

# **EMERGENCY OPERATIONS PLAN**

## **Wausa Public Schools**





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**RECORD OF CHANGE**

<b>CHANGE NUMBER</b>	<b>CHANGE LOCATION</b>	<b>CHANGE MADE BY (signature)</b>	<b>DATE OF SCHOOL BOARD APP/INF</b>	<b>DATE OF CHANGE</b>
1	Updated entire plan	 Nesbitt & Associates		03/22/2023





## Wausa Public Schools Emergency Safety and Security Management Plan

### SIGNATURE PAGE

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

Name: Brad Hoelsing  
Title: Superintendent  
Date: 03/22/23

Name: Shane Anderson  
Title: Principal  
Date: 03/22/23

Name: Don Henery  
Title: Knox County Sheriff  
Date: 3/22/23

Name: Katie Smith  
Title: Business Manager  
Date: 06/22/23

Name: Gregory Conn  
Title: Counselor/EMT  
Date: 06/22/23

Name: Trevor McFarland  
Title: Custodian/EMT  
Date: 06/22/23

Name: Tanya McFarland  
Title: Special Education  
Date: 6/22/23

Name: Sheila Hoelsing  
Title: Media Specialist  
Date: 03/22/23

Name: Kyle Stevens  
Title: Mental Health & Crisis Team Member  
Date: 3/22/23



## **INTRODUCTION**

Natural disasters (such as winter storms, tornadoes, or floods) and man-made disasters (such as chemical spills, noxious fumes, power outages, fires, or explosions) are potential hazards for which personnel, constituents, visitors, and the community at large must be prepared. Preparations must also be made for other crises, such as real or threatened violence in the form of weapons on site and bomb threats or tragedies such as the sudden death of an Employee.

The vision of the Emergency Safety and Security Management Plan (ESSMP) is to form a plan that provides the maximum possible protection should an emergency occur. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the plan to be basic, flexible, and subject to modification as needed. Modification will be at the discretion of superintendent or their designee. Regardless of the plan, in any emergency, the following priorities shall apply:

- Protection of life.
- Prevention of injury.
- Protection of property.
- Preparation of the facility for extended stay or evacuation.

The occurrence of an emergency will require prompt response from all personnel as they perform specific assignments to enact the plan.

## **PURPOSE OF THE PLAN**

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

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



## **Wausa Public Schools Emergency Safety and Security Management Plan**

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

### **SCOPE OF THE PLAN**

The Wausa Public Schools Emergency Safety and Security Management Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

### **SCHOOL BOARD POLICY STATEMENT**

The Wausa Public Schools Emergency Safety and Security Management Plan operates within the framework of the Wausa Public Schools Board policy.

### **CLIMATE AND CULTURE**

Our school climate fosters mutual trust and courage through the development of relationships among our constituents. To promote a positive school culture, we seek to empower rather than control, and to foster meaning rather than directing. It is grounded more on teaching than on informing, more on learning than on knowing, and more on modeling and clarifying values and beliefs than on telling or giving commands. The standards for our school are in harmony with scientific theories that support the idea that sustainable improvements within social systems will occur only when sought and found by the stakeholders themselves.

### **SCHOOL POPULATION**

The current enrollment of District is approximately 240 Pre-K – High School students located in connecting buildings on campus.

### **SPECIAL NEEDS POPULATION**

Wausa Public Schools is committed to the safe evacuation and transport of students and staff with special needs. The number of individuals who require assistance fluctuates during the school year. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

The special needs population includes students/staff with:



## Wausa Public Schools Emergency Safety and Security Management Plan

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

### HIGH-PRIORITY HAZARDS

<b>Chemical Spill</b>	Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Wausa via rail and ground transport. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. MSD records are available for all chemicals on-site.
<b>Suicide</b>	Mental Health is always a concern. There has been a dramatic increase in the suicide rate in the past decade. All staff are required to complete annual Suicide Prevention Training. Mental health resources are available to the Wausa community including support systems within the school, as well as outside agencies.
<b>Death of Staff/Student</b>	The impact of the death of a staff member or student can be profound leading to a number of people needing psychological first aid.
<b>Severe Winter Storms</b>	Wausa and its surrounding areas are vulnerable to severe winter storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Wausa Public Schools, and the equipment and staff available to perform tasks to lessen the effects of severe winter storms.
<b>Social Media Threat</b>	Due to the increasing popularity of social media platforms, social media threats are more prevalent and potentially impacts the safety of students and faculty and may be disruptive to the well-being of the students and faculty.
<b>Terroristic Threat and Bullying</b>	Threatening behavior and bullying is an ongoing concern, and something SCS takes seriously. This behavior can have a long-lasting negative effect on victims, including violent behavior, substance abuse, and suicide, to name a few.
<b>Fire</b>	Fire hazards are a prevalent type of hazard.
<b>Flood</b>	Flooding is a natural feature of the climate, topography, and hydrology of Wausa and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.
<b>Severe Storm</b>	Wausa and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of



## Wausa Public Schools Emergency Safety and Security Management Plan

	preparation by Wausa Public Schools, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
<b>Intruder Hostage</b>	While a hostile intruder incident has never occurred in a Wausa Public School building, it is recognized as an ongoing threat/concern.
<b>Civil Disturbance</b>	Knox County and surrounding areas have a population of over 10,000. With two main highways, and a diverse immigrant population there is a possibility of civil disturbances.
<b>Terrorism</b>	Wausa Public School District, like other public institutions, recognizes that terrorist/domestic terrorism is possible.

### PREVENTION, PREPAREDNESS, RESPONSE, AND RECOVERY OVERVIEW

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Wausa Public Schools is committed to taking proactive, preventive measures whenever possible to protect the safety and security of students and staff.

In addition, Wausa Public Schools requires all adults to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

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

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Wausa Public Schools will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and



## Wausa Public Schools Emergency Safety and Security Management Plan

assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

### PLANNING ASSUMPTIONS

Stating the planning assumptions allows Wausa Public Schools to deviate from the plan if certain assumptions prove not to be true during operations. The District ESSMP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the District ESSMP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

### LIMITATIONS

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



## EMERGENCY SAFETY AND SECURITY MANAGEMENT PLAN

### EMERGENCY RESPONSE

It is everyone's responsibility to take action to avert or respond to circumstances that threaten security and safety. If you become aware of a crisis situation you should contact appropriate emergency services and the Superintendent's Office.

#### SAFETY TOOL



#### Appendix A-1

Emergency Phone Numbers

### CHAIN OF COMMAND FOR INCIDENT COMMAND SYSTEM

The Superintendent's Office is primarily responsible for responding to crisis situations and declaring an emergency. At the Superintendent's Office's discretion, he/she may use the Crisis Response Team established by the School Board to assist in assessing the need to declare an emergency. In the absence of the Superintendent's Office, the Principal(s) will act on behalf of the Superintendent's Office. In a situation where neither is available, the Principal(s) shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Response Team will be utilized in the decision-making process.

#### SAFETY TOOL



#### Appendix A-2

Office, Home and Cell phone numbers for "Chain of Command for a Crisis Situation".



# Wausa Public Schools Emergency Safety and Security Management Plan

## CRISIS RESPONSE TEAM

Wausa Public Schools shall from time to time establish a crisis response team made up of the designated members of the Superintendent's Office of Wausa Public Schools and Employee representatives from each attendance area.

### SAFETY TOOL



#### Appendix A-2

Office and Cell phone numbers for each member of the "Crisis Response Team".

## CRISIS RESPONSE TEAM FUNCTIONS

The Crisis Response Team will be activated when the physical and/or emotional safety and wellbeing of any person is threatened. The Crisis Response Team will assist in assessing the situation, plan, and intervene in the situation. The team will provide a preplanned, organized approach to responding to the situation to alleviate the crisis, mitigate damages, injury and reduce the emotional and social impact of the event. The Crisis Response Team will address situations of:

- Violence in and around.
- Medical emergencies.
- Natural or accidental disasters/emergencies.
- Death of a student, visitor or employee.
- Suicide of a student or employee (or attempted suicide on grounds).

### SAFETY TOOL



#### Appendix A-3

Emergency Staging Areas and Locations





**Wausa Public Schools  
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**APPENDIX A-1 EMERGENCY PHONE DIRECTORY**

Category	Agency	Phone	Notes
	<b>Emergency Services</b>	<b>9-1-1</b>	
<b>Fire/Rescue/Healthcare</b>	<b>Wausa Fire Department</b>	<b>402-586-2282 402-586-2311</b>	
	<b>Knox County Emergency Management</b>	<b>402-385-6070</b>	
	<b>Wausa Medical Clinic</b>	<b>402-586-2244</b>	
	<b>Osmond General Hospital</b>	<b>402-748-3393</b>	
	<b>Avera Sacred Heart</b>	<b>605-668-8000</b>	
	<b>Faith Regional Hospital Norfolk</b>	<b>402-371-4880</b>	
	<b>Animal Control Services</b>	<b>402-586-2611 402-288-4261</b>	<b>Wausa Police Knox County Sheriff</b>
	<b>North Central District Health Department</b>	<b>402-336-2406</b>	
	<b>Poison Control Center</b>	<b>800-222-1222</b>	
	<b>Law Enforcement</b>	<b>Wausa Police Department</b>	<b>402-586-2611 402-288-4261</b>
<b>Knox County Sheriff</b>		<b>402-288-4261</b>	
<b>Nebraska State Patrol Troop B Area – Norfolk</b>		<b>402-370-3456</b>	
<b>Utilities</b>	<b>Cedar Knox Public Power</b>	<b>402-254-6291</b>	<b>Electrical</b>
	<b>Source Gas</b>	<b>800-563-0012</b>	<b>Natural Gas</b>
	<b>Phone/Internet</b>	<b>855-853-1487</b>	<b>Great Plains Telecommunications</b>
	<b>Sewer/Water</b>	<b>402-586-2345 402-586-2311</b>	<b>Village of Wausa</b>
<b>Environment</b>	<b>NE Dept of Environmental Quality</b>	<b>402-471-2186 402-471-4545</b>	<b>-Mon-Fri 8am – 5pm -After Hours NE State Patrol</b>
	<b>National Response Center Hazardous Substance Cleanup Reporting</b>	<b>800-424-8802</b>	



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**APPENDIX A-2.1 CHAIN OF COMMAND AND TEAM MEMBERS**

**Chain of Command for a Crisis Situation**

<b>Name</b>	<b>Office Phone</b>	<b>Cell Phone</b>
<b>Brad Hoelsing - Superintendent</b>	<b>402-586-2255</b>	<b>402-640-5147</b>
<b>Shane Anderson – Principal</b>	<b>402-586-2255</b>	<b>402-981-8769</b>
<b>Greg Conn – Guidance Counselor</b>	<b>402-586-2255</b>	<b>402-360-0654</b>
<b>Tanya McFarland - Paraprofessional</b>	<b>402-586-2255</b>	<b>402-689-7730</b>

**Crisis Response Team Members**

<b>Name</b>	<b>Title</b>	<b>Cell Phone</b>
<b>Brad Hoelsing</b>	<b>Superintendent</b>	<b>402-640-5147</b>
<b>Gregory Conn</b>	<b>Guidance Counselor/EMT/Fire Dept.</b>	<b>402-360-0654</b>
<b>Kyle Stevens</b>	<b>High School Teacher</b>	<b>402-641-8656</b>
<b>Samantha Stevens</b>	<b>Elementary Teacher</b>	<b>402-640-2025</b>
<b>Katie Smith</b>	<b>Business Manager</b>	<b>402-649-1409</b>

**Safety/Security Team Members**

<b>Name</b>	<b>Title</b>	<b>Cell Phone</b>
<b>Brad Hoelsing</b>	<b>Superintendent</b>	<b>402-640-5147</b>
<b>Katie Smith</b>	<b>Business Manager</b>	<b>402-202-2849</b>
<b>Gregory Conn</b>	<b>Guidance Counselor/EMT/Fire Dept.</b>	<b>402-360-0654</b>
<b>Tanya McFarland</b>	<b>Paraprofessional</b>	<b>402-689-7730</b>
<b>Trevor McFarland</b>	<b>Custodian/EMT/Fire Dept.</b>	<b>402-649-1638</b>
<b>Shane Anderson</b>	<b>Principal</b>	<b>402-981-8769</b>
<b>Don Henery</b>	<b>Knox County Sheriff</b>	<b>402-288-4263</b>

**Facility Maintenance**

<b>Name</b>	<b>Title</b>	<b>Cell Phone</b>
<b>Trevor McFarland</b>	<b>Custodian EMT/Fire Dept</b>	<b>402-649-1638</b>
<b>Jon Baue</b>	<b>Custodian Transportation/Fire Dept.</b>	<b>402-841-3472</b>



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**APPENDIX A-3.1 EMERGENCY STAGING AREAS AND LOCATIONS**

<b>Command Center/Central Organization Site</b>				
	<b>Command Post</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>Cell Phone</b>
<b>Primary</b>	<b>Superintendent's Office</b>	<b>402-586-2650</b>		<b>402-640-5147</b>
<b>Back-Up</b>	<b>Elem. Principal's Office</b>	<b>402-586-2962</b>		<b>402-992-5390</b>
<b>Back-Up</b>	<b>Bus. Manager's Office</b>	<b>402-586-2255</b>		<b>402-649-1409</b>
<b>Back-Up</b>	<b>Guidance Office</b>	<b>402-586-2632</b>		<b>402-360-0654</b>
<b>Off-Site</b>	<b>Thabor Lutheran Church</b>	<b>402-586-2950</b>		

<b>Emergency Response Team Roles</b>				
	<b>Role</b>	<b>Name</b>	<b>Office Phone</b>	<b>Cell Phone</b>
	<b>First Aid</b>	<b>Greg Conn</b>	<b>402-586-2255</b>	<b>402-981-8769</b>
	<b>First Aid Assistants</b>	<b>Shelly Avery Jennifer Schindler</b>		
	<b>Student Supervision</b>	<b>All Teaching Staff</b>		
	<b>Facility &amp; Materials</b>	<b>Trevor McFarland</b>	<b>402-586-2255</b>	<b>402-649-1638</b>
	<b>Student/Parent Reunification</b>	<b>Brad Hoelsing Shane Anderson</b>	<b>402-586-2255</b>	<b>402-640-5147 402-992-5390</b>
	<b>School Crisis Recover</b>	<b>Crisis Committee</b>		



**On-Site Outside Assembly Areas**

- Assembly Area 1 Location**     **High School Parking Lot**
- Assembly Area 2 Location**     **West Gym Parking Lot and Playground**
- Assembly Area 3 Location**     **High School Football Field**

**Off-Site Evacuation Locations**

	<b>Location Name</b>	<b>Contact</b>	<b>Telephone</b>
<b>1<sup>st</sup> Evacuation</b>	<b>Thabor Lutheran Church</b>	<b>No Pastor</b>	<b>402-586-2533</b>
<b>2<sup>nd</sup> Evacuation</b>	<b>United Methodist Church</b>	<b>Pastor Trudy Carlson</b>	<b>402-586-2174</b>
<b>3<sup>rd</sup> Evacuation</b>	<b>Wausa Auditorium</b>	<b>Karen Kleinschmit</b>	<b>402-586-2311</b>

**On-Site Persons with Disabilities Areas High/Elementary Schools**

<b>Location</b>	<b>Room #</b>	<b>Notes</b>
<b>Kyle Stevens</b>	<b>Room 303</b>	<b>May need assistance leaving</b>
<b>Adalyn Kumm</b>	<b>3<sup>rd</sup> Grade Room</b>	<b>Blind</b>

**Medical Treatment/Triage High/Elementary Schools**

- Primary Location**     **Wausa Gymnasium**
- Back-Up Location**     **Wausa Lunch Room/Wausa Commons Area/Library/Media Center**



**Staging Areas for First Responders High/Elementary Schools**

<b>Responders</b>	<b>Location</b>	<b>Telephone</b>
<b>Police</b>	<b>Gymnasium OR Front of building</b>	
<b>Fire/EMS</b>	<b>North Wing, by door 14</b>	
<b>Bomb Squad</b>	<b>West Parking Lot</b>	
<b>State Patrol</b>	<b>West Parking Lot</b>	
<b>National Guard</b>	<b>Depending upon emergency</b>	

**Staging Areas for First Responders will be determined at time of the incident.**

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**APPENDIX A 4.1 EMERGENCY UTILITY DISCONNECT INFORMATION SCHOOL**  
**Utility Disconnect Information High/Elementary Schools**

Utility	Main	Secondary
Electricity	Metal Shop north side on wall	
Natural Gas	Northwest School Corner Next to Door 14	Outside on West Side
Water	South side of building next to Door 14	
Steam	North building next to Door 14	
HVAC System	All rooms have individual units	DEPENDS UPON ROOM

**NEVER CLOSE WATER VALVES DURING A FIRE.**

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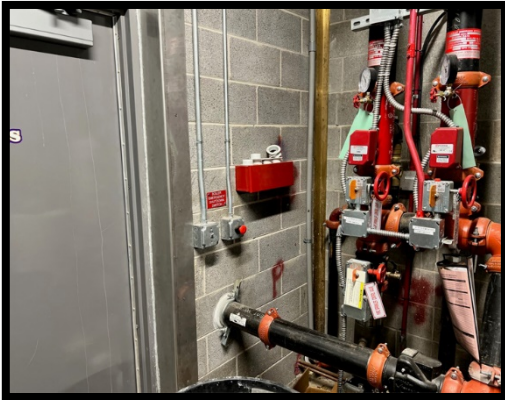


# Wausa Public Schools Emergency Safety and Security Management Plan

## APPENDIX A 5.1 PHOTOS OF UTILITY LOCATIONS

### High/Elementary Schools

Main Electrical, HVAC, Water, Steam

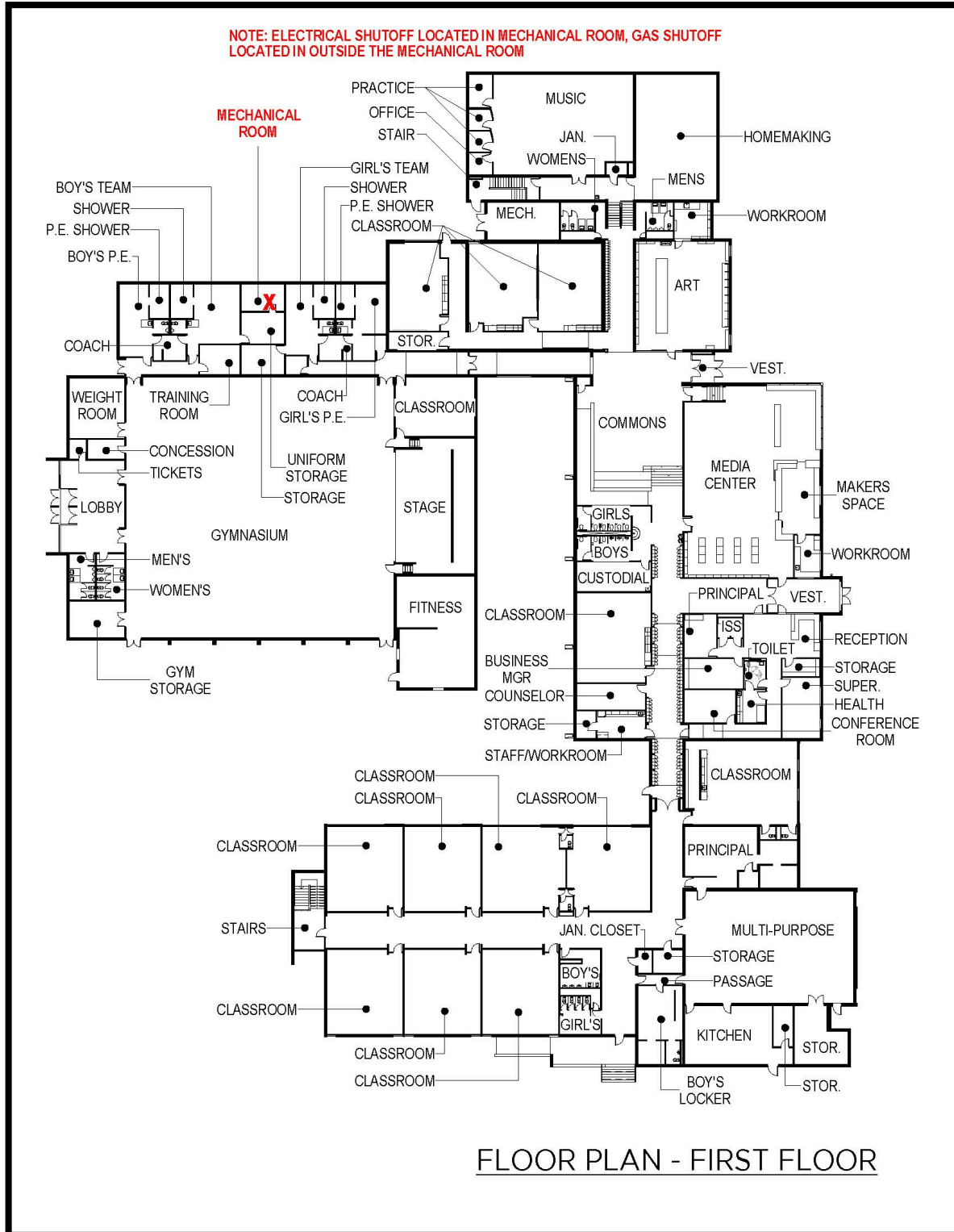






# Wausa Public Schools Emergency Safety and Security Management Plan

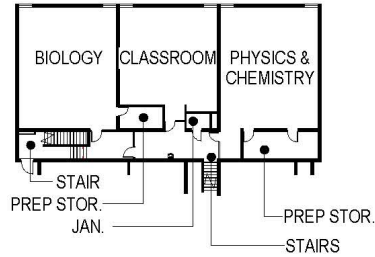
## APPENDIX A-6.1 FLOOR PLAN HIGH/ELEMENTARY SCHOOL



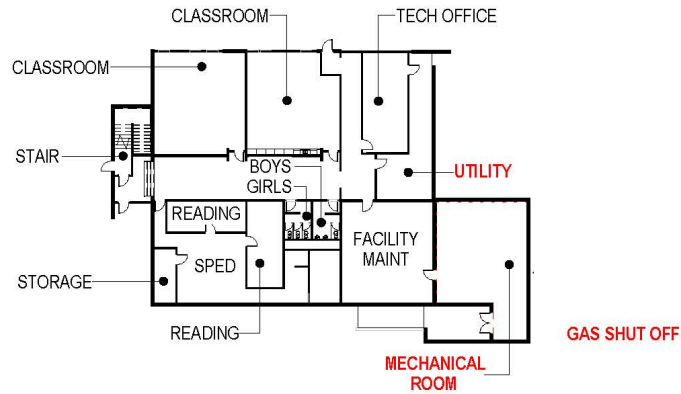




Wausa Public Schools  
Emergency Safety and Security Management Plan



FLOOR PLAN - HIGH SCHOOL  
LOWER LEVEL



FLOOR PLAN - ELM. - LOWER  
LEVEL



## **DECLARING AND COMMUNICATING AN EMERGENCY SITUATION**

### **DECLARING AN EMERGENCY**

**Civil Authorities:** The police, fire officials, or other local, state, or federal governmental agencies may declare an emergency which would involve the site. Notification of such conditions will activate the Crisis Response Team so that an adequate response can be started.

**Superintendent's Office:** The Superintendent's Office is primarily responsible for declaring an emergency. Such a declaration will activate the Crisis Response Team so that an adequate employee response can be started.

### **COMMUNICATION DURING AN EMERGENCY**

**Alarms (Notification of Emergency):** The intercom system will be utilized to notify every one of room evacuations and lock downs. Facility evacuations will be initiated by verbal commands from Superintendent's Office on the field after a room evacuation has occurred. All other commands will be delivered verbally by the Superintendent's Office. The "All Clear" alarm for all drills will be given verbally from the command post by intercom or voice contact.

#### **SAFETY TOOL**



#### **Appendix B-1 Key to Alarm Signals**

**Intercom:** The Superintendent's Office may, when practical, communicate the existence of an emergency and during any such emergency via the intercom system. Employees should use the intercom system to communicate the existence of an emergency, if practicable. Employees should only use the intercom system when under the direction of the Superintendent's Office. If not reporting an emergency, employees should avoid using the intercom system to avoid overwhelming the system and allow its use for wide communications.



## **COMMUNICATION PLAN**

### **CRITICAL SITUATIONS**

All employees are responsible for sounding the appropriate alarm or notification upon discovering a critical situation. A critical situation includes events such as a fire, violent act, observation of a person in the facility with a weapon, or hearing/observing gunshots on campus. In any critical situation, use the intercom system or telephone to immediately notify the Superintendent's Office. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lock down for your own room. A critical situation will usually require calling **9-1-1**. Any employee may call **9-1-1** in a critical situation.

### **NONCRITICAL SITUATIONS**

Noncritical observations and rumors should be reported immediately by intercom, or verbally to the Superintendent's Office without sounding an alarm. An example of this type of situation includes an employee or student reporting that they saw a person put a knife in his pocket. The Superintendent's Office and/or Crisis Response Team will determine whether to declare a crisis or not.

### **CRISIS COMMUNICATION CENTER**

The Crisis Communication Center will be located at the office of the Superintendent's Office, or High School Principal's Office, or at such other site determined by the Crisis Response Team. This site, if away from the crisis itself, has multiple telephone, electrical outlets, and computers available.

### **COMMUNICATION WITH THE MEDIA**

The Superintendent's Office shall provide as much information regarding the emergency to the news media as possible. All news media should be directed to the Superintendent's Office or other crisis communication center. The Superintendent's Office or his/her designee shall issue press releases, gather updates and arrange interviews, except where the crisis involves multiple law enforcement agencies, in which case the role of the media personnel shall not be allowed at the scene if there is still danger in the area, but should be allowed access when the immediate danger is passed. After the emergency, if the situation warrants, the Superintendent's Office will make arrangements for the media to be escorted to the site of the emergency. The Superintendent's Office, or his/her designee,



## Wausa Public Schools Emergency Safety and Security Management Plan

shall release to the media, as soon as possible, Superintendent's Office decisions relating to the incident, whenever it is deemed necessary.

**All employees are expected to be helpful and courteous at all times to the news media but must refer all questions to the Superintendent's Office or his/her designee.**

### GENERAL RESPONSE INFORMATION TO ANY DECLARED EMERGENCY

1. It is important during an emergency that all employees conduct themselves in a professional manner and demonstrate through actions the degree of expertise which promotes confidence.
2. What you do in the first ten minutes will make a major difference in reducing the panic of your students, employees, and visitors. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.
3. Employees are to remain with their students and visitors always during an emergency until relieved by Superintendent's Office.
4. Do not release students or visitors until authorized to do so by the Superintendent's Office.
5. Employees are first responsible for their students and visitors under their care. As difficult as it is, employees should not abandon their posts to go check on their family members who may also be students or other employees on the campus.
6. Employees are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Employees are charged with the emergency care of students and visitors during a crisis and should remain on their assigned post until relieved of all responsibilities. If you become aware of a crisis at your home, you may ask the Superintendent's Office to relieve you from your duties.
7. It is the responsibility of all employees to report all rumors and observations regarding information which might lead to a facility emergency. Such reports should be made immediately to their Principal. The Principal will see that the information is immediately reported to the Superintendent's Office. Employees are not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report all incidents to the Superintendent's Office.



## Wausa Public Schools Emergency Safety and Security Management Plan

8. Employees are to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.
9. In case of an extended stay on facility, maintain an extra supply of personal prescription medication with you at all times.

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**APPENDIX B-1 KEY TO ALARM SIGNALS**

**Key to Alarm Signals**

**Fire Signal** Continuous Loud Buzzing Sound

**Severe Weather Signal** Intercom and Then Loud Buzzing Sound

**Emergency Signal** Intercom Announcement "THERE IS AN INTRUDER IN THE BUILDING",  
etc.

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## CRISIS MANAGEMENT PROCEDURES

### INITIAL RESPONSE IN AN EMERGENCY SITUATION

The first responses in a declared emergency are going to be one or more of the following tasks:

- Room Evacuation
- Campus Evacuation
- Lock Down
- Lock Out
- Shelter In Place
- 

**Room Evacuation:** A Room Evacuation may be the result of a fire, tornado, or any other event which requires leaving a room. If a tornado occurs, the Room Evacuation will be followed by the duck cover procedure in the designated area.

**Campus Evacuation:** An Off-Site Campus Evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by the Superintendent. This will usually be the result of a tornado, extensive campus fire, range fire, aircraft disaster, chemical threat, or local policy action.

**Lock Down:** A Lock Down procedure will occur if a threat occurs on campus which requires students, visitors and employees to be taken indoors where it is less likely they will be injured. This will usually be the result of an attack by an armed person on campus or gunshots fired on campus.

**Lock Out:** A Lock Out procedure will occur if a threat occurs off campus which requires students, visitors and employees to be taken indoors. All doors will be secured, and normal operation will take place within the building.

**Shelter In Place:** A Shelter In Place will occur if a situation does not allow for evaluation. This will usually be the result of chemical, biological or radiological contaminants that may be released accidentally or intentionally into the environment.



#### SAFETY TOOL



#### Appendix C-1 Emergency Instructions for Room or Campus Evacuation



## **ROOM EVACUATION PROCEDURES**

1. Upon hearing the notification, immediately stop instruction and direct students, visitors or employees' attention to emergency procedure.
2. Have individuals leave the room in an orderly manner.
3. If an individual is to be left in the room (seriously injured or trapped), place a sign on the outside door handle marking the room as "not clear".
4. If all individuals have evacuated the room, place a sign on the outside door handle marked the room as "all clear". Cleared rooms should be locked so that law enforcement will not have to be concerned about the offender(s) moving into that area.
5. The employee should exit the room last to ensure all students and visitors are out (except those which cannot be moved).
6. Report to the assigned area and quickly take a head count to see if any additional students or visitors are missing.
7. Advise the Command Center of any missing student, visitors, employees or if a person has been left in the room.
8. Remain with your students or visitors and await further instruction.

### **ROOM EVACUATION PROCEDURES: ADMINISTRATIVE TEAM**

1. Secure visual reports from employees.
2. Produce a quick list of students, visitors or employees who are missing.
3. Report to Command Center indicating all individuals have reported in and the number of those individuals absent.
4. Command Center will deliver a listing of those individuals missing or left in rooms immediately to the:
  - a. Fire, Search and Rescue Team.
  - b. Command Center will retain one copy.





## Wausa Public Schools Emergency Safety and Security Management Plan

5. Maintain control over your students, visitors and employees, striving to reduce panic and return things to normalcy.

### **ROOM EVACUATION PROCEDURES: MAINTENANCE EMPLOYEES**

1. Assigned employees will report to gas shut off valve and await order from the Command Center to shut off the gas.
2. Assigned employees will report to the alarm control panel to silence the alarm and report the alarm location to the Command Center.
3. Assigned employees will report to traffic control positions at intersections adjacent to the campus. Their duty is to assist emergency vehicles to access the correct part of the campus. The Command Center will assign other personnel to additional locations as necessary.
4. Assigned employees will report to the main power entrance panel and await instructions.
5. Shut down air handling system.

### **ROOM EVACUATION PROCEDURES: COMMAND CENTER**

1. Assess the crisis as information is received. Call civil authorities as deemed necessary.
2. Determine appropriate responses and activate necessary plans.
3. Receive reports from administrative team on the progress of the Room Evacuation.
4. Confirm the maintenance employees are in place.
5. Direct first responders to locations of the victims.



## **OFF SITE CAMPUS EVACUATION**

An Off-Site Campus Evacuation will normally follow a Room Evacuation Procedure. The directive for an Off-Site Campus Evacuation will be delivered verbally to employees by the Superintendent or their designee. Unless directed otherwise, Off-Site Campus Evacuations will be to the designated location.

### **SAFETY TOOL**



### **Appendix C-1**

Emergency Instructions for  
Room or Campus  
Evacuation

### **OFF SITE CAMPUS EVACUATION: EMPLOYEES**

1. Upon hearing the notification, immediately stop working and direct students, visitors or employees' attention to emergency procedures.
2. Upon notification from Command Center to evacuate the campus, walk students and visitors to designated area.
3. In route to the evacuation site, recheck students and visitors to ensure no one is missing, notify Command Center.
4. Upon arriving at the evacuation site, keep your individuals together at the assigned area.
5. Follow the instructions of the Evacuation Site Coordinator.
6. Remain with your group and await further instructions.

### **OFF SITE CAMPUS EVACUATION: EVACUATION SITE COORDINATOR**

1. Prior to leaving the building, gather Evacuation Site Team and have one individual lead the groups to the designated area.
2. Upon arrival at the evacuation site, direct arriving individuals to specific areas. If the civil authorities have instructed the evacuation to a location other than designated location, you should immediately designate area(s) of the new evacuation site for your group.



### **OFF SITE CAMPUS EVACUATION: MAINTENANCE EMPLOYEES**

1. Maintain previous posts from Room Evacuation procedure unless reassigned.
2. Await further instructions from the Command Center.
3. When notified go to evacuation site and report to the Evacuation Site Coordinator for further assignments.

### **OFF SITE CAMPUS EVACUATION: COMMAND CENTER**

1. Work with paramedics to determine how injured persons should be transported.
2. If private vehicles are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.
3. Work with civil authorities in deciding to declare an Off-Site Campus Evacuation. Determine via administrative team that the roads are accessible between the building and the evacuation site, and that the evacuation site is habitable.
4. Notify Employees of an Off-Site Campus Evacuation.
5. Monitor the evacuation from the Command Center.
6. Personally, evacuate the campus after the evacuation is completed.
7. See that a sign is posted at the front door notifying family of the location of the evacuation site.
8. Develop a message for broadcast to the community.

### **LOCK DOWN STUDENTS, EMPLOYEES AND VISITORS**

1. If outside, move individuals into the closest room or building. Leave behind those who are deceased or very seriously injured/immobile; take care of the living in order to prevent further fatalities.



## Wausa Public Schools Emergency Safety and Security Management Plan

2. Once inside the room, or if you were already in a room when the lock down was declared, lock all doors and windows, close window blinds, turn off lights, and instruct individuals to get on the floor.
3. Call 9-1-1 if you have vital information and cannot reach the Command Center.
4. Remain with your students and/or visitors and await further instructions. Keep individuals silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by Superintendent or civil authorities. The concern is that they do not respond to a false fire alarm.

### LOCK DOWN COMMAND CENTER

1. Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor and get behind or under heavy objects or take cover as available.
2. Assess the crisis as information is received. If the lock down is warranted and has not been initiated elsewhere, declare the lock down via the alarm system. Call **9-1-1** to report the situation.
3. Call other offices to acquire information.
4. Determine the locations of students, visitors or employees through class schedules, activities, etc.
5. Inform first responders of injuries along with location as necessary after the lock down.
6. If the lock down is not being directed by civil authorities, determine and deliver the instructions to all employees following the end of the lock down. Give notice as to why the lock down occurred and what they are to do next.



APPENDIX C-1 EMERGENCY INSTRUCTIONS

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKOUT! Get inside. Lock outside doors.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! To the announced location.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! Hazard and safety strategy.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



## HOLD! In your classroom. Clear the halls.

### STUDENTS

Remain in the classroom until the "All Clear" is announced

### TEACHER

Close and lock classroom door  
Business as usual  
Take attendance



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## Wausa Public Schools Emergency Safety and Security Management Plan

### Fire Drill

Specific instructions for evacuation of the building will be given on the first day of the beginning of the fall term. Employees and students will leave the building immediately on signal. Each room has a scheduled location and an exit plan for fire drills. Lines should be kept well organized and moving rapidly. Employees are expected to stay with their students and visitors. Roll is taken outside the building.

### Tornado Drill

Specific instructions for evacuation of the building will be given on the first day of the beginning of the fall term. Intercom System will be used to announce a possible tornado. Employees, students and visitors are moved to designated areas if possible, away from doors and windows. Initiate the "duck, cover and hold" procedure after moving to the designated areas. When danger has passed, employees, students and visitors will be notified by the Districts Emergency Email/Text System.

### Emergency Exit from a Building

Specific instructions for evacuation of the building will be given on the first day of the beginning of the fall terms. Employees, students and visitors will leave the building on signal using the same exits as the fire drill. Employees, students and visitors will proceed to the designated area as quickly as possible. Roll should be taken immediately upon arriving at designated area. Employees, students and visitors should remain in the area until further instructions are given.

### Unsafe Situation in Building

Specific instructions for evacuation of the building will be given on the first day of the beginning of the fall. Employees, students and visitors will leave the building on signal using the same exits as the fire drill. Employees, students and visitors will proceed to the designated area as quickly as possible. Roll should be taken immediately upon arriving at designated area. Employees, students and visitors should remain in the area until further instructions are given.



## NATURAL AND ACCIDENTAL DISASTERS

### Additional Response Information for Specific Types of Emergencies

#### FIRE

1. If you observe a fire, activate the nearest fire alarm.
2. Notify Superintendent.
3. Have employees close all doors as they evacuate the room.
4. Superintendent or maintenance personnel are responsible for locating the fire and directing the fire department to that location.
5. If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of employees, students or visitors to fight a fire.

#### CHEMICAL SPILL/TOXIC FUMES OUTSIDE THE BUILDING

Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the building. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. When the reported accident occurs, the following procedure is required:

1. Keep employees, students, and visitors inside.
2. Close and secure windows and doors.
3. Superintendent should notify maintenance to disable air ventilation systems, if necessary, and meet with any fire crew called to the scene.
4. Call **9-1-1** to ensure community emergency response personnel are aware of the spill or fumes.
5. If spill or fumes are observed or detected, employees should contact the Physical Plant Services immediately.
6. Superintendent should determine whether the employees, students and visitors are safer in a Lock Down or Campus Evacuation procedure.



## Wausa Public Schools Emergency Safety and Security Management Plan

7. If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
8. Make sure employees, students and visitors do not come into contact with spilled material.

### CHEMICAL SPILL/TOXIC FUMES INSIDE THE BUILDING

1. If a toxic spill takes place inside the building or campus, and/or fumes occur in the building or campus, the following procedures should be followed:
2. Call **9-1-1** if you know a hazardous material is involved.
3. Call Superintendent to inform them of the spill and fumes.
4. Superintendent should notify maintenance to disable air ventilation system, if necessary, and meet with any fire crew called to the scene.
5. Isolate the area and move employees, students and visitors to another area to prevent injury or exposure.
6. If potential fire or explosive hazard exists, evacuate the building immediately.
  - Do not use exit routes near the hazardous area.
  - Evacuate to safe area. This means a distance of at least 500 feet upwind.
  - Do not return to the area until directed to do so by authorized personnel.

### POWER OUTAGE/BLACKOUT

In the event of a building wide power outage or blackout, the following procedures should be followed:

1. Employees, students, and visitors are to remain in the room and await further instructions.
2. No employee, student or visitor movement should take place until directed to do so by Superintendent or their designee.
3. Superintendent or their designee should report the loss of power to:
  - Maintenance





## Wausa Public Schools Emergency Safety and Security Management Plan

- Utility company

### WINTER STORM

Employees should be sensitive to the dangers winter weather can pose to people and prepare accordingly. Winter weather procedures should include:

1. Superintendent should monitor weather on a continuing basis. In the event of threatening weather, Superintendent should monitor NOAA weather radio and/or commercial radio and television for local weather updates and predictions.
2. The campus should be open as early as possible during cold weather.

### TORNADO SAFETY

1. Evacuate room to designated area, if possible. If not possible, move employees, students and visitors away from doors and windows.
2. Initiate the duck, cover and hold procedure after evacuating the room.
3. Employees, students and visitors will be notified either by the Emergency Notification System or with other means that we have been notified of a tornado which has been sighted in the area. When this occurs, the employees should assist in getting students and visitors to the designated area.
4. Employees should be trained in the "duck and cover" procedure.
  - If indoors:
    - DUCK - drop to the floor.
    - COVER - in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
  - If outdoors:
    - Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
    - Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.



## Wausa Public Schools Emergency Safety and Security Management Plan

- If in a vehicle:
  - Where possible, the driver will pull out of traffic and park at the side of the road.
  - Employees and students will drop in the aisles or under the seats for protection if their vehicle is a van/bus.
  - After checking for injury to individuals and damage to the vehicle, the driver will attempt communication with Superintendent.
  - If communication and travel are not possible, the driver will remain with the employees and students to supervise them until such time it is deemed safe.

### CAMPUS STORM SHELTER LOCATIONS

- High School and Elementary School Building – Locker Rooms, Rest Rooms or Gym
- Alternative Education Building - Basement

### FLOODING

In the event of flooding of the building, the Off-Site Evacuation procedures shall be followed, and an alternative site for conducting operations shall be established as soon as possible by Superintendent. In the event of flooding of highways and roads in the area, the Superintendent's Office will determine whether it is safe for the building to be open. Superintendent shall inform employees, students and visitors through the protocol used for severe weather.



## PROTECTION OF EMPLOYEES, STUDENTS AND VISITORS

### ASSAULTS

The person observing an assault should follow the following procedures:

1. Report the incident to the Superintendent in the most expeditious manner.
2. Defuse the situation and seek to protect others but avoid risk of physical injury to anyone; such avoidance may include physical restraint of a person.
3. Deal with immediate medical emergencies by offering first aid or summoning emergency unit and law enforcement as appropriate.
4. Do not leave assailants or victims by themselves.
5. Determine if it is appropriate to maintain custody of participants.
6. Take the names of all parties, including bystanders or witnesses. Designate an employee to take such action if it is necessary for you to leave the scene.
7. Report all assaults occurring on campus properties immediately to Superintendent.

### BOMB THREATS

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
  - Ask what time the bomb is set to go off.
  - Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
  - Ask about the appearance of the bomb package.
  - Listen for background noise, e.g., TV, radio, other people, traffic sounds, etc.
    - Was the caller calm or hysterical?
    - Was the caller's voice young or old?



## Wausa Public Schools Emergency Safety and Security Management Plan

- Notify Superintendent.
1. Superintendent will notify law enforcement and initiate a Room Evacuation Procedure of the appropriate buildings or full campus if deemed necessary.
  2. Employees, students and visitors are to remain out of the threatened building. Law enforcement will conduct the bomb search.
  3. Any individual that believes a box or other type of container to be suspicious should not touch the item and should immediately report it to Superintendent.
  4. Superintendent (and First Response Team) will investigate, declare an emergency, (if deemed necessary) and initiate a Room Evacuation Procedure.
  5. Superintendent will contact law enforcement.
  6. The area where the suspected device is located will be cleared by at least 200 feet.
  7. Employees, students and visitors are to keep away from the suspect device and allow law enforcement to deal with it.

### INTRUDER OR HOSTAGE SITUATION

Generally, in the event an intruder or hostage situation in the building or on the grounds, employees shall follow the following procedures:

1. Conduct an immediate assessment confirming the type of incident - what has happened, what is happening, who is involved, etc.
2. Contact Superintendent.
3. Summon help from law enforcement if the situation represents a danger to employees, students or others.
  - Call **9-1-1** and have someone stay on line to explain the current situation and update status.
4. The warning should be issued via Intercom System to employees, students and visitors:
  - Announcement and/or alerting the campus indicating presence of intruder and to follow intruder protocol. (An intruder is in the building.)



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5. Institute Lock Down Procedure:
  - Keep all individuals in the room.
  - Lock all windows and doors
  - Move all individuals to the safest place in the room. Turn off lights and close blinds or drapes.
  - Take accurate roll and account for any missing employees, students, or visitors; if possible, communicate to the office the names of missing individuals.
  - Utilize immediate sheltering action for those exposed to danger.
  - Ensure that all others are sheltered in place or moved to a safer location if possible.
6. Wait for the Superintendent and/or law enforcement to arrive.
7. Stabilize elements of situation if safe to do so., (e.g. gather employees assigned to emergency duties; direct non-essential employees to safe area; use building level first aid to care for injured; provide employees with instructions and information as soon as possible; and protect crime scene and evidence).
8. Work with law enforcement to resolve situation, (e.g. stay at command post, provide information).
9. Work with First Response Team.
10. Superintendent will signal "All Clear" to notify employees (e.g. see that emergency medical care is provided, account for all employees, students or visitors and any employees or student that are off site attending a campus sponsored event; support law enforcement follow-up activities; debrief employees and students; arrange for site security if necessary).
11. Work with specialists (e.g. medical first responders and law enforcement officials).
12. Initiate recovery and follow up activities (e.g. brief employees and provide access to support; plan for resumption of business; arrange to clean and repair the facilities; establish long term recovery plan).



## INTRUDER OR HOSTAGE SITUATION

Upon hearing "There is an intruder in the building"

1. Initiate Lock Down procedure.
2. Shelter in place.
3. Use basic duck and cover techniques; lie flat, face down, on floor; cover head, get under tables/desks if possible.
4. In rooms, stay away from windows, doors, and outer walls. Close drapes/curtains/blinds ONLY if safe to do so. Turn out lights
5. In open areas, use objects immediately available in the open (tree, bushes, walls, etc.) for shelter; lie down, stay motionless.
6. Be ready to move instantly; know possible escape routes, including windows.
7. If the current location is believed too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.
8. If possible, report status to the office.
9. If you are taken hostage:
  - Do not be a hero.
  - Follow instructions of hostage taker.
  - Cooperate, be friendly if possible; do not argue with or antagonize intruder or other hostages.
  - Inform hostage takers of medical or other needs.
  - Be prepared to wait; elapsed time is a good sign.
  - Do not try to escape; do not try to resolve situation by force.
  - Be observant and remember everything you see and hear.
10. If a rescue takes place, lie on the floor and await instructions from rescuers.



## BUILDING DISTURBANCES

### DEALING WITH INTRUDERS

All employees, students and visitors should be instructed to report any intruder to the Superintendent immediately. When incidents involving an intruder occur, it is imperative employees be observant and attentive, and then determine the appropriate course of action to secure the premises and protect employees, students and visitors. Should a disturbance take place in the building involving individuals who are not employees, the following procedures should be followed.

1. Report the incident to the Superintendent.
2. If necessary, the Superintendent will call **9-1-1** to report the incident:
  - Explain the situation and the type of disturbance.
  - Describe the location of the activity.
  - A description of the participants and the number.
  - A description of the type and number of weapons possibly in the possession of the participants.
3. While awaiting the arrival of law enforcement:
  - Remain calm, use good judgment.
  - Tell all individuals involved in the disturbance to return to their areas. Attempt to keep individuals in their rooms but do not use force. Keep halls clear of individuals.
  - Isolate individuals who are not employees; however, do not put yourself or other individuals at risk.
  - Keep hands off individuals unless restraint is needed to provide safety for other individuals.
4. Once law enforcement officials arrive, follow their instructions.
5. If members of the student body have taken part in this disturbance, determine the extent of their involvement. If a student is an active participant in the disturbance, follow the discipline policy to determine consequences for behavior.
6. If cameras are active on campus in the area of the intruder, access should be given to law enforcement.



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### TRESPASSERS

A trespasser is any person found on campus premises who is not attending a campus sponsored event

1. Greet visitor in a polite and non-threatening manner.
2. Identify yourself as a campus official.
3. Inquire as to purpose of his/her presence. If the person has a legitimate reason for being on campus let them continue but report your concern to the Superintendent.
4. If the visitor gives an indication that they are not attending a campus sponsored event, notify the Superintendent or law enforcement by calling **9-1-1**.
5. Observe the person's height, weight, clothing, age and location to communicate to the emergency operator.
6. Do not get in an argument or attempt to challenge the trespasser.

### INTRUDER, STUDENT OR EMPLOYEE WITH WEAPONS

1. Campus policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapon on the property.
2. If employees become aware of the presence of a weapon, the following procedure should be followed:
  - Report information to the Superintendent at once.
  - In no case, should employees endanger themselves or others to secure a weapon.
  - Superintendent may contact law enforcement upon information of the existence of a weapon on grounds.
  - Maintain visual contact of the armed person.
3. When a serious threat of immediate harm to employees, students or visitors is identified on campus, Superintendent will initiate a lock down. A call will immediately be made to **9-1-1**.
4. Gunshots or Someone with a Gun:
  - Immediately initiate a Lock Down Procedure, even if the lock down alarm has not sounded.





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- Notify Superintendent using whatever communication is available inside the locked down room. Do not exit the room in order to send notification.
  - Do not exit the room to investigate the situation. Wait for further instructions from Superintendent or law enforcement.
5. Armed individual comes into the room (See also Hostage Situation below):
- If possible, notify the Superintendent of the situation. Do not place yourself, students or visitors at risk to notify anyone of the situation. Do as the intruder demand.
  - Do not make sudden moves which could frighten the intruder (ask permission to move).
  - Never argue.
  - Take your time.
  - Keep students and visitors as calm as possible.
  - Physical force should not be used unless someone's life is in imminent danger.
  - Talk to the intruder.
  - Learn as much as you can about the intruder.
  - Keep the intruder's attention on you, not on students or visitors.
  - If more than one person is involved, concentrate on only the one person.
  - Be observant.
  - Do not stare at the intruder in observing him/her.
  - Mentally record a detailed description of the individual and the weapon.
  - Identify a distinctive feature and continue to concentrate on that one item.
  - Remember what objects the intruder touches and preserve them for law enforcement.
  - It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at the site.
  - If the intruder starts shooting, tell students and visitors to get down and lie on the floor.
  - Take cover on the floor and/or behind equipment.
  - **As a last resort when the hostage taker is killing people the students and staff may need to charge and overtake the offender by force.**

### HOSTAGE SITUATIONS

#### HOSTAGE CRISIS PREVENTION PLAN

Hostage-taking is a criminal offense that must be reported. Once reported, law enforcement takes over the investigation and resolution of the situation. It is important for employees to be aware of this fact for once law enforcement arrives on the scene; the employees must work under their authority. Hostage taking situations in the building usually involve persons who are in conflict with the law, who feel themselves aggrieved, or who are mentally ill. As precautionary measures against a hostage crisis, the Superintendent maintains a positive relationship with local law enforcement officials. In addition, the campus has implemented the crisis response plans.



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The objective of the crisis response plan is to resolve a hostage crisis while ensuring:

- The protection of life and prevention of injury.
- The safety and welfare of hostages.
- The restoration of order and protection of property.
- The identification of participants and possible prosecution.

The command structure in the event of a hostage-taking situation is as follows:

- Superintendent
- Principal
- Guidance Counselor
- Special Education Director

**It must be noted that orders given by a hostage under conditions of duress (e.g., if the hostage should be the Superintendent) are not to be followed, regardless of who gives them and where they fall in the chain of command, except to save lives.**

### PERSONNEL RESPONSIBILITIES IN A HOSTAGE SITUATION

1. If an employee, student, or visitor is taken hostage, he/she should:
  - Do everything a hostage taker instructs.
  - Be especially careful during the first four or five minutes. These minutes are the most critical ones as the hostage taker is probably as desperate and nervous as the victim.
  - Speak only when spoken to and never make wisecracks.
  - Try not to show emotions openly. Hostage takers like to play on emotional weaknesses.
  - Sit down, if possible, to avoid appearing aggressive.
  - Act relaxed as this posture may relax the hostage taker.
  - Carefully weigh any chance to escape to be sure that escape is certain and will not endanger anyone else.
  - Have faith in first responders.
  - Get rid of personal effects (e.g., photographs of family and keys), if possible.
  - Do not make any suggestions to the hostage-taker(s). If the victim's suggestions go wrong, the hostage-taker may think the victim tried to create problems.
  - Do not turn away from the hostage taker unless ordered to do so and try to keep eye contact without staring. Most people are less likely to harm someone at whom they are looking. (the exception would be a psychopath which is about one to two percent of the population)
  - Be patient.
2. The first employee to identify a hostage-taking situation should:



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- Secure the immediate area, if possible, by removing all nonparticipating individuals.
- Secure the door, if appropriate, to isolate the incident.
- Notify by the quickest possible means the Superintendent, who will notify law enforcement.
- Observe in order to report fully on:
  - the number of hostages taken
  - the type of disturbance
  - the type and number of assailants
  - the type and number of weapons, if possible, in possession of participants.
- Make specific notes of any threats or demands.
- Do not speak to the media unless authorized to do so.

### IDENTIFICATION AND REACTION TO A HOSTAGE SITUATION

1. When law enforcement and other first responders arrive, the following information should be available:
  - number of hostages taken.
  - threats and demands by hostage-takers.
  - type and number of weapons thought to be in the hostage-taker's possession.
  - precise area controlled by hostage-taker.
  - floor plan of the area (available in the Emergency Management Plan). Be prepared to identify possible escape route.
  - identification and description of participants, with photographs if possible (both the hostage taker and the victims).
  - location and number of telephones in the area.
  - any special considerations (room construction, hazardous materials, dangerous gases, etc.).
2. Be prepared to identify rooms for use by law enforcement; a command center room, a hostage debriefing room and a situation meeting room. These rooms should be close together, access to the internet and telephone.

### HOSTAGE NEGOTIATIONS

There are two key factors to keep in mind when dealing with a hostage situation. First, the person is thinking irrationally and will respond with desperate actions. Second, try to calm the situation and provide enough time for a safe conclusion. Negotiations with hostage-takers are best handled by the law enforcement who have personnel for such negotiations. If the employee must enter into negotiations with hostage-takers before the law enforcement arrive, the following should be assumed:



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Negotiations must be conducted by junior rank personnel in order to assist in the use of delay tactics, such as "I'll ask," or "I'll seek clarification."

- All demands are to be met with an "I'll do my best," never with a "No".
- Under no circumstances should drugs be given to any parties involved in a hostage-taking situation.
- Every effort should be made to regain control of the situation by peaceful means (e.g., through discussion).
- Employees on duty should not hesitate to contact those employees who are familiar with and have some influence over the persons involved in the hostage situation, even though they may not be on duty.
- The Superintendent and law enforcement must be involved in any decision-making process with regard to the handling of the hostage-taking situation.
- Remain calm.
- Do not use your title, only your name.
- Determine what the hostage-taker wants.
- Do not accept demands for alcohol, drugs, weapons, or substitute hostages. Say "I'll do my best".
- Offer alternatives.
- Downplay the seriousness of the incident.
- Do not bluff.
- Ask open-ended questions.
- Repeat any questions or demands the hostage-taker may have (so they can hear what was said and to make sure you are clear).
- Avoid deadlines.
- Talk to hostages, if possible. (Ask them yes/no questions).

### **CONFIDENTIALITY OF INTRUDER/HOSTAGE PROTOCOLS**

The foregoing protocol for an intruder or hostage situation should not be disclosed to non-employees. Detailed crisis response plans involving a suspicious intruder, or a hostage situation should be known only to employees and local law enforcement authorities. Therefore, this response plan should be available to District's employees and not shared with students or visitors. Employees should know that if such a situation occurs, they are to abide by the instructions of the Superintendent or their designee who have been instructed in how to deal with these circumstances.

### **DISTURBANCES AFTER-HOURS**

Employees attending after-hour activities are under the same rules and policies as those followed during the regular business day.

1. Minor incidents should be isolated and contained, if possible, by available personnel.



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2. Notify Superintendent.
3. Call **9 -1- 1** immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.

### DEATH OF A STUDENT OR EMPLOYEE

In the event of the death of a student or employee, the Crisis Response Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special needs and situations, including, keeping family and employees informed, establishing a plan for helping students and employees cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the community (students, employees, visitors, and family) to deal with the loss with minimal disruption to campus activities. In addition to the activation of the Crisis Response Team, the following procedures should be followed:

### SUPERINTENDENT'S RESPONSIBILITIES

Upon being informed of the death of a student or employee (or loss of significant other of an employee), the Superintendent's Office should follow the following protocol:

- Verify information regarding tragedy.
- Notify head of Crisis Response Team.
- Use the emergency calling tree to notify employees of the tragedy, as well as time and place for a meeting.
  - At the meeting:
    - Review procedures for referring students or employees to the Crisis Team for counseling and support and location of crisis support area.
    - Provide a statement for students and employees to read once business starts for the day.
    - Provide statements for administrative support staff to use in responding to inquiries.
    - Check emotional needs of students and employees.
- Determine areas where crisis team members can meet with students and employees; maintain list of students and employees who are counseled for follow-up with family.
- Cancel meetings/appointments that are not of an urgent nature.
- Keep students and employees updated on circumstances as new information becomes available.
- Identify students and employees that need emotional support.
- Emphasize the need to use prepared statements to control rumors.
  - Provide brief factual information.
  - Outline support that has been available throughout the day.
  - Provide a contact number for assistance with any employee concerns.
  - A meeting time and place for concerned family if appropriate.



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- Reschedule activities when necessary or appropriate.
- Contact the family personally and offer support and condolences.
- Arrange for appropriate employees to attend services.
- Arrange for remembrance from business (flowers, card, etc.).
- Plan and provide follow-up visits with the family.
- Decide if there is an on-campus memorial.

### VICIOUS ANIMAL ON GROUNDS

In the event, a vicious animal (such as a dog, wild animal, etc.) on the campus, on property immediately adjacent to the campus, or reported to be in the vicinity of the campus, all employees, students, and visitors should be directed inside the building. If the animal is observed notify the Superintendent who will notify animal control or law enforcement of the situation. Employees, students, and visitors should remain in their building until the animal is removed.

### VANDALISM AND BURGLARIES

In the event an incident of vandalism or burglary to buildings or facilities is observed or discovered it should be immediately reported to Superintendent. Under such circumstances, employees should follow the following procedures:

1. Vandalism or Burglary in process:
  - When employees or students are involved, attempt to stop or prevent further vandalism and identify those involved. Get help if necessary.
  - When adults are involved, do not attempt to detain, but try to identify.
  - Contact the Superintendent giving locations of vandalism or burglary in progress.
  - Write down information (description of person, vehicle, and license numbers, etc.).
2. Discovery of Vandalism or Burglary:
  - Do not touch or otherwise disturb anything.
  - Notify Superintendent immediately.
  - Write down all the available information.
  - Reroute personnel and employees around affected area.
  - Document the area with your cell phone's camera.

### HIT LISTS OR DEATH THREATS

Hit list or death threats should be taken seriously. When information of any kind (including rumors) is reported about a "hit list", the following steps should be followed:



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1. Document the report or information received regarding comments or other information indicating an individual has or is threatening the well-being of others; ask witnesses to any individual comment to sign a written statement and date the statement.
2. If the subject is a student or employee, review their records.
  - Check discipline files for incidents of threats or aggression.
  - Interview individuals for information regarding the subject's background, (e.g. home life, drug or alcohol abuse, etc.).
  - Interview individuals to determine if the subject has made threats to others or talked of doing violent acts.
  - Interview subject of the investigation, invite subject to tell his/her side of the story; take notes; listen and observe subject's behavior. Such an interview should be conducted with another employee present.
  - If appropriate to the situation, inquire if the subject has access to weapons of any kind.
  - If appropriate, conduct a search of the individuals on campus desk, work area, etc.
  - Follow student and employee discipline due process procedures, and if appropriate, place individual on emergency exclusion pending final disposition.
  - Report concerns law enforcement agencies and request an investigation and report. Cooperate by providing such information to law enforcement as is allowed by law.
  - Determine if an outside agency should be contacted for support or evaluation.

**SAFETY TOOL**



**Appendix D 1**  
Warning Signs of Violent  
Behavior





## **SUICIDE PREVENTION**

The Superintendent shall provide students and employees with training and materials to assist in the identification of individuals who exhibit suicidal tendencies. Each individual will be provided access to a copy of the Suicide Prevention and Response information, which shall include material on individual mental health problems, prevention and intervention.

## **MEDICAL EMERGENCIES**

A medical emergency includes life-threatening situations such as heart attack, air obstruction, suffocation, trauma, unconsciousness, or severe bleeding. The campus shall have a Medical Response Team established by the Superintendent. This team should include those trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The Employees or students should call **9-1-1** and notify the Superintendent immediately giving the:
  - Location of the victim.
  - Name of the victim.
  - Type of injury.
  - Apparent need for emergency services.
2. Upon receipt of the information, the Superintendent shall:
  - CALL **9-1-1** to insure they have been notified. The Superintendent shall provide and record the following.
  - Name of the building and the address.
  - Make sure someone meets the emergency personnel at the door to take them to the victim. If it is necessary to send the victim (if it is an employee or student) to the hospital by ambulance, a staff member shall be contacted so arrangements can be made for an employee to be at the hospital.
  - All information possible about the victim and circumstances.
  - The Superintendent should notify the family of the victim as soon as possible. All known details should be relayed to the family. Be clear, and concise, informing only what is





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known; do not speculate, but be tactful using a manner to avoid the creation of undue panic.

- Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the day.
- Within 24 hours, the Superintendent will prepare an announcement to explain the nature of the emergency and the facts as they are known. No personal information will be released without the consent of the individual(s) involved.

### THREAT ASSESSMENT

Information about the behavior and communications of an individual that are a possible concern should be gathered and analyzed by the appropriate authorities involved in a threat assessment investigation. This information will permit reasonable judgments about whether the individual of concern is moving along a path toward attack on an identifiable target. Professionals trained in behavior science and law enforcement should be consulted in dealing with the individual.

When an individual's behavior or report of behavior and communications deviates from normal behavior for other individuals and indicates concern to this individual's safety or the safety of others, school officials should contact law enforcement. The safety of individuals and the community is a priority consideration.

Care should be exercised to ensure that an individual of concern is treated appropriately, since any allegations regarding the behavior or perceived dangerousness of the individual may be unfounded.

Information to provide law enforcement and/or professionals trained in behavior science.

The facts that drew attention to the individual, the situation, and the targets:

- How did the individual come to the attention of school officials?
- What were the triggering events and possible targets?
- What behaviors and/or communications were reported, and by whom.
- What was the situation.
- Who, if anyone, witnessed the reported behavior of concern.
- What was the context for the reported behavior, i.e. what else was going on at the time of the reported behavior.

Information about the individual:

- Identifying Information:
  - Name
  - Physical description (hair color, scars, clothes, etc.)
  - Date of birth



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- Identification numbers: school ID, etc.
- Background Information:
  - Residences
  - Family/home situation
  - Academic performance
  - Criminal behavior and law enforcement history
  - Social networks
  - History of relationships and conflicts
  - History of violence toward self and others
  - History of harassing others or of being harassed by others
  - History of having been a victim of violence or bullying
  - Known attitudes toward violence
  - Triggering events
  - Possible targets
  - Mental Health/substance abuse history
  - Access to and use of weapons
  - History or grievances and grudges
  - History of response to interventions
  - History of inhibitors to aggression
- Current Life Information:
  - Present stability of living and home situations
  - Nature and quality of current relationships and personal support
  - Recent losses or losses of status, shame, humiliation, recent breakup or loss of significant relationship
  - Current grievances or grudges
  - Perceptions of being treated unfairly
  - Known difficulty coping with a stressful event
  - Any progression in social, academic, behavioral, or psychological functioning
  - Recent hopelessness, desperation, and/or despair, including suicidal thoughts, gestures, actions, or attempts
  - Pending crises or change in circumstances
  - Note whether the individual has any trusting relationships with adults who are emotionally available to him or her
  - If there is an adult who is "connected" to the individual, that adult may have useful information about the individual's thinking and behavior and may also have the ability to disrupt the negative behavior patterns of the individual

### Behaviors that should raise concern about potential violence include:

- Ideas or plans about injuring him/herself or attacking a school or persons at school.



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- Communications (including via any technological or social media means) or writings that suggest that the individual has an unusual or worrisome interest in school attacks.
- Comments that express or imply the individual is considering mounting an attack on campus, or has made a threat, written or verbal, to their safety or the safety of others.
- Recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack.
- Communications or writings suggesting the individual condones or is considering violence to redress a grievance or solve a problem.
- Rehearsals of attacks or ambushes.
- Great interest in media reports on violent attacks.
- Inappropriately discussing and mentioning prior violent attacks makes those around uncomfortable.
- Extreme interest in violent media (e.g., violent movies/TV programs, violent video games, etc.).
- Researching past violent events and the offenders.
- Acquiring materials that could be used in a violent attack (e.g., guns, ammunition, vehicles, propane tanks, chemicals such as fertilizer, locks, chains, etc.).

### Communicated motives for attack behaviors to self or others have included:

- Revenge for a perceived injury or grievance.
- Yearning for attention, recognition, or notoriety.
- A wish to solve a problem otherwise seen as unbearable.
- A desire to die or be killed.
- Knowledge of the communications or writings of an individual of concern may help law enforcement and/or professionals trained in behavior science in evaluating the risk of targeted violence.

**SAFETY TOOL**



**Appendix D 1**  
Warning Signs of Violent  
Behavior



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### IMMIGRATION RAIDS

There is a possibility that the District may have to provide a safe shelter for students whose relatives or guardians may be detained after an enforcement operation. There is the possibility that students may need ongoing resources as well to continue their educational needs.

Federal laws prohibit discrimination in public education, including discrimination on the basis of race, color, or national origin. Federal law specifically prohibits schools from "utilizing criteria or methods of administration which have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of the program as respects individuals of a particular race, color, or national origin."

The Supreme Court, in the case *Plyler v. Doe*, also held that discrimination on the basis of immigration status in access to basic public education (i.e. elementary and secondary school) violates the Constitution.

Under the Family Educational Rights and Privacy Act (FERPA), schools are prohibited, without parental consent, from providing information from a student's file to federal immigration agents if the information would potentially expose a student's immigration status. If Immigration and Custom Enforcement (ICE) agents present a school with a removal warrant (deportation order), the school is still permitted to refrain from providing student information, as the warrant is administrative, not judicial. Under FERPA, schools may disclose directory information without consent, but they are required to allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

If any Federal Agency contacts any District location, staff shall direct all inquiries to the Superintendent.

#### Ongoing actions:

- Ensure families have updated contact information.
- Updated information on who is authorized to pick up a student.
- Provide counseling to students if an incident occurs.
- Establish one secure location for students who would need a safe shelter until properly released to an authorized party.
- Ensure that the District's legal counsel is advised of any situation.



## APPENDIX D-1 WORKPLACE VIOLENCE

### Violence Warning Signs: Recognizing Warning Signs of Violence in Others

Often people who act violently have trouble controlling their feelings. They may have been hurt by others. Some think, making people fear them through violence or threats of violence will solve their problems or earn them respect. This isn't true.

People who behave violently lose respect. They find themselves isolated or disliked, and they still feel angry and frustrated.

If you see these warning signs, imminent violence is a serious possibility:

- Loss of temper on a daily basis.
- Frequent physical fighting.
- Significant vandalism or property damage.
- Increase in use of drugs or alcohol.
- Increase in risk-taking behavior.
- Detailed plans to commit acts of violence.
- Announcing threats or plans for hurting others.
- Enjoying hurting animals.
- Carrying a weapon.

If you notice the following signs over a period of time, the potential for violence exists:

- A history of violent or aggressive behavior.
- Serious drug or alcohol use.
- Gang membership or strong desire to be in a gang.
- Access to or fascination with weapons, especially guns.
- Threatening others regularly.
- Trouble controlling feelings like anger.
- Withdrawal from friends and usual activities.
- Feeling rejected or alone.
- Having been a victim of bullying.
- Poor school performance.
- History of discipline problems or frequent run-ins with authority.
- Feeling constantly disrespected.
- Failing to acknowledge the feelings or rights of others.



## **Early Warning Signs**

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident - did the individual say or do anything that would have cued us into the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others - certain behavioral and emotional signs that, when viewed in context, can signal a troubled individual. But early warning signs are just that - indicators that an individual may need help.

Such signs may or may not indicate a serious problem - they do not necessarily mean that an individual is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the individual's needs. Early warning signs allow us to act responsibly by getting help for the individual before problems escalate.

Early warning signs can help frame concern for an individual. However, it is important to avoid inappropriate labeling or stigmatizing individuals because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about an individual, but it's not okay to overreact and jump to conclusions.



## APPENDIX D-2 SUICIDE WARNING SIGNS FOR INDIVIDUALS

### Verbal and Behavioral

- "Everybody would be better off if I just weren't around."
- "I hate my life. I hate everyone and everything."
- "I'm the cause of all my family's/friend's troubles."
- "I wish I would just go to sleep and never wake up."
- "I've tried everything, but nothing seems to help."
- "Nobody can help me."
- "I want to kill myself, but I don't have the guts."
- "I'm no good to anyone."
- "If my (spouse, other family members or employees) doesn't leave me alone I'm going to kill myself."
- "Don't buy me anything. I won't be needing any (clothes, books)."
- "I'm not planning that far ahead right now."
- "I don't know if I'll be around next week/month."
- "I don't want to be here."
- "It doesn't matter now."
- "I won't be around here much longer."
- "I won't have to worry about my grades anymore."
- "I wish I were dead."
- "The only way out is for me to die."
- "I just can't go on any longer."
- "You won't be seeing me around anymore."
- "If I don't see you again, thanks for everything."
- "You're going to be sorry for how you've treated me."
- "Nobody likes/loves me anymore."
- "How do you make out a will?"
- "If (such and such) happens (or doesn't happen), I'll kill myself."
- "Here, take this (cherished possession); I won't be needing it anymore."
- "I just called to say goodbye and to tell you thanks for everything."
- "Think of me when you use my (cherished possession just given away)."
- "It's not important anymore."
- "I've decided to kill myself."
- "I feel like calling it quits-living is useless."
- "I'm checking out; I'm tired of life."
- "I love you, remember that."
- "I'm getting rid of a few things." Said after giving away a cherished possession.
- "I really understand how she felt." Said about another employee who killed her/himself.
- A statement of the wish to die.
- A previous attempt.
- A sudden change in behavior:
  - An outgoing individual becomes moody - isolated – withdrawn.
  - A shy quiet individual becomes an aggressive - disobedient - risk taker.
  - Changes in sleeping patterns.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Insomnia.
- Sleeps all the time.
- Drug or alcohol abuse.
- Accident proneness - risk taking.
- Slackening interest in/decline in work performance.
- Severe mood swings or a dramatic change in personality.
- Loss of, or lack of, an important person or friend.
- Hopelessness - "I give up, what's the use." Termination of major goals.
- Lack of interest in relationships, personal appearance, or hobbies.
- A suicide plan. The person has a plan of how, when and where they will kill themselves.
- Evidence of final arrangements.
- Making a will.
- Giving away prized possessions.
- Making peace with friends.
- Decline in personal hygiene.

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## Wausa Public Schools Emergency Safety and Security Management Plan

### APPENDIX D-3 STEPS IN DEALING WITH SUICIDAL BEHAVIOR

1. Make sure the individual is in a safe and confined area such as an office. Make sure the person is not left alone.
2. Determine the seriousness of the threat.
3. After gathering information about the severity of the threat, notify Superintendent to develop a plan.
4. Attempt through the individual's responses, records and counselor contact to obtain as much information as possible regarding the individual's family. It can prove invaluable to have a prior indication of how the family reacts to stressful situations involving their family member.
5. Notify the individual's family of the individual's behavior and reasons for concern (in person if practical). In addition, inform the family of behaviors which may signal a threat. Always provide referral sources to the family and employees.
6. In cases in which it is determined a suicide attempt is not imminent, elicit contact from the individual to seek assistance. Refer the individual to an outside source. Notify employees about suicidal behavior and/or potential for a suicide attempt on a "need to know" basis.
7. If an attempt has occurred or the danger is imminent notify law enforcement officials and family immediately and ask them to come to the building at once. Again, have someone remain with the individual at all times. Information from the family will help dictate subsequent steps to be followed. If they have no insurance, or are unwilling to pay for the professional services, consider referral to community resources who use sliding fee scales of payment. Don't let an imminent dangerous situation go without help.



## SAFETY AND EMERGENCY PRECAUTIONS AND PREPAREDNESS

### DRILL PRACTICE SCHEDULES

1. Building Evacuation drills will be practiced annually. Applicable to fire, biological threat, hazardous materials events.
2. Lock Out and Shelter In Place drills will be practiced annually. Applicable to severe weather events.
3. Lock Down drills will be practiced annually. Applicable to armed intruder, bomb threats, fighting events.

### SAFETY AND SECURITY TRAINING FOR EMPLOYEES

#### Training and In-service

1. The Emergency Management Plan: The Plan will be reviewed annually by the Crisis Response Team.
2. Safety and Security Awareness Curriculum: Employees shall annually be provided safety awareness training on the instructions of the building's safety awareness program. This shall include review of the following information:
  - Review of Code of Conduct.
  - Review of building safety and emergency procedures.
  - Review of proper social interaction in buildings and conflict management and resolution.
  - Instruction on recognition of unsafe behavior and conditions including stalking prevention and management.
  - Review of bullying/victim behavior responses and harassment policies.
  - Review of workplace violence policy.
3. The Crisis Response Team and Threat Assessment Team:
  - Review of Plan once per quarter.
  - Training in the use of safety equipment.



## Wausa Public Schools Emergency Safety and Security Management Plan

### Employees Training and Instruction:

1. Safety and Security Awareness Curriculum: Employees shall be provided safety awareness training on the instruction of the safety awareness program. This shall include the following:
  - Review of Employees Handbook (annually).
  - Review of safety and emergency procedures (once each semester).
  - Review of dress code, proper social interaction in and conflict management and resolution (annually).
  - Instruction on recognition of unsafe behavior and conditions (annually).
  - Review of Bullying/Victim behavior responses and harassment policies (annually).
2. Safety and Emergency Precautions for employees with special needs (generally):
  - Make sure employees with disabilities understand and can carry out action required in an emergency.
  - Have a team in place to assist special needs employees in an emergency.
  - Use the "buddy system" and train the "buddies" to know the extent of the assistance needed by each special need's employee.
3. Employees with Hearing Impairments:
  - Employees shall read the building's safety and emergency procedures.
  - Employees shall demonstrate that they understand the procedures.
  - Each employee will be provided with room evacuation and tornado evacuation maps and diagrams.
  - A "buddy system" shall be instituted when appropriate; e.g. another employee to assist in crisis situations.
  - If necessary, the services for an employee of the hearing impaired or interpreter shall be used.
4. Employees with visual impairments:
  - Employees shall be read the safety and emergency procedures.
  - Employees shall demonstrate that they understand the procedures.
  - A "buddy system" shall be instituted when appropriate (e.g. another employee or adult will match up with impaired employees to assist in a crisis situation).
  - If necessary, the services of an employee of the visually impaired or interpreter should be used.



## Wausa Public Schools Emergency Safety and Security Management Plan

5. Employees with learning disabilities, mild/moderate or severe/profound mental impairments or emotional impairments:
  - Employees shall be taught the building's safety and emergency procedures.
  - Employees shall demonstrate that they understand the procedures.
  - A "buddy system" shall be instituted when appropriate (e.g. another employee to assist in a crisis situation).
  - If necessary, the services of a special education employee should be used to teach emergency procedures.
  - Crisis planning for rooms should be taken into consideration.
    - Evacuation of employees who use wheelchairs and walkers.
    - Access to medications at evacuation sites.
    - During inclement weather, access to vehicles, coats, and blankets to keep medically fragile employees warm or cool.
  
6. Employees with orthopedic and other health impairments:
  - Employees shall read the safety and emergency procedures.
  - Employees shall demonstrate that they understand the procedures.
  - Each employee will be shown room evacuation and tornado evacuation maps and diagrams.
  - A "buddy system" shall be instituted when appropriate (e.g. another employee to assist in crisis situations).
  - Assure that no architectural barriers hinder the orthopedically impaired employee from exiting the building and exit time should not be unreasonably longer than the exit time for unimpaired employees.
  
7. English as a second language (ESL) employee(s):
  - Employees shall be taught the safety and emergency procedures.
  - Employees shall demonstrate that they understand the procedures.
  - A "buddy system" shall be instituted when appropriate e.g. another employee to assist in crisis situations.
  - If necessary, the services of an ESL employee should be used to teach emergency procedures.



## Wausa Public Schools Emergency Safety and Security Management Plan

### BUILDING SECURITY

The physical security of the building shall be the responsibility of the Superintendent. In establishing and maintaining a secure environment for employees without diminishing the learning environment, Superintendent shall address the following issues:

1. Access Control: Access to the building during business hours and during non-business hours shall be designed to account for and control all individuals to the building. Basic control shall include:
  - Limited access points to the building.
  - Posted floor plans.
  - Employees should be trained to assertively challenge any individual(s) observed in their building. Individuals should be greeted, questioned and if appropriate direct them to the Superintendent.
2. Communications: The District's Emergency Notifications System shall be used for general communications of building security or emergency issues.
3. Intrusion Detection Systems if installed: Intrusion detection systems or alarms should be kept in operating order at all times.
4. Inventory Control: An inventory of all District property should be conducted on a regular basis.
5. Key and Lock Control: Room doors and storage rooms should all have operative locks. Keys to buildings and rooms should be issued only to employees and relevant student workers. Employees and relevant student workers should clearly understand that no duplicates are to be made of District's keys. **Visitors are not to be issued or allowed access to keys.** All rooms should be locked when not occupied. Storage rooms should be kept locked at all times.
6. Perimeter and Outside Security: Inspections of the perimeter and outside of buildings should be conducted during the day and at night. Trees and shrubs should be kept trimmed so as to keep lines of sight open to all portions of the campus and prevent their use for access on to the top of the building.
7. Protective Lighting: The building exterior shall be lighted in a manner which shall provide Employees with the ability to monitor all exterior areas at night and provide a deterrent to prospective vandals and other trespassers. Such lighting should be maintained in operative condition at all times.
8. Signage: Outside signs should include notices prohibiting trespassing, identifying drug-



## Wausa Public Schools Emergency Safety and Security Management Plan

free and weapon-free zones, providing directions to visitors, and identifying specific entrances available to the public. Signs inside the building should include clear directions to the office.

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## Wausa Public Schools Emergency Safety and Security Management Plan

### SAFETY AND EMERGENCY EQUIPMENT AND SUPPLIES

#### 1. Communication Equipment:

- Security and Safety Equipment: The maintenance department is responsible for keeping all equipment functioning, this includes security cameras, radios and the fire safety systems. A breakdown in these systems is to be considered the top priority above all else.

#### 2. First Aid Supplies: The nurse shall order and maintain an up-to-date inventory of the first aid supplies and kits listed on Appendix E 1. Notice of the location of such first aid kits shall be posted with the Emergency Response Packet in each classroom, residence director desk/office, library, exit areas of various facilities without classrooms, student union and administrative offices.

#### 3. Emergency Response Packets: There shall be an emergency Response Packet secured to the inside of classroom, residence director desk/office, library, exit areas of various facilities without classrooms, student union and administrative offices.

#### 4. Employees are responsible for making sure that such Emergency Response Packets are in their area at all times.

SAFETY TOOL



**Appendix E 1**  
Inventory of First Aid  
Supplies and Locations







**ATHLETICS AND ACTIVITIES: SAFETY AND SECURITY**

**Wausa Public Schools Activities Security Plan**

**FOR SCHOOL YEAR: 2023-24**

**Brad Hoelsing**

**Shane Anderson**

**Greg Conn**

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**Superintendent**

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**Principal**

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**Athletic Director**

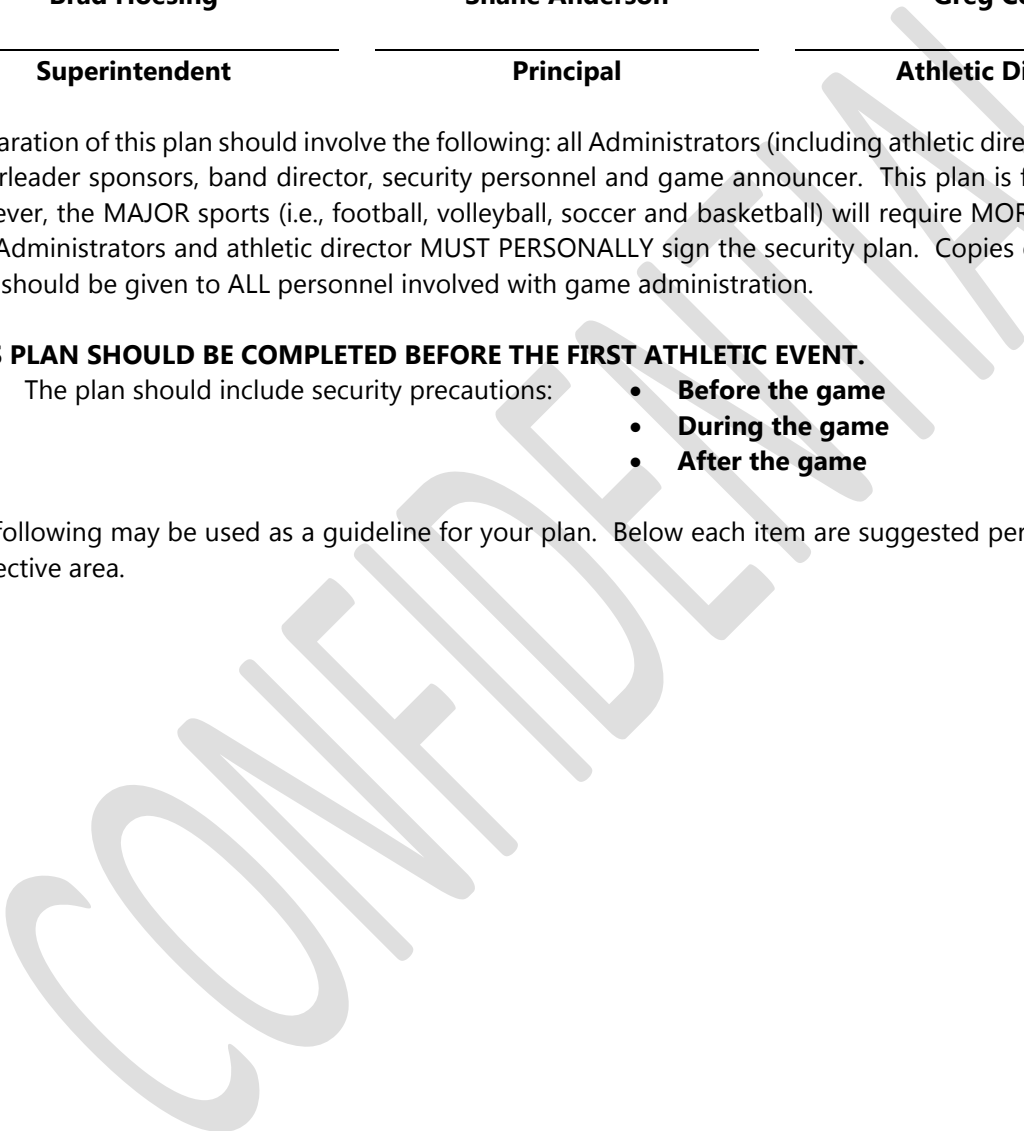
Preparation of this plan should involve the following: all Administrators (including athletic director), coaches, cheerleader sponsors, band director, security personnel and game announcer. This plan is for ALL sports; however, the MAJOR sports (i.e., football, volleyball, soccer and basketball) will require MORE supervision. The Administrators and athletic director MUST PERSONALLY sign the security plan. Copies of the security plan should be given to ALL personnel involved with game administration.

**THIS PLAN SHOULD BE COMPLETED BEFORE THE FIRST ATHLETIC EVENT.**

The plan should include security precautions:

- **Before the game**
- **During the game**
- **After the game**

The following may be used as a guideline for your plan. Below each item are suggested personnel for the respective area.





# Wausa Public Schools Emergency Safety and Security Management Plan

## BEFORE THE GAME

Discuss with the student body the need for exhibiting good sportsmanship. A sportsmanship campaign is required for the beginning of each campus year and should be continued throughout the campus year. A concern at the present time is the behavior of our adult fans. A campus may believe it is necessary to post information concerning good sportsmanship. This should include the proper courtesies shown to out-of-town guests and game officials. Fans need to understand the penalties imposed for their misbehavior, including being banned from future sporting events.

Student body \_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Provide necessary game information to visiting school. Include game time, directions to the game site and parking, location of ticket booths, seating arrangements and ticket prices.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Provide adequate police supervision for major sports and playoff contests when appropriate. Police should be **visible inside** and **outside** the stadium. **(Plan their physical location before, during and after large sporting events. Ensure that you have adequate security in areas that you know could be trouble spots.)**

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

**Provide protection and courtesy to game officials.** Arrange for a school representative to meet the officials and have a special room where the officials can have their pre-game conference. Provide escort on and off the field or court. Ensure that officials are treated well after the game and escorted to their car or have a place of safety as soon as the contest is over.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

The game announcer should read the statements on sportsmanship, alcohol and drug use, as well as on throwing objects and unruly behavior. Artificial noise-makers should not be used in gymnasiums. Air horns are not permitted at any athletic event. Any of these violations will lead to expulsion from the game and could lead to being banned from all future sporting events.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Whenever possible, provide special seating for individuals who have special needs.

\_\_\_\_\_ (date)



# Wausa Public Schools Emergency Safety and Security Management Plan

Provide **supervised parking**. A special supervised area should be provided for buses of visiting teams. (Use of service clubs or youth organizations is suggested. This will allow your law enforcement officials to be in other possible trouble areas.)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

All employees working a sporting event should be easily recognized with visible ID's or clothing.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

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# Wausa Public Schools Emergency Safety and Security Management Plan

## DURING THE GAME

Personnel should be stationed in key areas. They should remain at their station throughout the contest and after the game until the areas have cleared.

\_\_\_\_\_ (date)

Signature

Title

The visiting school's administration should supervise their students and fans. The host school should also supervise the visiting side and provide assistance to students.

\_\_\_\_\_ (date)

Signature

Title

All coaches are expected to conduct themselves in an orderly and good sportsmanship like manner at all times. A coach must model the good behavior that we expect from our student/athletes and their fans.

\_\_\_\_\_ (date)

Signature

Title

Bands should provide an entertaining half-time program. (Schools that do not have bands should also plan an interesting half-time program.)

\_\_\_\_\_ (date)

Signature

Title

A medical doctor should be in attendance at all athletic contests whenever possible.

\_\_\_\_\_ (date)

Signature

Title

The public-address announcer should give instructions concerning concession stands, restrooms, emergency shelter areas and any information that will assist the visiting fans. No partiality should be shown announcing the sporting event.

\_\_\_\_\_ (date)

Signature

Title



# Wausa Public Schools Emergency Safety and Security Management Plan

## AFTER THE GAME

Planning for after the sporting event is probably the **most important** of the three stages in crowd control. Most incidents and encounters occur after the game when the students and fans are leaving the playing area.

Develop a procedure for the exit of teams, officials, and spectators. You will need to keep personnel on duty in the trouble spots until the area clears. Cameras recording the contest should be kept on until the teams clear the competition area. (Usual problem – security is released near the end of the game to direct traffic. It is suggested that security be kept in problem areas.)

Direct the route for movement of all visiting school buses and all home team buses. Also include band, pep buses, spectator buses. When possible, provide an escort for these buses for several blocks as they leave the site.

Use the P. A. system to:

- Caution spectators not to walk on the floor or field.
- Give directions for leaving the area.
- Drive safely.

To facilitate orderly movement of traffic, provide direction supervision for cars exiting the parking area. (Local police may assist in this area. You may want to use faculty members or service clubs to better utilize police and security.)

\_\_\_\_\_ (date)

Signature

Title

\_\_\_\_\_ (date)

Signature

Title

\_\_\_\_\_ (date)

Signature

Title

\_\_\_\_\_ (date)

Signature

Title

*The athletic director should discuss all details of the completed security plan with their Administration and Superintendent. By implementing this plan and after taking every possible precaution, we may not stop all of the problems but at least we will be in a position to react. Better planning by all involved can help avoid many of the problems that have occurred in the past.*



**Wausa Public Schools**  
**Emergency Safety and Security Management Plan**

**ATHLETIC FACILITIES AND EQUIPMENT SAFETY REVIEW**

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Submitted to Administrator and/or Athletic Director date: \_\_\_\_\_

<b>Athletic Facilities</b>	YES	NO	N/A
1. Are appropriate handrails or perimeter railings installed on all spectator seating facilities that may require such protection?			
2. Are floors in the shower areas regularly cleaned and not slippery?			
3. Are lockers in good working order, properly secured and with no jagged edges present?			
4. Are shower and/or training rooms provided with mechanical means for exhausting odors and humid air in good working order and kept on at all times when the room is in use?			
5. Are the bleachers in good condition and structurally adequate, both indoors and outdoors? Loose bolts, nuts or rusted parts, splintered boards, damaged railings, etc. are typical items to periodically check.			
6. Are the conditions of the playing fields satisfactory, e.g., no holes, rocks, glass, etc.?			
7. Are the sinks and shower hot water controls working properly?			
8. Have bleachers been inspected recently by outside experts to confirm structural soundness? (It is recommended that this be done at least once every two years.)			
9. Is athletic equipment properly stored?			
10. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
11. Is there adequate lighting in the locker rooms?			
12. Is use of playing surfaces following chemical applications restricted?			
A.			
B.			

<b>Football/Baseball/Softball/Soccer/Track/Cross-Country</b>	YES	NO	N/A
13. Are fences collapsible?			
14. Are fields cleared when there is the threat of lightning?			
15. Are goal posts properly padded and in working order?			
16. Are outdoor playing surfaces inspected regularly to assure that rocks, glass, uneven surfaces, holes, sprinkler heads, loose lids or uncovered valve boxes, excessive wet areas, or other hazards are not present?			
17. If there is a fence enclosing the outfield, is there a warning surface or clearly marked area that indicates to a running player that he or she is almost to the fence?			
18. Is the vehicle parking area located a sufficient distance to prevent windshield damage to parked cars?			
19. Is there a protective backstop or high fence placed between home plate and the spectator area?			
C.			
D.			



## Wausa Public Schools Emergency Safety and Security Management Plan

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):

<b>Basketball</b>	YES	NO	N/A
20. Are all clocks, lights and windows properly protected against breakage?			
21. Are folding basketball backstops/boards secured with safety straps or safe locks?			
22. Have crank-up backboards been inspected recently?			
23. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
24. Is the area behind the backboards free of glass or unprotected solid walls?			
E.			
F.			

<b>Cheerleading/Dance</b>	YES	NO	N/A
25. Are trained "spotters" required and used on routines that may be considered hazardous?			
26. Has your school adopted the policy to eliminate pyramiding functions performed by cheerleaders?			
G.			
H.			

<b>Coaches</b>	YES	NO	N/A
27. Are coaching staff and trainers certified in first aid and CPR?			
28. Is there a need for crowd control at athletic events, and, if so, is it provided?			
I.			
J.			

<b>Student Athletes</b>	YES	NO	N/A
29. Are all participants (and parent(s) if the participant is a minor) required annually to sign a detailed warning and consent form prior to participation in each sport?			
30. Are all participants required to have a pre-participation physical examination prior to participation in any sport?			
31. Are students given safety orientation for all athletics/physical education activities? Does the coach or athletic director discuss the warnings associated with each sport to all participants prior to the first workout?			
K.			
L.			



## Wausa Public Schools Emergency Safety and Security Management Plan

<b>Track and Field</b>	YES	NO	N/A
32. Are field events suitably roped off to separate the spectators from any landing or impact areas, allowing for an adequate safety zone in the event of a misdirected throw?			
33. Is it the policy of the school to have an official in charge to ensure that no one throws an implement until the officials have completed the measurement of the previous throw and further ensures that no spectators or other participants have entered into the impact area?			
34. Is there sufficient safe space between each field event, including javelin, shot-put and discus areas and the running track?			
35. Is track surface in good condition?			
M.			
N.			

<b>Weight Training and Wall Climbing Facilities</b>	YES	NO	N/A
36. Are "spotters" used in the weight training room when necessary?			
37. Are climbers properly secured with protected devices during the activity?			
38. Are weight training room rules and adequate warning signs posted in the area?			
39. For wall climbing, is there a safe, secured and cushioned surface beneath the climbing structure?			
40. Is appropriate supervision provided in the weight training room at all times when the room is being used?			
41. Is proper supervision always present when wall climbing apparatus is in use?			
42. Is the weight equipment properly bolted to the floor or sufficiently counterweighted to prevent movement or tipping?			
43. Are weight rooms inspected at least weekly to ensure that the integrity of the equipment and floor area is properly maintained? Cables, pulleys, guards, nuts, bolts and floor mats are items that must be checked often. Any defective equipment must be removed from the area. It is not sufficient to place a "Do Not Use" or "Out of Order" tag on faulty equipment.			
O.			
P.			

<b>Wrestling</b>	YES	NO	N/A
44. Are wrestling mats used that have the approved warning labels?			
45. Are wrestling mats checked daily for cleanliness, cuts and taping?			
46. Are ¾ inch wide strip wrestling tape used?			
47. Are wrestling mats disinfected daily?			
48. Are wrestling mats stored flat?			
49. Is proper supervision always present when wrestling mats are in use?			
50. Participants do not wear jewelry, nor have long fingernails or long loose hair?			
51. Participants taught the proper fundamental/safety rules?			
Q.			
R.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):





## SAFE STUDENT TRANSPORTATION PLAN

This Safe Student Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in student transportation vehicles.

1. **Weapons** – Upon becoming aware of a weapon aboard a student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation if possible.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Confiscate the weapon (if it doesn't jeopardize student or driver safety).
  - e. Give description of weapon to District Office or if situation requires to **9-1-1**.
  - f. The District Office will notify **9-1-1** and the Principal/Superintendent of the situation.
  
2. **Student Behavior** – Students are expected to follow student conduct rules while in a student transportation vehicle. The student transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardize safety, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Bring the vehicle to a safe stop.
  - d. First seek to resolve the incident through discussion with the student(s) involved.
  - e. Use physical force only as necessary to protect students or yourself.
  - f. Report and document discipline problems to the Principal/Superintendent on a Bus Conduct Report/Incident Form.
  
3. **Terrorist Threats** – A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Make every attempt to keep students calm (this may mean complying with the terrorist).
  - d. The District Office will immediately notify **9-1-1** and the Principal/Superintendent.



## Wausa Public Schools Emergency Safety and Security Management Plan

- e. The driver should wait for instructions from the District Office or Principal/Superintendent if possible.
4. **Severe Weather** – Upon becoming aware of severe weather while aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Return to the school if less than 5 minutes away and follow the directions of the Principal/Superintendent or if there is immediate danger, get to the nearest basement or underground shelter with all students.
  - d. If more than 5 minutes away from the nearest school or if there is immediate danger, get to the nearest basement or underground shelter with all the students.
  - e. If there is no shelter and there is immediate danger the driver and students are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
5. **Hazardous Materials** – Upon becoming aware of a hazardous material aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Evacuate all students at least 100 feet from the vehicle in a safe secure area (more distant if the driver feels the situation dictates).
  - e. Obtain as much information about the hazard as possible (**DO NOT TOUCH ANY HAZARD**)
  - f. The District Office will immediately notify **9-1-1** and the Principal/Superintendent.
  - g. The driver should wait for instruction from the District Office or Principal/Superintendent if possible.
6. **Medical Emergencies** – Upon becoming aware of a medical emergency aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. The District Office will immediately notify **9-1-1** and the Principal/Superintendent.
  - e. The driver will follow instructions of the District Office, Principal/Superintendent or first responders.
  - f. Provide emergency first aid or CPR if the situation dictates.



## Wausa Public Schools Emergency Safety and Security Management Plan

- g. **ONLY, IF NECESSARY**, the driver should move students only enough to get them out of danger of traffic or fire.
  - h. The driver should try to keep students as calm as possible.
  - i. Only upon instructions from the Principal/Superintendent will the driver release students to any parents.
  
7. **Procedures in The Event of Mechanical Breakdowns** – Upon becoming aware of the mechanical breakdown aboard a student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Place warning flares/reflectors in accordance with safety guidelines if parked on shoulder of a roadway or if parked on the roadway.
  - e. The driver should try to keep students as calm as possible.
  - f. Depending on the location of the disabled vehicle, the driver may have to evacuate the students to a safe and secure area.
  - g. The District Office will arrange for assistance and if necessary, a relief vehicle is dispatched.
  
8. **Vehicle Accident** – Upon becoming involved in an accident with the student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation and depending on the type of accident notify **9-1-1**.
  - b. Activate emergency flashers.
  - c. Account for all students and their injuries.
  - d. The driver will provide emergency first aid and/or CPR.
  - e. The driver will ensure that the scene is safe and understand that the accident might be involved in a secondary crash.
  - f. Depending on the situation, evacuate the students to a safe and secure location.
  - g. District Office will notify the Principal/Superintendent.
  - h. Follow the directions of the Principal/Superintendent or first responders.
  - i. Write down the name, address and telephone number of all witnesses.
  - j. Do not make any statements related to the accident to anyone other than to law enforcement officials that are investigating the accident or the Principal/Superintendent.
  - k. The driver should try to keep students as calm as possible.
  - l. Unless instructed by the Principal/Superintendent, students will not be released to parents.



## Wausa Public Schools Emergency Safety and Security Management Plan

- m. Depending on the situation, the driver will ensure the safety of the students before assisting other individuals involved in the accident.
  - n. After the accident, do not respond to inquiries from insurance companies, attorneys, news media or student's parents related to the accident unless directed to do so by the Principal/Superintendent.
9. **Transportation of Unsafe Items** – Drivers shall not permit student transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the students or driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of the Principal/Superintendent. Any item that would break or could produce injury if tossed about inside the student transportation vehicle when involved in an accident or sudden stop shall be secured.
- a. Notify the District Office of the situation.
  - b. If the vehicle is in movement, activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. The driver should try to keep students as calm as possible.
  - e. If the situation dictates, the District Office will notify **9-1-1**.
  - f. The driver will follow the instructions of the Principal/Superintendent before moving the vehicle.
10. **Documentation Under Safe Student Transportation Plan** – Each student transportation driver is required to complete and submit to the Principal/Superintendent a Bus Conduct Report/Incident Form involving the student transportation vehicle operated by the driver or any students transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, medical emergencies, vehicle accidents, mechanical breakdowns or transportation of unsafe items. Documentation of such events shall be completed and submitted as soon as practicable after the incident.
11. **Supplemental Information** – a copy of this plan shall be placed in each student transportation vehicle, kept at each school building, and made available upon request.

SAFETY TOOL



Appendix F 1  
Bus Conduct/Incident  
Report



**Wausa Public Schools**  
**Emergency Safety and Security Management Plan**

**APPENDIX F 1 - BUS CONDUCT/INCIDENT REPORT**

**Student's Name** \_\_\_\_\_

**Date of Incident** \_\_\_\_\_

	Driver's Name	Bus Number	School
<b>BEHAVIOR VIOLATION</b>			
Mark Violation	Student Behavior	Mark Violation	Student Behavior
	Fighting/Wrestling/Boisterous Acts		Hands/Arms/ Heads Out Window
	Misuse Emergency Door		Departing Bus Non-Authorized Area
	Not On Time To Board Bus		Loud Voice/Vulgar Language
	Bring Animals On Bus		Eating/Drinking/Littering
	Firearms/Weapons/Hazardous Materials		Not Being Courteous
	Not Remain Seated During Motion		Refuse To Obey Regulations
	Refuse To Sit In Assigned Seat		Not Crossing In Front Of Bus
	Not Crossing In Front Of Bus		Refusing to Follow Instructions
	Refusing to Follow Instructions		Hands/Arms/ Heads Out Window
	Other (specify)		
<b>Driver's Description of Incident</b>			
<b>INCIDENT</b>			
Mark Incident	Type of Incident	Driver's Description of Incident	
	Severe Weather		
	Hazardous Materials		
	Medical Emergencies (USE STUDENT ACCIDENT REPORT FORM)		
	Mechanical Breakdown		
	Vehicle Accident		
	Transportation of Unsafe Items		
	Other (specify)		

Driver's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## COMMAND CENTER INCIDENT CHECKLISTS

- **Aircraft Impact**
- **Bomb Threat**
- **Crime Scene Management**
- **Death on Property**
- **Earthquake**
- **Epidemic and Poison**
- **Evacuation for Off-Site Location Procedures**
- **Evacuation District Property**
- **Fire – Adjacent or Unoccupied Building**
- **Fire – Occupied Campus**
- **Hazardous Material Release**
- **Hostage Situation**
- **Lockdown**
- **Recovery Procedures – Nearly all of the above refer to this page.**
- **Campus Shooting**
- **Severe Weather/Tornado**
- **Utilities Failure**



**AIRCRAFT IMPACT**

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call **9-1-1**.
- Evacuate all individuals away from danger.
  - See Evacuation – Sending checklist.
- Gather information on any injury and manage their evacuation.
- Establish entrance and exit security of grounds.
- Assign employees to monitor the movement of individuals.
- Document names of individuals that required transportation to hospital.
- Create a triage area for emergency medical services.
- Determine location and extent of impact area.
- Determine existence or possibility of fire.
  - See Fire checklist if applicable.
- Account for all students, employees, and visitors.
- Determine if utilities need to be shut off or disconnected. Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

**Ongoing Actions**

- Create a monitored accessibility point to the campus by emergency crews.
- Treat impact area as a crime scene.
  - See Crime Scene Management checklist.
- Assign employees with necessary keys to give emergency crews access to secure areas.
- Have media liaison establish a media contact area.
- Prepare media release.
- Communicate with emergency crews and receive updates of damage.
- Provide media with information on family reunification procedures.
- Document when individuals leave the area.
- Update the Superintendent's Office on the status.

**Continuity of Operations**

- Determine what immediate resources are needed to return to normal operations
  - See Recovery Procedures.



## Bomb Threat

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

### Immediate Actions

- If called in by phone, attempt to retrieve as much information as possible from the caller.
  - Ask where the bomb is right now.
  - Ask how many bombs are present.
  - What does the bomb look like.
  - When is the bomb going to detonate.
  - What type and quantity of explosive is it.
  - Why was the bomb planted.
  - Voice characteristics of the caller (gender, accent).
  - Ask them their name.
  - Carefully document all information retrieved from the caller.
- Call **9-1-1** and forward the information.
- Begin evacuation of affected areas to an offsite location.
  - See Evacuation – Sending checklist.
- Be cognizant of the possibility of secondary explosions at offsite evacuation location.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Account for all students, employees, and visitors at evacuation.
- Ensure law enforcement or the bomb squad conducts a thorough search of the campus.
- If no bomb is located, get the approval of law enforcement before reoccupying the building.
- Wait until well past the time of detonation if possible before reoccupying the building.
- If cancelled for the rest of the day, provide the media with information regarding family reunification.
- Setup a media staging area if applicable.
- Document when individuals leave the area.

### Continuity of Operations

- Identify any individual(s) who may have been involved in the bomb threat.
- Update the Superintendent's Office.
  - See Recovery Procedures.





## CRIME SCENE MANAGEMENT

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Notify law enforcement.
- Remove everyone from the crime scene.
- Identify students, employees, or visitors with an association to the scene and keep them separate but monitored for law enforcement interview.
- Identify possible witnesses but do not conduct an interview.
- Document comments made by witnesses.
- Designate at least one employee to monitor crime scene until the arrival of law enforcement with these procedures:
  - Do not allow anyone other than medical personnel or law enforcement to enter the crime scene.
  - Do not enter, touch, or move anything in the area.
  - Keep possible suspects isolated and under observation.
  - Do not allow them to leave, clean up, change clothes, etc.
  - Notate any comments they make in relation to the scene.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Make notifications.
- If necessary, create an area for law enforcement to temporarily store items of evidence.
- If requested by law enforcement, designate one employee as evidence custodian responsible for temporary secured storage of evidence with these procedures:
  - Allow only Law Enforcement into temporary storage area.
  - Help document what time each item was brought into temporary storage.
  - Do not handle items of evidence.

### Continuity of Operations

- When given approval by law enforcement, arrange for clean-up of the crime scene.
- Notify law enforcement immediately if additional items of possible interest are found.
- Obtain list of items removed from the scene for future release.
  - See Recovery Procedures.



**DEATH ON CAMPUS**

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call **9-1-1** to report death.
- Treat the scene of death as a possible crime scene.
  - See Crime Scene Management.
- Notify human resources to cease mailings regarding students and employees if needed.
- Assemble possible witnesses.
- Allow movement of the body only by emergency medical services or law enforcement.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

**Ongoing Actions**

- Speak to students' and employees' emergency contact person.
- Contact appropriate law enforcement for assistance in making personal contact if unable to communicate with emergency contact person.
- Secure deceased's locker and property.
- Update Superintendent's Office.
- Provide contact information to the family to provide more details of the incident.

**Continuity of Operations**

- Activate emergency Crisis Response Team.
- Monitor students and employees for problems of managing the death.
  - See Recovery Procedures.

**Death of Students and Employees Off-Campus**

- Notify head of Crisis Response Team.
- Together, verify information regarding incident.
- Activate the Crisis Response Team if verified.
- Notify Superintendent's Office.
- Notify employees of incident and meeting time and place.



Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Have students, employees and visitors take shelter under desks, sturdy tables, or crouch with hands over head in an inside corner of the building away from glass or windows.
- Do not attempt to evacuate outdoors until the shaking has stopped.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- When the earthquake has passed, safely evacuate everyone outside to an open area on grounds, away from power lines.
- Be aware of the possibility of aftershocks.
- Determine the number and severity of injured students, employees, and visitors.
- Call **9-1-1** for injured individuals.
- Assemble all non-injured students, employees, and visitors to conduct a headcount.
- Set up triage area depending on number of injured.
- Shut off utilities to affected areas.
- Allow students and employees to call home.
- Notify family of injured students and employees.
- Provide reunification information to media.
- Document when individuals leave the area.
- Notify Superintendent's Office.

### Continuity of Operations

- Assess needed resources to repair damaged areas.
- Determine ability/resources to continue activities at alternate locations.
  - See Recovery Procedures.



Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Notify medical personnel at \_\_\_\_\_ ; call **9-1-1** based on recommendations.
- Identify specific symptoms.
- Contact Poison Control Center (**1-800-222-1222**) if necessary.
- Determine the necessity to evacuate affected areas.
- Determine need to quarantine those affected.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- If poisoning is of suspicious nature, treat area(s) as a crime scene.
  - See Crime Scene Management.
- Notify the Health Department if necessary.
- Determine the possible effects on students and employees.
- Determine the spread potential of the disease/poison.
- Identify the possible sources of contamination.
- Notify the family of affected students and employees.
- Keep updated on the progression of symptoms.
- Isolate infected area(s) and article(s).
- If closing the building, arrange for family pickup through media.
- Document when individuals leave the area.

### Continuity of Operations

- Thoroughly clean sources of contamination.
- Communicate with public health officials on the safety of returning to normal operations.
  - See Recovery Procedures.



## EVACUATION FOR OFFSITE LOCATIONS PROCEDURES

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Determine level of evacuation to offsite location:
  - Partial or Entire evacuation.
  - Short Term (< 3 hours) or Long Term (>3 hours).
- Establish the number of students and employees that will be evacuated.
- Give notice to food services if applicable.
- Determine availability of transportation services to offer.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Account for students and employees upon arrival at the offsite location.
- Arrange for an area for central organization and arrange for communication needs.
- Update Superintendent's Office, if not already completed.
- Coordinate reunification.
- Provide consistent information to media for reunification.
- Document when individuals leave the area.

### Continuity of Operations

- See Recovery Procedure.



## EVACUATION

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Determine level of evacuation:
  - Partial evacuation within campus.
  - Entire evacuation within campus.
- Mass evacuation to an offsite location.
- Notify offsite evacuation location.
- Ensure the offsite location has enough room and arrangements.
- Arrange for the appropriate number of employees to facilitate evacuation.
- Check all areas (bathrooms, lounges) for unaware students, employees, and visitors.
- Establish types and amount of transportation.
- If time permits, gather necessary files and paperwork to be sent.
- If safely able to do so, shut off utilities to the area.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Report information to fire, search, and rescue-KEEP ONE COPY for yourself.
- Document students and employees transported somewhere other than offsite location (hospital, family pick-up, etc.)
- Account for all students, employees, and visitors prior to transporting.
- Update Superintendent's Office on progress of evacuation.
- Ensure campus is empty and secure all buildings.
- Transport students, employees, and visitors as soon as possible.
- Account again for all students, employees, and visitors after evacuation.
- Create an area for central organization at the receiving location.
- Establish a pick-up site.
- Prepare a statement for the media to provide information to family and the public.
- Document when individuals leave the area.

### Continuity of Operations

- Communicate with public safety officials on the safety of returning to campus.
- Update Superintendent's Office on conditions and needed resources.
- Prepare statement for media to provide information on the return to the campus.
  - See Recovery Procedures.



## Wausa Public Schools Emergency Safety and Security Management Plan

### FIRE – ADJACENT OR UNOCCUPIED BUILDING

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

#### Immediate Actions

- Ensure **9-1-1** has been notified.
- Determine proximity and direction of fire.
- Determine weather conditions such as wind direction, wind speed, heat, etc.
- Assess the risk for large amounts of smoke entering the campus.
- Consider the student, employees and visitors environment inside the campus and the escalation of fear and/or confusion.
- Evaluate the necessity to evacuate or shelter in place.
- If evacuating, see Evacuation – Sending checklist.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

#### Ongoing Actions – Sheltering in Place

- Account for all students, employees, and visitors.
- Turn off HVAC systems.
- Cover and seal windows and non-essential doors.
- Establish contact with fire department.
- Ensure exits are monitored by employees.
- Instruct students and employees on proper procedures if need to evacuate at a later time:
  - Stay low to the ground.
  - Cover mouth and nose with damp cloth.
  - Stay with the group.
- If fire reaches the occupied campus, see Fire – Occupied Campus checklist.

#### Continuity of Operations

- Assess areas needing repair/restoration.
- Set timetable for returning to normal activities.
  - See Recovery Procedures.



## Wausa Public Schools Emergency Safety and Security Management Plan

### FIRE – OCCUPIED BUILDING

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

#### Immediate Actions

- Call **9-1-1**.
- Evacuate all students, employees, and visitors to designated locations.
- Attempt to suppress small fires if safely able to do so.
- Deploy designated employee(s) to meet the fire department.
- If able to do so safely, arrange for all utilities except water shut off to the campus.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

#### Ongoing Actions

- Conduct headcount of all students, employees, and visitors.
- If an actual fire, move students, employees, and visitors to an offsite location.
- Create a media staging area to provide information to the public.
- Document when individuals leave the area.
- Update Superintendent's Office.
- If suspicion of arson exists, treat all damaged areas as crime scenes.
  - See Crime Scene Management checklist.
- Make sure the State Fire Marshall has been contacted.

#### Continuity of Operations

- Take an assessment of all areas needing repair/restoration.
- Update Superintendent's Office on resources needed to repair damaged areas.
- Set a timetable for resuming normal activities.
  - See Recovery Procedures.





## HAZARDOUS MATERIALS RELEASE

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Call **9-1-1**.
- Safely, attempt to identify the type and characteristics of material:
  - Liquid, gas, solid, or changing state.
  - Type of storage containers.
  - Placards or labels with numbers.
- Update emergency responders with any additional information gained.
- Arrange for medical treatment for students, employees and visitors already afflicted.
- Type of material that is a hazard
- Wind direction and speed.
- Distance from material release.
- Consider the need and the ability to evacuate or shelter in place:
  - If evacuating, See Evacuation Checklist.
  - If sheltering in place, See Shelter in Place Checklist.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Maintain headcount of students, employees, and visitors.
- Check for secondary dangers created by materials release.
- Arrange for reunification when safe.
- Notify Superintendent's Office of events.

### Continuity of Operations

- Determine what areas were affected.
- Communicate with public safety officials on the safety of returning to affected areas.
- Update Superintendent's Office on outcome of emergency.
  - See Recovery Procedures.



## HOSTAGE SITUATION

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Call **9-1-1** - give as many details as possible.
- Evacuate all students, employees, and visitors from the area.
- Lock all doors in the building so hostage taker cannot have access and/or move to another room.
- Gather as much information as possible about the hostage taker and each hostage.
- Assemble building floor plans to later give to law enforcement.
- If video cameras are active in the affected area, law enforcement should be given access to the monitoring of those cameras.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

### Ongoing Actions

- Provide a room with the necessary communication equipment for negotiators.
- Provide law enforcement with floor plans of hostage area.
- Update Superintendent's Office.
- Determine procedures for reunification.
- Document when individuals leave the area.
- With law enforcement approval, notify the family of any student or employee hostages.
- Determine needed resources for a long-term negotiation (food, water, etc.).
- Provide offsite information area for families of affected students and employees.

### Continuity of Operations

- Ensure hostages and affected individuals receive medical and psychological services
- Assign counselor or psychologist to attend any hostage interviews.
- Provide information to family on re-opening.
- Instruct Employees to monitor environment and responses.
  - See Recovery Procedures.



## Wausa Public Schools Emergency Safety and Security Management Plan

### LOCKDOWN

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

#### Immediate Actions

- DECLARE AN EMERGENCY.
- Activate the campus emergency text/email system to notify students and employees that an emergency situation has occurred.
- Use plain language for all students, employees, and visitors to lock-down.
- Call **9-1-1** for assistance (call immediately because you don't know how the situation will progress).
- Lock doors in the area you are in.
- Shut and lock windows.
- Close Blinds.
- Collect and distribute SPECIFIC DUTIES CHECKLISTS to those in your area.
- DO NOT LEAVE THE LOCK-DOWN AREA.
- Get on the floor, get behind or under heavy objects.
- If safe to do so, contact students and employees who are not at the building to tell them NOT to return to the office.
- Assess the crisis as information is received.
- Call rooms and other offices to acquire information.
- Determine the location of students, employees, and visitors.

#### Ongoing actions

- Establish Incident Command.
- Activate the Command Center.
- Assign Cabinet members as needed.
- Provide law enforcement access to monitors for any active cameras in the affected area.



# Wausa Public Schools Emergency Safety and Security Management Plan

## RECOVERY PROCEDURES

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Develop a short-term Continuity of Operations plan in consultation with Superintendent's Office.
- Make an announcement that the emergency is over.
- Account for all students, employees, and visitors.
- Protect students, employees, and visitors from the media.
- Resolve family notifications and reunification with students and employees.
- Maintain positive relations with the media.
- Determine what resources are needed to repair physical aspects of campus.

### Ongoing Actions

- Provide rumor control.
- Meet with all students and employees to discuss emergencies and check psychological needs.
- Obtain reports and interviews from key employees.
- Review reports for adequacy before signing off.
- Provide psychological screening for all affected students and employees.
- Arrange for a crisis team to be at the building for students and employees.
- Maintain contact with Superintendent's Office's office.

### Continuity of Operations

- Determine resumption of normal activities:
  - Date.
  - Time.
  - Procedure (full-day or half-day).
  - Provide as much information as possible to students and employees to contain rumors.
- Designate areas for emergency student and employee services counseling.
- Meet again with all students and employees at the end of day to review the monitor any issues or answer questions.



CAMPUS SHOOTING

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call **9-1-1**.
- Activate the campus emergency text/email system to notify students and employees that an emergency situation has occurred.
- Use plain language of an intruder and the need to Lock Down or conduct a Reverse Evacuation if the shooter is outside.
- If possible, evacuate unaffected areas offsite.
- Account for all evacuated students, employees, and visitors.
- Those unable to evacuate should:
  - Lock their doors.
  - Shut off lights.
  - Close blinds or place paper over windows.
- Retrieve building layout plans for law enforcement.
- If a student or employee, attempt to retrieve personnel records of shooter(s).
- Give updates to **9-1-1** the location of the shooter(s) and how many.

**Ongoing Actions**

- Attempt to assemble witnesses at evacuation site, but keep them separated
- Contact Superintendent's Office.
- Setup a media staging area.
- Prevent the media from interviewing students, employees and visitors.
- Immediately activate psychological resources.
- Send liaison to hospital to meet with family of victims and protect them from the media.
- Document if/when students and employees are taken to the hospital.
- Provide reunification information to the media.
- Document when individuals leave the area.
- Be aware of family of injured/killed students and employees arriving to pick them up.
- Collect names of all that were directly or indirectly involved.

**Continuity of Operations**

- Determine the names of those injured or killed.
  - See Crime Scene Management checklist.
  - See Death checklist, if applicable.
  - Set timetable for return to normal operations.
  - See Recovery Procedures.



## Wausa Public Schools Emergency Safety and Security Management Plan

### SEVERE WEATHER/TORNADO

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

#### Immediate Actions

- Upon receipt of NOAA alert, activate the campus emergency text/email system to notify students, employees, and visitors to go to the shelter areas.
- If time permits, have employees conduct emergency headcount.
- Keep media sources monitored (TV, radio).
- Monitor NOAA Weather Alert Radio.
- Assess the need to take shelter even without NOAA alert.

#### Ongoing Actions

- When severe weather has passed, determine the structural integrity of building.
- Determine the number and severity of injured students, employees, and visitors.
- Call **9-1-1** and set up triage area depending on number of injured
- Shut off utilities to affected areas
- Assemble all non-injured students, employees and visitors and conduct headcount.
- Allow students and employees to call home.
- Notify the family of injured students and employees.
- Arrange for blankets, water, etc. if needed.
- Provide reunification information to media.
- Document when individuals leave the area.
- Notify Superintendent's Office.

#### Continuity of Operations

- Assess needed resources to repair damaged areas.
- Determine ability/resources to continue activities at alternate locations.
  - See Recovery Procedures.



**UTILITY FAILURE**

Person completing this form \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call **9-1-1** if an immediate emergency exists.
- Determine what area(s) are affected.
- If a severe leakage or health risk is present, shut off appropriate utility using Utility Information pages.
- Assess the need to evacuate students, employees, and visitors.
  - See Evacuation – Sending checklist if applicable.
- Activate the campus emergency text/email system to notify students and employees that may not be in the immediate area so that they can stay away and remain safe.

**Ongoing Actions**

- Determine cause of failed utility.
- Assess if other utilities are at risk of failure.
- Determine approximate length of the outage.
- Update Superintendent's Office.
- If long term outage of essential utility, provide media with information on family reunification.
- Document when individuals leave the area.
- Consider resources to accommodate students, employees and visitors' needs if long-term outage:
  - Food and water.
  - Medical concerns.
  - Supervision.

**Continuity of Operations**

- Assess the damage to affected area(s):
  - Set a timetable for resuming normal activities.
  - See Recovery Procedures.



## STANDARD REUNIFICATION METHOD

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

### Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis. The ESSMP will serve as a guide to reunite students and parents. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

### Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating, and practicing a "known" procedure, the school removes some of that uncertainty.





### The Standard Reunification Method Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- "Greeters" direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The "Reunifier" recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian "flows" are created so lines don't cross.
- When it's all said and done, successful reunification is about managing the student and parent experience.

SAFETY TOOL



Appendix G 1  
Reunification of Students  
Form



**Wausa Public Schools  
Emergency Safety and Security Management Plan**

**APPENDIX G 1 - REUNIFICATION OF STUDENTS FORM**

<b>Student Name Printed</b>	<b>Parent/Guardian Name Printed</b>	<b>Grade</b>	<b>Parent/Guardian Signature</b>	<b>Time of Release</b>

**District Personnel Name:** \_\_\_\_\_

**District Personnel Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## INCIDENT COMMAND DUTY ROSTERS

- **Communications Officer**
- **Emergency Coordinator**
- **EOC Liaison Officer**
- **Finance Section Chief**
- **Incident Commander**
- **Logistics Section Chief**
- **Media Liaison**
- **Operations Section Chief**
- **Public Information Officer (PIO)**
- **Planning Section Chief**
- **Safety Officer**



# Wausa Public Schools Emergency Safety and Security Management Plan

## COMMUNICATIONS OFFICER

**SUPERVISED BY: LOGISTICS CHIEF**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	<input type="text"/>		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO

SUGGESTED EQUIPMENT \*Office Supplies \*Bull Horns \*Radios \*Telephones \*Cellular Telephones \*Loud Speakers  
 \*Applicable Forms and Logs

**PRIMARY DUTIES** The person designated by the Logistics Chief to manage telephones, telephone lines, radios for internal and external communications. Acts as liaison to secure additional communications devices.

- DUTY CHECKLIST**
- Establish contact with Logistics Chief for initial briefing and assignment.
  - Initiate Emergency Log to record essential information.
  - Evaluate communication equipment and personnel requirements to support communications during emergencies.
  - Prepare to issue and log assigned phone # for the emergency to:
    - Incident commander
      - Safety Officer
      - Public Information Officer
      - EOC Liaison
      - Operations Chief
      - Logistics Chief
      - Planning Chief
      - Finance Chief
      - Others as activated



## Wausa Public Schools Emergency Safety and Security Management Plan

- Create an EMERGENCY TELEPHONE LOG and disseminate it to Incident Commander and all Section Chiefs.
- Contact NEMA to request assistance with alternate communications.
  - 402-471-7415 or 402-471-7421.
- Monitor all communication devices for misuse and problems.
- Notify Logistics Chief of progress and additional needed resources.
- Account for all communications equipment upon deactivation in coordination with Campus Support Officer.
- Reactivate normal communications upon direction of Incident Commander.
- Report to the Logistics Chief for further assignment or personal debriefing.
- Submit all logs and reports upon deactivation.
- Prepare detailed report concerning communications during the emergency.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## EMERGENCY COORDINATOR

ADVISOR TO THE INCIDENT COMMANDER  
**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	Emergency Operations Center (EOC)		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO

SUGGESTED EQUIPMENT \*Office Supplies \* Emergency Response plan \* Identification VEST \*Radios \*Telephones  
\*Cellular Telephones \*Resource Lists \*Applicable Forms and Logs

**PRIMARY DUTIES** The person designated by the Incident Commander to manage to continually monitor. Emergency response activities directly affect the and its Employees in order to assist and advise the Incident Commander. These individual serves in an advisory role and subject matter expert in response to emergencies.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Assist and advise the Incident Commander on the application of the emergency response plan.
  - Verify distribution and use of Emergency Assignment Duties checklists.
  - Initiate an Emergency Log and Assignment Roster to record essential information
  - Coordinate Safety Officer duties during the emergency to address hazardous issues (e.g. fire, chemical spill, health, and safety concerns, etc.).
  - Collect progress reports from assigned emergency positions.
  - Assist the Incident Commander in the use of applicable reports, emergency checklists, equipment, and resources.
  - Advise the Incident Commander of employees recalls and information distribution.
  - Monitor Incident command employees during an extended emergency.
  - \*Ongoing Security \*Food \*Employees Relief \*Medical \*Maintenance \*Other Services.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Provide updates on the emergency situation to subordinates as directed.
- Assist the Incident Commander in the development of an Action Plan to resolve the emergency.
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved.
- Assist command Employees in the development of a short and long-term deactivation plan and process.
- Assist the Incident Commander with the debriefing and after emergency review with all Employees.
- Assist in the development of a Post-Emergency Management Plan to return the agency to routine operations.
- Assess the effectiveness of the Emergency Management Plan with the command staff.
- Assist in preparing a critical incident stress debriefing and any additional Post-Trauma Employees program.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## EOC LIAISON OFFICER

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	Emergency Operations Center (EOC)		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**SUGGESTED EQUIPMENT** \*Office Supplies \* Emergency Response Plan \* Identification VEST \*Radios \*Telephones \*Cellular Telephones \*Resource Lists \*Applicable Forms and Logs

**PRIMARY DUTIES** The person designated by the Incident Commander responsible for coordinating with representatives from cooperating and assisting agencies. Assists the Incident Commander by serving as the point of contact for other response organizations participating in the operation.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Assist and advise the Incident Commander on the application of the Emergency Response Plan.
  - Initiate an Emergency Log and Assignment Roster to record essential information.
  - Contact cooperating agency liaisons.
  - Provide briefings to other agencies involved in the operation/emergency.
  - Respond to requests from incident personnel for contacts among the assisting agencies.
  - Monitor incident operations.
  - Identify any current or potential problems between the District and responding agencies.
  - Report problems to the Incident Commander.
  - Provide updates on the emergency situation to subordinates as directed.





## Wausa Public Schools Emergency Safety and Security Management Plan

- Assist the Incident Commander in the development of an Action Plan to resolve the emergency.
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved.
- Assist in the development of a short and long-term deactivation plan and process.
- Assist the Incident Commander with the debriefing and after emergency review with all employees.
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations.
- Assess the effectiveness of the Emergency Management Plan with the command staff.
- Assist in preparing a critical incident stress debriefing and any additional Post-Trauma Employees program.

Time:

Initials:

CONFIDENTIAL



**Wausa Public Schools  
Emergency Safety and Security Management Plan**

**FINANCE SECTION CHIEF**

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:		PHONE#:	
LOCATION:	Emergency Operations Center (EOC)		
EMERGENCY TYPE:		RADIO#:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Finance Section Chief		
Procurement Unit		
Time Unit		
Cost Unit		
Compensation/Claims Unit		

**SUGGESTED EQUIPMENT** \* Safety Plan \* Clock \* ID Vest \* Applicable Forms and Logs \* Office Supplies \* Radios \* Telephones \* Cellular Telephones \* Resource Lists

**PRIMARY DUTIES** The person designated by the Incident Commander (if needed) responsible for paying for the cost of the response efforts. This individual works closely with the Logistics Section Chief to ensure the ability to contract for and procure the resources necessary to manage the incident.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Initiate an Emergency Log to record essential information.
  - Assign duties to subordinates as needed using Assignment Roster.
  - Assist the Incident Commander in establishing goals and Objectives.
  - Negotiate Contracts as needed-monitor work.
  - Track personnel and equipment time.
  - Process claims for injury or property damage.
  - Track financial cost analysis.
  - Keep a running tally of the costs associated with the incident.
  - Work closely with LOGISTICS to ensure needs and costs are met.
  - Work closely with other command Employees to keep informed of progress and needed resources.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Report to the Incident Commander for other assignments or personal debriefing.
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing.
- Assist the Incident Commander in the Deactivation process.
- Debriefing.
- Emergency Reports.
- Post Emergency Plans.
- Internal Incident Review.
- Critical Incident Stress Debriefing.
- Serious Incident Review.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## INCIDENT COMMANDER

**SUPERVISED BY: BOARD OF DIRECTORS**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	Emergency Operations Center (EOC)		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO
Safety Officer		
Public Information Officer		
EOC Liaison Officer		
Operations Section Chief		
Logistics Sections Chief		
Planning Section Chief		
Finance Section Chief		

**SUGGESTED EQUIPMENT**

- Office Supplies \* Safety Plan \* Radios \* Telephones \* Cellular Telephones \* Resource Lists \* Applicable Forms and Logs

**PRIMARY DUTIES** This position is ALWAYS filled. The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. Responsible for all Incident Command System (ICS) management functions until he or she delegates the functions to someone.

**DUTY CHECKLIST**

- Provide overall leadership for incident response.
- Approve all information that is released by the Public Information Officer (PIO).
- Establish incident objectives based on the situation.
- Develop a written Incident Action Plan (IAP) for long term complex incidents.



## Wausa Public Schools Emergency Safety and Security Management Plan

- IAP must include:
  - What we want to do.
  - Who is responsible for doing it.
  - How do we communicate with each other.
  - What is the procedure if someone is hurt.
- Establish and maintain liaison with other agencies participating in the incident.
- Assess the need for Employees depending on complexity and time frame.
- Activate and delegate Employees functions as needed.
- Provide updates on the emergency situation to subordinates as directed.
- Review all reports and logs when the emergency has been resolved.
- Lead the command employees in the development of a short and long-term deactivation plan and process.
- Lead the debriefing and after emergency review with all employees.
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations.
- Assess the effectiveness of the Safety Plan with the command employees.
- Assist in preparing a critical incident stress debriefing and any additional Post-Trauma Employees program.

### **TRANSFER OF COMMAND MAY TAKE PLACE WHEN:**

- A jurisdiction or agency is legally required to take command.
- A more qualified Incident commander arrives and assumes command.
- Incident complexity changes.
- The current Incident Commander needs to rest.

### **REQUIREMENT FOR TRANSFER OF COMMAND: Incoming Incident Commander**

- Perform an assessment of the incident situation with the existing Incident Commander.
- Receive a face-to-face briefing from existing IC and Command Employees which includes:
  - Incident History.
  - Current plan.
  - Resource assignments.
  - Resources ordered.
  - Resources needed.
  - Delegation of authority.
  - Priorities and Objectives.
  - Incident organization.
  - Status of communication.
  - Facilities established.
  - Any constraints or limitations.
  - Incident potential.
- Determine an appropriate time for transfer of command.
- Notification of transfer of command to.
  - Agency headquarters.
  - General Employees.
  - Command Staff.
- All incident personnel.



# Wausa Public Schools Emergency Safety and Security Management Plan

Time:

Initials:

## LOGISTICS SECTION CHIEF

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	Emergency Operations Center (EOC)		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Logistics Section Chief		
Services Branch		
Support Branch		

**SUGGESTED EQUIPMENT** \* Safety Plan \* Computer \* Television \* Whiteboard \* Recording Devices \* Poster Board \* AM/FM Portable Radio \* Department Photo's, Maps and Videos \* Clock \* TV/VCR/DVD Player \* ID Vest \* Applicable Forms and Logs \* Office Supplies \* Radios \* Telephones \* Cellular Telephones \* Resource Lists

**PRIMARY DUTIES** The person designated by the Incident Commander (if needed) will be responsible for all of the services and support needs. This individual ensures that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Initiate an Emergency Log to record essential information.
  - Assign duties to subordinates as needed using Assignment Roster.
  - Assist the Incident Commander in establishing goals and Objectives.
  - Order, obtain, maintain and account for essential personnel, equipment and supplies.
  - Provide communication planning and resources.
  - Set up food service.
  - Set up and maintain incident facilities.
  - Provide medical services to INCIDENT PERSONNEL (not event victims).



## Wausa Public Schools Emergency Safety and Security Management Plan

- Work closely with other command staff to keep informed of progress and needed resources.
- Report to the Incident Commander for other assignments or personal debriefing.
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing.
- Assist the Incident commander in the Deactivation process:
  - Debriefing.
  - Emergency Reports.
  - Post Emergency Plans
  - Internal Incident Review.
  - Critical Incident Stress Debriefing.
  - Serious Incident Review.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## MEDIA LIAISON

**SUPERVISED BY: PUBLIC INFORMATION OFFICER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	<input type="text"/>		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO

**SUGGESTED EQUIPMENT** \* Office Supplies \* Coffee Cups \* Applicable Forms and Logs \* Radios \* Telephones \* Cellular Telephones \* Resource Lists \* Snacks \* Beverages

**PRIMARY DUTIES** The person designated by the Public Information Officer (PIO) to communicate and provide approved information to the media. Responds to and records inquiries (via telephone and personal contact) from representatives of the media. Coordinates all activities of the media in the Media Center.

- DUTY CHECKLIST**
- Establish contact with the Public Information Officer for an initial briefing.
  - Provide only information approved by the PIO.
  - Establish media parking area.
  - Activate the Media Center.
  - Post a sign to identify the Media Center and restrict unauthorized personnel from entry.
  - Check the security of the media center before allowing admittance of media representatives.
  - Check all media personnel for appropriate media credentials and log them in using the Emergency Log.
  - Review security guidelines for the Media Center.
  - Media will NOT be left alone in Media Center.
  - Media representatives will remain in the Media Center at all times.





## Wausa Public Schools Emergency Safety and Security Management Plan

- Media may return to their vehicles under escort from the building but will not be allowed anywhere else in the building with the exception of the restroom and break room for refreshments.
- Professionalism and courtesy are the expected behaviors.
- Food and Coffee should be provided at Media Center.
- Supervise Media Center for appropriate conduct.
- Initiate emergency log to record essential information.
- Log all incoming media calls by time, date, media source, reporter, and purpose of request.
- Provide approved news releases to newly arriving media or telephone inquiries.
- Provide PIO with periodic updates and any special needs for the media.
- Assist in the deactivation process by turning in all logs and records.
- Return the Media Center to its initial state.
- Report to the PIO for further assignments or personal debriefing.
- Assist the PIO with media tours around the campus once the emergency has been resolved.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## OPERATIONS SECTION CHIEF

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	<input type="text"/>		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO

**SUGGESTED EQUIPMENT** \* Safety Plan \* Computer \* Whiteboard \* Recording Devices \* Poster Board \* AM/FM Portable Radio \* Student/Employee Photos, Maps \* Clock \* TV/ VCR/DVD Player \* Applicable Forms and Logs \* Office Supplies \* Radios \* Telephones \* Cellular Telephones \* Resource Lists

**PRIMARY DUTIES** The person designated by the Incident Commander to conduct operations to reach the incident objectives. The Operations Section chief establishes the tactics and directs all operational resources. The Operations Section Chief is normally the person with the greatest technical and tactical expertise in dealing with the problem at hand.

- QUALIFICATIONS**
- Past Experience as incident responder.
  - Completion of ICS training.
  - Ability to:
    - Size up the situation and make rapid decisions.
    - Communicate clear directions.
    - Balance response initiatives with safety concerns.
    - Lead and motivate responders.
    - Assess the effectiveness of tactics/strategies.
    - Be flexible and modify plans as necessary.
    - Establish contact with the Incident Commander for an initial briefing.
    - Initiate an Emergency Log to record essential information.
    - Assign duties to subordinates as needed using Assignment Roster.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Assist the Incident Commander in establishing an incident action plan.
- Assist the Incident Commander in assessment of the emergency based on available information.
- Identify information deficiencies and assign Employees to gather needed information.
- Activate the Operations Center as directed by the Incident Commander.
- Announce the location of the Operations Center to Subordinates.
- Establish and manage the Staging area if needed.
- Request and supervise single resources (individual, piece of equipment or a crew or team of individuals).
- Request and supervise task forces (mixed resources).
- Request and supervise strike teams (similar resources).
- Teams that may be activated: search and rescue, first aid, evacuation/shelter/care, facilities and security response, crisis intervention, employees release team.
- Evacuate students, employees and visitors and reassign employees as needed.
- Provide intelligence information, medical coordination needs, food service distribution, maintenance, emergency services, internal security, communications and personnel support to the Incident Commander.
- Ensure the campus support coordinator is meeting those operational needs not related to the affected area.
- Manage all support functions of the emergency.
- Obtain progress reports from subordinates.
- Provide status reports to the Incident Commander.
- Respond to students and employees requests for personnel, equipment, supplies on a priority basis.
- Facilitate food, beverages, restroom relief, etc. in extended emergencies.
- Work closely with other command staff to keep informed of progress and needed resources.
- Report to the Incident Commander for other assignments or personal debriefing.
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing.
- Assist the Incident commander in the Deactivation process.
- Debriefing.



# Wausa Public Schools Emergency Safety and Security Management Plan

## PUBLIC INFORMATION OFFICER (PIO)

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	<input type="text"/>		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO
Assistant PIO-Employees Family Liaison		
Assistant PIO-s Liaison		
Media Liaison		

**SUGGESTED EQUIPMENT** \* Office Supplies \* Coffee Cups \* Applicable Forms and Logs \* Radios \* Telephones  
 \* Cellular Telephones \* Resource Lists \*Snacks \* Beverages

**PRIMARY DUTIES** The person designated by the Incident Commander as the primary contact for anyone who wants information about the incident and the District’s response to it. To provide approved information to the media. Coordinate communication with internal audiences including both incident Employees and Employees.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Provide only information approved by the Incident Commander.
  - Assign a Media Liaison.
  - Establish contact with other agency PIO’s to ensure accurate and non-conflicting information is shared.
  - Write all media statements.
  - Receive approval from the Incident Commander before release of media.
  - Provide routine media statements to the media in the Media Center.
  - Assist in the deactivation process by turning in all logs and records.
  - Gather all logs, reports, tapes, and video tapes from subordinates for debriefing.
  - Assist the Incident commander in the Deactivation process.
  - Debriefing
  - Critical Incident Stress Debriefing.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Serious Incident Review.
- Emergency Reports.
- Post Emergency Plans.
- Internal Incident Review.

Time:

Initials:

CONFIDENTIAL



**Wausa Public Schools  
Emergency Safety and Security Management Plan**

**PLANNING SECTION CHIEF**

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:		PHONE#:	
LOCATION:			
EMERGENCY TYPE:		RADIO#:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Planning Section Chief		
Resources Unit		
Situation Unit		
Documentation Unit		
Demobilization Unit		
Technical Specialists		

**SUGGESTED EQUIPMENT** \* Safety Plan \* Computer \* Television \* Whiteboard \* Recording Devices \* Poster Board \* AM/FM Portable Radio \*s Student's/Employee's Photo's, Maps \* Clock \* TV/ VCR/DVD Player \* ID Vest \* Applicable Forms and Logs \* Office Supplies \* Radios \* Telephones \* Cellular Telephones \* Resource Lists

**PRIMARY DUTIES** The person designated by the Incident Commander (IF NEEDED) to help ensure responders have accurate information pertaining to the emergency event and those affected by the incident. Provide resources and provide chronology of incident events for legal, analytical, fiscal, and historical purposes.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Initiate an Emergency Log to record essential information.
  - Assign duties to subordinates as needed using Assignment Roster.
  - Assist the Incident Commander in establishing goals and Objectives.
  - Collect, evaluate, and display incident intelligence and information.
  - Prepare and document Incident Action Plans (IAP).
  - Maintain incident documentation.



## Wausa Public Schools Emergency Safety and Security Management Plan

- Develop plans for demobilization.
- Work closely with other command Employees to keep informed of progress and needed resources.
- Report to the Incident Commander for other assignments or personal debriefing.
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing.
- Assist the Incident commander in the Deactivation process.
- Debriefing.
- Emergency Reports.
- Post Emergency Plans.
- Internal Incident Review.
- Critical Incident Stress Debriefing.
- Serious Incident Review.

Time:

Initials:

CONFIDENTIAL



# Wausa Public Schools Emergency Safety and Security Management Plan

## SAFETY OFFICER

**SUPERVISED BY: INCIDENT COMMANDER**

NAME:	<input type="text"/>	PHONE#:	<input type="text"/>
LOCATION:	<input type="text"/>		
EMERGENCY TYPE:	<input type="text"/>	RADIO#:	<input type="text"/>

### SUBORDINATES

TITLE	NAME	PHONE/RADIO
Sergeant-At-Arms		
Assistant Safety Liaison-Operations		
Assistant Safety Liaison-Logistics		
Assistant Safety Liaison-Finance		
Assistant Safety Liaison-Planning		
Assistant Safety Liaison-Staging Area		
Assistant Safety Liaison		

**SUGGESTED EQUIPMENT** \* Office Supplies \* Applicable Forms and Logs \* Radios \* Telephones \* Cellular Telephones \* Resource Lists \* ID Vest \* Safety ID Name/Photo Badge

**PRIMARY DUTIES** The person designated by the Incident Commander as the primary contact for safety and security concerns for all areas and activities of the emergency event. Has the authority to stop any and all unsafe activities that are observed.

- DUTY CHECKLIST**
- Establish contact with the Incident Commander for an initial briefing.
  - Conduct Risk assessments.
  - Determine the safety of the site before work begins.
  - Develop and implement measures for assuring the safety of all response personnel.
  - Stop activities if the scene becomes unsafe.
  - Assist in the deactivation process by turning in all logs and records
  - Gather all logs, reports, tapes and video tapes from subordinates for debriefing.
  - Assist the Incident commander in the deactivation process.
  - Debriefing Emergency Reports.





## Wausa Public Schools Emergency Safety and Security Management Plan

- Post Emergency Plans.
- Internal Incident Review.
- Critical Incident Stress Debriefing.
- Serious Incident Review.

Time:

Initials:

CONFIDENTIAL



**Wausa Public Schools**  
**Emergency Safety and Security Management Plan**

**APPENDIX F-1 ICS CONTACT LIST FORM**

<b>TITLE/POSITION</b>	<b>NAME</b>	<b>CELL PHONE NUMBER</b>
Superintendent	Brad Hoelsing	402-640-5147
Superintendent back up	Shane Anderson	402-981-8763
Principal	Shane Anderson	402-981-8763
Principal back up	Greg Conn	402-360-0654
Public Information Officer	Kyle Stevens	402-841-7089
PIO back up	Greg Conn	402-360-0654
Liaison Officer	Sheila Hoelsing	402-640-2257
Liaison Officer back up	Tanya McFarland	402-689-7730
Safety Officer	Trevor McFarland	402-860-3377
Emergency Manager	Tanya McFarland	402-689-7730
Law Enforcement	Don Henery	402-288-4261
Law Enforcement back up	Knox County Sheriff's Office	402-288-4261
Fire & Rescue	Brian Wakeley	402-841-6205
Fire & Rescue back up	Greg Conn	402-360-0654
Operations Section Chief	Katie Smith	402-202-2849
Planning Section Chief	Sarah Wynia	402-841-1796
Logistics Section Chief	Jon Baue	402-841-3472
Finance Section Chief	Katie Smith	402-202-2849



**Wausa Public Schools  
Emergency Safety and Security Management Plan**

**APPENDIX F-2 ICS CHRONOLOGICAL LOG OF ACTIVITIES FORM**

Actions Completed:	Actions:

Date of Incident:

Incident:

Logged By:

<input type="checkbox"/> INCIDENT COMMANDER
<input type="checkbox"/> PUBLIC INFORMATION OFFICER
<input type="checkbox"/> LIAISON OFFICER
<input type="checkbox"/> SAFETY OFFICER
<input type="checkbox"/> OPERATIONS SECTION CHIEF
<input type="checkbox"/> PLANNING SECTION CHIEF
<input type="checkbox"/> LOGISTICS SECTION CHIEF
<input type="checkbox"/> FINANCE/ADMINISTRATION CHIEF



## GLOSSARY OF TERMS

**Command Staff:** A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

**COOP:** The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

**Drill:** A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

**Emergency Operations Center (EOC):** An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

**Emergency Operations Plan (ESSMP):** (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

**Exercise:** An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

**Evacuate:** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Hazards:** Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)



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**Incident:** An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this ESSMP.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

**Incident Management:** The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

**Local Emergency Operations Plan (LESSMP):** The School ESSMP has been developed to fit into the larger local county or local ESSMP in case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Memorandum of Understanding (MOU) Agreement:** A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

**National Incident Management System:** A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

**Prevention:** The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.



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**Psychological First Aid Team (PFA):** Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

**Psychological First Aid Team** The school team that assists in carrying out the PFA plan.

**Public Information:** Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

**Recovery:** The capabilities necessary to assist communities affected by an incident to recover effectively.

**Response:** The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

**Risk:** The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

**Section Chiefs:** The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

**Secure** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Shelter** is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

**SRM:** Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

**SRP:** Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

**Tabletop Exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.



## Wausa Public Schools Emergency Safety and Security Management Plan

**Threat:** Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

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## **CONTINUITY OF OPERATIONS PLAN**

### **I. Purpose**

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

### **II. Scope**

It is the responsibility of Wausa Public Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Wausa Public Schools, 120 W. 20th Street.

#### **I. Responsibilities**

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Wausa Public Schools relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.





## Wausa Public Schools Emergency Safety and Security Management Plan

### ESSENTIAL FUNCTIONS PERFORMED BY COOP PLAN PERSONNEL

Person Responsible	Actions
<b>Superintendent/Principal</b>	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Primary Person: Brad Hoelsing	
Phone/Email: 402-640-5147	
Alternate: Shane Anderson	
Phone/Email: 402-981-8763	
Second Alternate: Greg Conn	
Phone/Email: 402-360-0654	
<b>Assistant Principal and/or Department Heads</b>	<ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students. (out of district or into alternative schools)</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>• Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests)</li> <li>• Reevaluate the curriculum.</li> <li>• Develop Continuity of Learning Plan for students.</li> </ul>
Primary Person: Shane Anderson	
Phone/Email: 402-981-8763	
Alternate: Greg Conn	
Phone/Email: 402-360-0654	
Second Alternate:	
Phone/Email:	
<b>Custodians/Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)</li> </ul>
Primary Person: Trevor McFarland	
Phone/Email: 402-860-3377	
Alternate: Jon Baue	
Phone/Email: 402-841-3472	
Second Alternate:	
Phone/Email:	



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<b>School Secretary/ Office Staff</b>	<ul style="list-style-type: none"> <li>Maintain inventory.</li> <li>Maintain essential records (and copies of records) including the school's insurance policy.</li> <li>Ensure redundancy records is kept at a different physical location.</li> <li>Secure classroom equipment, books, and materials in advance.</li> <li>Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.</li> <li>Retrieve, collect, and maintain personnel data.</li> <li>Provide accounts payable and cash management services.</li> </ul>
Primary Person: Katie Smith	Phone/Email: 402-202-2849
Alternate: Sarah Wynia	Phone/Email: 402-841-1796
Second Alternate:	Phone/Email:
<b>Counselors, Social Workers, Psychologists</b>	<ul style="list-style-type: none"> <li>Assess the need for psychological first aid</li> <li>Establish academic and support services for students and staff/faculty.</li> <li>Implement additional response and recovery activities according to established protocols.</li> <li>Maintain contact with families and students.</li> </ul>
Primary Person: Greg Conn	Phone/Email: 402-360-0654
Alternate: Kyle Stevens	Phone/Email: 402-841-7089
Second Alternate:	Phone/Email:
<b>School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>Assist families with medical questions and concerns.</li> <li>Connect families/students with medical services.</li> </ul>
Primary Person: Julia Lauck	Phone/Email: 402-586-2255
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
<b>Food Service /Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>Determine how transportation and food services will resume.</li> <li>Establish food security for any student.</li> </ul>
Primary Person: Danielle Ickler	Phone/Email: 402-586-2255
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:



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<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Alternative Education (web-based, electronic) (I.T.)</li> <li>• Provide educational feedback on completed student work.</li> <li>• Maintain contact with families and students.</li> <li>• Continue the learning environment as best possible.</li> <li>• Communicate with counselors any concerns on the well-being of students.</li> </ul>
Primary Person: Tanya McFarland	Phone/Email: tanyamcfarland@wausaschools.org
Alternate: Amanda Boyle	Phone/Email: Amandaboyle@wausaschools.org
Second Alternate:	Phone/Email:
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Assist in the distribution of food/lunches.</li> <li>• Assist in transportation of people as needed.</li> </ul>
Primary Person: Jon Baue	Phone/Email: 402-841-3472
Alternate: Greg Conn	Phone/Email: 402-841-3472
Second Alternate:	Phone/Email:
<b>Emergency Management</b>	<ul style="list-style-type: none"> <li>• Assist the school with any needs. (i.e., state or federal agencies)</li> <li>• Coordinate using NIMS and ICS.</li> <li>• Coordinate personnel to assist in setting up structure.</li> </ul>
Primary Person: Tanya McFarland	Phone/Email: 402-689-7730
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
<b>Law Enforcement</b>	<ul style="list-style-type: none"> <li>• Maintain the security of offsite location.</li> <li>• Set up traffic flow at an offsite location.</li> <li>• Provide traffic control at the offsite location.</li> </ul>
Primary Person: Don Henery	Phone/Email: 402-288-4261
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:



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<b>Parents</b>	<ul style="list-style-type: none"> <li>• Support the educational Continuity of Learning Plan provided by schools.</li> <li>• Provide an environment at home conducive to learning.</li> <li>• Provide support and encouragement to children for their continued learning.</li> <li>• Procure food security if needed.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Follow the educational Continuity of Learning Plan provided by the school.</li> <li>• Maintain communication with teacher(s).</li> </ul>
<b>Others (Specific)</b>	
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during the implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.



## Wausa Public Schools Emergency Safety and Security Management Plan

### ORDERS OF SUCCESSION

Orders of Succession				
<b>Conditions for Succession</b>	<b>Key position holder(s) are unable to execute their duties for an extended period of time.</b>			
<b>Method of Notification</b>	<i>Address how successor(s) will be notified, as well as external and internal personnel</i>			
<b>Succession by Position</b>	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Principal		
	Principal	Guidance Counselor		
	Guidance Counselor	Lead Teacher		
	<i>Add rows if needed</i>			
<b>Succession Revision Procedures/ Date Completed</b>	<i>We will review these annually</i>			

### DELEGATION OF AUTHORITY

District to determine and place statements or charts here. In the table below, list key positions and their associated authorities. For each authority, identify a primary and alternate position that can assume those authorities if necessary. Include any limitations to authority (i.e., financial decisions).

Delegation of Authority			
<b>Delegated Authorities</b>	<b>Position</b>	<b>Authority</b>	
	(e.g., Principal)	(associated authorities of the principal)	
	<i>Add additional rows if needed</i>		
<b>Delegation Circumstances</b>	<p><b>Effective:</b> Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).</p> <p><b>Termination:</b> Key position holder can assume duties once again.</p>		



## Wausa Public Schools Emergency Safety and Security Management Plan

Assigned Authority	Authority	Primary (title)	Alternative (title)
	<i>Add additional rows if needed</i>		
<b>Limitations</b>			

### A. Activation and Relocation

Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will provide contact information for the relocation.

### B. Alert, Notification, and Implementation Process

Each School Crisis Team member will be part of the notification system used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

<b>Alternative Communications</b>				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Cell Phone	Y	Y		Y
Email	Y	Y		
Media	Y	Y	Social Media Outlets, Television	



**C. Relocation Sites**

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services. SEE APPENDIX A

**D. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be relocated to another district building. Contingent alternative facilities are listed below: SEE APPENDIX A

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Wausa Public Schools backup data.

**RECONSTITUTION RESPONSIBILITIES**

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

<b>Reconstitution Responsibilities</b>			
<b>Phase</b>	<b>Duties</b>	<b>Primary Responsible</b>	<b>Alternate Responsible</b>
<b>Relocation from alternate facility to primary (or replacement) facility</b>	Internal alert and notification	Superintendent	Principal
	External alert and notification	Guidance Counselor	Receptionist
	Transfer equipment, vital records, data	Receptionist	Business Manager
	Transfer communications	Receptionist	Business Manager
	Deployment and departure from alternate	Superintendent	Principal



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	facility		
	Transition to primary operations	Emergency Manager	
	Set up at primary or replacement site	Emergency Manager	
<b>Operations</b>	Execution of essential functions	Head Custodian	
	Execution of non-essential functions	Transportation Director	
	Establishment of communications	Receptionist	
	Procurement of equipment and supplies	Business Manager	
	Conduct a review of COOP execution and effectiveness (After Action Report)	Emergency Manager	

### PLAN MAINTENANCE, TESTING, TRAINING, EXERCISING

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

<b>COOP Maintenance</b>			
	<b>Person Responsible</b>		
<b>Activity</b>	<b>Primary</b>	<b>Alternate</b>	<b>Completion</b>
Schedule COOP maintenance meeting			
Review list of essential functions			
Identify essential employees and confirm their availability			





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Update contact information, emergency call roster, and checklists			
Establish assistance/ cooperative agreements with suppliers and vendors			
Identify computer network interdependencies (such as servers connected to the district network)			
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings			
Other:			
Other:			
Other:			

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## **Recovery: Psychological Healing Procedures/Psychological First Aid (PFA)**

### **I. PURPOSE**

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g.,

physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can

cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring

professionals can help students and staff members recover from these reactions. PFA has the potential to

mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying

individuals who may need additional services and linking them to such services as needed.



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Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.  
To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.  
To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

### **A. Prevention phase**

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

### **B. Preparedness phase**

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.



- Developing and regularly updating a list of providers trained in PFA.

### **C. Response phase**

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase

may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

### **D. Recovery phase**

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for

information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to [www.NCTSN.org](http://www.NCTSN.org) for a review of evidence-based interventions and treatments.

## **II. SCOPE**

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School ESSMP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

**1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.



- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
- 4. Information Gathering: Current Needs and Concerns Goal:** To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
- 5. Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
- 6. Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
- 7. Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
- 8. Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

### **III. RESPONSIBILITIES**

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

### **IV. SPECIALIZED PROCEDURES**

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident:**

- Convene the District Crisis Team to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the



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communication procedures in the basic plan and prepare information to be disseminated to staff and students)

- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Meet with building/district staff.
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Refer to School Board Policy regarding memorials, etc.

### **Hospital/Funeral Arrangements:**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, students and staff will be excused from school.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school, as necessary.

### **Post-Incident Procedures:**

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.



**Hazard- and Threat - Specific Systems:**

**GUIDANCE:**

**The hazard- and threat- specific systems:**

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating it from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

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## NATIONAL INCIDENT MANAGEMENT SYSTEMS (NIMS) TRAINING

This section should not be activated until the NIMS training has been completed. This is available free and online from the Federal Emergency Management Institute.

Information on which classes should be taken by key personnel, and which category each job falls into (i.e. executives, general personnel, etc.) - <http://www.safetypartners.org/nims/317-NIMS-Activities---Key-personnel-complete-NIMS-training.html>

For the following online self-study courses, it is suggested that you print out the test first and use it as a study guide as you complete the course

### Command Employees should take the following FOUR courses:

- IS-700 NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp> IS-100: Introduction to Incident Command System, **OR** IS 100.SC: An Introduction to ICS for **OR** IS-100.HE: Introduction to ICS for Higher Education\*IS-100.SCa Introduction to the Incident Command System
- IS-800: National Response Framework, An Introduction\*\*[IS-800.b National Response Framework, An Introduction](http://training.fema.gov/emiweb/is/is800b.nrf.asp)
- IS-200: ICS for Single Resources and Initial Action Incidents [IS-200.b \(ICS 200\) ICS for Single Resources and Initial Action Incidents](http://training.fema.gov/emiweb/is/is200b.ics.asp)

### The following additional courses are recommended for Incident Managers:

- ICS-300 Intermediate Incident Command System  
<http://training.fema.gov/STCourses/crsdesc.asp?courseid=G300>
- ICS-400 Advanced Incident Command System  
<http://training.fema.gov/STCourses/crsdesc.asp?courseid=G400>

### Executive Leaders should take the following two courses:

- G-402 Incident Command System (ICS) Overview for Executives/Senior Officials  
[http://training.fema.gov/STCourses/crsdesc\\_spec.asp?courseid=G402](http://training.fema.gov/STCourses/crsdesc_spec.asp?courseid=G402)
- IS-700: NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp>
- 

### General personnel should take the following TWO courses:

- IS-700: NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp>

IS-100: Introduction to Incident Command System, **OR** IS-100.SC: An Introduction to ICS for **OR** IS-100.HE: Introduction to ICS for Higher Education\*IS-100.SCa Introduction to the Incident Command System





## TRAINING AND EXERCISING THE PLAN

### GUIDANCE: (Definitions)

**Drill:** The primary objective of a drill is for participants to build muscle memory and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students and are educational opportunities to practice a life skill.

**Exercise:** The overall learning objective of an exercise is to test response, capacity, and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

**Tabletop Exercise:** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration and are highly valuable for identifying the unique threats in each community.

**Functional Exercises:** typically focus on specific team members and/or procedures and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

**Full-scale Exercise:** is similar in execution to a functional exercise and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted annually at the beginning of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

The Emergency Safety and Security Management Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School ESSMP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.



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- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training may include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

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## AUTHORITIES AND REFERENCES

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

### Rule 10

- 011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D the school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties. (those included are specific to ESSMP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;



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- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
- I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
- J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
- K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
- L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
- M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Practical Security: Basic Guidelines for Safe and Secures, Kenneth S. Trump, Copyright 1998, Corwin Press, Inc.

Safe: A Security and Loss Prevention Plan, J. Barry Hylton, copyright 1996, Butterworth-Heinemann.

Crisis Response Manual, Grand Island Public, Grand Island, Nebraska.

The Crisis Intervention Resource Manual, Office of Psychological Services, Bartow County System, Cartersville, Georgia.

[www.bartow.k12.ga.us/psych/crisis/cimanual.html](http://www.bartow.k12.ga.us/psych/crisis/cimanual.html)

U.S. Department of Education in cooperation with the AASA and other national groups.

<http://www.air-dc.org/cecp/guide/files/3.htm>

APA and MTV April 19, 1999, <http://helping.apa.org/warningsigns/>

Coaching For Safety a Risk Management Handbook for Coaches, by Richard P. Borkowski ED.D., C.A.A. for members of the Southwest Washington Risk Management Insurance Cooperative ESD 12.

Transforming Leadership with ISLLC and ELCC, Neil J. Shipman, J. Allen Queen, Henry A. Peel copyright 2007 Eye On Education, Inc.

<http://www.eyoneducation.com/bookstore/productdetails.cfm?sku=7034-7andtitle=transforming--leadership-with-isllc-and-elcc>

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<http://iluvuguys.org/srm.html>

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## Wausa Public Schools Emergency Safety and Security Management Plan

The Emergency Operations Planning Training for Wausa Public Schools, Wausa, Nebraska presented by Nebraska Department of Education in 2023.

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