

**SCHOOL DISTRICT OF MANAWA
POLICY & HUMAN RESOURCES COMMITTEE MEETING
AGENDA**

Date: September 5, 2019

Time: 5:30 p.m.

**MES Board Room
800 Beech St., Manawa**

Board Committee Members: Pethke (C), Forbes, J. Johnson

In Attendance:

Timer: _____

Recorder: _____

1. Consider Endorsement of Secondary Lunch Duty Plan as Presented. (Action)
2. AG8410 Series (Violence, Imminent Warning Signs, Interventions, etc.) (Information/Action)
3. SDM Safety Plan: Emergency Response Protocols (No changes.) (Action)
 - a. Annual DOJ Requirement for BOE Approval
 - b. Implications of ALICE Training on Emergency Protocols
4. Consider Endorsement of the AG 3141 Criminal Background Check Procedure (Information/Action)
5. NEOLA Clarification on Nondiscrimination Language (Information)
6. Policy & Human Resources Committee Planning Guide (Information)
7. Set Next Meeting Date (Mr. LaVallee is available on Oct. 2, 8, or 9.)
8. Next Meeting Items:
 - a. NEOLA Update
 - b. Fundraising and Fee Practices (Action): Motion by J. Johnson/Forbes to tabled in August
 - c.
7. Adjourn



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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www.manawaschools.org

To: Dr. Melanie Oppor, Policy and Human Resources Committee
Fr: Dan Wolfgram, Michelle Pukita
Date: 8/30/2019
Re: Lunch Duty Proposal

The purpose of this memo is to propose a solution to the ongoing challenge of staffing lunch duty supervision at Little Wolf Jr./Sr. High School.

Background Information:

- Lunch duty supervision is currently staffed by paraprofessionals and the school counselor. In the past, it has been staffed in a similar fashion based on paraprofessional availability.
- All instructional staff at the high school and 7th-8th-grade level have one prep period and a duty-free lunch.
- Both high school staff and 7th-8th-grade staff have the same lunch periods as their students.
- Separate bell schedules and different lunch periods do not allow for any crossover of staff to assist in the lunchtime supervision.
- According to Wisconsin State Statute 118.235 -Lunch period for teachers.
 - *Every school board shall grant daily a duty-free lunch period to each of its teachers, except that a school district may contract with any teacher employed by it for services during such period. Such period shall be not less than 30 minutes and shall be provided at or near the time of the regular school lunch period.*

Proposal: Instructional staff (teachers) would be compensated in the form of Salary Advancement Points (6 points, or 1 PTO day per semester.) Staff was surveyed on what they valued in exchange for their services.

Why should instructional staff (teachers) be solicited for this duty?

The value of having teachers build and forge relationships with students is the key to bolstering academic success. The SDM realizes that spending time with students outside of the classroom enables and fosters relationship building. A focus on Social Emotional Learning (SEL) continues to be emphasized with staff, and this opportunity provides staff with the means to further their understanding of their students.

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How is the salary advancement point value determined?

- Lunch duty is a 30-minute commitment per day or 2.5 hours per week. If there are 18 weeks in a semester this equates to 45 hours of duty per semester.
- The SDM Salary and Stipend Guide on pages 6 and 7 states:
 - No more 30% or 72 points (over a 6-year cycle) will be accepted for Community & Connections. This category recognizes the importance of forging lasting relationships with students, families, business partners, and the SDM community for the betterment of the district. (This point value equates to 12 points per year or 6 points per semester.)
 - Points are given for tasks that go beyond, the professional educator’s contractual/handbook responsibilities.

Why offer an additional PTO Day?

When staff was surveyed, an additional PTO day was the most attractive option for staff and was the first option requested. Staff welcomed the idea of having additional time in the form of PTO day being an option. The Q12 reflected that time was one of the most valued commodities and appreciated by staff.

What is the cost to the District?

Two staff members are needed for the 7th/ 8th-grade lunch, and two staff members for the high school lunch period. In a year’s time period this would equate to 8 additional PTO days for the District to cover. The cost for a substitute depending on the status of the substitute. Former District employees receive \$110. The range of cost would then equate to between \$800 and \$880 per year.

Why is the elementary staff not being offered this compensation?

The current schedule for MES teachers allows for a 30-minute duty-free lunch every day. MES students eat in 20-minute shifts and have a 30-minute recess following lunchtime. If the teacher monitors the lunchroom, they eat their lunch during the 30 minutes that the students are at recess. In addition to the 30-minute duty-free lunch, teaching schedules average 45 minutes of prep per day.

Implementation:

Upon BOE approval, a schedule would be in place for immediate implementation on September 17, 2019.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN
Code	ag8410
Status	Active
Adopted	July 22, 2019

8410 - CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- A. **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.
- B. **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children and they support families in getting the help they need to address behaviors that cause concern.
- C. **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence, or who may be affected by it, is decreased.
- D. **Emphasize positive relationships among students and staff.** Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help to overcome feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations--they encourage students to help each other and to feel comfortable assisting others in getting help when needed.
- E. **Discuss safety issues openly.** Children come to school with many different perceptions--and misconceptions-- about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.
- F. **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor--both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. Deliberate and systematic efforts such as displaying children's artwork, posting academic work prominently throughout the building, and respecting students' diversity establish a sense of community and a caring climate.

- G. Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected.
- H. Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.
- I. Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.
- J. Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- K. Identify problems and assess progress toward solutions.** Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.
- L. Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

Last Modified by Juli Schlarb on August 5, 2019



Book	Administrative Guideline Manual
Section	8000 Operations
Title	EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE
Code	ag8410A
Status	Active
Adopted	July 22, 2019

8410A - **EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE**

The following early warning signs are not equally significant and are not presented in order of seriousness:

- A. **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- B. **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. These feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and alienation are associated with children who behave aggressively and violently.
- C. **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- D. **Being a victim of violence.** Children who are victims of violence-including physical or sexual abuse in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- E. **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- F. **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. When a student feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. Assessing the emotional and cognitive reasons for the academic performance change is key.
- G. **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.
- H. **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- I. **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- J. **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- K. **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- L. **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- M. **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use, including alcohol use, reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- N. **Affiliation with gangs.** Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- O. **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- P. **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Cautionary Principles When Dealing with Aggressive Behavior

Unfortunately, **there is a real danger that early warning signs will be misinterpreted.** Educators and parents--and in some cases, students--can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- A. **Do no harm.** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- B. **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors--factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.
- C. **Avoid stereotypes.** Stereotypes can interfere with--and even harm--the school community's ability to identify and help children. It is important to be aware of false cues--including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- D. **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to

know what is developmentally typical behavior, so those behaviors are not misinterpreted.

E. Understand that children typically exhibit multiple warning signs. It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS
Code	ag8410B
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8410B - **IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS**

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member--as well as to the child's family.

Imminent warning signs may include:

- A. Physical fighting with peers or family members.
- B. Severe destruction of property.
- C. Rage for seemingly minor reasons.
- D. Detailed threats of lethal violence.
- E. Possession and/or use of firearms and other weapons.
- F. Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must **always** be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- A. Has presented a detailed plan (time, place, method) to harm or kill others-particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- B. Is carrying a weapon.

In situations where students present other threatening behaviors, **parents should be informed of the concerns immediately**. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services, community mental health, and local law enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	PRINCIPLES UNDERLYING INTERVENTION
Code	ag8410C
Status	Active
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8410C - **PRINCIPLES UNDERLYING INTERVENTION**

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

When drafting a violence prevention and response plan, it is helpful to consider certain principles that have a significant impact on success, shown through research or expert-based experience. The principles include:

- A. **Share responsibility by establishing a partnership with the child, school, home, and community.** Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.
- B. **Inform parents and listen to them when early warning signs are observed.** Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.
- C. **Maintain confidentiality and parents' rights to privacy.** Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties--such as law enforcement officials, trained medical personnel, and other emergency personnel--when responsible personnel determine there is an emergency (imminent danger).
- D. **Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community--teachers, students, parents, support staff--with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.
- E. **Support students in being responsible for their actions.** Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention

initiatives.

- F. **Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering themselves or others cannot be placed on waiting lists.
- G. **Make interventions available as early as possible.** Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.
- H. **Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful-and may actually do harm.
- I. **Analyze the context in which violent behavior occurs.** School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.
- J. **Build upon and coordinate internal school resources.** In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff--such as special education, safe and drug free school programs, pupil services, and Title I.

Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	INTERVENING EARLY WITH STUDENTS WHO ARE AT RISK FOR BEHAVIORAL PROBLEMS
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Adopted	July 22, 2019

8410D - **INTERVENING EARLY WITH STUDENTS WHO ARE AT RISK FOR BEHAVIORAL PROBLEMS**

Examples of early intervention components that work include:

- A. Providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- B. Teaching the child alternative, socially appropriate replacement responses-such as problem-solving and anger control skills.
- C. Providing skill training, therapeutic assistance, and other support to the family through community-based services.
- D. Encouraging the family to make sure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools are using to provide early intervention to students who are at risk of becoming violent toward themselves or others.

Intervention Tactic: Teaching Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision-making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

Intervention Tactic: Providing Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team together with the child and family designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community.

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the **Individuals with Disabilities Education Act** (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn-including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.



Book Administrative Guideline Manual
Section 8000 Operations
Title ACTION PLANNING CHECKLIST
Code ag8410E
Status Active
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8410E - ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

What To Look For--Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that:

_____ Are responsive to all children?

What To Look For--Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families:

_____ Understand the principles underlying the identification of early warning signs?

_____ Know how to identify and respond to imminent warning signs?

_____ Are able to identify early warning signs?

What To Do--Intervention: Getting Help for Troubled Children

Does my school:

_____ Understand the principles underlying intervention?

_____ Make early intervention available for students at risk of behavioral problems?

_____ Provide individualized, intensive interventions for students with severe behavioral problems?

_____ Have school-wide preventive strategies in place that support early intervention?

What To Do--Crisis Response

Does my school:

_____ Understand the principles underlying crisis response?

_____ Have a procedure for intervening during a crisis to ensure safety?

_____ Know how to respond in the aftermath of tragedy?



Book Administrative Guideline Manual
Section 8000 Operations
Title CRISIS PROCEDURE CHECKLIST
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8410F - CRISIS PROCEDURE CHECKLIST

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

- Assess life/safety issues immediately.
- Provide immediate emergency medical care.
- Call 911 and notify police/rescue first. Call the District Administrator second.
- Convene the crisis team to assess the situation and implement the crisis response procedures.
- Evaluate available and needed resources.
- Alert school staff to the situation.
- Activate the crisis communication procedure and system of verification.
- Secure all areas.
- Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- Adjust the bell schedule to ensure safety during the crisis.
- Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- Contact appropriate community agencies and the school district's public information office, if appropriate.
- Implement post-crisis procedures.

Last Modified by Juli Schlarb on August 5, 2019



Book	Administrative Guideline Manual
Section	8000 Operations
Title	CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT
Code	ag8410G
Status	Active
Adopted	July 22, 2019

8410G - **CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT**

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. School officials can enhance physical safety by:

- A. Supervising access to the building and grounds.
- B. Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- C. Conducting a building safety audit in consultation with school security personnel and/or law enforcement experts. Effective schools adhere to federal, state, and local nondiscrimination and public safety laws, and use guidelines set by the state department of education.
- D. Arranging supervision at critical times (for example, in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- E. Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.
- F. Having adults visibly present throughout the school building. This includes encouraging parents to visit the school.
- G. Staggering dismissal times and lunch periods.
- H. Monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops.
- I. Coordinating with local police to ensure that there are safe routes to and from school.

In addition to targeting areas for increased safety measures, schools also should identify safe areas where staff and children should go in the event of a crisis.

Last Modified by Juli Schlarb on August 5, 2019



Book	Administrative Guideline Manual
Section	8000 Operations
Title	TIPS FOR PARENTS
Code	ag8410H
Status	Active
Adopted	July 22, 2019

8410H - **TIPS FOR PARENTS**

- A. Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- B. Involve your child in setting rules for appropriate behavior at home.
- C. Talk with your child about the violence s/he sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- D. Teach your child how to solve problems. Praise your child when s/he follows through.
- E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.
- F. Help your child understand the value of accepting individual differences.
- G. Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- H. Keep lines of communication open with your child even when it is tough. Encourage your child always to let you know where and with whom s/he will be. Get to know your child's friends.
- I. Listen to your child if s/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- J. Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTO meetings.
- K. Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- L. Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- M. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- N. Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- O. Find out if your employer offers provisions for parents to participate in school activities.



Students choosing to excel; realizing their strengths.

Emergency Response Protocols

Approved by the Manawa Board of Education on

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Section 1 - Emergency Contact List

Police Department	Manawa PD	9-911	920-596-3390
EMS	Manawa EMS	9-911	920-596-2593
Fire Department	Manawa FD	9-911	920-596-2593
Sheriff's Department	Waupaca County	9-911	715- 258-4466
State Police	Wausau Office	(715) 845-1143	
Emergency Management/Haz-mat	Waupaca County	9-911	715-258-4464
Safe Area - (Evacuation site)	Manawa Fire Department	920-596-2593	
Staging area - (Family Re-unification)	Manawa Fire Department	920-596-2593	
Poison Control Center		1-800-222-1222	
Hospital Emergency Room	ThedaCare Medical Center-Waupaca	715-258-1000	
Hospital Emergency Room(s)	ThedaCare Medical Center-New London ThedaCare Medical Center-Shawano	1-920-531-2030 715-526-2111	
Water	City of Manawa DPW	920-596-2577	
Electric Company	Alliant Energy	1-800-255-4268	
Gas Company	Alliant Energy	1-800-255-4268	
Telephone Company	Manawa Telephone Co.	1-800-872-5452	1-920-596-2111
District Administrator	Melanie J. Oppor, PhD	920-596-5300	(cell) 920-896-3133
Principal – Jr./Sr. High	Daniel Wolfgram	920-596-5310	(cell) 920-538-6846
Principal - MES	Michelle Pukita	920-596-2559	(cell) 920-538-6835
Business Manager	Carmen O'Brien	920-596-5332	(cell) 715-602-3303
Transportation Coordinator	Kobussen – Casey Field	920-538-1719	(cell) 920-538-1719

Section 2 - **Evacuation** Protocols - Fire

2.1 Lead Administrative Response

1. Make sure that the alarm has been activated as soon as notification is received.
Do not wait to verify that a fire is actually occurring before activating alarm.
2. Call 9-911 or emergency services. Report a fire and give the facility's address as:
3. See that the emergency evacuation kits are taken from the building and transported to the evacuation site.
4. **If it is safe to do so:**
 - a. The principal will sweep sections of the P.E/Academic areas of the facility
 - b. The dean of students will sweep sections of the Tech. Ed. & Ag. area of the facility
5. Leave the building and report to the first responding public safety official.
 - a. Advise him or her of the emergency evacuation kits and their contents.
 - b. Offer to provide master keys to a properly identified public safety official.
 - c. Make a record of to whom the key is issued.
6. Report to the evacuation site and appraise the situation.
7. School office personnel verify student attendance rosters with school staff.
8. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the staff to be prepared to implement it in the event the situation escalates.
9. Implement the media protocol.

2.2 Teacher & Staff Response

1. Shut off equipment such as Bunsen burners, stoves, tech. ed. equipment, etc.
2. Gather all students and visitors in your area of responsibility and prepare to evacuate to the designated safe spot for your building (a distance of at least 300 feet from the facility).
(Elementary safe spot is in the parking lot across from the school. Secondary safe spot is in the former elementary school parking lot.)
3. Ensure that persons with special needs in the immediate area are provided with assistance.
4. Hold door open, allowing people to file out single file, to a pre-determined area.
5. Take emergency red bag & shut the door.
6. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
7. Once evacuees have reached the evacuation site take attendance (call each student's name, DO NOT just count students) and report any missing student(s) to the designated person(s) (green vest) in the safe evacuation zone of the building.

2.3 Lead Staff Member Response (after hours)

1. Sound fire alarm.
2. Call 9-911 and request fire department and law enforcement response.
3. See that the emergency evacuation kits are taken from the building and transported to the evacuation site.
4. In areas where it is safe to do so, sweep the facility for students and adults who may not have been able to evacuate.
5. Meet responding public safety officials. Brief them of the situation. Make them aware of the contents of the emergency evacuation kit.
6. Report to the evacuation site and appraise the situation.
7. Implement the media protocol.

2a.1 - Fire Evacuation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: Fire Evacuation

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	COMPLETED <input checked="" type="checkbox"/>	NOTES	REPORTED BY
Sound fire Alarm, activate appropriate crisis teams			
Call 911, request Fire and Police Dept. response			
Sweep the facility for students and adults			
Take emergency evacuation kits			
Assist people with special needs			
Evacuate according to the fire evacuation plan			
Report to evacuation site, appraise the situation			
Meet responding public safety officials			
Decide whether to implement the family reunification protocol			
Implement the media protocol			
At evacuation site develop a written list of all evacuees			

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: District Administrator _____ Date received: _____

Section 3 – **Evacuate** (Emergency Evacuation for Bomb Threat or Other Non-Fire Situation)

Definition

This type of evacuation is used for any emergency evacuation not related to a fire incident.

Alert Signal

Announcement over the public address system. “All staff initiate an Evacuation – An Emergency Evacuation is in effect at this time. Please follow protocol(s) and evacuate to:

- All District to Manawa Fire Department @ 500 South Bridge Street – Manawa
- MES to LWJSHS
- LWJSHS to MES

3.1 Lead Administrator Response

1. Notify appropriate public safety agencies and district office of the situation.
2. Select an evacuation route and site.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce an evacuation is in effect. (refer to “Alert Signal”)
5. **If it is safe to do so:**
 - a. The principal will sweep sections of the P.E/Academic areas of the facility.
 - b. The dean of students will sweep sections of the Tech. Ed. & Ag. areas of the facility.
6. Ensure that the emergency evacuation kits are removed from the building.
7. Leave the building and report to the first responding public safety official.
 - a. Advise him/her of the emergency evacuation kits and their contents.
 - b. Offer to provide master keys to a properly identified public safety official.
 - c. Make a record of the person to whom the key is issued.
8. Report to the **designated evacuation site as above** or other designated facility.
 - a. Check to ensure that all students and staff are at the site and appraise the situation.
9. Decide whether to implement the family reunification protocol. Verify with law enforcement before implementing the family reunification protocol. If family reunification protocol is not appropriate, notify the staff to be prepared to implement it in the event the situation escalates.
10. Implement the media protocol.
11. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

3.2 Teacher & Staff Response

1. Gather all students and visitors in your area of responsibility and evacuate using the route and evacuation site designated unless otherwise instructed.
2. Ensure that all people with special needs are provided assistance.
3. After last student has left the room - Take evacuation kit, turn off the lights, & shut the door.
4. Once evacuees have reached the designated evacuation site:
 - a. Take attendance (call each student’s name, **DO NOT** just count students).
 - b. Provide attendance list to the lead administrator or his or her designee (green vest)
 - c. Report any missing student(s), staff, or guests.
 - d. Notify lead administrator or his or her designee of any suspicious packages/objects you noticed in your room/work area.
5. **DO NOT** attempt to reenter the facility unless the lead administrator or his or her designee or his or her designee directs you to do so.

6. **DO NOT** allow students to use portable/cell phones.
7. **DO NOT** use portable/cell phones unless a significant emergency situation exists.

3.3 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door, turn off the lights, and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the lead administrator or his or her designee or his or her designee directs you to do so.
5. **DO NOT** use portable phones unless a significant emergency situation exists.

3.4 Custodial Response

1. Inform all students, personnel and visitors in your area to evacuate using the route and site as designated above by the lead administrator or his or her designee.
2. Ensure all people with special needs in your area of responsibility are provided assistance
3. **If it is safe to do so** sweep the athletic, fine arts, tech. ed., and cafeteria areas of the facility.
4. Once you reach the designated evacuation area, report to the lead administrator or his or her designee and assist as needed.
5. **DO NOT** use any portable phones unless a significant emergency situation exists.

3.5 Bus Driver Response

1. Instruct students to evacuate the bus and leave their possessions. Remove the keys to the bus. Conduct a quick visual sweep of the bus before you exit. Do not touch, move or disturb any suspicious item, but note its location. **If it is safe to do so**, move students to a point approximately 1,000 feet from the bus (about the length of ten football fields). Meet with responding officials and tell them what you observed when you visually swept the bus for suspicious items.
2. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation, adjust your evacuation route and attempt to notify the lead administrator or his or her designee or the appropriate public safety officials.
3. Once you reach the designated evacuation site, develop a written list of all evacuees and provide the list to the transportation coordinator upon their arrival. Report the presence or lack of any suspicious objects on or near the bus, evacuation route or site.
4. Remain alert to potential dangers in the area and properly supervise students under your care.
5. **DO NOT** allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can result in loss of control of the situation.

3.6 Transportation Coordinator Response

1. Ensure that the appropriate public safety agencies have been notified of the situation.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.

3. Proceed to the incident site if only one bus is involved.
4. Upon arrival, conduct a quick visual sweep of the evacuation area.
5. Report to the evacuation site, check to ensure that all students and staff are at the site and appraise the situation.
6. Meet with responding public safety officials and determine how the bus will be swept for explosive devices. Public safety officials ordinarily request that someone who is familiar with the area to be checked assist them. Any transportation personnel who assist in the sweep of the bus should be clearly instructed not to touch, move or in any way disturb anything on or near the bus.
7. After the bus has been swept, consult with public safety officials and decide whether to transport students on the bus, transfer them to another bus or to implement the family reunification protocol.
8. Implement the media protocol.
9. Brief your supervisor as appropriate for the situation.

3.7 Lead Staff Member Response (after hours as designated by principal or A.D.)

1. Notify appropriate public safety agencies of the situation.
2. Select an evacuation route and site.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce evacuation.
5. Notify the **principal and district administrator**.
6. **If it is safe for you to do so**, sweep the facility for students and adults who may not have been able to evacuate.
7. Ensure the emergency evacuation kits are removed from the building.
8. Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to ensure that visitors, students and staff are at the site. Appraise the situation.
10. Decide whether or not to implement the family reunification protocol. If students with driver's licenses are given permission to leave by the lead staff member, Skylert communications will be used by the principal or D. A. to alert families.
11. Implement the media protocol.

3a.1 -Bomb Threat/Non-Fire Evacuation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Bomb Threat/Non-Fire Evacuation** _____

Sheet initiated by: _____ Date: _____

1st Shift Relieved by: _____ Time: _____

2nd Shift Relieved by: _____ Time: _____

3rd Shift Relieved by: _____ Time: _____

ACTION	COMPLETED <input checked="" type="checkbox"/>	NOTES	REPORTED BY
Notify appropriate public safety (police, fire)			
Select an evacuation route and site			
Activate appropriate crisis teams			
Send designated staff member(s) to sweep the evacuation route and site			
Announce evacuation			
Sweep the facility for students and adults, assist special needs persons			
Ensure that the emergency evacuation kits are removed from the building			
Evacuate according to non-fire evacuation protocol			
Report to the first responding public safety official			
Report to the evacuation site			
Decide whether to implement the family reunification protocol			
Implement the media protocol			
Once at the site, develop a written list of all evacuees			
Confiscate any electronic communications devices that are prohibited by policy			

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: District Administrator _____ Date received: _____

Witnessed by: _____ Date: _____

Section 3a.2 - Bomb Threat Checklist

When a bomb threat is received by telephone, fill out this form as soon as possible, if not during the phone call. One common practice is to keep a copy of this checklist near phones that accept incoming calls at the school and board of education office. After a bomb threat is made, the receiving phone should be left off the hook to preserve traceability of the call.

Call taken by: _____ **Time:** _____ **Date:** _____

Caller Information:

Caller ID: _____ - _____ - _____

Any identifying information on the caller:

Name: _____ **Nickname:** _____

Address: _____

MALE FEMALE YOUNG ADULT SENIOR CITIZEN

Circle any of the following characteristics that applied to the caller's voice:

Loud Slurred Soft Lispy High Vulgar Low Nasal

Fast Raspy Slow Laughing Garbled Reading Stuttery Deliberate

Was there an accent? (elaborate if possible)

What was the manner speech of the caller?

Soft-spoken Well-spoken Rational Irrational Polite

Was the caller emotional? If so, please elaborate:

Describe any background noise you heard:

Bomb Information

Bomb Location:

Time bomb will detonate:

Additional Information

Section 4 - Shelter in Place Protocol

Definition

Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

Alert Signal

Announcement for staff to shelter building occupants in place.

4.1 Lead Administrative Response

1. Make a determination to shelter in place quickly if evacuation is not practical.
2. If custodian is not available notify Principal to shut off air handlers and Food Service personnel to shut off kitchen exhaust fans.
3. Make an announcement over the public address system to direct staff to shelter in place.
4. Ensure that all outdoor personnel have been moved into the facility.
5. Ensure that all staff and occupants received word to shelter in place and verify that all personnel are sheltered in appropriate locations.
6. Ensure that any equipment capable of causing air to move from outside the facility into the facility is turned off. Pay particular attention to heating and cooling systems and hood ventilation systems in the cafeteria.
7. Check to see that staff members have taken proper steps to seal off windows and doors from outside airflow.
8. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
9. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
10. Make preparations to implement the family reunification protocol quickly if the situation dictates. Notify the staff to be prepared to implement the family reunification protocol in the event the situation escalates.

4.2 Teacher & Staff Response

1. All staff outdoors should quickly gather all students and adults in the area and instruct them to go inside the facility immediately.
2. Close all windows and doors.
3. If available, use tape to cover all windows and doors.
4. Wait for further instructions from lead administrator or his or her designee.
5. Review emergency evacuation and family reunification protocol.

4.3 Kitchen Staff Response

1. Instruct everyone in the area, to move to an interior area without windows if possible.
2. Close all doors and turn off equipment.
3. Wait for further instructions from lead administrator or his or her designee.

4.4 Custodial Response

1. Upon notification from lead administrator work with custodians to close off all outside air vents, heating and/or ventilation systems and cafeteria hood ventilation systems.
2. If you are outdoors, quickly gather all students and adults in the area and instruct them to go inside the facility immediately. Once inside, instruct everyone to move to an interior area without windows if possible.
3. Close all windows and doors in your area of responsibility.
4. **If it is safe to do so**, sweep the athletic, fine arts, tech. ed. ag., and cafeteria areas of the facility.
5. Report to the lead administrator or his or her designee and provide assistance as needed.

4.5 Bus Driver Response

1. Close all windows and doors.
2. If available, use tape to cover all windows and doors with precut sheets of plastic to help reduce airflow into the area.
3. Close all outside air vents. Turn off all heating or ventilation systems.
4. Notify the transportation coordinator of your situation and exact location.
5. Consult with area public safety and emergency management officials if any are in the area.
6. Be prepared to move the bus or implement emergency evacuation procedures.

4.6 Transportation Coordinator Response

1. Consult with driver(s) and public safety officials to determination if drivers in the affected area should attempt to drive out of the area, move students to a building if they can locate one, or shelter in place.
2. Advise all other drivers to keep the radio clear except for emergency transmissions.
3. Keep track of all bus locations and areas where students are evacuated or sheltered.
4. Monitor situation through radio and/or television stations. Attempt to calm staff and drivers. Keep staff and drivers informed of developments whenever possible.
5. Notify staff when it is safe to leave their location based on advice from local public safety and emergency management personnel.
6. Brief your supervisor as appropriate for the situation.

4.7 Lead Staff Member Response (after hours)

1. Make a determination to shelter in place quickly if evacuation is not practical.
2. Make an announcement by the best available means to direct staff to shelter in place. Request that staff advise visitors of the shelter in place procedures.
3. Check to see that outdoor personnel have been moved into the facility.
4. **If it is safe to do so**, check to see that staff and occupants received word to shelter in place.
5. Verify that personnel are sheltered in the most suitable locations.
6. Ensure that any equipment capable of causing air to move from outside the facility into the facility is turned off. Pay particular attention to heating and cooling systems and hood ventilation systems in the cafeteria.
7. Check to see that staff members have taken proper steps to seal off windows and doors from outside air flow.
8. Notify the **principal and district administrator** and request that the Crisis Response Team be activated.
9. Monitor the situation through radio and/or television stations. Attempt to calm staff, visitors and students Keep staff informed of developments whenever possible.
10. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.

4a.1 - Shelter in Place Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: Shelter in Place _____

Sheet initiated by: _____ Date: _____

1st Shift Relieved by: _____ Time: _____

2nd Shift Relieved by: _____ Time: _____

3rd Shift Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement over public address system, activate appropriate crisis teams				
Gather outdoor personnel into facility				
Verify that personnel have received word and are sheltered in the most suitable locations				
Once inside, instruct everyone to move to an interior area without windows if possible				
Close all windows and doors				
Use tape to cover all windows and doors with precut sheets of plastic to help reduce air flow into the area				
Use wet towels to reduce air flow under doors				
Close all outside air vents				
Turn off all heating/cooling or ventilation systems				
Implement media protocol				
Monitor situation through radio and/or television stations				
Attempt to calm staff and students				
Notify staff when it is safe to leave facility				
Decide whether to implement family reunification protocol				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

Section 5 - Relocation Evacuation & Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a site/location off the premises for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system “All staff initiate an **Evacuation** – an emergency evacuation is in effect at this time, evacuate to the **Manawa Fire Department @ 500 South Bridge Street** and be prepared to implement our Family Reunification Protocol.

5.1 Lead Administrator Response

1. Notify the district office of your decision to implement an **Evacuate**. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. If situation permits implement an **Evacuate** by whichever means is most practical.
3. Request that law enforcement officials dispatch uniformed personnel to the **Manawa Fire Department @ 500 South Bridge Street**.
4. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
5. Once at the **Manawa Fire Department** make sure all staff members and students are accounted for by name not a general count.
6. The principal or his or her designee is responsible for contacting family members and for the pick-up of the evacuated at the **Manawa Fire Department @ 500 South Bridge Street** - Follow Family Reunification Protocol.
7. Designate a staff member to serve as your representative at the reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits.
8. Notify appropriate staff members to assist with family reunification at the staging area.
9. Implement the media protocol.

5.2 Teacher & Staff Response

1. Follow evacuation procedures and guide students to designated evacuation site.
2. Prepare students for boarding of buses.
3. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
4. Assist police in obtaining a list of all witnesses and/or victims:
 - a. Full name(s), date of birth, and address
 - b. Indicate whether (“V”- for victim or “W” - for witness)
5. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
6. Follow the instructions of Family Reunification Protocol when you arrive at the staging area.
7. Assist as needed in staffing the site.

5.3 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the lead administrator or his/her designee directs you to do so.
5. **DO NOT** use portable phones unless a significant emergency situation exists.

5.4 Custodial Response

1. Follow evacuation procedures and guide students to the designated evacuation site. Prepare students for boarding of buses.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. **If it is safe to do so**, sweep the athletic, fine arts, tech. ed., ag., and cafeteria areas of the facility.
4. Report to the lead administrator or his or her designee and provide assistance as needed.
5. Once you are advised to evacuate to the family reunification site and students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
6. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

5.5 Bus Driver Response (For an incident involving your bus)

1. Follow evacuation procedures and guide students to an appropriate evacuation site. Prepare students to board another bus.
2. Ensure that any special needs persons are assisted during the evacuation.
3. Once students have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the staging area. You may be asked to assist in staffing the site.

5.6 Transportation Coordinator Response (For an incident involving your bus)

1. Notify the district office and transportation coordinator of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so a bus can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. If you must stay at the scene, designate a staff member to serve as your representative at the family reunification center.

5.6a Bus Driver Response (When one or more schools are affected by a crisis)

1. When you are notified that your assistance is needed for implementation of the family reunification plan, make sure that you have copies of student family reunification rosters.
2. Follow directions provided by the transportation coordinator and public safety officials as to the best approach to the affected school or its evacuation area.
3. Try to calm students as they board the bus.

4. Once loaded, proceed safely to the family reunification site. Understand that evacuees may be traumatized by events and may be in an excited and emotionally distraught state.
5. Have a staff member fill out the student transport roster. If no staff member is present, ask a student to perform this task and note the name of the student who completed this task on the form.
6. **DO NOT** stop the bus or open the door to allow evacuees to meet family members.
7. When you arrive at the family reunification site, follow the instructions of public safety personnel. Provide the roster(s) to the staff member that meets your bus.
8. Return for the next relay if you are needed and repeat the process until the evacuation is complete.
9. Your bus may or may not be escorted by law enforcement depending on the available resources and the nature of the crisis.

5.7a Transportation Coordinator Response (When one or more schools are affected by a crisis)

1. Advise all drivers to keep their cell phone clear except for important transmissions until the last transport is completed.
2. Work with administrators at the affected site, crisis response team members and public safety officials to set up an efficient relay system. Designate a staging area near the school so buses can be staged there if too many buses arrive at the evacuation area at one time for loading.
3. Maintain a log of the status of all involved buses to help you keep track of available resources.
4. If buses from another school system or commercial passenger buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel.
5. Brief the district administrator as appropriate.

5.8 Lead Staff Member Response (after hours)

1. Coordinate with public safety officials and/or Crisis Response Team members when deciding which site to use. Unlike a daytime emergency, another school or athletic stadium may be appropriate.
2. Notify the **principal and district administrator** and request that the Crisis Response Team be activated and sent to the selected site. Request that Crisis Response Team members have someone dispatched to the selected site with master keys. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
3. Request that law enforcement officials dispatch uniformed personnel to the staging area.
4. Make the announcement by public address system, runners, e-mail or by the most practical means available to inform visitors, staff and students. It may be best to wait until the Crisis Response Team and buses have had time to travel to the affected site and the family reunification site before making the announcement and moving to the staging area.
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a Crisis Response Team member or other staff member to serve as your representative at the family reunification center. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

5a.1 -Remote Evacuation and Family Reunification Incident Tracking Sheet
Use official command post time. Please use ink.

Location of incident: _____

Type of incident: Remote Evacuation and Family Reunification _____

Sheet initiated by: _____ Date: _____

1st Shift
 Relieved by: _____ Time: _____

2nd Shift
 Relieved by: _____ Time: _____

3rd Shift
 Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify the district office				
Request law enforcement to report to staging area				
Make the announcement over public address system				
Activate appropriate crisis teams, notify a team member to be administrator's representative at family reunification center				
Follow non-fire evacuation procedures				
Provide assistance for special needs persons				
Take roll en route (if on a bus take roll and complete the driver's evacuation roster)				
Implement media protocol				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date: _____

Witnessed by: _____ Date: _____

Section 6 – Lockout – Secure the Perimeter

Definition

A preventive lockout is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for an intruder in the building or a dangerous person in the vicinity of the facility to gain access to staff and students. This type of lockout does, however, allow staff and students to continue with productive activities in a limited fashion. No one is permitted to leave the building as this could cause a breach of the perimeter.

Alert Signal

Announcement over the public address system twice, “All staff – Lockout – Secure the Perimeter”
Please remain in your current lockout area until notified.

6.1 Lead Administrator Response

1. Make an announcement to implement the lockout.
2. If appropriate, notify district office and public safety officials of the situation requiring a lockout.
3. **If it is safe for you to do so**, verify that all exterior doors have been secured.
4. **If it is safe for you to do so**, verify that all main interior doors have been secured.
5. Notify the transportation coordinator so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement an **evacuation**.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, or by e-mail. You may need to remain in this lockout condition for several hours. If so, you may wish to modify the lockout conditions as appropriate.
7. Once the situation is resolved, implement the **Resume Activities** procedures. The lead administrator may wish to inform staff members of the reason the lockout was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

6.2 Teacher & Staff Response

1. If you are located in an area with exterior/interior lockable door(s), gather all students in the vicinity into the room and lock the door(s).
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. **Take attendance** and report any concerns, missing students, suspicious activities, etc. to the lead administrator or his or her designee by telephone or intercom.
4. Continue with normal activities, within your “locked out” area, as much as the situation allows.
5. If students or staff have a need to move about in the building, obtain permission first from the lead administrator or his or her designee.
6. Be prepared to rapidly implement an **Evacuation** or **Lockdown**. Lockdown if directed to do so.

6.3 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows. No deliveries will be accepted during this time as this could cause a breach of the perimeter.
2. Be prepared to rapidly implement an **Evacuation** or **Lockdown**. Lockdown if directed to do so.

6.4 Custodial Response

1. Make sure all exterior entrance points to the building are locked immediately.
2. Instruct all students and visitors you encounter to move to a location with a lockable door. Provide directions as needed.
3. Once you have secured all exterior doors, report to the lead administrator or his or her designee and assist as needed.
4. Continue with normal activities as much as the situation allows. Periodically check exterior doors to ensure that they remain locked.
5. If students or staff have a need to move about in the building, obtain permission first from the lead administrator or his or her designee.
6. Be prepared to rapidly implement an **Evacuate** or **Lockdown** if directed to do so.

6.5 Bus Driver Response

- A. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from the transportation coordinator. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from the transportation coordinator to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
- B. If you are advised of a lockdown by a student, staff member or public safety official and have not been notified by the transportation coordinator, depart from the area and immediately advise the transportation coordinator of the information you have received. If students on your bus would normally disembark, have them remain on the bus until you confirm it is safe to drop them off at the school.

6.6 Transportation Coordinator Response

1. If notified that a lockout is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For **Lockdowns** instruct drivers to restrict cell phone transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a lockdown may remain in place for an extended time, consult with district lead administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief the district administrator as appropriate for the situation.

6.7 Lead Staff Member Response (after hours)

1. Make sure the designated entrance points to the building near your location are locked immediately.
2. If the function is in a contained area such as a cafeteria, gymnasium, or library, it may be best to have all exterior doors and all doors to the room where the function is being held secured and to continue the activity. This decision depends on the information about the threat that the lead staff member has at the time. Otherwise:
3. If you are located in an area with a lockable door, gather all staff, visitors and students in the vicinity into the room and lock the door.
4. If you are not in a location with a lockable door, move staff, visitors and students to an area where they can be separated from other parts of the facility by a locked door.
5. Verify that all exterior doors have been secured as soon as it is safe for you to do so.
6. Call emergency services and advise them that you have initiated a lockdown at the facility and the reason for the lockdown. Request that law enforcement officers be dispatched if appropriate to the situation.
7. Notify the **principal and district administrator** and report your situation and request that they notify the Crisis Response Team of the situation.
8. Continue with normal activities to the extent the situation allows.
9. If staff, visitors or students have a need to move about in the building, make a decision whether or not it is safe to do so. Students who are allowed to move about the building should be escorted by an adult.
10. Be prepared to rapidly implement an emergency evacuation or **Lockdown** if directed to do so.
11. Brief staff, visitors and students as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, or by e-mail. You may need to remain in this lockout condition for an extended time period. If so, you may wish to modify the lockout conditions as appropriate.
12. Once the situation is resolved, implement the Resume Activities protocol. The lead staff member may wish to inform other staff, visitors, and students of the reason the lockdown was issued. This can be done by public address system or other means.

6.a.1 - Lockout/Secure the Perimeter Incident Tracking Sheet
Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Lockout/Secure the Perimeter** _____

Sheet initiated by: _____ Date: _____

1st Shift
 Relieved by: _____ Time: _____

2nd Shift
 Relieved by: _____ Time: _____

3rd Shift
 Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the lockdown				
Activate appropriate crisis teams				
Notify district office				
Notify public safety officials				
Notify the transportation department				
Gather students and staff from outside of the building				
Gather all students in the vicinity into a room and lock the door				
Verify that all exterior and interior doors have been secured as soon as it is safe to do so				
Brief staff on the situation if it is safe to do so				
Notify staff when it is safe to resume normal activity (Code Green)				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

Section 7 - **Lockdown** (Locks, Lights, Out of Sight)

Definition

A **Lockdown** Emergency is a response to an actual emergency situation. Lockdown is used to dramatically and rapidly enhance the level of security in the facility. By locking all exterior and interior doors, staff can make it more difficult for dangerous person(s) in the vicinity of the facility to gain access to staff and students. Lockdown further requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight as well as physical barriers.

Alert Signal

Announcement over the public address system twice, “All staff – **Lockdown (Locks, Lights, Out of Sight)** is in effect at this time.”

7.1 Lead Administrator Response

1. Make an announcement to implement a **Lockdown**.
2. Notify district office and public safety officials of the situation requiring a lockdown.
3. **As soon as it is safe to do so**, verify that all exterior doors have been secured.
4. **As soon as it is safe to do so**, verify that all main interior doors have been secured.
5. Notify the transportation coordinator so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement an **Evacuation** due to a change in the situation.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
7. Once the situation is resolved, staff will be notified to resume normal operations. You may wish to inform staff members of the reason the lockdown was issued. Law enforcement personnel will release students, staff, and visitors via a room to room process. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

7.2 Teacher & Staff Response

1. If you are located in an area with exterior/interior lockable door(s), gather all students in the vicinity into the room and lock the door(s).
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report any concerns, missing students, suspicious activities, etc. to the lead administrator or his or her designee by telephone or intercom.
4. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
5. **Do not open your door for any reason.** (The on-scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.
6. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.3 Kitchen Staff Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.4 Custodial Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
4. If possible, report your status to the lead administrator or his or her designee by telephone or intercom.
5. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
6. **Do not open your door for any reason.** (The on-scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
7. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.5 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from the transportation coordinator. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from the transportation coordinator to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a lockdown by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise the transportation coordinator of the information you have received. If students are on your bus that would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

7.6 Transportation Coordinator Response

1. If notified that a lockdown is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For **Lockdowns** instruct drivers to restrict cell phone transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a lockdown may remain in place for an extended time, consult with district lead administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief the district administrator as appropriate for the situation.

7.7 Lead Staff Member Response (after hours)

1. Make an announcement to implement the lockdown.
2. Notify emergency services that you have initiated a lockdown, indicate the reason for the lockdown and request that law enforcement officers be dispatched to your location.
3. Notify the **principal and district administrator** and request that the Crisis Response Team be notified of your situation. Briefly advise them of the situation.
4. Verify that all exterior doors have been secured as soon as it is safe for you to do so.
5. Verify that all main interior doors have been secured as soon as it is safe for you to do so.
6. Make sure entrance points to the building near your location are locked immediately.
7. If you are located in an area with a lockable door, gather all students and visitors in the vicinity into the room and lock the door. If you are not in a location with a lockable door, move staff, visitors and students to an area where they can be separated from other parts of the facility by a locked door.
8. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
9. **Do not open your door for any reason.** (The on-scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures)
10. Brief staff as soon as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
11. Once the situation is resolved, staff can be advised to resume normal activities. The lead staff member may wish to inform staff members, visitors and students of the reason the lockdown was issued. Law enforcement personnel will release students, staff, and visitors via a room to room process.

7.8 Classroom “HOLD”

Definition: A classroom hold is a situation when it is necessary to keep the students in the classrooms and leave the hallways clear. During a classroom “Hold,” students remain in the classrooms but staff may move about the building as needed.

7a.1 – Lockdown (Locks, Lights, Out of Sight) Incident Tracking Sheet
Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Lockdown** (Locks, Lights, Out of Sight) _____

Sheet initiated by: _____ Date: _____

1st Shift
 Relieved by: _____ Time: _____

2nd Shift
 Relieved by: _____ Time: _____

3rd Shift
 Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the lockdown				
Activate appropriate crisis teams				
Notify district office				
Notify public safety officials				
Gather all students in the vicinity into the room and lock the door				
Gather students and staff from outside the building				
Verify that all exterior doors have been secured				
Verify that all main interior doors have been secured				
Notify the transportation department				
Turn out lights				
Gather students and visitors into an area of the room where they are not visible to someone looking into windows				

Name of person closing log: _____ Time and date log closed out: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

Section 8- Resume Activities

(Resumption of Normal Activities/Reverse Evacuation)

Definition

This protocol is used to return students and staff to the building after an evacuation or to resume normal activities following a lockdown or shelter in place once it is determined that potential danger has passed. A **Resume Activities** can be combined with a **Lockdown** if the lead administrator or his or her designee determines that there is danger to students who have been evacuated and that evacuees should be returned to the building and locked down.

Alert Signal

For a resumption of normal activities: An announcement by bullhorn, runners or via the public address system of “All teachers and staff implement the **Resumption of Normal Activities** protocol now. Please resume normal activities at this time.”

For a reverse evacuation and lockdown: An announcement by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and **Lockdown** Immediately.”

8.1 Lead Administrator Response

1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Lockdown is required until the situation is stabilized.
2. Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
3. Notify the transportation coordinator if you resume normal activities.
4. The lead administrator or his or her designee may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

8.2 Teacher & Staff Response

If a reverse evacuation and lockdown is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned lockdown area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the **Lockdown** Procedures.

1. Once evacuees have returned to their assigned area(s), take attendance to verify that all students are accounted for by name not a simple count.
2. Provide a list of missing students and other concerns to the lead administrator or his or her designee.

If a Resumption of normal activities has been indicated: Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching their assigned area, normal activities should be resumed.

8.3 Kitchen Staff Response

- *If a reverse evacuation and lockdown is indicated:* Follow your lockdown protocol.
- *If a Resumption of normal activities has been indicated:* **Resume normal duties.**

8.4 Custodial Response

If a reverse evacuation and lockdown is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned lockdown area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the **Lockdown** Procedures. Upon your return to the facility, follow the **Lockdown** Procedures.

8.5 Bus Driver Response

- *If a reverse evacuation and lockdown is indicated:* Follow your lockdown protocol.
- *If a Resumption of normal activities has been indicated:* Resume normal route activity make adjustments in your route as appropriate.

8.6 Transportation Coordinator Response

- *If a reverse evacuation and lockdown is indicated:* Follow your lockdown protocol.
- *If a Resumption of normal activities has been indicated:* Advise drivers to resume normal route activity and provide direction on how they can adapt to the altered schedule created by the event.

8.7 Lead Staff Member Response (after hours)

If a reverse evacuation and lockdown is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned lockdown area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once evacuees reach the assigned area, staff will implement the **Lockdown** Procedures.

If a Resumption of normal activities has been indicated: Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching the assigned area, the function should be resumed.

1. Provide appropriate guidance to staff, visitors and students via public address announcements, e-mail, runners or other means as appropriate.
2. Notify the **principal and district administrator** and request that the Crisis Response Team be notified of the decision to implement the reverse evacuation protocol. Advise them whether you are implementing the **Lockdown** protocol or are resuming the function.
3. The lead staff member may wish to inform staff, visitors and students of the reason the evacuation was implemented. This can be done by having students go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation

8a.1 - Resumption of Normal Activities/Reverse Evacuation Incident Tracking Sheet
Use official command post time. Please use ink.

Location of incident: _____

Type of incident: Resumption of Normal Activities/Reverse Evacuation

Sheet initiated by: _____ Date: _____

1st Shift
 Relieved by: _____ Time: _____

2nd Shift
 Relieved by: _____ Time: _____

3rd Shift
 Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make appropriate announcement				
Notify appropriate crisis teams				
Provide appropriate guidance to staff				
Notify the transportation department if necessary				
Brief staff				
Return evacuees to their classrooms/assigned areas				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

Section 9- Incident Command System Protocol

Definition

Response structure will be established using Incident Command System (ICS) principles with an identified incident commander, supported by a staff designated for operations, planning, logistics, and finance/administration respectively. A support staff group consisting of public affairs, safety and liaison elements will also be established. Generally, most of the event activities will be a part of the Operations Section supporting another agency's response to an incident; however, for health emergencies the incident commander and primary operations staff may be from the school's nursing office and local public health officials.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All school staff and CRT members shall operate within the framework of the incident command system during crisis situations.

Incident Commander

1. Appoints Command Staff
 - Information Officer
 - Liaison
 - Safety Officer
 - Appoints General Staff
 - Operations Chief
 - Planning Chief
 - Logistics Chief
 - Finance/Administration Chief
2. Conducts incident briefings for Command Staff and General Staff
3. Monitors activities and events.
4. Scales back personnel if necessary.

There are three positions under the Incident Commander. These are called the **Command Staff** and consist of the following positions:

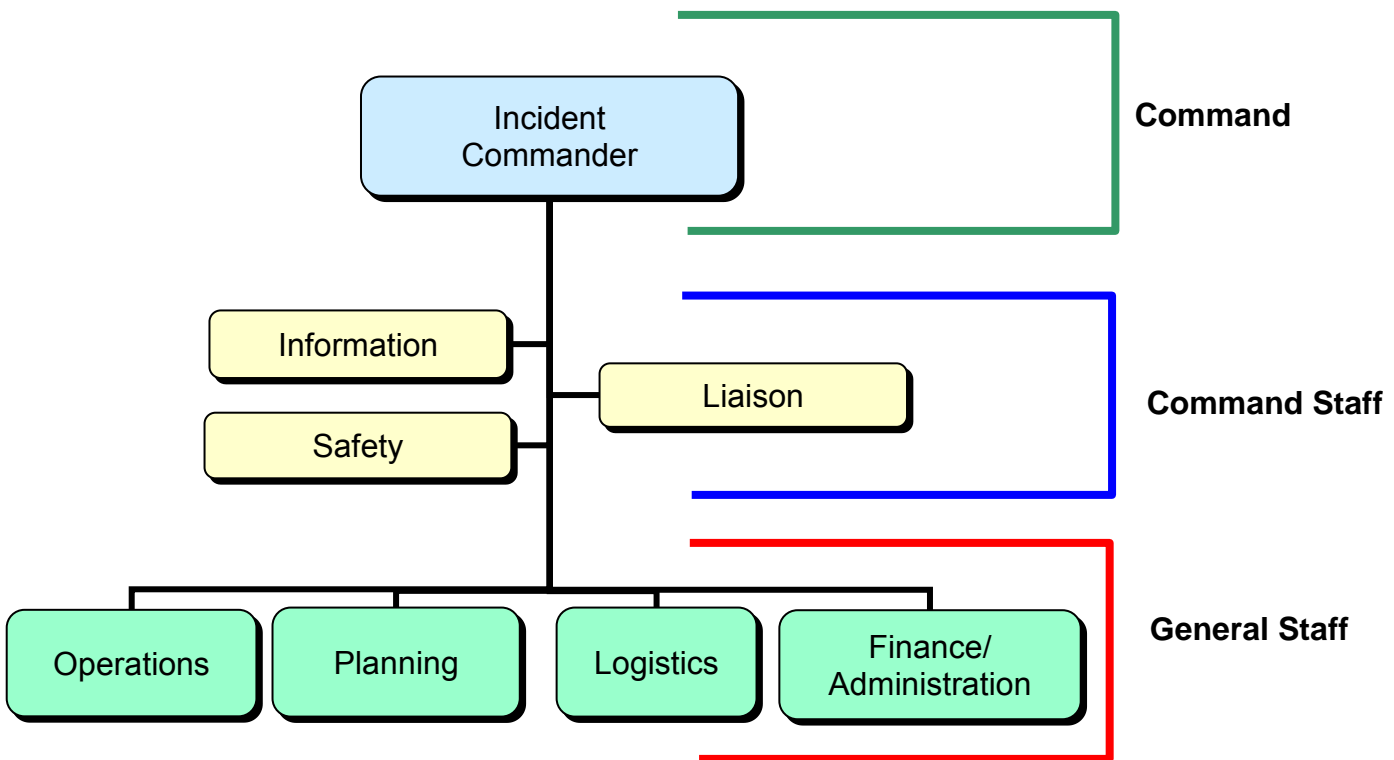
1. **Information Officer:** Point of contact for the media and other people or organizations seeking information.
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
3. **Liaison Officer:** Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement.

Depending on the size of the event, all or some of the above positions may be activated. **However, any task not assigned is the responsibility of the Incident Commander.**

There are five functional areas that may be implemented as needed to respond to an incident. They are:

1. **COMMAND:** sets objectives and priorities, has overall responsibility at the incident or event.
2. **OPERATIONS:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
3. **PLANNING:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.
4. **LOGISTICS:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
5. **FINANCE and ADMINISTRATION:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

The following organization chart depicts the Incident Command System:



9.1 Media Protocol Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: Media Protocol _____

Sheet initiated by: _____

Date: _____

1st Shift

Relieved by: _____

Time: _____

2nd Shift

Relieved by: _____

Time: _____

3rd Shift

Relieved by: _____

Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Brief staff				
Notify District Office				
Activate appropriate crisis teams				
Begin Media Event Log (separate form)				
Conduct periodic joint press conferences with public safety officials				
Do not provide any information "off the record"				
Maintain records of all interviews				
Provide school/incident fact sheets to media representatives				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____

Date received: _____

Witnessed by: _____

Date: _____

9.2 Media Event Log

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: _____

Sheet initiated by: _____ on _____ (date & time)

Relieved by _____ at _____

Relieved by _____ at _____

1. District media protocol enacted by _____ at _____
2. Formal liaison established between school system media representative and the media representative for (complete all that apply):

	Time established
a. Police Department	_____
b. Sheriff's Department	_____
c. Fire Department	_____
d. Emergency Management Agency	_____
e. Other: _____	_____
f. Other: _____	_____
g. Other: _____	_____

3. Media/Public Information Center opened:

Location: _____ Time: _____

4. Press Conferences held at:

Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____

9.3 School Background Information Sheet

School District of Manawa
(Insert School name here)
(Insert date of last update here)

School Address

School Information

Principal: _____
Number of Students: _____
Special Programs: _____

Additional Information:

For more information contact *(Insert Public Information Officer name here)* at
(Insert PIO contact information).

9.4 Media Information Sheet

Incident Information

School District of Manawa

Date: _____

Time: _____

Location of Incident:

(for more information, see School Background Information sheet)

Type of Incident: _____

Preliminary number of injuries: _____

Description of Incident

For more information contact (*Insert Public Information Officer name here*) at (*Insert PIO contact information*).



Book	AG 1st Draft Clean
Section	Background Check Guideline
Title	Criminal Background Check Procedure
Code	ag3141
Status	Proposed to Policy & Human Resources Committee

3141- CRIMINAL BACKGROUND CHECK PROCEDURE

The ~~Manawa~~-School District of Manawa's priority is the safety and security of all staff, students and community members. A secure and safe environment in the District promotes the physical, social, and psychological well-being of its students. To that end, the District will seek a criminal history background check and conduct other pre-employment and employment screenings as necessary for ~~+~~ aAll staff including coaches, student/clinical teachers, substitute teachers, volunteers, field trip chaperones, STEP volunteers, and any others, as determined by the District Administrator, who come in contact with students. Individuals, as listed above, shall undergo a background check prior to contact with students.

Procedure

I. A. Pre-Employment.

- A. Pre-employment criminal history background checks shall be conducted for all persons recommended for employment in the District, regardless of the category or type of position.
- B. When required by state and/or federal law, applicants for employment must provide fingerprints to assist in a criminal history background check.
- C. A driving record check shall be conducted for all positions which require driving District vehicles or students. A person must be free of any disqualifying driving violations in order to be authorized to transport students. Driving record checks shall be conducted for employees as required by state and/or federal law.

B. Employment.

- A. Criminal history background checks shall be conducted for all positions as required by state and/or federal law at the frequency as required by state and/or federal law.
- B. Driving record checks shall be conducted for all positions which require driving District vehicles or students as required by state and/or federal law at the frequency as required by state and/or federal law.
- C. When required by state and/or federal law, employees must provide fingerprints to assist in a criminal history background check.

C. Contracted Services.

- A. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.
- B. The District may also conduct criminal background checks on individuals who are contracted to provide services to the District and who may have District- approved access to students or staff in supervised or unsupervised settings.
- C. When required by state and/or federal law, individuals who are contracted to provide services to the District who may have District-approved access to students or staff in supervised or unsupervised settings must provide fingerprints to assist in a criminal history background check.
- D. The District may use the results of a criminal background check conducted by the contracted entity of its employees or agents if:

- a. The results of the criminal background check are on file with the contracted entity hiring or otherwise accessible;
- b. The contractor verifies in writing that the individual has satisfied the District's criminal history background check requirements; and
- c. There is no reason to believe that the contractor has committed an act subsequent to the check that would disqualify the contractor for providing services to the District.

II. IMPLEMENTATION

- A. All offers of employment or contracts to provide services are contingent upon the results of the criminal background check that are deemed satisfactory to the District.
- B. No individual may begin employment with or provide services to the District until the criminal background check is completed where required and verified by the District Administrator and Administrative Assistant as identified on the District "Background Check Report".
- C. If the District learns through a criminal background check or any other means that an applicant, employee or person contracted to provide services to the District has a past conviction or has or had a pending charge which the individual failed to disclose as required on the District's employment application, contractor's background check application, or under any other applicable District policy or directive, the District may take adverse action against the applicant, employee or contracted individual, including but not limited to refusing to employ or contract with the person, revoking an offer of employment or contract for services, or terminating the individual's employment or contract.
- D. Adherence to this policy by the District shall in no way limit the District's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning applicants or potential contractors.
- E. The District Administrator shall establish the procedures necessary to obtain the required criminal background checks, fingerprint checks, and driving record checks and carry out the other provisions of this policy.

Parameters

The background check can be approved, denied, or approved with restrictions.

The parameters used for determining restrictions are as follows:

1. No handling of money or school equipment is applied when the applicant owes \$100 or more.
2. Group setting only; no one-on-one with students if the applicant has any misdemeanor or felony convictions within the last ten years involving acts of aggression.
3. No driving of school vehicle or transporting other than own children if the applicant has more than one minor violation (speeding, seatbelt, no insurance, etc.) in the most recent five-year period.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Last Modified by Melanie Oppor on September 4, 2019



Students choosing to excel; realizing their strengths.

To: Board of Education; Administrative Team
From: Dr. Melanie J. Oppor
Date: September 4, 2019
Re: NEOLA Clarification on Nondiscrimination Language

In preparation for a follow-up retreat on the topic of nondiscrimination, I was asked whether the NEOLA policy included any optional language. (Some NEOLA policies or administrative guidelines include language listed as “options” that the district can elect to integrate into the policy/AG.) The District’s NEOLA consultant, Steve LaVallee, offered the following response:

NEOLA would not have the language in the policy if it was not necessary. NEOLA works very closely with the Office of Civil Rights (OCR) with regard to accuracy and inclusion of information. While OCR will not technically approve a policy, OCR has not taken issue with NEOLA policies when they are reviewed as part of a complaint. Further, D.C. Everest (a NEOLA client) had a 2-day on-site OCR audit and there were not issues with the NEOLA policies.

Mr. LaVallee will also be coming out in October to walk the P and HR Committee through the next set of NEOLA updates. Mr. LaVallee added the following information:

NEOLA has broadened the definition of the protected characteristic of sex. In the next update, NEOLA may be adding the terms gender expression and/or gender nonconformity. However, these terms have not been formally adopted through Federal legislation and as such the argument could be made that it is not a requirement to include them. NEOLA includes them based on court cases, OCR, and other agency rulings since discrimination based on these characteristics is prohibited.

Please feel free to share questions with Dr. Oppor so that they can be relayed to Mr. LaVallee. In this way, his expert policy perspective can be solicited in preparation for future meetings. Thank you for your thoughtful consideration of this Board policy matter.