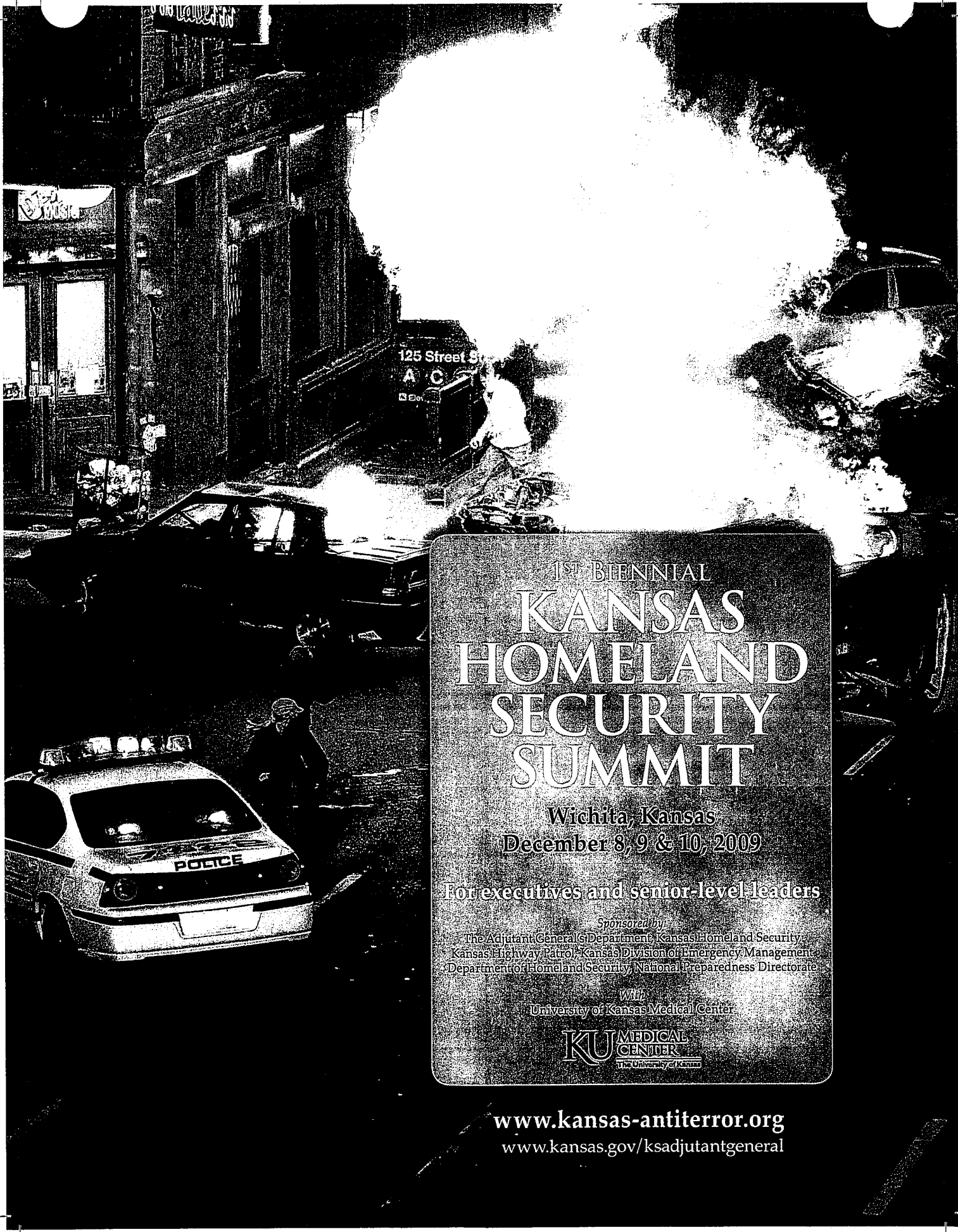
KANSAS FUSION CENTER 4 PILLARS OF KANSAS FUSION

1. The Kansas Intelligence Fusion Center is a Multi-Discipline/Multi-Agency fusion center
2. Conducts Strategic Analysis, not just information sharing, in support of Kansas policy/decision makers
3. Located in a Sensitive Compartmented Information Facility (SCIF)
4. Access to national level intelligence



Conclusion

Homeland Security in Kansas is a collaborative effort between Federal, State, Private Industry and local agencies to ensure that Kansas are prepared for all contingencies.



1ST BIENNIAL
**KANSAS
HOMELAND
SECURITY
SUMMIT**

Wichita, Kansas
December 8, 9 & 10, 2009

For executives and senior-level leaders

Sponsored by
The Adjutant General's Department, Kansas Homeland Security,
Kansas Highway Patrol, Kansas Division of Emergency Management,
Department of Homeland Security, National Preparedness Directorate

With
University of Kansas Medical Center



www.kansas-antiterror.org
www.kansas.gov/ksadjutantgeneral

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This high-level, high-impact working summit provides executives and senior leaders, who are accountable for homeland security preparedness planning and response, the opportunity to engage with one another and with a team of expert presenters from multiple response sectors. The summit will focus on systems-level and integrated intra-agency planning to ensure optimal crisis response.

Presenters are seasoned by a depth and range of experiences in disaster preparedness and response, international counter terrorism, agroterrorism, interagency communications, the military, disaster medicine and media relations.

Presenters from business and industry, state agencies and elected officials will round out the team and provide up-to-the-minute information on local and regional preparedness planning and funding opportunities.

Portions of the summit are highly interactive to allow participants to work with one another and with presenters. Included in the agenda will be **three unannounced disaster scenario exercises**. These exercises will require participants to respond to three very different types of crises.



Major General Tod Bunting
Adjutant General State of Kansas

"The First Biennial Kansas Homeland Security Summit is an exceptional opportunity for senior-level decision makers to gain insight into disaster preparedness and response from the diverse perspectives of the many disciplines that partner together to ensure the safety and security of Kansans."



William Chornyak
Deputy Director, Kansas Homeland Security

"I am excited that the Virginia-based Counter Intelligence Centre is participating in this summit. Dave Major and Associates are a highly experienced group of counterterrorism, counterintelligence professionals that will provide enlightening, provocative, dynamic, in-depth and cultural changing presentations toward enhancing our state's ability to protect, prevent and respond to a crisis."

KANSAS HOMELAND SECURITY SUMMIT

For executives and senior-level leaders

TARGET AUDIENCE

Senior-level decision makers from fire services, law enforcement, emergency medical services, hospitals, trauma and emergency medicine, emergency management, the National Guard and other ranking military officials, business and industry, elected officials and local, state and federal officials.

OVERVIEW

Disasters happen every minute of every hour in every corner of the globe. Whether deliberate acts of violence or naturally occurring catastrophes, the aftermath of these disasters can be devastating to individuals and families, to communities, and tragically, to entire nations. Life is disrupted; economies suffer.

As leaders with direct or indirect accountability for the safety and welfare of our citizens and communities, we are more effective in discharging our responsibility if we have the benefit of the knowledge and experience of those in other response sectors, if we work together across sectors in preparing for the certainty of disasters and if we take a systems approach to planning.

No one would dispute the logic of joint planning and interagency collaboration or dispute the need to understand one another's roles, forge alliances, build relationships, share assets.

Yet, we know that too often we plan in the isolation of our respective silos and fail to bridge the gaps that sometimes separate our response agencies. We fail to capitalize on the depth of experience resident in other agencies that can broaden our perspective and help inform our decisions. And we sometimes fail to reinforce the importance of interagency planning to those directly charged with the planning process.

This summit is designed to facilitate interaction among participants and to provide practical information relevant to issues that must be understood and addressed to respond in a unified manner to disasters and crisis situations.

For health professionals, the summit is accredited for physicians, nurses and EMS. Law enforcement personnel please see page 5 for credit information.

BENEFITS OF ATTENDING

- Work with leaders from multiple agencies on real-life disasters that could occur in your community or region. Unannounced disaster scenarios will be interspersed throughout the agenda.
- Gain clarification on the roles and responsibilities of individuals and agencies involved in disaster response as a basis for integrated planning.
- Gain insight and knowledge from multiple perspectives, and receive practical strategies and tools for interagency planning to maximize your preparedness for disasters or public health emergencies.
- Receive up-to-date information on receiving Homeland Security funding for your community and region based on your capability assessment.



Jon Hansen at the Oklahoma City bombing



Photo courtesy of Adjutant General's Department

KANSAS HOMELAND SECURITY SUMMIT

For executives and senior-level leaders

OBJECTIVES

At the conclusion of this event, participants will:

- Be familiar with the scope and nature of potential threats to the heartland and, accordingly, be able to appropriately integrate that information into disaster response plans.
- Be conversant with the capabilities and limitations of the Kansas disaster response system to respond to major disasters.
- Know the resource limitations of Kansas rural hospitals to care for patients sustaining severe disaster-related injuries.
- Be able to identify and recognize the roles and responsibilities of other emergency response agencies—especially as related to pre-hospital patient care.
- Be able to participate in integrated disaster planning and promote communication among response agencies.
- Be able to conduct an appropriate situation assessment and triage.
- Be conversant with methods of caring for self, other healthcare providers, and the hospital environment, when caring for patients with possible chemical, radiological or other WMD exposure.
- Be conversant with the National and Kansas Burn Plans.

- Be conversant with the appropriate care administered to burn and other victims exposed to chemical-radiological cross-contamination.
- Understand radical fundamentalism and target assessments.
- Be familiar with the nomenclature of improvised explosive devices, evidence collection and current threats.

ACCREDITATION INFORMATION

Planning Committee for portion of the summit accredited for Continuing Medical Education, etc.

William Chornyak, Deputy Director, Kansas Division of Homeland Security, Topeka, Kan.

James Fishback, MD, University of Kansas Medical Center, Kansas City, Kan.

Janet Jost, RN, MSN, Wichita, Kan.

Gary Jost, MD, Via Christi Regional Medical Center, Wichita, Kan.

Terri Schmitz, RN, BSN, Senior Coordinator, University of Kansas Medical Center Area Health Education Center East, Pittsburg, Kan.

Dale Grube, MA, Associate Dean Continuing Education/ Director CME, University of Kansas Medical Center, Kansas City, Kan.



KANSAS HOMELAND SECURITY SUMMIT

For executives and senior-level leaders

CONTINUING MEDICAL EDUCATION

All participants are required to sign attendance rosters at the beginning of each day. A certificate of completion will be provided to all activity participants based on documentation of actual attendance time, meeting minimum attendance requirements specific to the activity, and payment in full. If you are not paid in full, your certificate will be mailed to you upon receipt of payment.

Physicians: The KU Medical Center Office of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The KU Medical Center Office of Continuing Medical Education designates this educational activity for a maximum of 19.75 AMA PRA Category 1 Credit(s) TM. Physicians should only claim credit commensurate with the extent of their participation in the activity.

CONTINUING NURSING EDUCATION

The University of Kansas Medical Center Area Health Education East, as an approved provider of continuing education by the Kansas State Board of Nursing, presents this offering for a maximum of 25.8 contact hours credit applicable for relicensure of RNs, LPNs and LMHTs. Kansas Provider Number LT0056-0749.

Continuing education credit will be prorated according to documented attendance.

CONTINUING EMS EDUCATION

The University of Kansas Medical Center Area Health Education Center East, as an approved program provider by the Kansas Board of EMS, approves this program for a maximum of 25.8 hours of continuing education. Provider #PP 4040.

Continuing EMS credit will be prorated according to documented attendance.

CONTINUING LAW ENFORCEMENT EDUCATION

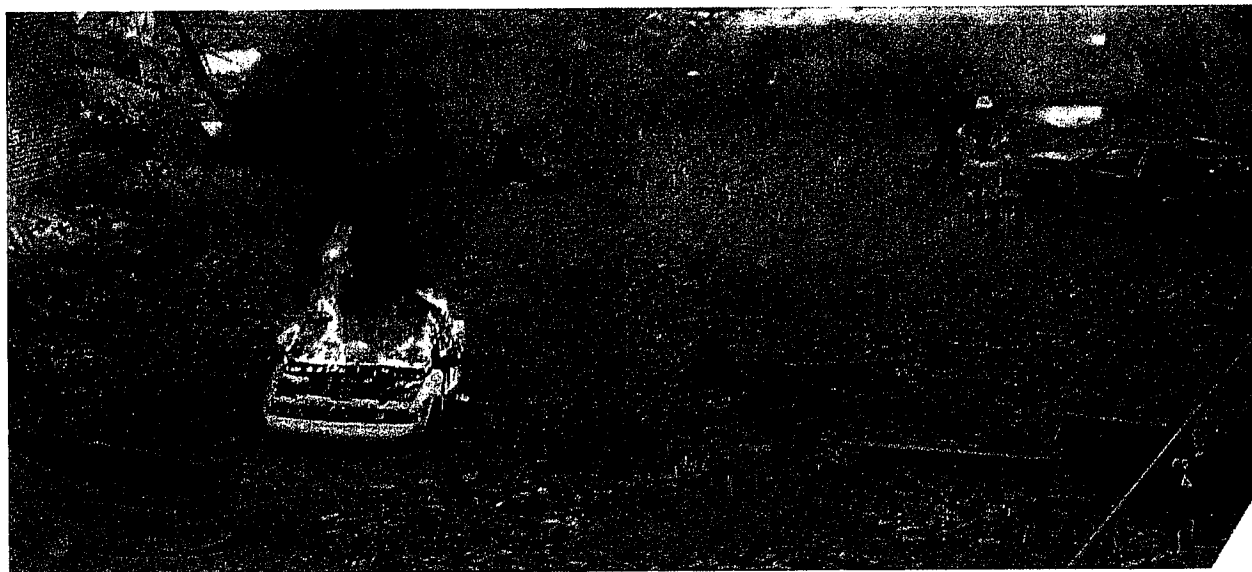
With agency administrator or appointing authority approval, the law enforcement related training or continuing education hours received from this First Biennial Kansas Homeland Security Summit may be applied toward the annual continuing education requirement for full-time Kansas law enforcement officers as mandated by K.S.A. 74-5607a. Reporting of the continuing education hours received will be the responsibility of the attendee and his/her agency head or appointing authority.

LODGING

**Hyatt Regency Hotel • (316) 293-1234
400 West Waterman, Wichita, KS 67202**

A block of rooms has been reserved at the Hyatt Regency Hotel 400 West Waterman, Wichita, KS 67202, (316) 293-1234 at the Government rate of \$83 a night plus tax.

The room block expires on November 14, 2009. When making reservations, mention that you will be participating in The First Biennial Kansas Homeland Security Summit to ensure that you receive the Government rate.



SUMMIT AGENDA

Monday | December 7

6:00 –9:00 p.m. On-site registration open

Tuesday | December 8

6:30 a.m. Registration

7:45 a.m. Presentation of the Colors

8:00 a.m. Welcome

8:15 a.m. Overview of the Summit

Major General Tod Bunting, Adjutant General, State of Kansas

- Homeland Security Strategies—National and Kansas
- Threat Assessment: Evaluating Threats 2009-2013

8:30 a.m. Middle Eastern Intelligence & Terrorist Organizations

David Major, President & CEO, Center for Counterintelligence & Security Studies

- Importance of counterterrorism training and pattern analysis
- A look at the kind of tradecraft and operations security terrorists use in conducting terrorist operations

9:30 a.m. Emerging Domestic Threats

William Chornyak, Deputy Director, Kansas Homeland Security

- Why Pan Am flight 103 was downed by terrorists—the case agent's perspective
- Impact of release of Pan Am Flight 103 subject Al-Magrahi

10:30 a.m. Case Study of the Oklahoma City Bombing

Jon Hansen, Assistant Fire Chief, Oklahoma City (ret.)

- You may not be as prepared as you think—what went wrong and lessons learned

11:30 a.m. Visit Exhibits

Noon Lunch

12:30 p.m. Preparing for the Unthinkable: Addressing the Vulnerabilities of the Soft Target

David Major

- What national security intelligence tells us about likely terrorist attacks on the U.S. and the Heartland

1:15 p.m.

Looking at the U.S and Its Heartland from the Terrorist Perspective

Tawfik Hamid, M.D., Center for Counterintelligence & Security Studies

- Radicalization process of Jihadists
- Recruitment; why people join extremist organizations
- What about the Heartland appeals to a terrorist organization?
- How Al-Qaeda and other terrorist groups view the U.S. and its vulnerabilities

2:30 p.m. Break & Visit Exhibits

3:00 p.m.

Mumbai Case Study

Niki Anderson, Center for Counterintelligence & Security Studies

- What we must know to survive
- Don't underestimate terrorists' ability to adapt

4:00 p.m.

The Kansas Fusion Center

Lt. Col. Matthew Oleen, Security Specialist, Kansas National Guard

- Functionality and mission
- Composition of multidisciplinary team
- Data collection/analysis/dissemination
- Prevent, respond to or mitigate a crisis or terrorist incident

5:00 p.m.

Adjourn (visit exhibits)

Wednesday | December 9

7:45 a.m.

Emerging Threats & Current Strategies of Terrorist Incidents Throughout the World

Special Agent-in-Charge Richard Lambert, Jr., Federal Bureau of Investigation, Knoxville, Tenn. Office

- Why we should be concerned
- What we need to know to be better prepared

8:45 a.m.

Breaking the Barriers to Effective Interagency Coordination

Jane Mobley, Ph.D., Founding Principal, JMA Associates

- Why should response agencies plan together; why they often do not
- Tools and strategies that overcome real or perceived barriers among agencies
- Putting together a coordinated interagency response to facilitate interagency cooperation

10:15 a.m.

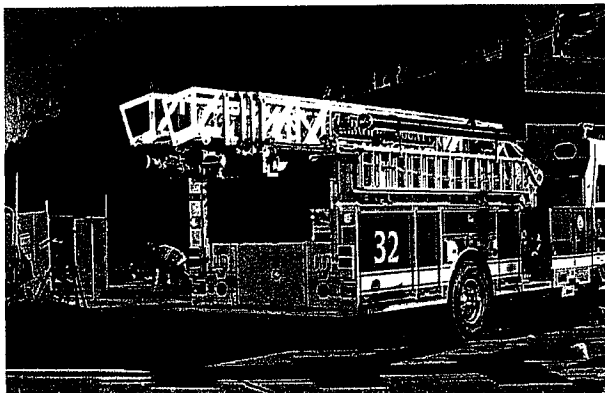
Break

10:45 a.m.

Tactical Considerations & Pre-Incident Planning

Tom Thurmam, Fire/Arson Professor, Eastern Kentucky University, College of Justice & Safety

- Chemical, biological, radiological explosive agents and materials associated with WMD incidents



SUMMIT AGENDA

- Recognition, avoidance, isolation, notification
 - Approaching a crime scene
 - Types of evidence
 - Evidence collection from a CBRNE scene
- 12:15 p.m. Lunch & Presentation
- 12:30 p.m. **Medical Considerations: Kansas' Trauma & Burn Capabilities**
Gary Jost, M.D., Burn Director, Surgical Critical Care, Via Christi Regional Medical Center, Wichita, Kan.
- National Burn Plan and the Kansas Burn Plan
 - 9/11 burn response at the Pentagon
 - Chemical/radiological cross-contamination associated with burn victims
 - Burn capacity of Kansas hospitals
 - Dealing with burn victims when local or state healthcare capacity is exceeded
- 1:45 p.m. **Unified Command**
Jon Hansen, Assistant Fire Chief, Oklahoma City (RET)
- Incident assessment
 - Response plans that help overcoming issues arising from multi-jurisdictional command
 - Political ramifications of federal involvement
 - Criticality of dealing with the media
 - Emotional issues—stress, fatigue, mental health issues of dealing with traumatic situations and multiple fatalities, duty rotation
 - Responders defying command orders
- 3:00 p.m. Break
- 3:15 p.m. **Medical Forensic Pathology**
James Fishback, M.D., Associate Professor, Pathology & Director, Basic Science Curriculum, KU School of Medicine
- Determination of cause of death based on WMD incident
 - Formatted death certificate for WMD
 - Contamination and cross-contamination
 - Guidelines that pathologists follow in a WMD incident
 - Other medical forensic pathology issues related to a WMD incident
- 4:30 p.m. Adjourn

Thursday | December 10

- 8:00 a.m. **Agroterrorism & Emerging Zoonotic Diseases**
Jerry Jaax, DVM, ACLAM, Associate Vice President for Research Compliance, Kansas State University
- Agroterrorism and emerging disease threats
 - Overview of complex factors involved in preparing for a disease outbreak and the response
 - Overview of major state and federal initiatives to develop and provide countermeasures to agroterrorism and emerging zoonotic diseases

- 9:30 a.m. **Kansas Homeland Security Strategy**
Major General Tod Bunting, Adjutant General State of Kansas
- Colonel Terry Maple, Superintendent, Kansas Highway Patrol*
- Captain John Eickhorn, Commander, Kansas Highway Patrol, Kansas Homeland Security*
- Terri Ploger McCool, Preparedness Branch Director, Kansas Emergency Management*
- Regionalization process
 - What has worked well and lessons learned
 - Process for identifying, defining and submitting investment strategies
 - 2009 Regional Capabilities assessment and results of investment strategies
 - Role of the Kansas Highway Patrol as the State Administrative Agency
 - How funding decisions are made by the Department of Homeland Security
 - 2009 DHS funding allotment for Kansas
- 10:30 a.m. Break
- 10:45 a.m. **Kansas Homeland Security Strategy (continued)**
- 11:45 a.m. Lunch & Presentation
- Noon **Media Relations**
Kristina Boone, Ph.D., Department Head & Professor of Communications, Kansas State University
- Keeping the media, the public and victims informed during a crisis
 - Dealing with unsubstantiated information reported to the public by the media
 - Building rapport with the media
 - Should new forms of media (Face Book, Twitter, etc.) be incorporated into communication tools?
- 1:15 p.m. **Building Private Sector Partnerships to Address Homeland Security Issues**
William Lawson, Regional Director, Business Executives for National Security
- 2:15 p.m. Break
- 2:30 p.m. **How to Fund a Kansas Homeland Security Program in Light of Diminished Federal Funding**
The Honorable Jay Emler, Kansas State Senator
- The Honorable Lee Tafanelli, Kansas State Representative*
- A collaborative discussion
- 3:30 p.m. **Closing Comments & Presentation**
Major General Tod Bunting

SUMMIT PRESENTERS



Major General Tod Bunting, Adjutant General of Kansas, leads the Adjutant General's Department, where he commands 7,700 soldiers and airmen in the Kansas Army and Air National Guard and directs both Kansas Emergency Management and Kansas Homeland Security. His department includes 2,300 full-time state and federal employees. As director of Kansas Emergency Management, Major General Bunting guides a professional core of personnel who prepare for, respond to and mitigate disasters and, as director of Kansas Division of Homeland Security, he works to ensure security in the state is a top priority. Among numerous other positions, he has served as the Air National Guard Director, Diversity, Personnel and Training, and in fighter, bomber and air refueling units, as wing executive officer, and deputy and support group commander and Director of Air Staff in a Joint Forces Headquarters.



William M. Chornyak, Deputy Director, Kansas Division of Homeland Security, directs operations at KDHS with emphasis on critical infrastructure programs, anti-terrorism training and prepared school initiatives. He previously served as deputy director of Kansas Emergency Management and led the agency through three record Kansas disasters in 2007, including the Greensburg tornado. His 28 years of law enforcement experience includes positions with the U.S. State Department, executive positions in the Federal Bureau of Investigation and direct investigational involvement with the Iran Contra Missile for Hostages, the Pan Am Flight 103 bombing, and the Oklahoma City bombing.



Niki Anderson, Center for Counter Intelligence and Security Studies, has over 13 years experience in law enforcement, the U.S. military and the intelligence community. She has worked in unstructured and dynamic environments overseas in supporting multiple national agencies. Ms. Anderson primarily focuses on counterterrorism methodologies and tactical operations, surveillance, counter-surveillance detection, and the identification and interruption of known terrorist attack cycles. She has solid grounding in tactics, CQB, weapons proficiency and operational concepts.



Kristina Boone, Ph.D., Department Head and Professor of Communications, Kansas State University, has led the Department of Communications since December 2002. She holds degrees from Texas Tech and The Ohio State University. She leads a diverse department at Kansas State University that meets the communications and instructional technology needs of K-State Research and Extension and the College of Agriculture. Dr. Boone continues to teach and advise students. Previous experience includes newspaper and public relations work.



Captain John Eichkorn, Kansas Highway Patrol, Homeland Security Division, leads the patrol's Homeland Security/Specials Operations section. He has over 21 years with KHP, having begun

his career with road patrol duties. In 1995, he joined the Support Services Unit at the agency's General Headquarters in Topeka and has since received a succession of promotions. His experience includes teaching in the D.A.R.E. program, field training of troopers, statewide public information officer, and administrative lieutenant in the Office of the Assistant Superintendent.



Jay Emler, Kansas State Senator-District 35, has practiced law for a number of years and formerly served as vice president and general counsel for Kansas Cellular. Senator Emler chairs the Joint Committee on Kansas Security and the Senate Utilities Committee and the executive committee of the Kansas Board of Emergency Medical Services. He is vice chairman of the Senate Ways and Means Committee and is a member of the Senate Commerce Committee. He is a member of the Council of State Governments and the National Conference of State Legislators and serves, ex-officio, on the Governor's Council for Homeland Security. Senator Emler is a graduate of the University of Denver, College of Law.



James L. Fishback, M.D., Associate Professor of Pathology and Director of the Basic Science Curriculum, KU School of Medicine, teaches and practices in infectious disease pathology. Through use of an integrated technology strategy, he transformed the basic science curriculum at KU Med School to provide students electronic access to all lectures, textbooks, a microscope simulator for histopathology labs, video podcasts and computerized testing. Dr. Fishback served with the USAF in Operation Iraqi Freedom

SUMMIT PRESENTERS

and also served as a flight surgeon and former medical squadron commander in the Air Force Reserve, 442nd Fighter Wing, Whiteman AFB, Mo. He retired from the USAF with the rank of colonel.



Tawfik Hamid, M.D., is an Islamic thinker and reformer, and a former Islamic extremist from Egypt. He was a member of a terrorist Islamic organization, Jamaa Islamia, with Dr. Ayman Al-Zawaheri, who later became the second in command of Al-Qaeda. Twenty-five years ago, he recognized the threat of Radical Islam and need for reformation based upon modern peaceful interpretations of classical Islamic core texts. Dr. Hamid provided a theologically valid interpretation of the Quran to counterbalance the radical teaching. He has been guest speaker at forums including the U.S. Congress, Director of National Intelligence, the Pentagon and the European Parliament. Dr. Hamid is the author of *Inside Jihad: Understanding and Confronting Radical Islam*.



Jon Hansen, Assistant Fire Chief (ret.), served the Oklahoma City Fire Department for 27 years. He was on the Incident Management team during the 1995 Murrah Building Bombing and established Command when the F5 - F6 tornado devastated much of central Oklahoma. He served on teams responding to the World Trade Center, Hurricanes Charley, Ivan and Katrina. Because of his first-hand experience with large-scale natural and man-made incidents, Hansen was President Bush's nominee for U.S. Fire Administrator, the highest position in the fire service. He also served as special consultant to the FEMA Director and has testified before Congress.



Jerry Jaax, D.V.M., Associate Vice President for Research Compliance and University Veterinarian at Kansas State University, has led numerous high-profile federal research projects dealing with bioterrorism and agroterrorism. He served 26 years in the U.S. Army Veterinary Corps, working in medical defense against chemical and biological agents, biological arms control, and biological weapons counter-proliferation, retiring with the rank of colonel. While assigned to USAMRIID at Ft. Detrick, he was a key participant in the Reston Ebola Virus outbreak in Reston, Va., described in the best seller, *The Hot Zone*, by Richard Preston. Dr. Jaax has published and lectured nationally on bioterrorism, agroterrorism, emerging infectious disease and emergency response.



Gary Jost, M.D., FACS, Board-Certified in General surgery, Surgical critical Care and Phlebology, is affiliated with Wichita Surgical Specialists and medical director of the Via Christi Regional Burn Center, where he cares for patients with burns and major wounds. Dr. Jost is project medical director for the multidisciplinary burn disaster management training courses offered by Via Christi Regional Medical Center and has educated and trained over 1,000 Kansas healthcare providers. He also serves as medical director of Vein Care Specialists, providing laser and surgical management to patients with venous diseases.



Richard L. Lambert, Special Agent in Charge (SAC), Knoxville Field Office, began his FBI career 20 years ago as a Special Agent conducting investigations in violent and white collar crime. He served as Supervisory Special Agent (SSA) in the Legal Counsel Division of FBI's Washington, D.C. headquarters and as SSA of the Norfolk Field Office, where he supervised the Organized Crime/Drug Squad. Further, he was Assistant Special Agent in Charge of the San Diego Field Office, where he managed Foreign Counterintelligence and Counterterrorism Programs, including oversight of the field office's investigation of the 9/11 terrorist attacks and the FBI's investigation into the anthrax bioterrorism attacks. He assumed his current position in 2006.



William Lawson is Regional Director, Kansas City, of Business Executives for National Security, an organization that shares the experience, commitment and standing of business and professional leaders with the nation's policymakers in advocating a strong, secure America. BENS creates public/private partnerships to fill state and regional Homeland Security gaps that neither government nor business can fill alone. Mr. Lawson also serves as a special advisor, Missouri Office of Homeland Security, Senior Executives Reserve Program. Prior to joining BENS, he was vice president, director of operations, for a nationally chartered bank, and served 22 years with the U.S. Army.

SUMMIT PRESENTERS



Colonel Terry Maple, Superintendent, Kansas Highway Patrol, directs the statewide operations of the agency and the patrol's 800 personnel. He began his career as a road patrol officer and received numerous promotions over the course of his 30-year career. His experience includes pilot in the Patrol's Aircraft Unit, Research and Planning at the Patrol's General Headquarters, and operational command of Troop G, Kansas Turnpike Authority. He was promoted to lieutenant colonel in 1999 and served as the agency's assistant superintendent until his 2008 gubernatorial appointment to superintendent.



David G. Major served in executive positions in the FBI for 23 years and is a national expert in counterintelligence and counterterrorism strategy and tactics. As founder and president of the Centre for Counterintelligence and Security Studies (CI Center), Washington, D.C., he has assembled an instructional team experienced through work in the FBI, CIA, DOD Military Intelligence, DOS, DOJ, RCMP and KGB. The CI Center has provided counterintelligence, counterterrorism and security training and education to 75,000 people in the U.S. intelligence community, government, military, law enforcement and corporations. While at the FBI, Major was appointed to the White House to serve as Director of Intelligence and Counterintelligence Programs at the National Security Council.



Jane Mobley, Ph.D., is the founding principal of JMA, a communication firm recognized for engineering public

support for issues of widely shared importance. The firm specializes in critical infrastructures, especially transportation, water, public health, risk and emergency management with clients from city and county governments, state departments of transportation and health, the Centers for Disease Control and Prevention and Department of the Army. Current projects include ways to reach the most vulnerable populations in emergencies, support Soldiers and their families, engage public interest in rapid transit and use pictograms as directives in emergencies.



Terri Ploger McCool, MS, MEP, Preparedness Branch Director for Kansas Emergency Management, has oversight of all branch activities, including Training, Preparedness and Exercises. She is the principal advisor in development and implementation of statewide preparedness strategies and serves as the state's exercise administrative agent for the Department of Homeland Security. Ms. McCool holds Master Trainer status, is certified as a Trainer of Trainers and was awarded Instructor of the Year by the Kansas Emergency Management Association. She serves on the adjunct faculty at the Emergency Management Institute at Emmitsburg, Md.

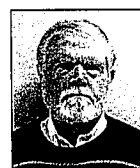


Lieutenant Colonel Matthew Oleen serves as a Security Specialist for the Kansas National Guard with responsibility for standing up the Kansas Intelligence Fusion Center (KIFC). He also serves as Command Judge Advocate for the 635TH Regional Support Group in Hutchinson. Since 9/11, he has been deployed to Bosnia and Afghanistan, where he served with the 10TH Mountain and 82ND Airborne Divisions. During both deployments, he was assigned to units involved in the apprehension, detention and interrogation of war criminals and enemy combatants. Lt. Col. Oleen served

12 years as an elected county attorney and was responsible for prosecuting a wide range of criminal offenses, including murder, drug trafficking and financial fraud cases. His law degree is from The University of Kansas School of Law.



Lee Tafanelli, Kansas House of Representatives-District 47, serves on a number of House Committees including Appropriations, Vision 2020, Veterans, Military and Homeland Security and the Joint Committee on Kansas Homeland Security. He chairs the Transportation and Public Safety Budget Committee. A colonel in the Kansas National Guard, Tafanelli was the former Director of Military Support and is currently the Commander at the 69th Troop Command. He has served in both command and staff positions as a traditional Guardsman. In his civilian career, he works as a program coordinator at the National Agricultural Bio-security Center at Kansas State University.



James T. (Tom) Thurman, a retired FBI Special Agent, is Professor of Fire, Arson and Explosion Investigation at Eastern Kentucky University. He has worked in the explosives field for over 30 years. As a Supervisory Special Agent in the FBI Laboratory, he forensically examined the exploded remains of hundreds of improvised explosive devices and traveled worldwide to collect evidence and conduct bombing scene investigations, including bombings of the U.S. Embassy and Marine Barracks in Lebanon, the Pan Am Flight over Lockerbie, Scotland, and the 1993 bombing of the World Trade Center. He served as Chief of the FBI Bomb Data Center and oversaw training of all public safety bomb disposal technicians in the U.S.

7-19

KANSAS HOMELAND SECURITY SUMMIT

Wichita, Kansas
December 8, 9 & 10, 2009



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7-20

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1ST BIENNIAL
**KANSAS HOMELAND
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Wichita, Kansas
December 8, 9 & 10, 2009

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7-21



Kathleen Sebelius, Governor

www.governor.ks.gov**EXECUTIVE ORDER 07-27**

WHEREAS, Kansas recognized the importance of public safety and protection of public and private property throughout the state; and

WHEREAS, efficient emergency response is paramount to the safety of Kansas' citizens and visitors, and for the protection of public and private property throughout the state; and

WHEREAS, emergency responders commonly rely upon radio frequencies and technologies that are often not interoperable; and

WHEREAS, the lack of communications interoperability has the potential to create inefficiencies during emergency response and disaster recovery efforts; and

WHEREAS, interoperable public safety communications between and within jurisdictions is critical to the mission of public safety; and

WHEREAS, the attainment of interoperable communications requires statewide coordination and leadership.

NOW, THEREFORE, pursuant to the authority vested in me as Governor of the State of Kansas, I hereby establish the Statewide Interoperability Executive Committee ("SIEC") with the following purposes and charges:

1. Conduct an assessment to better understand the current baseline of communications interoperability in the State of Kansas.
2. Identify and recommend future technologies that will enhance the communications interoperability capability within the State of Kansas.
3. Create a Statewide Communications Interoperability Plan.
4. Manage implementation of the Interoperability Plan.
5. Create statewide best practices, policies, procedures, and protocols for communications interoperability.
6. Provide training opportunities related to communications interoperability for all necessary and authorized public safety practitioners.
7. Provide that the SIEC shall be comprised of a representative who has been given authority to represent the following agencies or organizations:
 - a. Kansas Adjutant General
 - b. Kansas Highway Patrol
 - c. Kansas Department of Transportation
 - d. Kansas Sheriff's Association
 - e. Kansas Association of Chiefs of Police

Joint Comm. On Kansas Security
October 13, 2009
Attachment 8-1

As a council we have also MOU'd our 2008 PSIC (Public Safety Interoperable Communication, approx. \$1.6 Million) grant back to the State of Kansas to help build out the Motobridge function within our region, so at least we could have a way to connect UHF, VHF and 800MHz together if needed. We have also MOU'd our 08, 09 IECGP (Interoperable Emergency Communication Grant Program) back to the State to assist in the training of our partners in the use of all forms of radio communication within the region.

With our region being neighbors to the State of Colorado, who is also on the 800 MHz system, this would also help in working with our partners across state lines as well, when we go help them or they come help us.

Again I would like to say that we support getting the funding to complete the Statewide 800 MHz digital radio project, so that we have a better form of interoperable communication throughout the state of Kansas.

Sincerely,

Don Button, Chairperson
Southwest Kansas Regional Emergency Planning Council

October 12, 2009

Chairman Goico and members of the Joint Committee on Kansas Security:

My name is Keith Haberer and I am representing the multi-jurisdictional and multi-disciplinary Northwest Kansas Regional Homeland Security Council. I am writing today to express the interests of the Northwest Region in our partnership with the State of Kansas concerning the completion of the statewide communications system being constructed by the Kansas Department of Transportation (KDOT).

In 2006, KDOT began to convert their existing 76 site 800 MHz radio system to P-25 digital wide area trunking capability. This project also included the Motobridge system which allows the cross-connection of several types of radio systems. A good portion of the Eastern and South-Central area of the state have been converted. Through the American Reinvestment and Recovery Act (ARRA), scheduled conversions will complete the majority of the North Central Region and a couple of sites in the Northwest and Southwest Regions. Funding limitations have not allowed the completion of the P-25 system statewide.

In late 2007, Kansas was granted the Public Safety Interoperable Communications Grant (PSIC). This grant required a cash match which was graciously provided through the legislative process at the state level. The funds were then broken down and allocated to each region for project development. Through this grant, we have partnered with KDOT and the Southwest, North Central, and South Central Regions to further complete portions of the statewide communications system. This joint venture will complete the Motobridge system statewide by September, 2010. This also includes the microwave network necessary to connect Motobridge and ultimately the P-25 system.

Although Motobridge will soon be done, to date, 23 sites still require conversion to P-25 wide-area trunking capability. This includes 12 sites in the Northwest Region. Although Motobridge will certainly be beneficial, the P-25 system will provide the statewide common platform on which we can seamlessly communicate between responders at all levels of government. It should be noted that the State of Colorado has a similar P-25 system. Completion of the Kansas System will also allow responders from both states to utilize common communications systems across the state line.

8-3

Within the Northwest Region, we have to balance our Homeland Security funds across several project types. Unfortunately, this has not allowed the funding necessary to provide for additional site conversions in our region. Although we cannot convert sites, we have invested in equipment which will allow access to the statewide P-25 system. In 2008, we purchased equipment for our Emergency Communications Centers and Emergency Operations Centers. We also had enough funding available for one mobile unit per EMS agency. Funding provided to medical facilities, through other grant programs, has allowed similar purchases for the hospitals in our region. A proposed project for 2009 will provide mobile equipment for Emergency Managers and County Sheriffs (one per agency). We do have limited use for the equipment within the region, but we can certainly use it to its full capabilities while responding to other areas of the state.

We recognize the need for effective communications to do our jobs. The Northwest Region, along with the State of Kansas and all of the other regions, has supported this initiative to improve our emergency communications capabilities. By supporting the infrastructure of the system or by providing equipment to users in the field, we have come together to make our jobs a little easier. We encourage the State of Kansas to continue its support of this important initiative by striving to complete the remaining 23 site conversions. Together, we can get this done.

Respectfully Submitted,



Keith Haberer, Chairperson
Northwest Kansas Homeland Security Region
russellcountyem@rfd5.org
(785)483-5100

8-2

8-4



EMERGENCY MANAGEMENT
108 SOUTH GLENN,
GRANT COUNTY COURTHOUSE
ULYSSES, KS 67880
620-356-4430 FAX: 620-356-2884
gtocem@pld.com
DONALD BUTTON, COORDINATOR

Date: October 12, 2009

To: Joint Committee on Kansas Security

Reference: Letter of Support on Kansas Interoperable Communications

Chairman Goico,

My name is Don Button. I am the Chairperson for the Southwest Kansas Regional Emergency Planning Council (Kansas Southwest Regional Council).

This letter is in support of funding the completion of the statewide interoperable communication project (800 MHz system). It is very important that this project continue to receive funding to finish building out the digital 800 MHz system statewide so that all emergency services have a redundant form of communication that will allow communication across the state.

As you may know, only part of the state has the capabilities to talk across parts of the state. Living in the Western half of the state the 800 MHz system is limited in range due to most of our area being on the conventional side of the 800 MHz system. With being on the conventional system range of communication is limited to local areas of the region. By finishing out the digital side of the 800 MHz system would increase the range at which communication could be utilized. While most Counties use either UHF or VHF frequencies it is sometime hard to communicate with neighboring counties without having additional radio's. By having the 800 MHz system digital statewide, this would help with communications throughout the state.

One of the projects that our regional council has been working on since we started the council has been interoperable communications. Seeing the importance of being able to communicate with all of our partners (local, regional, state), we have the understanding of the importance of the 800 system. As part of our projects we have been purchasing 800 MHz radios for all of our ambulances, hospitals, PSAP, EOC's, and emergency managers so far. We are now working on getting these radios in all fire and law enforcement vehicles that could be called for mutual aid.

8-5

As a council we have also MOU'd our 2008 PSIC (Public Safety Interoperable Communication, approx. \$1.6 Million) grant back to the State of Kansas to help build out the Motobridge function within our region, so at least we could have a way to connect UHF, VHF and 800MHz together if needed. We have also MOU'd our 08, 09 IECGP (Interoperable Emergency Communication Grant Program) back to the State to assist in the training of our partners in the use of all forms of radio communication within the region.

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Again I would like to say that we support getting the funding to complete the Statewide 800 MHz digital radio project, so that we have a better form of interoperable communication throughout the state of Kansas.

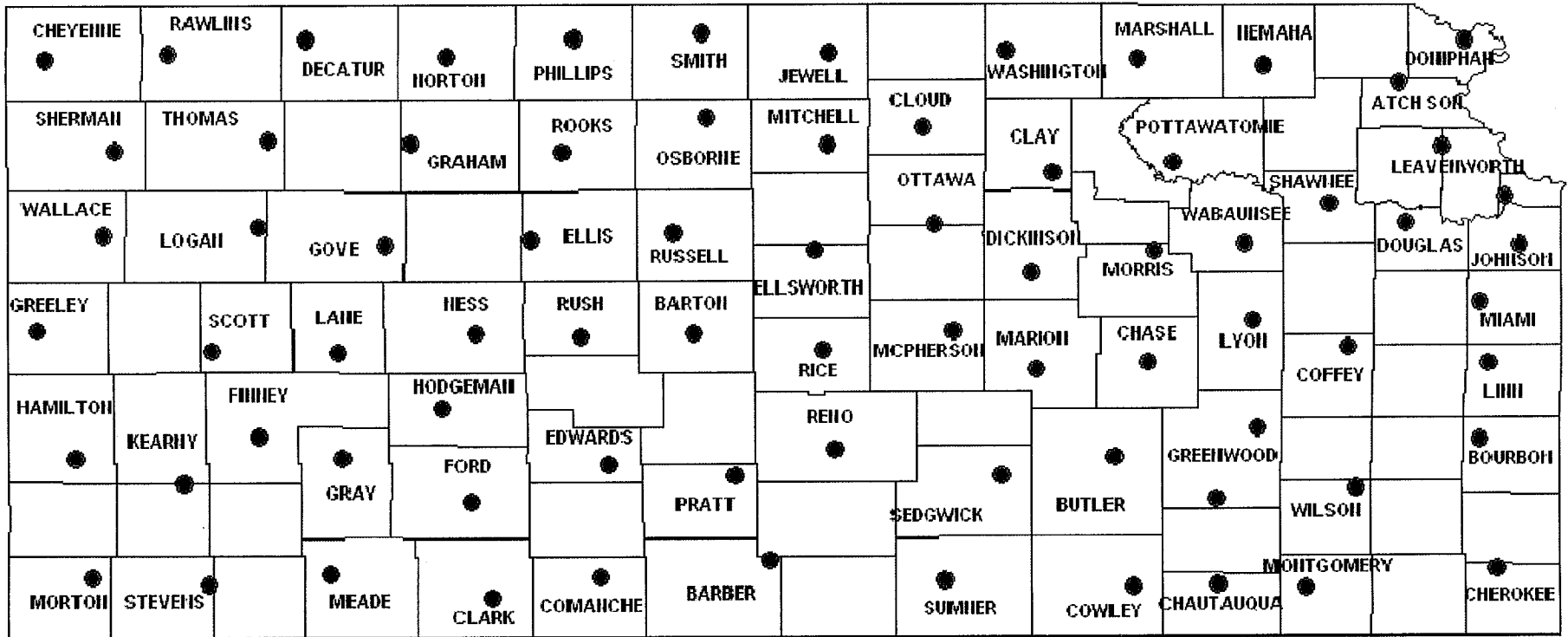
Sincerely,


Don Button, Chairperson
Southwest Kansas Regional Emergency Planning Council


8-6


1.8

KDOT 800 MHz Tower Sites



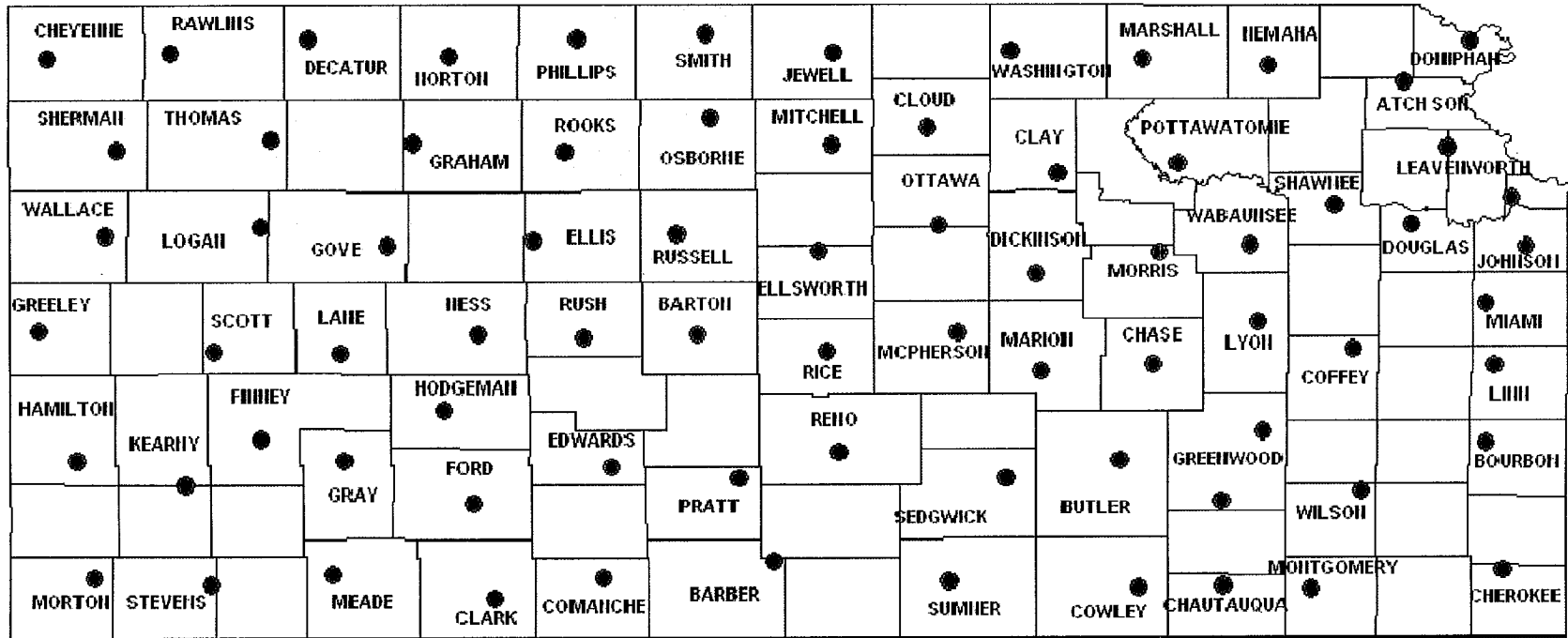
 Tower Sites converted to P25 SmartZone Digital Trunking System

 Tower Sites still on Conventional System

 Tower Sites scheduled for P25 conversion

8-8

KDOT 800 MHz Tower Sites



Motobridge installation complete



Motobridge installation to be completed by 2009



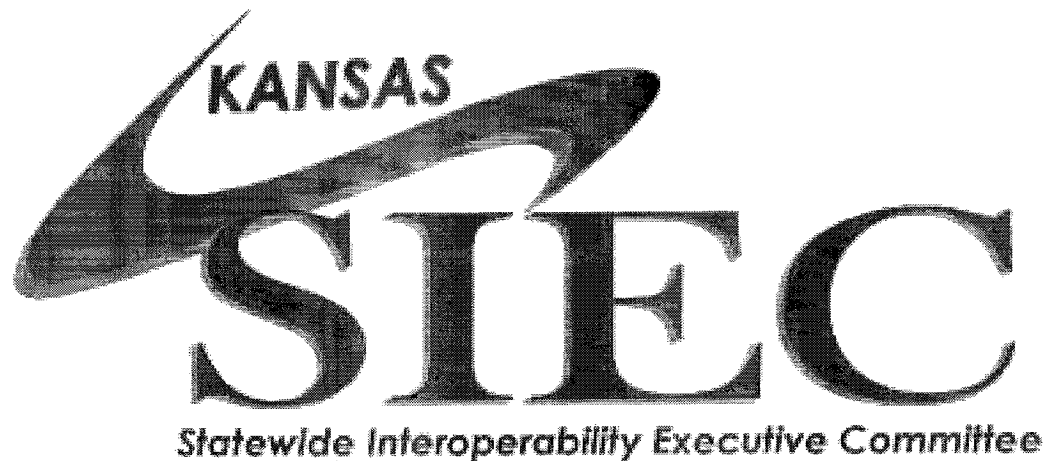
Motobridge installation to be completed by 2010



Security Committee Presentation

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Kent Koehler
Chair of Kansas Statewide
Interoperability Executive Committee



SIEC Membership

- TAG- MAJ. GEN. BUNTING
- KHP- COL. MAPLE
- KDOT- SECRETARY DEB MILLER
- SHERIFF'S- RICHARD OLD, LYON CO.
- POLICE CHIEF'S- TYLER BREWER, AUGUSTA DPS
- FIRE- BOB MCLEMORE, COLBY FIRE
- EMS- KERRY MCCUE, ELLIS CO. EMS
- EMERGENCY MGT.- JIMMY REED, SUMNER CO.
- APCO- KENT KOEHLER, SEDGWICK CO.
- New members
 - Kansas association of counties
 - League of Kansas Municipalities

Goals of SIEC

- Create a Statewide Communications Interoperability Plan
- Manage implementation of the Interoperability Plan
- Create statewide best practices, policies, procedures, and protocols for communications interoperability
- Provide training opportunities related to communications interoperability for all necessary and authorized public safety practitioners.

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Goals of SIEC Cont'd

- Provide recommendations to direct the use of Public Safety Interoperable Communications, Homeland Security, or other federal and state grant funds earmarked for capital improvements and operational upgrades to improve statewide public safety communications and interoperability
- Identify and recommend technologies that will enhance the communications interoperability capability within the State of Kansas

Interoperability Accomplishments

Northcentral Region Project

- Radios in dispatch centers, hospitals, and Emergency Operations Centers
- 25 mobiles/portables to each county and tribal organization
- All equipment deployed to all agencies / jurisdictions -
-Fixed-site installation was funded through PSIC and is about 90% complete.
- Expect all fixed-site installations by 11/1/09
- Northwest Region Project
 - Contributed funds to Motobridge conversion

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Interoperability Accomplishments

- Northeast Region Project
 - Radios in dispatch centers, hospitals, and Emergency Operations Centers
 - 25 mobiles/portables to each county and tribal organization
 - Contributed funds to Motobridge conversion.

Interoperability Accomplishments

- Southcentral Region Project (Complete)
 - Radios in dispatch centers and Emergency Operations Centers
 - Interoperable equipment for agencies within the region
- Southeast Region Project
 - Radios in dispatch centers, hospitals, and Emergency Operations Centers
 - Portable and mobile radios to agencies and groups

Interoperability Accomplishments

- KC Metro Project
 - Interzone delivered and awaiting installation --
Radio equipment delivered and awaiting programming and installation
- Strategic Technology Reserve (STR)
 - Upgrade COWs
 - IMT radios
 - Deployable reserve

Interoperability Accomplishments

- **MOTOBIDGE (State, SW, SC, NW, NC)**
 - Complete Motobridge interoperability gateway and network backhaul
 - Microwave and RF antennae are being hung by tower crews on all remaining sites --Partial radio equipment delivery, installation at the sites is expected to begin shortly --Projected completion date no later than 9/2010

- Questions

