

Introduction

Natural disasters, such as winter storms, tornadoes, floods, or other natural disasters, and man-made disasters which can result from chemical spills, noxious fumes, power outages, fires, explosions, etc. are potential hazards for which our school personnel and students, and the community-at-large must be prepared. The school district must also prepare for man-made crises that can come in the form of real or threatened violence, such as weapons on campus and bomb threats, and tragedies such as the sudden death of a staff member or student.

The objective of the Wausa Public School's Safety and Security Management Plan is to provide the maximum practicable protection for students and school personnel in the event of a crisis.

To meet this objective, we will instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service and student drills. The occurrence of a crisis will require a prompt response from all personnel as they perform their specific assignments from this Plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the schools plans to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, in any emergency, the following priorities shall apply:

1. Protection of life.
2. Prevention of injury.
3. Protection of property.
4. Preparation of the campus for extended stay or evacuation.

The members of the School District Safety and Security Committee are:

Brad Hoelsing, Superintendent
Shane Anderson, Principal
Greg Conn, teacher, representative from Wausa Fire Department
Tanya McFarland, paraprofessional
Trevor McFarland, Head Custodian/Bus Driver/EMT
Katie Smith, Receptionist and Parent
Amy Johnson, Paraprofessional/EMT

SCHOOL DISTRICT CRISIS RESPONSE AND SAFETY AND SECURITY PLAN:

- I. Emergency Response: It is everyone's responsibility to take action to avert or respond to circumstances that threaten the security and safety of the school and school personnel, students, visitors, and patrons. If you become aware of

a crisis situation, you should contact the appropriate emergency services and the school administration.

II. Chain of Command for a Crisis Situation: The Crisis Committee is primarily responsible for responding to a crisis situation. Since the training of S.A.V.E in 2015, anyone in the building is in charge of declaring an emergency. At the administrative discretion, he/she may use the Crisis Response Team established by the Board of Education to assist in assessing the need to declare an immediate emergency. In the absence of the Superintendent, the Elementary School Principal will act on behalf of the Superintendent. In a situation where neither is available the guidance counselor shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Response Team will be utilized in the decision-making process, if available.

III. Crisis Response Team: The Superintendent shall establish a Crisis Response Team made up of the designated members of the administration and staff of the school district and local law enforcement and public safety representatives.

A. *Crisis Response Team Functions*: The Crisis Response Team will be activated when the physical or emotional safety and well being of students or school personnel is threatened. The Crisis Response Team will assess the situation, plan and intervene in any crisis affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis. The Crisis Response Team will address situations of:

1. Violence in and around the school;
2. Medical emergencies;
3. Natural or accidental disasters/emergencies;
4. Death of a student or staff member;
5. Suicide of a student (or attempted suicide on school grounds).

IV. Crisis Communication:

A. *Declaring and Communicating an Emergency Situation*:

1. Declaring an Emergency:
 - a. Civil Authorities: The police, fire officials, or other local, state or federal governmental agencies may declare an emergency, which

would involve the campus. Notification of such conditions will activate the Crisis Response Team upon conclusion of the emergency so that an adequate campus response can be engaged. During the emergency the safety committee will be charged with the safety and security of the students at WPS.

- b. Administration: The nearest responsible adult in the building is primarily responsible for declaring an on-campus emergency.

B. *Communication During an Emergency:*

Alarms (Notification of Emergency): The school will use the phone system to notify the staff in case of an emergency. Hand-held radios will also be used to notify strategic school personnel. Campus evacuations will be initiated by verbal commands from the staff on the playground (southwest corner on west side of gym) after a room evacuation has occurred. The students will exit the room in an orderly fashion; stand against the wall outside their room until the teacher has secured the room. At this point the teacher will lead the students outside. Adults present in other parts of the building will check rooms for students to make sure everyone has evacuated the building. All other commands will be delivered verbally by the administration. The “All Clear” alarm for all drills will be given verbally.

C. *Communication Plan:*

1. Critical Situations: All faculty and staff are responsible to sound 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 on the campus with a gun, or hearing/observing gunshots on the campus. If a fire is observed, an alarm pull device should be activated. In any critical situation (including fire), use the walkie-talkie system or student runners to immediately notify the administration. Use the S.A.V.E. method to enhance your chances of survival and your students’ survival in such situations. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lockout/lockdown for your own classroom or the students around you. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation. Contact the administration as soon as you have reported the incident to 911 to avoid duplicate calls.
2. Noncritical Situations: Noncritical observations and rumors should be reported immediately by phone (or in person) to the administration

without sounding an alarm. An example of this type of situation includes a student reporting that he saw a student put a knife in his pocket. The Superintendent/Principal and/or Crisis Response Team will determine whether to declare a crisis or not.

- D. *Crisis Communication Center*: The Crisis Communication Center will be located at the office of the Superintendent, located in the High School. If the Superintendent's office is not accessible as a Crisis Communication Center, an alternate site with similar communication facilities should be established (Elementary Principal's or Guidance Office.). Other centers include high school gymnasium lobby, followed by the lunchroom in the elementary building.
- E. *Communication with the Media*: The school district shall provide as much information regarding the emergency situation to the news media as possible. All news media should be directed to the Crisis response team o. The Crisis team shall issue press releases, gather updates and arrange interviews, except where the crisis involves multiple law enforcement agencies, in which case the Nebraska State Patrol will assume the role of media spokesperson. Photographers and other 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. There will be a designated media staging area set up—if media leave the area they can be arrested. After the emergency, if the situation warrants, the administration will make arrangements for the media to be escorted to the site of the emergency. The Superintendent, or his/her designee, shall release to the media, as soon as possible, school district decisions relating to the incident, whenever it is deemed necessary. **All staff members are expected to be helpful and courteous at all times to the news media, but must refer all questions to the Superintendent, or his/her designee.**
- F. *General Response Information to Any Declared Emergency*:
1. It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise that promotes confidence.
 2. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.
 3. Faculty is to remain with their students at all times during an emergency until relieved by administration.
 4. DO NOT release students until authorized to do so by the administration.

5. Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students in the school. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
6. Faculty and staff 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. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned posts until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
7. It is the responsibility of all faculty and staff to report all rumors and observations regarding information that might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported to the Superintendent. Faculty and staff 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.
8. Teach students 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. There will be a *zero tolerance policy* in effect for such reports and the student's action will be passed along to the appropriate authorities.
9. In case of an extended stay on campus, maintain an extra supply of personal prescription medication with you at all times.

V. Crisis Management Procedures:

A. General Procedures:

1. Initial Response in an Emergency Situation:

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

- (1) Room evacuation
 - (2) Campus evacuation (S.A.V.E) yourself, Active Shooter
 - (3) Building Lockdown/Classroom Lockdown.
- a. Room evacuation: a room evacuation may be the result of a fire, tornado, active shooter in another part of the building, or any other event that requires leaving a room. If a tornado occurs, the Room

Evacuation will be followed by the “duck-cover” procedure in the assigned area.

Room Evacuation Procedures:

Teachers:	<ol style="list-style-type: none"> 1. Upon hearing an emergency evacuation over the phone or fire emergency, immediately stop instruction and direct student to emergency procedure. Refer to the Emergency Response Packet if necessary. 2. Have students leave the room in an orderly manner. Take your Emergency Response Packet with you. 3. The teacher should exit the room last to insure all students are out (except those which cannot be moved), taking the Emergency Response Pack. 4. Report with the class to the assigned hallway or outside area and quickly take roll or do a head count to see if any additional students are missing. 5. Remain with your students and await further instructions.
Principals:	<ol style="list-style-type: none"> 1. If students are left in classrooms, deliver a list to search and rescue professionals. Identify the number and locations of students left in the building(s). 2. Maintain control over your students and faculty, striving to reduce panic and return things to normalcy.
Maintenance and Aides:	<ol style="list-style-type: none"> 1. Assigned maintenance staff will report to their respective building and await further instructions. 2. Assigned aides will remain with the students they are assigned to work with and respond in the same manner as a classroom teacher.
Superintendent or Designate	<ol style="list-style-type: none"> 1. Assess the crisis as information is received. Call civil authorities as deemed necessary. Determine appropriate responses and activate necessary plans. 2. Receive reports from Principal(s) on the progress of the Room Evacuation. 3. Confirm that the medical team is in place. 4. Confirm that the maintenance staff is in place.
Medical Team:	<ol style="list-style-type: none"> 1. Receive reports from the Command Center of injuries. 2. Attend to injuries.
All other staff:	<ol style="list-style-type: none"> 1. If you have a radio or cell phone, turn it on. 2. Use the S.A.V.E. Protocols to protect your students and yourself.

- b. Off-campus Evacuation: An off-campus evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by the administration. This will usually be the result of a natural gas leak, earthquake, extensive campus fire, aircraft disaster,

chemical threat, or local police action. An off-campus evacuation will normally follow a room evacuation procedure. Each school's administrator will deliver the directive for an off-campus evacuation verbally to faculty. Unless directed otherwise, off-campus evacuations will be to the Lutheran and Methodist churches.

Off-Campus Evacuation:

Teachers:	<ol style="list-style-type: none"> 1. Upon hearing the fire alarm system or phone evacuation, immediately stop instructions and direct student attention to emergency procedure. Refer to the Emergency Response Packet if necessary. 2. Upon notification from the Superintendent to evacuate the campus, move your students toward the Methodist or Lutheran church. Take the Emergency Response Packet with you. 3. En route to the evacuation site, recheck the class roll. 4. Upon arriving at the evacuation site, keep your class together at the assigned area for your grade. Report any missing students to the principal. Follow the instructions of the Evacuation Site Coordinator. 5. Remain with your students and await further instructions.
Evacuation Site Coordinator	<ol style="list-style-type: none"> 1. Upon arrival at the evacuation site, direct arriving classes to the areas assigned for each grade. If the civil authorities have the school evacuate to a location other than the Lutheran and Methodist church, you should immediately designate areas of the evacuation site for each of the grades. The City Auditorium to the North and the Wausa Nursing Home to the South should be used depending on which side the evacuation is located in.
Principal	<ol style="list-style-type: none"> 1. Upon notification that you are to evacuate the campus, release all classes to the Lutheran (first choice) or Methodist (2nd Choice) churches. 2. Upon the last class of your school leaving the campus, notify the Superintendent and/or designate that your classes have all been evacuated. 3. Maintain control over your students and faculty at the evacuation site, striving to reduce panic and return things to normalcy.
Maintenance Staff	<ol style="list-style-type: none"> 1. Maintain previous posts from Room Evacuation procedures unless reassigned. 2. Await further instructions from the Command Center. 3. When notified, report to the Churches for evacuation. 4. Upon arriving to the evacuation site, report to the Evacuation Site Coordinator for further assignments.
Medical Team	<ol style="list-style-type: none"> 1. Work with paramedics/EMT's to determine how injured persons should be transported.

	2. If school buses are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.
Safety Committee:	<ol style="list-style-type: none"> 1. Work with civil authorities in deciding to declare an off-campus evacuation. Determine that the roads are accessible between the school and the evacuation site, and that the evacuation site is habitable. Coordinate with the Director of Transportation to determine bus readiness. Declare an off-campus evacuation. 2. Notify staff of an off-campus evacuation. 3. Monitor the evacuation from the command center. 4. Personally evacuate the campus after the evacuation is completed. 5. See that a sign is posted on Highway 121 notifying parents of the location of the evacuation site. 6. Develop a message for broadcast to parents.
All other Staff	1. Report to the Command Center and await further instructions.

- c. Lockdown: A Building Lockdown procedure will occur if a threat occurs off campus (prisoner escape, etc.). A classroom lockdown will occur in the event where a non gunman situation occurs in the building so that it will be less likely that the students will be injured. In the event of an active shooter, please utilize the S.A.V.E. yourself protocol.

Lockdown:

Teachers and all other staff	<ol style="list-style-type: none"> 1. If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death. 2. Once inside the room or if you were already in a room when the Lockdown was declared, lock all doors, shut and lock the windows, close window blinds and instruct students to get on the floor. Refer to Emergency Response Packet as necessary. 3. Call 911 if you have vital information and cannot reach the Command Center radio. 4. Do not respond to knocks or voices at the door unless directed by a school administrator or civil authority. 5. Remain with students and await further instructions. Keep students 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 administration or civil authorities.
Safety Committee	1. Lock down the area you are in by locking all doors, shutting and locking window closing blinds, and getting on the floor.

	<ol style="list-style-type: none"> 2. Assess the crisis as information is received. If the Lockdown is warranted and has not been initiated elsewhere, declare the Lockdown via the alarm system. Call 911 to report the situation. 3. Call offices and other locations to acquire information. 4. Call the faculty roll to determine the location of people. 5. Confirm that the Medical Team is in place in case they are needed after the Lockdown. 6. Inform the Medical Team of injuries as necessary after the Lockdown. 7. If the Lockdown is not being directed by civil authorities, determine and deliver the instructions to all staff following the end of the Lockdown. Give notice as to why the Lockdown occurred and what they are to do next.
--	--

d. Emergency Exiting Instructions for Room or Campus Evacuation:

- (1) Elementary Building, See Appendix “C” for floor plan and instructions.
- (2) Secondary Building, See Appendix “D” for floor plan and instructions.
- (3) Music, IA, and Gymnasium Building, See Appendix “D” for floor plan and instructions.

B. Additional Response Information for Specific Types of Emergencies:

1. Natural and Accidental Disasters:

a. Fire:

- (1) If you observe a fire, activate the nearest fire alarm pull station.
- (2) Send a runner to the Principal’s office or call in the information if a phone or radio is available.
- (3) Close all doors and windows as the room is evacuated.
- (4) Maintenance is 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 students to fight a fire.

b. Chemical Spill/Toxic Fumes:

- (1) Spill/Fumes Outside the School Building: Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the

school. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemical.

- (a) When the reported accident occurs, the following procedure is required:
 - i) Keep students and staff inside.
 - ii) Close and secure windows and doors.
 - iii) Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
 - iv) Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
 - v) If spill or fumes are observed or detected, school personnel should contact the school office immediately.
 - vi) The Administration should determine whether the students are more safe in a Lockdown or Campus Evacuation procedure.
 - vii) If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
 - viii) Make sure students and staff do not come into contact with spilled material.

(2) Spill/Fumes Inside the School Building: If a toxic spill takes place inside the school building or facility and/or fumes occur in the school building or facility, the following procedures should be followed:

- (a) Call 911 if you know a hazardous material is involved.
- (b) Call the office to notify the Administration of the spill and fumes.
- (c) Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
- (d) Isolate the area and move students to another area to prevent injury or exposure.
- (e) If potential fire or explosive hazard exists, evacuate the building immediately.
 - i) Do not use exit routes near the hazardous area.

- ii) Evacuate to safe area. This means a distance of at least 500 feet away upwind.
 - iii) Do not return to area until directed to do so by authorized personnel.

- c. Power Outage/Blackout: In the event of a building-wide power outage or blackout, the following procedures should be followed:
 - (1) Teachers with classes are to remain in the classroom with students and await further instructions. Students should not be released during normal passing time.
 - (2) No student movement should take place until directed to do so by an administrator or other person in authority.
 - (3) Office personnel should report the loss of power to:
 - (a) Maintenance personnel via two-way radios;
 - (b) Cedar-Knox Public Power District @ 254-6291. This can only be done with the use of the emergency phone line located in the superintendent's office.
 - (4) All teachers who do not have class assignments should report to the office to determine if their assistance is needed in or about the building.
 - (5) If the power failure occurs during the lunch period, all teachers who do not have students assigned to them at that time, should report to the cafeteria to assist with supervision.

- d. Winter Storm: School personnel should be sensitive to the dangers winter weather can pose to children and prepare accordingly. Winter weather procedures should include:
 - (1) The administration should monitor weather on a continuing basis. In the event of threatening weather the administration should monitor commercial radio and television for local weather updates and predictions.
 - (2) During winter months children should stay inside during inclement weather, and when:
 - (a) The temperature or wind chill factor is 0 degrees Fahrenheit or colder.
 - (b) Precipitation or playground conditions warrant staying inside.
 - (c) School building should be open to students as early as possible during cold weather.

e. Tornado Safety:

- (1) Evacuate rooms to assigned areas.
- (2) Initiate the duck, cover, and hold procedure after evacuating the room.
- (3) Teachers do not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- (4) Teachers should train students in the duck and cover procedure.
 - (a) If indoors . . .
 - i) DUCK—drop to the floor.
 - ii) COVER—in a bent, crouch-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
 - (b) If outdoors . . .
 - i) Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
 - ii) 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.
 - (c) If on a school bus . . .
 - i) Where possible, the driver will pull out of traffic and park at the curb.
 - ii) Students will drop in the aisles or under the seats for protection.
 - iii) After checking for injury to students and damage to the bus, the driver will attempt communication with the director of Transportation.
 - iv) If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the Director of Transportation or school administration.

2. Protection of Students and Staff from Acts of Others:

- a. Assaults: The person observing an assault should follow the following procedures:

SEXUAL HARASSMENT OF PERSONNEL

The Board of Education is committed to the policy of nondiscrimination within all district programs or activities on the basis of race, religion, sex, age national origin or handicapping condition. In addition, sexual harassment of employees is specifically prohibited as a form of illegal discrimination. Two forms of sexual harassment are recognized under this policy:

1. Requiring an employee to submit to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature as an express or implied condition of receipt or maintenance of an employment benefit.
2. Subjecting an employee to demeaning sexual stereotypes, innuendo, intimidation or insult, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature to the extent that a pervasively or hostile employment environment is created thereby.

A noncertified employ who believes that he or she has been the subject of sexual harassment, shall report the alleged harassment through the procedures established for the grievances or complaints for noncertified employee.

A certified employee shall report incidents of alleged sexual harassment through the Board policy covering staff grievances or through procedures established by a negotiated agreement between the Board of Education and the certified staff members.

If the procedures for resolving complaints of discrimination or the negotiated agreement require the employee to first report the alleged harassment to his or her immediate supervisor, then the employee may report directly to the Superintendent of schools. An employee may request the right to make his or her report of sexual harassment to an administrator of the same sex as the employee to the extent that option is available within the district. The administrator receiving the complaint will investigate any report of alleged sexual harassment following the procedure set forth below.

The right to confidentiality, both of the complainant and the accused, will be respected consistent with the district's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

No employee shall be subject to adverse employment action in retaliation for any good faith report of sexual harassment under this policy.

RESPONDING TO REPORTED INCIDENTS INVOLVING SEXUAL HARASSMENT OF PERSONNEL

Initial Response

- Take every report seriously whether it is based on a formal complain, an informal complaint, a report by staff or an anonymous tip or rumor.
- Consult school attorney regarding the complaint and proper procedure to be followed.
- Even if investigation will be conducted by a building principal or other supervisory person, the office of the superintendent should be advised of the matter in writing and kept apprised as the investigation proceeds.
- At the onset, recognize the need to handle each report on a confidential basis.
- Beyond stating that a report alleging specific conduct between specific employers has been received, do not make statements to anyone alleging that a particular employee has in fact engaged in any specific act or conduct.
- Except to the extent it is absolutely essential, do not specifically identify either the complainant or the alleged perpetrator.
- Communicate information involving the alleged incident only to those individuals who have a bona fide need to know.
- Respond to any inquiry by media or other third parties by advising that all matters pertaining to employees or personnel matters are confidential records and cannot be disclosed to unauthorized third parties. SS79-2, 104 and 79-8, 109
- Do not discuss prior disciplinary action against alleged perpetrators with the complaining party.

- When the report is received and as the investigation proceeds, do not attempt to counsel complainant on his or her rights or obligations. Do not discuss possible liability for defamation. If the issue comes up, advise complainant that the school will investigate in accord with established procedure, and if he or she has concerns, to retain separate counsel.
- When the report is received and as the investigation proceeds, consider if and at what point you may have an obligation to notify appropriate law enforcement officials. SS 28-711
- As soon as a report is received, consider whether some action may be necessary to provide an appropriate response pending an investigation: alerting appropriate teachers and/or staff to potential problems, providing additional supervision, physically separating the alleged perpetrator and the complainant, or a possible suspension with pay while the investigation proceeds.
- If the report in the form of an anonymous tip or rumor, take appropriate action to promptly follow up and determine whether or not there is any basis at all for the allegations.
- If the report is in the form of an employee report or if an anonymous tip or rumor is determined to have any factual basis, immediately initiate a full formal investigation of the incident.

Conducting an Investigation

- Ideally, the investigation should be conducted by an identified individual in the office of the Superintendent who has some experience or training in conducting investigations.
- In advance of initiating the investigation, the school attorney should be consulted and if the case involves allegations of serious misconduct, the District should consider whether or not to have the investigation done by the school attorney.
- The specific sequence of events should be established and the names of all participants and witnesses should be identified.

- The complainant, the alleged perpetrator and all witnesses should be interviewed. Their statements should be reduced to writing, dated and signed by both the investigator and the interviewee.
- Following completion of the investigation, the person conducting the investigation should reduce their findings and recommendations for appropriate action to writing and provide a copy of those findings and recommendations to the Superintendent for review and approval.

Taking Appropriate Action

- To be deemed appropriate, the proposed response should consider both the need to discipline employees who engaged in the objectionable conduct and the right of the employee against whom the conduct was directed to be free of a sexually hostile environment.
- Where an employee is determined to have engaged in sexual harassment of another person, appropriate traditional disciplinary action should be taken consistent with District disciplinary policy and state law, this may include counseling, reprimand, suspension or termination. SS79-826 et seq.
- If the Superintendent is the alleged perpetrator of the alleged sexual harassment, then these procedures shall be modified by the Board's designating an appropriate person to fulfill the responsibilities of the Superintendent pursuant to these policies.

SEXUAL HARASSMENT OF STUDENTS

It is the policy of the school district to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any member of the school district staff or employee of the school district to harass a student through conduct or communication of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students through conduct or communication of a sexual nature as defined below.

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a school employee to a

student or when made by any student to another student, constitutes sexual harassment when:

- (a) Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
- (b) Submission to or rejection of such conduct by an individual as used as the basis for academic decisions affecting that individual; or
- (c) Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment, as defined above, may include both verbal and nonverbal conduct occurring outside the context of the district's authorized curriculum. Specific types of conduct which are prohibited include, but are not limited to verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications; jokes, statements or comments, whether derogatory or complimentary in nature, which either explicitly or by implication, contain or can reasonably be interpreted to contain or refer to matters of a sexual nature; unwelcome touching or physical interference; visual conduct such as gestures, pictures, posters, cartoons, drawings or other written, printed, or published materials of a like or similar nature, which, either explicitly or by implication, contain or can reasonably be inferred to contain or refer to matters of a sexual nature; suggestion or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades or school privileges, etc.

RESPONDING TO REPORTED INCIDENTS INVOLVING SEXUAL HARASSMENTS OF STUDENTS

Initial Response

- Take every report seriously whether it is based on a formal complaint, an informal complain, a report by staff or an anonymous tip or rumor.
- Consult school attorney regarding the complaint and proper procedure to be followed.
- Even if investigation will be conducted by a building principal, the office of the superintendent should be advised of the matter in writing and kept apprised as the investigation proceeds.
- At the onset, recognize the need to handle each report on a confidential basis.
- Beyond stating that a report alleging specific conduct between specific students has been received, do not make statements to anyone alleging that a particular student has in fact engaged in any specific act or conduct.

- Except to the extent it is absolutely essential, do not specifically identify either the complainant or the alleged perpetrator.
- Communicate information involving the alleged incident only to those individuals who have a bona fide need to know.
- Respond to any inquiry by media or other third parties by advising that all matters pertaining to students or student discipline are confidential records and cannot be disclosed to unauthorized third parties. SS79-2, 104 and 79-8, 109.
- Do not discuss prior disciplinary action against alleged perpetrators with the complaining student or their parents.
- Review the district's policy on parental notification to determine if and when the parents of involved students need to be notified.
- When the report is received and as the investigation proceeds, do not attempt to counsel complainant or their parents on their legal rights or obligations. Do not discuss possible liability for defamation. If the issue comes up, advise student or parents that the school will investigate in accord with established procedure, and if they have concerns, they should retain separate counsel.
- When the report is received and as the investigation proceeds, consider if and at what point you may have an obligation to notify appropriate law enforcement officials. S 28-711.
- As soon as a report is received, consider whether some action may be necessary to provide an appropriate response pending an investigation: alerting appropriate teachers and/or staff to potential problems, providing additional supervision, physically separating students in class or on the bus, meeting with students involved to discuss conduct or short-term, in-school suspension.
- If the report is in the form of an anonymous tip or rumor, take appropriate action to promptly follow up and determine whether or not there is any basis at all for the allegations.
- If the report is in the form of a student or parent complaint or a teacher report or if an anonymous tip or rumor is determined to have any factual basis, immediately initiate a full formal investigation of the incident.

Conducting an Investigation

- Ideally, the investigation should be conducted by an identified individual in the office of the Superintendent who has some experience or training in conducting investigations.
- In advance of initiating the investigation, the school attorney should be consulted and if the case involves allegations of serious misconduct, the District should consider whether or not to have the investigation done by the school attorney.
- The specific sequence of events should be established and the names of all participants and witnesses should be identified.
- The complainant, the alleged perpetrator and all witnesses should be interviewed. Their statements should be reduced to writing, dated and signed by both the investigator and the interviewee.
- Following completion of the investigation, the person conducting the investigation should reduce their findings and recommendations for appropriate action to writing and provide a copy of those findings and recommendations to the Superintendent for review and approval.

Taking Appropriate Action

- To be deemed appropriate, the proposed response should consider both the need to discipline students who engaged in the objectionable conduct and the right of the student against whom the conduct was directed to be free of a sexually hostile environment.
- Where a student is determined to have engaged in sexual harassment of another student, appropriate traditional disciplinary action should be taken consistent with the District disciplinary policy and state law, this may include suspension or expulsion SS79-254, et seq. However, District should strongly consider requiring additional steps authorized by §79-258 to avoid retaliation or repetition and to mitigate hostile environment exposure. Steps could include requiring counseling, rearranging class schedules to avoid having students in the same class, requiring that the student participate in a class on sexual harassment, parent conferences, family counseling or the imposition of restrictions reasonably designed to prevent a reoccurrence of the conduct.

- Depending on the nature and severity of the incident, remedial action may also be appropriate for the student who was the subject of the conduct. Such steps could include: providing psychological counseling, allowing a transfer or class reassignment, alerting appropriate teacher or staff to closely monitor situation and report any reprisal or reoccurrence, or in more extreme cases, even offering home schooling on a short-term basis as an option.
- In any event, even where sufficient evidence is not developed to warrant specific disciplinary action, District should consider alerting staff to potential problem, providing additional supervision if appropriate, and notify the students involved in writing of the District's policy against sexual harassment, the fact that any incident should be promptly reported and will be promptly investigated and the fact that is sexual harassment if determined to have occurred it may result in appropriate discipline up to and including suspension or expulsion.

b. Bomb Threats:

- (1) The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
 - (a) Ask what time the bomb is set to go off.
 - (b) Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
 - (c) Ask about the appearance of the bomb package.
 - (d) Listen for background noise, e.g., jukebox, radio, other people, traffic sounds, etc.
 - (e) Was the caller calm or hysterical?
 - (f) Was the caller's voice young or old?
 - (g) Notify your Principal or the Superintendent.
- (2) The Superintendent will call the police and fire and declare an emergency and initiate a Room Evacuation procedure of the appropriate building or full campus.
- (3) School personnel are to remain out of the threatened building. The police will conduct the bomb search.
- (4) Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and should immediately report it to the school Principal or Superintendent.

- (5) The Superintendent (and Crisis Response Team) will investigate and declare an emergency, if deemed necessary, and initiate a Room Evacuation procedure.
 - (a) Students should gather around K-6 teacher or 7-12 adviser if an evacuation occurs when classes are not in session.
 - (6) The area where the suspect device is located will be cleared by at least 200 feet.
 - (7) School personnel are to keep away from the suspect device and allow the police to deal with it.
- c. Intruder or Hostage Situation—Generally: In the event of an intruder or hostage situation in a school building or on school grounds, school personnel shall follow the following procedure:
- (1) Principals:
 - (a) Conduct an immediate assessment confirming the type of incident, what has happened, what is happening, who is involved, etc.
 - (b) Summon help from law enforcement if the situation represents a danger to students or staff.
 - i) Call 911.
 - ii) Have someone stay online with 911 to explain the current situation and update status.
 - (a) Sound school warning to school staff.
 - i) Announcement to staff indicating presence of intruder alerting them to follow intruder protocol.
 - ii) Notify Superintendent's office.
 - iii) Institute Lockdown or S.A.V.E. procedure.
 - ✓ Lock all classrooms.
 - ✓ Keep all students in the classroom, ignore all passing bells.
 - ✓ Move students to the safest place in the classroom.
 - ✓ Turn off light and close blinds or drapes.

- ✓ Take accurate role and account for any missing students; if possible, communicate to the office the names of missing students.
- ✓ Employ immediate sheltering action for those exposed to danger.
- ✓ Ensure that all others are sheltered in place or moved to a safer location if possible.

- iv) Wait for law enforcement to arrive.
- v) Stabilize elements of situation if safest to do so, e.g. gather school staff assigned to emergency duties; direct non-essential staff to safe area; use building level first aid to care for injured; provide staff with instructions and information as soon as possible; and protect crime scene and evidence.
- vi) Work with law enforcement to resolve situation, e.g. stay at command post, provide information.
- vii) Work with Crisis Response Team.
- viii) Signal “All Clear” and follow up with staff, e.g. see that emergency medical care is provided, account for all students and staff on or off site; notify parents/guardians as necessary; support law enforcement follow-up activities; debrief staff; arrange for site security if necessary.
- ix) Work with specialists, e.g. ambulance or hospital staff; law-enforcement officials.
- x) Initiate recovery and follow-up activities, e.g. brief staff and provide access to support; plan for resumption of schools; arrange to clean and repair school facilities; establish long-term recovery plan.

(2) Teacher’s Emergency Procedure: Upon hearing the intruder alert:

- (a) Initiate Lockdown procedure.
- (b) Shelter in place.
- (c) Use basic duck and cover techniques: lie flat, face down, on floor; cover head, get under tables/desks if possible.
- (d) In classrooms, stay away from windows, doors, and outer walls; watch for shattered glass. Close drapes/curtains/blinds ONLY if safe to do so.

- i) Turn out lights.
 - ii) In open areas, use objects immediately available in the open (tree, bushes, walls, etc.). For shelter, lie down, stay motionless.
 - iii) Be ready to move students instantly; no possible escape routes, including windows.
 - iv) If current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.
 - v) If possible, report status to office.
- (e) If you and students are taken hostage:
- i) Stay calm.
 - ii) Do not be a hero.
 - iii) Follow instructions of captor.
 - iv) Cooperate, be friendly if possible; do not argue with or antagonize captor or other hostages.
 - v) Inform captors of medical or other needs.
 - vi) Be prepared to wait; he lapsed time is a good assigned.
 - vii) Do not try to escape; do not try to result situation by force.
 - viii) Be observant and remember everything you see and hear.
 - ix) If a rescue takes place, lie on the floor and await instructions from rescuers.

(3) School Disturbances Dealing with Intruders: All school personnel and students should be instructed to report any intruder on the school campus to the office immediately. When incidents involving an intruder occur, it is imperative that staff and students be out observant and attentive and then determined the appropriate course of action to secure the school premises and protect students and staff. Should a disturbance take place on campus involving individuals who are not students, the following procedures should be followed:

- (a) Report the incident to the office or call 911 if the situation warrants it.
- (b) Office personnel should call 911 to report the incident:

- i) Explain the situation and the type of disturbance;
 - ii) Describe the location of the activity;
 - iii) A description of the participants and the number;
 - iv) A description of the type and number of weapons possibly in the possession of the participants.
- (c) While awaiting the arrival of law-enforcement:
- i) Remain calm, use good judgment;
 - ii) Tell all students involved in the disturbance to return to their classes. Attempt to keep students in their classrooms, but do not use force. Keep halls clear of students.
 - iii) Isolate individuals who are not students; however, do not put yourself or other staff members at risk.
 - iv) Keep hands-off students unless restraint is needed to provide safety for individuals who are members of the student body.
 - v) Once law-enforcement officials arrive, follow their instructions.
 - vi) If members of the student body have taken part in this disturbance, determine the extent of their involvement. If students are active participants in the disturbance, follow the school discipline policy to determine consequences for behavior.
- (4) Trespasser: A trespasser is any person found on school premises who has not or will not register as a visitor. All visitors should register in the school office (located in the high school) by listing their name and the time entered the building. They will be given a visitor identification to wear or carry. Treat those without identification in the following manner:
- (a) Greet visitor in a polite and non-threatening manner.
 - (b) Identify yourself as a school official.
 - (c) Inquire as to purpose of his/her presence. If the person has a legitimate reason for being on campus, have them report to the office and register.

- (d) If visitor gives no indication of voluntarily reporting to the office, notify the office or notify law enforcement by calling 911, if determined necessary.
- (e) Observe the person's size, weight, clothing, age and location to relay to the office or emergency operator.
- (f) **DO NOT TO GET IN AN ARGUMENT OR ATTEMPT TO CHALLENGE THE TRESPASSER.**

d. Intruders/Students with Weapons:

- (1) School policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapons on the school property.
- (2) If staff become aware of the presence of the weapons, the following procedures should be followed:
 - (a) Report information to principal's office at once.
 - (b) In no case should staff endanger themselves or others to secure a weapon.
 - (c) The office should contact law-enforcement upon information of the existence of a weapon on school grounds.
 - (d) Escort the person with a weapon to the school office if possible.
- (3) When a serious threat of immediate harm to students or staff is identified on campus, the Superintendent will initiate a Lockdown. A call will immediately be made to 911. After the Lockdown alarm is sounded, the Command Center will notify the administration or staff of the situation via radio, phones or other available methods.
- (4) Staff Member or Student Hears Gunshots or Sees Someone with a Gun:
 - (a) Immediately initiate a Lockdown Procedure, even if the Lockdown alarm has not sounded.
 - (b) Notify the administration using whatever communication is available inside the locked down room. Do not exit the room in order to sense notification; do not send runners to the office.
 - (c) Do not exit the room to investigate the situation. Wait for further instructions from the administration or civil authorities.

- (5) Armed Individual Comes into the Classroom (See also Hostage Situation below):
- (a) If possible, notify the administration of the situation. Do not place yourself or students at risk to notify anyone of the situation.
 - (b) Do as the gunman demands.
 - (c) Do not make sudden moves that could frighten the subject (ask permission to move).
 - (d) Never argue.
 - (e) Take your time.
 - (f) Keep your students as calm as possible.
 - (g) Physical force should not be used unless someone's life is in imminent danger.
 - (h) Talk to the gunman to learn as much as you can get about him/her.
 - (i) Keep the gunman's attention on you, not on your students.
 - (j) If more than one person is involved, concentrate on only the one person.
 - (k) Be observant but do not stare at the gunman.
 - (l) Mentally record a detailed description of the individual and a weapon.
 - (m) Identify a distinctive feature and continue to concentrate on that one item.
 - (n) Remember what objects the intruder touches and preserve them for law enforcement.
 - (o) It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at that site.
 - (p) If the gunman starts shooting, tell the students to get down and lie on the floor.
 - (q) Take cover on the floor and/or behind equipment.

e. Hostage Situation Protocol:

- (1) Hostage Crisis Prevention Plan: Hostage-taking is a criminal offense that must be reported. Once reported, the local police take over the investigation and resolution of the situation. It is important for school personnel to be aware of this fact for once the police arrive on the scene, the school staff must work under their authority. Hostage-taking situations in schools 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 school district maintains a positive relationship with local law enforcement officials. In addition, the district has implemented both district level and building level crisis response plans. The objectives of the crisis response plans are to result of hostage crisis while ensuring:

- (a) The protection of life and prevention of injury.
- (b) The safety and welfare of hostages.
- (c) The restoration of order and protection of property.
- (d) The identification of participants and possible prosecution.

(2) The line of command in the event of a hostage-taking situation is as follows:

- (a) Superintendent;
- (b) Building Principal;
- (c) Other personnel designated by the superintendent.
(Need to know when a & b are absent and where to locate c.)

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

(3) Personnel Responsibilities in Hostage Situation: If an employee is taken hostage, he/she should:

- (a) Do everything a captor says to do.
- (b) Be especially careful, especially as time passes.
- (c) Speak only when spoken to and never make wisecracks.
- (d) Try not to show emotions openly. Hostage-takers like to play on the emotional weaknesses.
- (e) Sit down, if possible, to avoid appearing aggressive.
- (f) Act relaxed as this posture may relax the captor.
- (g) Weigh carefully any chance to escape to be sure that escape is certain and will not endanger anyone else.
- (h) Have faith in fellow workers and negotiators.
- (i) Get rid of personal effects (e.g., photographs of husband or wife and keys), if possible.
- (j) Do not make any suggestions to the hostage-taker (s). If the victim's suggestions go wrong, the hostage-taker may think that the victim tried to create problems.

- (k) Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone at whom they are looking.
 - (l) Be patient.
- (4) Personnel Responsibilities in a Hostage Situation. The first employee to identify a hostage-taking situation should:
- (a) Secure the immediate area, if possible, by removing all nonparticipating persons.
 - (b) Secure the door, if appropriate, to isolate the incident.
 - (c) Notify by the quickest possible means the administrator.
 - (d) Observe in order to report fully on:
 - i) the number of hostages taken
 - ii) the type of disturbance
 - iii) the type and number of participants
 - iv) the type and number of weapons possibly in possession of participants
 - (e) Make specific notes of any threats or demands.
 - (f) do not speak to the media unless authorized to do so.
- (5) Identification and Reaction to Hostage Situation: When police and administrative staff arrive, the following information should be available:
- (a) number of hostages taken
 - (b) threats and demands by hostage-taker
 - (c) type and number of weapons thought to be in the hostage-taker's possession
 - (d) precise area controlled by hostage-taker
 - (e) floor plan of the area; be prepared to identify possible escape routes and guard post locations
 - (f) identify and description of participants, with photographs if possible (both the suspects and the victims)
 - (g) location and number of telephones in the area
 - (h) any special considerations (room construction, hazardous materials, dangerous gases, etc.)
 - (i) be prepared to identify rooms for use by school administrative staff and the police negotiators: a command room, a hostage debriefing room and a think

room. These rooms should be close together and lengths by telephone.

- (6) Hostage Negotiations: 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, tried to calm the situation and provide enough time for a safe conclusion. The police who have personnel trained for such negotiations best handle negotiations with hostage-takers. If the school staff must enter into negotiations with hostage-takers before the police arrive, the following should be borne in mind:
- (a) Junior rank personnel must conduct negotiations in order to assist in the use of the delay tactics, such as "I'll ask," or "I'll seek clarification."
 - (b) All demands are to be met with an "I'll do my best," never with a "No."
 - (c) Under no circumstances should drugs be given to any parties involved in a hostage-taking situation.
 - (d) Every effort should be made to regain control of the situation by peaceful means (e.g., through discussion).
 - (e) Staff members on duty in should not hesitate to the contact those staff members who are familiar with and have some influence over the persons involved in the hostage situation, even though they may not be a lawn duty.
 - (f) The administrator and the police must be the principals in any decision-making process with regard to the handling of the hostage-taking situation.
 - (g) Remain calm.
 - (h) Do not use your title, only your name.
 - (i) Determine what the hostage-taker ones.
 - (j) Do not except demands for alcohol, drugs, weapons, or substitute hostages.
 - (k) Offer alternatives.
 - (l) Downplay the seriousness of the incident.
 - (m) Do not bluff.
 - (n) Ask open-ended questions.
 - (o) Repeat any questions or demands the hostage-taker may have (so they can hear what was said and to make sure you are clear).
 - (p) Avoid deadlines.
 - (q) Talk to hostages, if possible. (Ask them yes/no questions).

- f. Confidentiality of Intruder/Hostage Protocols: The foregoing protocol for an Intruder or Hostage situation should not be disclosed to students. Detailed crisis response plans involving a suspicious intruder or a hostage situation should be known only to school personnel and local law enforcement authorities. Therefore, this response plans should be available just to building staff members and not shared with students. Students should know that if such a situation occurs, they are to abide by the instructions of teachers and administrators who have been instructed in how to deal with these circumstances. Students should be directed how to summon help in the event in their teacher becomes incapacitated and unable to seek assistance for himself/herself.

- g. Disturbances After Hours/School Activities: Students attending after-hour school activities are under the same rules and school policies as those followed during the regular school day.
 - (1) Minor incidents should be isolated and contained, if possible, by available supervisory personnel.
 - (2) Call law enforcement authorities immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.

- h. Death of the Students or Staff Member: In the event of the death of a student or staff member, the Crisis Response Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special students and staff needs and situations including, keeping parents and staff informed, establishing a plan for helping students and staff cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the school community (administration, staff, students, parents) to deal with the loss with a minimal disruption to students, staff and the school program. In addition to the Crisis Response Team, the following procedures should be followed by school personnel:
 - (1) Administration: Upon being informed of the death of a student or staff member (or loss of significant other of a student or staff member), the administrator should follow the following protocol:
 - (a) Notify head of Crisis Response Team.
 - (b) Together, verify information regarding tragedy.
 - (c) Notify the Superintendent, if not already informed.

- (d) Use the Alert Solutions All Call System and the REMIND app to notify staff of the tragedy, as well as time and place for an all-building staff meeting. At the all-building meeting:
 - i) Review procedures for referring students to the crisis team for counseling and support and location of crisis support area.
 - ii) Provide statement for staff to read to students once school starts for the day.
 - iii) Provide statement for secretaries to use in responding to inquiries.
 - iv) Check emotional needs of staff.
- (e) Determine areas where crisis team members can meet with students; maintain list of students were counseled for follow-up with parents.
- (f) Cancel meetings/appointments that are not of an urgent nature.
- (g) Keep staff updated on circumstances as new information becomes available.
- (h) Identify staff who are in need of emotional support.
- (i) Emphasize the need to use prepared statements to control rumors
 - i) Prepare a statement to be sent home with students.
 - ii) Provide brief factual information.
 - iii) Outline support that has been available throughout the day.
 - iv) When deemed appropriate, provide Death of Student or Staff Member Response Packet, Appendix "E", or Suicide Prevention or Response Packet, Appendix "F".
 - v) Provide a context number for assistance with any student concerns.
 - vi) Provide a meeting time and place for concerned parents if appropriate.
- (j) Reschedule activities when necessary or appropriate.
- (k) Contact the family personally and offer support and condolences.
- (l) Refer media inquiries to do Superintendent's office or his/her designee.
- (m) Arrange for appropriate staff to attend services.

- (n) Arrange for remembrance from school (flowers, card, etc.).
 - (o) Plan and provide follow-up visits with the family.
- i. Vicious Animal on School Grounds: In the event there is determined to be a vicious animal (such as a dog) on school grounds, on property immediately adjacent to school grounds, or reported to be in the vicinity of the school campus, all students and personnel should be directed inside the school building. If the animal is observed, local animal control or law enforcement should be called, and informed of the location of the animal, the description of the animal and its conduct. Students and staff should remain in the building until the animal is removed.

C. Prevention Procedures/Programs for Student Protection:

1. Student and Staff Code of Conduct:

a. Students:

(1) General Rules of Conduct:

- (a) Students shall obey all rules and regulations of the school district as determined by the administration and Board of Education.
- (b) Students shall submit to lawful supervisory and disciplinary authority of the district and school.
- (c) Students shall obey classroom and campus rules as developed by the Principal and staff members. Campus rules shall further apply to adjacent properties and designated areas in neighboring school grounds.
- (d) Students shall submit to reasonable corrective action imposed by the district or its authorized employees.
- (e) The rules concerning pupil conduct shall apply to all school related activities on or off campus.
- (f) Adult students shall observe rules applicable to all students.

(2) Specific Rules of Conduct:

- (a) Disabled students are subject to the same treatment under the rules governing pupil conduct as non-handicapped students with the modifications indicated in the provisions of their IEP.

- (b) Students participating in interscholastic activities are further subject to do Student-Athlete Code of Conduct, available from the Director of Athletics or building administrator, or coaches.
- (c) Students shall:
 - i) Be regular in attendance, on time to class, remained on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused.
 - ii) Comply with school bus rules of conduct.
 - iii) Obey driving and parking regulations.
 - iv) Identify themselves upon request to school, district, or public officials.
 - v) Assume the responsibility for restitution of loss or damaged material, equipment, or other school property.
 - vi) Students shall use appropriate language when in the classrooms, hallways, on campus, or while at a school activity.
 - vii) Students shall not make inappropriate physical contact that would constitute an assault and battery with other students or staff. This includes fondling, hitting, slapping, or poking under any circumstances.
 - viii) Students shall refrain from "public displays of affection" while in the classroom, hallways, or on campus.
 - ix) During school hours, students shall make an effort to be educationally productive. They shall not be in the hallway without a passing (7-12 students).

b. Staff:

- (1) Teachers have the right to:
 - (a) Administrative support in their efforts to maintain student discipline.
 - (b) Freedom from assault, abuse, interference by force or violence, and intimidation by threat of force or violence.
 - (c) Orientation by the Administration on the maintenance of student discipline.

- (d) Participate in the development and/or review of the campus rules relating to student conduct. These shall be consistent with district rules relating to student conduct.
- (e) Receive a copy of the building safety plan and student discipline policies and procedures.

(2) Teachers shall have the responsibility to:

- (a) Enforce building and district regulations.
- (b) Maintain good order and discipline.
- (c) Hold pupils accountable for any disorderly or antisocial conduct.
- (d) Report suspected or alleged incidents of child abuse according to district policy.
- (e) Observe the substantive and procedural due process rights of pupils.
- (f) **Provide a written referral** to the appropriate administrator when removing a pupil from class.
- (g) Maintain accurate attendance records.
- (h) Make a reasonable attempt to involve the parent or guardian and the student in resolution of student discipline problems.
- (i) Provide active learning throughout the entire class time. Students should remain in their seats or on task until the bell rings. (Allowing students to crowd the door is unacceptable.)
- (j) Adhere to the bell scheduled; not allowing students to leave prior to the bell.
- (k) Participate in general supervision in the classroom and halls. This includes:
 - i) dress code
 - ii) appropriate language
 - iii) p.d.a. (public displays of affection)
 - iv) physical contact (whether in jest or not)
 - v) visitors

(3) Teachers shall have the authority to:

- (a) Require pupils to submit to disciplinary authority.
- (b) Use prudent and reasonable and disciplinary measures.
- (c) Detain pupils after school.
- (d) Recommend other specific corrective action.

- (e) Assume responsibility for the behavior of the students in his or her charge when accompanying students on a bus or supervising students at school activities.

2. Controlled Substances, Alcohol and Tobacco:

- a. **Students Welfare First:** In dealing with student involvement with the illegal drugs -- including alcohol -- school personnel should have as their first concern the welfare of the student involved and other students in the school (see Medical Emergency section below).
- b. **Law Enforcement:** Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated regardless of law enforcement action. **Law enforcement agencies will be called upon where there is reasonable suspicion that drug activity is occurring on school grounds for involving students of the school district.**
- c. **Students Under the Influence:** If a student appears at school, at a school sponsored activities, or on a school bus demonstrating behavior that indicates the student may be under the influence of alcohol or a controlled substance and/or admits to a school authority that he/she may be under the influence of alcohol or a controlled substance, the school personnel shall follow the following procedure:
 - (1) Immediately notify the authority in charge of the classes, activity, or administration.
 - (2) If the student's illegal use of a drug is confirmed, school authorities may request the assistance of law enforcement authorities in investigating the source of the drug.
 - (3) Determine if medical assistance is needed.
 - (4) Be sure the student's parents are contacted and they become involved in the safe transporting a their child.
 - (5) Write a referral to the responsible administrator if during the school day, or the appropriate administrator as soon as practicable.
- d. **Student Possession:** If a student is found in possession of tobacco, alcohol, or controlled substances at school or school related activities, the items shall be confiscated. Students may not distribute or possess imitation controlled substances commonly

known as "look alike" drugs at school or school sponsored activities.

- e. **Student Discipline:** The building administrator shall follow the appropriate rules and regulations regarding student discipline. (See Student Handbook for Code of Conduct). Students may be disciplined, suspended or expelled for violations of alcohol, tobacco and controlled substances regulations.
3. **Vandalism and Burglaries:** In the event and incidents of vandalism or burglary to school buildings or facilities is observed, discovered or reported to staff, it should be immediately reported to the administration. Under such circumstances staff should follow the following procedures:
 - a. **Vandalism or Burglary in progress:**
 - (1) When students are involved, attempt to stop or prevent further vandalism and apprehend or identify those involved. Get help if necessary.
 - (2) When adults are involved, do not attempt to apprehend, but try to identify.
 - (3) During school hours contact the office, giving location of vandalism or burglary in progress.
 - (4) Write down information (description of persons, vehicle, and license numbers, etc.).
 - b. **Discovery of Vandalism or Burglary:**
 - (1) Do not touch or otherwise disturb anything.
 - (2) Notify the administration immediately.
 - (3) Write down all available information.
 - (4) Reroute personnel and students around affected area.
4. **Student "Hit Lists" or Death Threats:** Student "hit lists" or death threats should be taken seriously. When information of any kind (including rumors) is reported about a "hit lists," the following steps should be followed:
 - a. Document and give to administration the report to or information received regarding comments or other information indicating a student has threatened or is threatening the well being of others; ask witnesses to any student comment to sign a written statement and date the statement.
 - b. If the subject is a student, review the student's school records.

- (1) Check discipline files for incidents of threats or aggression.
- (2) Check academic files for IEP or other evaluative material relevant to alleged conduct.
- (3) Interview school personnel for information regarding the subject's background, e.g., home life, drug or alcohol abuse, etc.
- (4) Interview student's friends and teachers to determine if the subject has made threats to others or talked of doing violent acts.
- (5) Interview subject of the investigation, invite subject to tell his/her side of the story, take notes, listen and observe subject's behavior. Such interview should be conducted with another adult present.
- (6) If appropriate to the situation, inquire if the subject has access to weapons of any kind.
- (7) If appropriate, conduct a search of the student's locker, but bag, etc.
- (8) Contact parents of the subject after completion of the investigation to inform the parents of the information received regarding threats by the subject, the findings of the investigation, and inquire as to the parents' knowledge or concerns related to the threatening behavior of the subject and the availability of weapons in the home.
- (9) Follow student discipline due process procedures and, if appropriate, place student on emergency exclusion pending final disposition.
- (10) Report concerns to law enforcement agencies and request an investigation and report. Cooperate with providing such information to law enforcement as is allowed by law.
- (11) Determine if an outside agency should be made for support or evaluation.

5. **Anti-Bullying/Harassment Program:** School personnel shall instruct students regarding school district policy and practice to prevent harassment of students and staff in any manner. Reference shall be made to the school district anti-discrimination policy, Appendix "G." Teachers shall reinforce the following maxims to prevent bullying or other harassing conduct by students toward other students:

- a. Treat others how you want to be treated.
- b. Play fair.
- c. Respect teachers and other students.
- d. Allow all to play in activities.
- e. Help others when needed.

- f. Do not hurt kids on the inside or the outside.
 - g. Be respectful to everyone.
6. **Search and Seizure:** When the Administration determines that the safety and of students and staff depends on determining if a weapon or instrument of harm is on the school premises, a search of a student or school personnel may be conducted. In order to conduct such a search, there must be a basis for "reasonable suspicion" that the person being searched as violated a school rule and that information, facts or circumstances leading to a reasonable person to conclude that a search will provide evidence of the violation. Upon establishment of grounds for a search, the following guidelines should be followed:
- a. Under no circumstances should a strip search be conducted.
 - b. Have another adult witness present at all times during the search, and make a record of the objects secured by the search.
 - c. Searches of a student's person should be conducted and witnessed by an adult of the same sex as the person subjected to the search.
 - (1) Ask the subject to remove all objects from pockets; lay the objects aside until the search is completed.
 - (2) Have the subject pull the pocket lining inside out, check the waistband of trousers, check socks and shoes.
 - (3) Check items from pockets that could conceal contraband.
 - (4) Check backpacks and notebooks for contraband.
 - (5) Seized contraband should be placed in an envelope and sealed with the information regarding the date, the name of the person conducting the search, any witnesses to the search, the subject's name and the circumstances behind the search and eventual seizure of property.
 - (6) Contraband should be turned over to the hearing officer or police as soon as possible.
 - d. Prior to any search, the person to be searched should not be allowed to make any stops at a desk, restroom, locker, or trash can were contraband may be deposited.
 - e. The student handbook should contain a statement that school lockers belong to the school and that there should be no expectation of privacy with regard to the contents of such locker.
7. **Monitoring Internet Use on School Equipment:** See Appendix "H", E-mail/Internet Access policy.
8. **Identification of Potentially Violent Individuals:** See Appendix "I" Warning Signs of Violent Behavior.

9. **Student Attire:** Students shall wear appropriate attire; appropriate attire shall exclude any type of dress, apparel, manner of grooming displayed, reflected or participated in, which school officials reasonably believed:
 - a. Would disrupt or interfere with the school environment, activities and/or educational process; or,
 - b. Would create, in fact, an atmosphere in which a student, staff member or other person's well being is hindered due to undue pressure, behavior, intimidation, overt gesture or threat of violence.

10. **Excessive Absenteeism and Truancy:** Excessively absent and truant students are often involved in disruptive and illegal behavior. It is school district policy to collaborate with law enforcement and state and local agencies to prevent excessive absenteeism and truancy. The school district has adopted aggressive intervention policies to diminish occurrences of excessive absenteeism and truancy. See Appendix "J", Student Attendance and Absences, Excessive Absenteeism and Reporting Habitual Truancy, Tardiness, Excused Absence, Credit for Makeup Work and Class Skip policy.

11. **Suicide Prevention:** The school district shall provide staff with in-service and materials to assist in the identification of students who exhibit suicidal tendencies.

D. **Medical Emergencies:** A medical emergency includes life-threatening situations such as heart attack, air obstruction, suffocation, trauma, unconsciousness, and severe bleeding. School buildings shall have a team established by the administration that is trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The staff member in charge should notify the school office immediately giving the:
 - a. Location of the victim;
 - b. Name of the victim;
 - c. Type of injury;
 - d. Apparent need for emergency services.
2. Upon receipt of the information, the school office shall:

- a. Via the intercom system, announce the need for emergency response team members to report to the location of the emergency. Team members closest to the location will be notified first.
 - b. If from the first report the need for emergency services immediately is apparent, **CALL 911 AND LOCAL EMERGENCY RESPONSE TEAMS!** Office personnel shall call 911 and:
 - (1) Explain the situation (be calm);
 - (2) Give the name of the school and the address;
 - (3) Inform emergency personnel which door to enter and the room number and location;
 - (4) Make sure someone meets the emergency personnel at the door to take them to the victim;
 - (5) If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member assigned to the medical emergency team should go along to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.
3. Location of Medical Treatment Bag: A bag with basic medical and life support supplies is located in the high school office. It will be the responsibility of the responding emergency team members to access the bag prior to reporting to the accident location.
 4. *The foregoing protocol for Medical Emergencies should be pretaught to students. Students should know that if a medical emergency takes place in their classroom, they should remain seated and quiet until they are directed to move. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.*

E. School/Parent Relations:

1. Non-Custodial Parents:
 - a. **Rights:** Under the 1974 Federal Educational Rights and Privacy Act, unless there is a court order or other legally binding document, all parents, custodial and non-custodial, are entitled to have equal access to the school records of their children. When a divorce decree or other legal document restricting access to school records exists, the burden of proof rests on the custodial parent to

produce it. The following procedures shall be followed to assist with meeting the needs of student(s) who have both a custodial and a non-custodial parent.

- (1) **School Information:** The school calendar, newsletter, etc., shall be made available, upon request, to the non-custodial parent. This information may be either picked up in the school office or mailed.
- (2) **Parent/Teacher Conferences and School Records:** A non-custodial parent may request a conference with a teacher to discuss student progress and records. The conference will be scheduled at a time convenient to the teacher and parent, unless there is legal documentation prohibiting this. If at all possible, the custodial parent's conference shall take place prior to the non-custodial parent's conference. A non-custodial parent may request to receive a copy of his/her child's report card. A request for a copy of the report card should be made through the principal's office.
- (3) **School Visitation/Parental Access:** Anyone having a legitimate reason to visit in a classroom will be welcomed after they check in at the office. However, non-custodial parents who are legally restricted from seeing their child will not be permitted to visit a class or speak to their child while the school has responsibility for him/her. The burden of proof for such restriction exists with the custodial parent, however. Proof of limited access must be in the form of a court order or other legally binding document and a copy of such must be in the school office.

b. Children in Need of Protection:

(1) Child Abuse/Domestic Violence:

- (a) Pursuant to Neb. Rev. Stat. § 28-711, and other state and federal law, school personnel shall report to the administration when they have reasonable cause to believe that a child has been subjected to abuse or neglect, or circumstances which reasonably could result in abuse or neglect.
- (b) The administration shall report the matter to the proper law enforcement agency.

(2) In the event the principal's office is informed that a student is under the protection of a state agency, or the student and/or his/her family has been placed in a safe house to provide protection from an abusive parent, step-parent or other adult, the following procedures shall be followed:

- (a) No information about the child should be given to any adult other than those identified by agency representatives as "safe."
- (b) Under no circumstances allow the abusive parent the opportunity to visit with or see the child placed in safekeeping.
- (c) If the perpetrator appears at school, contact law enforcement (911).
- (d) If an individual calls from out-of-town asking if his/her child has been enrolled in school, release no information without permission from the custodial parent. (Access to information regarding students who are placed in a safe environment to avoid domestic abuse situations is different than a non-custodial parental right issue).

(3) **School *In Loco Parentis*/Release of Children from School:**
The school district is committed to providing each student with a safe learning environment and protection against identifiable dangerous individuals. To assist in providing that safe environment, the school district will follow the following procedures:

- (a) The school will ask for information about the marital status of a student's parents when the youngster is enrolled, and annually thereafter.
- (b) Parents should be told this information is requested in order to protect their rights as parents.
- (c) If a student's parents are divorced or legally separated, the custodial parent should be asked if there are any court orders of which the school needs to be aware.
- (d) If there is a court order restricting the non-custodial parent's access to his/her child, the files of the student(s) should be flagged.
 - i) A copy of the court document defining the restrictions should be placed in the child's file.
 - ii) The child's teacher(s) should be made aware of this information. Teachers should be instructed

not to release students to parents unless authorized by the Principal's office. Non-custodial parents have attempted to enter schools in order to take their child without the office's knowledge.

(e) Release from School/School Dismissal: Students will not be released during the school day except for those reasons that constitute valid excuses for nonattendance in accordance with the compulsory attendance rules set by the state.

- i) When a request to release a child is made, the school secretary should check the files to determine whether the parents are divorced or legally separated and, if so, which parent has legal custody.
- ii) The school **will not** release a youngster to a non-custodial parent **without** the custodial parent's consent.
- iii) If a school secretary **does not** recognize the parent, she should ask for identification, such as a driver's license.
- iv) If there are any concerns about releasing a student or about the person picking the child up after school, the Principal should be immediately notified.
- v) The Principal may need to contact the custodial parent before deciding whether to release the student.
- vi) If there is any doubt, the student **should not** be released.

(f) **Student Dismissal from School:** The school district's responsibility for supervision of students ends upon dismissal from school and the student leaving the school campus. If school personnel become aware that a student is being picked up from school by a person other than the student's parent, caregiver, or school bus, the following procedures should be followed:

- i) The school personnel should ask the person or persons to identify themselves.
- ii) If there are any concerns about releasing a student or about the person picking the child up

after school, the Principal should be immediately notified.

- iii) The Principal may need to contact the custodial parent before deciding whether to allow the student to leave the campus with the person or persons picking up the student.
- iv) If there is any doubt, the student **should not** be released, and should be kept at school pending pickup by the student's parent(s).

- (g) **Law Enforcement:** If there are any problems with the individual(s) who came to pick up the child, contact the police (911). **DO NOT GET IN AN ARGUMENT WITH THE NON-CUSTODIAL PARENT OR HIS/HER REPRESENTATIVE. STAY CALM TO AVOID ESCALATING THE SITUATION. IF IT BECOMES OBVIOUS THAT NO RESOLUTION CAN BE REACHED, CALL THE POLICE.**

VI. Safety and Emergency Precautions and Preparedness:

A. *Drill Practice Schedules:*

1. Room Evacuation drills will be practiced at least ten times per year in accordance with Nebraska Statute. [Applicable to fire, biological threat, hazardous materials events].
2. Duck, Cover and Hold, and Room Evacuation drills will be practiced in at least once per semester. [Applicable to severe weather (tornado) events].
3. Lockdown drills will be practiced each semester. One drill will be initiated while students are outdoors, and one while they are in class. [Applicable to armed intruder, armed student, bomb threats, fight events].

B. *Safety and Security Training of Staff and Students:*

1. **Staff Training and In-service:**
 - a. **Safety and Security Plan:** The Safety and Security Plan will be reviewed annually by the Administration with all school district staff. All staff shall have a copy of the Safety and Security Plan made available to them.
 - b. **Emergency Response Packet:** An Emergency Response Packet will be attached to the inside of the door to each classroom and

office on the school campus. All staff shall review the Emergency Response Packet once each semester.

- c. **Safety and Security Awareness Curriculum:** Staff annually shall be provided a safety awareness curriculum and training on the instruction of the school safety awareness program, which curriculum shall include review of curriculum for:

- (1) Review of Student Code of Conduct;
- (2) Review of school safety and emergency procedures;
- (3) Review of dress code, proper social interaction in schools and conflict management and resolution;
- (4) Instruction on recognition of unsafe behavior and conditions;
- (5) Review of Bullying/Victim behavior responses and harassment policies.

- d. **Staff Members in Crisis Response Team:**

- (1) Review of Safety Procedures in Safety and Security Plan once per quarter;
- (2) Training in use of safety equipment.

2. **Student Training and Instruction:**

- a. **Safety and Security Awareness Curriculum:** Students shall be provided a safety awareness curriculum and training on the instruction of the school safety awareness program, which curriculum shall include review of curriculum for:

- (1) Review of Student Code of Conduct [annually];
- (2) Review of school safety and emergency procedures [once each semester];
- (3) Review of dress code, proper social interaction in schools and conflict management and resolution [annually];
- (4) Instruction on recognition of unsafe behavior and conditions [annually];
- (5) Review of Bullying/Victim behavior responses and harassment policies [once each semester].
- (6) Review of content and location of Emergency Response Packet attached to the inside of the door to each classroom and office on the school campus [monthly with classroom evacuation drills].

- b. **Safety and Emergency Precautions for Students with Special Needs:**

(1) **Generally:**

- (a) Make sure students with disabilities understand and can carry out action required in an emergency.
- (b) Have a team in place to assist special needs students in an emergency.
- (c) Use the "buddy system" and train the "buddies" to know the extent of the assistance needed by each special needs students.

(2) **Students with Hearing Impairments:**

- (a) Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
- (b) Students shall demonstrate that they understand the procedures;
- (c) Each student will be provided room evacuation and tornado evacuation maps and diagrams;
- (d) A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
- (e) If necessary, the services of a teacher of the hearing impaired or interpreter should be used.

(3) **Students with Visual Impairments:**

- (a) Students shall be read the school's safety and emergency procedures in the Emergency Response Packet;
- (b) Students shall demonstrate that they understand the procedures;
- (c) A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
- (d) If necessary, the services of a teacher of the visually impaired or interpreter should be used.

(4) **Students with Learning Disabilities, Mild/Moderate or Severe/Profound Mental Impairments or Emotional Impairments:**

- (a) Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand.

- (b) Students shall demonstrate that they understand the procedures.
- (c) A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
- (d) If necessary, the services of a special education teacher should be used to teach students emergency procedures.
- (e) Crisis planning for classroom to should take into consideration:
 - i) Evacuation of students who use wheelchairs and walkers;
 - ii) Access to medications at evacuation site;
 - iii) During inclement weather, access to school vehicles, coats and blankets to keep medically fragile students warm or cool.

(5) Students with Orthopedic and Other Health Impairments:

- (a) Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
- (b) Students shall demonstrate that they understand the procedures;
- (c) Each student will be provided room evacuation and tornado evacuation maps and diagrams;
- (d) A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.
- (e) Assure that no architectural barriers hinder the orthopedically impaired student from exiting the building, and exit time should not be unreasonably longer than the exit time for unimpaired students.

(6) English as a Second Language (ESL) Students:

- (a) Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand;
- (b) Students shall demonstrate that they understand the procedures;
- (c) A "buddy system" shall be instituted when appropriate, e.g. another student or adult will match up with the impaired student to assist in a crisis situation.

- (d) If necessary, the services of an ESL teacher should be used to teach students emergency procedures.

VII. **Building Security:** The physical security of the school buildings of the district shall be the responsibility of the Administration. In establishing and maintaining a secure environment for students without diminishing the learning environment, the Administration shall address the following issues:

- A. **Access Control:** Access to school buildings during the school day, for school activities and during non-school hours shall be designed to account for and control all visitors to the school buildings. Basic visitor control shall include:
 - 1. Limited access points into the building.
 - 2. Posted signs directing visitors to the school office, with directions and/or floor plans.
 - 3. School staff should be trained to assertively challenge visitors and strangers observed in their building. Visitors should be greeted, questioned, identified and logged in at the office.
 - 4. Provide identification badges and escorts for visitors.
 - 5. Sign out visitors in a log book when they leave the school building.
 - 6. Train staff to challenge visitors and students to report strangers.
- B. **Communications:** The school intercom and alarm systems shall be used for general communications of building security or emergency issues. Additionally, identified staff members will be issued radios to provide back-up communications systems for the building.
- C. **Key and Lock Control:** Classroom doors and storage rooms should all have operative locks. Keys to school district buildings and rooms should be issued only to staff. Staff should clearly understand that no duplicates are to be made of school keys. Students are not to be issued or allowed access to keys. All classrooms should be locked when not occupied. Storage rooms should be kept locked at all times.
- D. **Perimeter and Outside Security:** Inspections of the perimeter and outside of school buildings should be conducted during the school day and at night. Trees and shrubs should be kept trimmed so as to keep lines of sight open to all portions of the school campus and prevent their use for access into and on top of the building.
- E. **Protective Lighting:** The school building exterior shall be lighted in a manner that will provide school personnel 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.

- F. **Signage:** Outside signs should include notices prohibiting trespassing, identifying drug-free and weapon-free zones, providing directions to visitors, and identifying specific inferences available to the public. Signs inside the school should include clear directions to the office and identification of different wings, program areas and facilities.

VIII. **Safety and Emergency Equipment and Supplies:**

A. **Communication Equipment:**

1. **Radios:** Administrators and others assigned radios to keep them accessible at all times when they are on campus. Adequate radios will be made available for at least one (1) on-duty staff member to be radio-equipped on the playground or area where students are located during any portion of the day. PE teachers, when on the field, will be issued radios.
 2. **Alarm System:** The maintenance department is responsible for keeping all emergency equipment functioning, including radios and the alarm system. A breakdown in either system is to be considered a top priority above all else.
- B. **First Aid Supplies:** The school nurse or Superintendent's office shall order and maintain an up-to-date inventory of the first aid supplies and kits. Staff will be updated regularly on all staff trainings.