

**SCHOOL DISTRICT OF MANAWA
AD-HOC SAFETY COMMITTEE MEETING
AGENDA**

Join with Google Meet

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Join by phone

(US) +1 929-251-5962 PIN: 166 418 498#

March 17, 2022

Time: 5:30 p.m.

Hybrid Meeting Format (MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Member: Hollman

Committee Members: Dr. Melanie Oppor, Dan Wolfgram, Jeff Bortle, Danni Brauer, LuAnne Ujzdowski, Janine Connolly, Jill Seka, Nate Ziemer, Chief James Gorman, Fire Department Rep Josh Smith, Sheriff Tim Wilz, Andy Carlin, Mayor Mike Frazier, Krystal Draeger, Jill Timm, Eric Pynenberg, Amanda Bruette, Michelle Krisher, Russ Hollman, Justin Buschke, Keither Jepson, and Emma Riske

In Attendance:

Timer: _____ **Recorder:** _____

1. Review and Revise District Safety Plan (Information / Action)
 - a. Add elements to the handbook as needed
 - b. Include safety actions based on site tour
 - c. Other
2. Review MacNeil Environmental Safety (Mock OSHA Inspection) Report (Information / Action)
3. Consider Creating Classroom Go Kits for the 2022-23 School Year (Information / Action)
4. Other Issues of Concern to the District Ad hoc Safety Committee (Information / Action)
5. Prepare Recommendations for Board of Education (Information / Action)
6. Set Next Meeting Date: _____
7. Next Meeting Items:
 - a.
 - b.
8. Adjourn



Students choosing to excel; realizing their strengths.

School District of Manawa

Emergency Response

Protocols

Approved by the Manawa Board of Education on

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Table of Contents

Table of Contents	3
1.2 Teacher & Staff	11
1.3 Pool Director (not applicable).....	11
1.4 Kitchen Staff.....	11
1.6 Bus Drivers.....	11
1.7 Route Supervisor	11
Section 2 – Fire - Evacuate	13
2.1 Lead Administrative Response	13
2.2 Teacher & Staff Response	13
2.3 Pool Director Response	Error! Bookmark not defined.
2.4 Kitchen Staff Response	14
2.5 Custodial Response	14
2.6 Bus Driver Response	14
2.7 Route Supervisor Response	15
2.8 Lead Staff Member Response (after hours)	15
Section 2a - Tracking Sheet(s)	17
2a.1 - Fire Evacuation Incident Tracking Sheet.....	17
Section 3 - (Evacuate for Bomb Threat or Other Non-Fire Situation)	19
3.1 Lead Administrator Response.....	19
3.2 Teacher & Staff Response	19
3.3 Pool Director Response	Error! Bookmark not defined.
3.4 Kitchen Staff Response	20
3.5 Custodial Response	20
3.6 Bus Driver Response	20
3.7 Route Supervisor Response	20
3.8 Lead Staff Member Response (after hours)	21
Section 3a - Tracking Sheet(s)	23
3a.1 -Bomb Threat/Non-Fire Evacuation Incident Tracking Sheet.....	23
Section 4 - Shelter in Place Protocol	25
4.1 Lead Administrative Response	25
4.2 Teacher & Staff Response	25
4.3 Pool Director Response	Error! Bookmark not defined.
4.4 Kitchen Staff Response	26
4.5 Custodial Response	26
4.6 Bus Driver Response	26
4.7 Route Supervisor Response	26
4.8 Lead Staff Member Response (after hours)	26
Section 4a - Tracking Sheet(s)	29
4a.1 - Shelter in Place Incident Tracking Sheet	29
Section 5 - Relocation Evacuation & Family Reunification Protocol	31
5.1 Lead Administrator Response.....	31
5.2 Teacher & Staff Response	31
5.3 Pool Director Response	Error! Bookmark not defined.
5.4 Kitchen Staff Response	32
5.5 Custodial Response	32

5.6 Bus Driver Response (For an incident involving your bus)	32
5.7 Route Supervisor Response (For an incident involving your bus)	32
5.6a Bus Driver Response (When one or more schools are affected by a crisis).....	33
5.7a Route Supervisor Response (When one or more schools are affected by a crisis) ...	33
5.8 Lead Staff Member Response (after hours)	33
Section 5a - Tracking Sheet(s)	35
5a.1 -Remote Evacuation and Family Reunification Incident Tracking Sheet.....	35
Section 6 – LockOut	37
6.1 Lead Administrator Response.....	37
6.2 Teacher & Staff Response	37
6.3 Pool Director Response	Error! Bookmark not defined.
6.4 Kitchen Staff Response	38
6.5 Custodial Response	38
6.6 Bus Driver Response	38
6.7 Route Supervisor Response	38
6.8 Lead Staff Member Response (after hours)	39
Section 6a - Tracking Sheet(s)	41
6.a.1 - Lockout Incident Tracking Sheet	41
Section 7 - Lockdown	43
7.1 Lead Administrator Response.....	43
7.2 Teacher & Staff Response	43
7.3 Pool Director Response	Error! Bookmark not defined.
7.4 Kitchen Staff Response	44
7.5 Custodial Response	44
7.6 Bus Driver Response	44
7.7 Route Supervisor Response	45
7.8 Lead Staff Member Response (after hours)	45
Section 7a - Tracking Sheet(s)	47
7a.1 - Lockdown Incident Tracking Sheet	47
Section 8- Resume Normal Activities	49
(Resumption of Normal Activities/Reverse Evacuation	49
8.1 Lead Administrator Response.....	49
8.2 Teacher & Staff Response	49
8.3 Pool Director Response	Error! Bookmark not defined.
8.4 Kitchen Staff Response	50
8.5 Custodial Response	50
8.6 Bus Driver Response	50
8.7 Route Supervisor Response	50
8.8 Lead Staff Member Response (after hours)	50
Section 8a - Tracking Sheet(s)	51
8a.1 - Resumption of Normal Activities/Reverse Evacuation Incident Tracking Sheet.....	51

Section 9 - Intruder/Suspicious Person.....	53
9.1 Lead Administrator Response.....	53
9.2 Teachers & Staff Response	53
9.3 Pool Director Response	Error! Bookmark not defined.
9.4 Kitchen Staff Response	53
9.5 Custodial Response	54
9.6 Bus Driver Response	54
9.7 Route Supervisor Response	54
9.6a Bus Driver Response – (Intruder on or attempting to board the bus)	54
9.7a Route Supervisor Response – (Intruder on or attempting to board the bus)	55
9.8 Lead Staff Member Response (after hours)	55
Section 10 - Tornado/Severe Weather	57
10.1 Lead Administrator Response	57
10(.2/.5) Staff Response.....	57
10.6 Bus Driver Response	57
10.7 Route Supervisor Response	58
10.8 Lead Staff Member and Support Personnel Action Steps	58
Section 11- Incident Command System Protocol	60
Section 11a - Tracking Sheet(s).....	63
11a.1 - Incident Command System Activation Incident Tracking Sheet.....	63
Section 12 - Media Protocol	65
12.1 Lead Administrative Response.....	65
12(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	65
12.6 Bus Driver Response	66
12.7 Route Supervisor Response	66
12.8 Lead Staff Member Response (after hours)	66
Section 12a - Media Information/Tracking Sheets	68
12a.1 - Media Information Sheets.....	68
12a.2 - Media Protocol Incident Tracking Sheet.....	70
12a.3 - Media Event Log	72
12a.4 - School Background Information Sheet.....	74
Section 13 - Mental Health Critical Incident Protocol Pre-Recovery Phase.....	76
13.1 Lead Administrative Response.....	76
13(.2/.5)Staff Response (includes: office, teachers. custodial, pool, kitchen personnel)....	76
13.6 Driver Response	76
13.7 Route Supervisor Response	77
13.8 Lead Staff Member and Support Staff Response.....	77
Section 14 - Disruptive/Unruly Person.....	78
14.1 Lead Administrative Response.....	78
14(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	78
14.6 Bus Driver Response	80
14.7 Route Supervisor Response	80
14.6a Bus Driver Response.....	80
14.7a Route Supervisor Response - disruptive/unruly person on or attempting to board the bus.....	80
14.8 Lead Staff Member Response (after Hours)	82

Section 15 - Civil Unrest.....	84
15.1 Lead Administrative Response.....	84
15(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	84
15.6 Bus Driver Response	85
15.7 Route Supervisor Response	85
15.8 Lead Staff Member Response (after hours)	86
Section 16 - Kidnapping/Missing Child.....	88
16.1 Lead Administrative Response.....	88
16(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	88
16.6 Bus Driver Response	89
16.7 Route Supervisor Response	89
16.8 Lead Staff Member Response (after hours)	89
Section 17 - Weapons Use.....	91
17.1 Lead Administrative Response.....	91
17(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	91
17.6 Bus Driver Response	92
17.7 Route Supervisor Response	92
17.6a Bus Driver Response – (Weapons on Bus).....	92
17.7a Route Supervisor Response.....	93
17.8 Lead Staff Member Response (after hours)	93
Section 18 - Hostage Situation.....	95
18.1 Lead Administrative Response.....	95
18(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel) ..	95
18.6 Bus Driver Response	96
18.7 Route Supervisor Response	96
18.8 Lead Staff Member Response (after hours)	96
Section 18a -Tracking Sheet(s)	99
18a.1 Mental Health/Pre-Recovery Incident Tracking Sheet	99
Section 19 - Report of Weapon on Property	101
19.1 Lead Administrative Response.....	101
19(.2/.5) Staff Response.....	101
19.8 Lead Staff Member and Support Personnel Action Steps	102
Section 19a - Report of Weapon on the Bus	103
19a.6 Bus Driver Response	103
19a.7 Route Supervisor Response.....	103
Section 20 - Arrest or Criminal Indictment of Staff Member	105
20.1 Lead Administrative Response.....	105
20(.2/.5) Staff Response.....	105
20.6 Bus Driver Response	105
20.7 Route Supervisor Response	106
20.8 Lead Staff Member Response (after hours)	106

Section 21 - Sexual Assault	107
21.1 Lead Administrative Response.....	107
21(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel)	107
21.6 Bus Driver Response	107
21.7 Route Supervisor Response	108
21.8 Lead Staff Member Response (after hours)	108
Section 22 - Bomb Threats/Suspicious Packages	109
22.1 Lead Administrative Response.....	109
22(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel)	111
22.6 Bus Driver Response	111
22.7 Route Supervisor Response	112
22.8 Lead Staff Member Response (after hours)	113
Section 22a - Bomb Threat Checklist	116
Section 23 - Injury or Illness	118
23.1 Lead Administrative Response.....	118
23(.2/.5) Staff Response.....	118
23.6 Bus Driver Response	118
23.7 Route Supervisor Response	119
Bus Accident – Definition (A traffic accident involving a school bus.).....	119
23.6a Bus Driver Response (Bus Accident)	119
23.7a Route Supervisor Response.....	119
23.8 Lead Staff Member Response (after hours)	120
Section 24 - Death.....	122
24.1 Lead Administrative Response.....	122
24(.2/.5) Staff Response.....	122
24.6 Bus Driver Response	122
24.7 Route Supervisor Response	123
24.8 Lead Staff Member Response (after hours)	123
Section 25 - Suspected Biological Emergency.....	124
25.1 Lead Administrative Response.....	124
25(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel)	124
25.6 Bus Driver Response	124
25.7 Route Supervisor Response	124
Section 25a - Anthrax Threat/Suspicious Package/Substance Exposure.....	126
25a.1 Lead Administrative Response.....	126
25a(.2/.5) Staff Response	126
25a.6 Bus Driver Response	127
25a.7 Route Supervisor Response.....	127
25a.8 Lead Staff Member Response (after hours).....	127
Section 25b - Chemical/Hazardous Materials Release Incidents.....	128
25b.1 Lead Administrative Response.....	128
25b(.2/.5) Staff Response (includes: office, teachers. custodial, pool, kitchen personnel).....	128
25b.6 Bus Driver Response	129
25a.7 Route Supervisor Response.....	129
25a.8 Lead Staff Member Response (after hours).....	129

Section 25c - Food Contamination Incident	132
25c.1 Lead Administrative Response.....	132
Section 26 - Utility Failure.....	135
26.1 Lead Administrative Response.....	135
26(.2/.5) Staff Response.....	135
26.8 Lead Staff Member Response (after hours)	135
Section 27 - Tactical Site Survey	137
Introduction and Disclaimer	137
Guidance for Use.....	137

Section 1 - Emergency Contact List

- 1 Lead Administrative**
- 1.5 Custodial**
- 1.8 Lead Staff Member (after hours)**

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Police/EMS/Fire		911 (715) 258-4466
Sheriff's Department	Waupaca County	911 (715) 258-4466
State Police	Wausau Office	(715) 845-1143
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4466
Air Shut Off – (for complete building)	Automated Energy Systems	(920) 968-5882
Safe Area - (Evacuation site)	_____	_____
Staging area - (Family Re-unification)	_____	_____
Poison Control Center		(800) 815-8855
Hospital Emergency Room	ThedaCare – Waupaca	(715) 258-1000
Hospital Emergency Room	ThedaCare – New London	(715) 531-2030
Electric	Alliant Energy	(800) 255-4268
Water	City of Manawa – Dept. of Public Works	(920) 596-2577
Gas Company	Alliant Energy	(800) 255-4268
Telephone Company	Solarus (VoIP)	(920) 596-2535 (800) 421-9282
Superintendent	Melanie J. Oppor, PhD	(920) 596-5300 (920) 896-3133
Elementary Principal	Danielle Brauer	(920) 596-2559 (920) 323-9636
Secondary Principal	Daniel Wolfgram	(920) 596-5310 (920) 538-6846
Bus Route Supervisor	Kobussen – Jacob Elsner	(920) 389-1500 (920) 427-1408
Technology Director	Dean Marzofka	(920) 596-5737 (715) 467-1326
Business Manager	Carmen O'Brien	(920) 596-5332 (715) 602-3303
Maintenance Mechanic	Arthur Pethke	(920) 595-5805 (715) 853-5702

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1.2 Teacher & Staff**1.3 Pool Director (not applicable)****1.4 Kitchen Staff****When calling 911 - SPECIFY**

1. Which school you are at (high school, middle school, elementary etc.)
2. Where you are located in the building (classroom, pool area, gym etc.)
3. The Door # (number) that the emergency vehicle should come to

MANAWA ELEMENTARY SCHOOL OFFICE**Ext: 5700****Police/EMS/FD****911****Sheriff's Department****Waupaca County****911
(715) 258-4466****Emergency Management/Haz-mat****Waupaca County****911
(715) 258-4466****Elementary Principal****Danielle Brauer****(920) 596-2559
(920) 323-9636****Poison Control Center****800-815-8855****1.6 Bus Drivers****1.7 Route Supervisor****MANAWA MIDDLE/LITTLE WOLF HIGH SCHOOL OFFICE****Ext: 5800****Police/EMS/FD****911****Sheriff's Department****Waupaca County****911
(715) 258-4466****Emergency Management/Haz-mat****Waupaca County****911
(715) 258-4466****Superintendent****Secondary Principal****Daniel Wolfgram****(920) 596-5310
(920) 538-6846****Dean of Students****Jeff Bortle****(920) 596-5806
(608) 397-0248**

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Section 2 - Evacuate - Fire

Definition

This type of evacuation is used for any emergency evacuation related to a fire incident.

Alert Signal

Fire alarm and/or announcement over the public address system (PA).

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 911 for 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 MES principal will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
 - b. The secondary principal will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center 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. Send a runner to collect student attendance rosters
8. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department 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 etc.
2. Gather all students and visitors in your area of responsibility and prepare to evacuate to the pre-determined area at least 300 feet from the facility.
3. Ensure that special needs persons in the immediate area are provided assistance.
4. Hold door open, allowing people to file out single file, to a pre-determined area.
5. Take emergency file & 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 (**orange vest**) in the front or back of the main entrances of the building.

2.4 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 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

2.5 Custodial Response

1. Gather all students and visitors in your area of responsibility and evacuate according to the fire evacuation plan.
2. Ensure that special needs persons in the immediate area are provided assistance.
3. **If it is safe to do so** sweep the **upstairs locker rooms, fine arts, tech-ed, art, and commons/stage areas** of the facility and take any people found to lead administrator.
4. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
5. Report to the lead administrator or his or her designee and assist as needed.

2.6 Bus Driver Response

1. Instruct all occupants to evacuate according to the fire evacuation plan for your design of bus. Provide direction on specific evacuation procedures if needed.
2. Call 911 or notify dispatch and request that the Fire Department be called. During notification be sure to give the address twice to ensure accuracy.
3. Take the emergency evacuation kit with you as you evacuate.
4. Ensure that special needs persons on the bus are assisted in evacuating.
5. If you encounter fire blocking an emergency exit, quickly evaluate the situation and seek an alternate route. Once evacuees have reached the evacuation site, develop a written list of all evacuees and provide the list to the lead administrator or his or her designee.
6. Remain alert to potential dangers in the area and properly supervise students under your care.

2.7 Route Supervisor Response

1. Ensure that the fire department has been called.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Respond to the scene and meet responding public safety officials, brief them of the situation, make them aware of the contents of the emergency evacuation kit.
4. Report to the evacuation site and appraise the situation.
5. Decide whether to use another bus to transport students or to implement the family reunification protocol.
6. Implement the media protocol.
7. If appropriate, photograph the damage.
7. Brief your supervisor and the District Administrator as appropriate for the situation.

2.8 Lead Staff Member Response (after hours)

1. Sound fire alarm.
2. Call 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 and provide them with master keys to the facility.
6. Report to the evacuation site and appraise the situation.
7. Implement the media protocol.

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Section 2a - Tracking Sheet(s)

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	ORGANIZATION	STATUS	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				
Obtain emergency evacuation kits				
Assist special needs persons				
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: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 3 – “Evacuate” 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 and Students Evacuate, Evacuate, to the “Manawa Rural Fire Department/City Hall.”

3.1 Lead Administrator Response

1. Notify appropriate public safety agencies and central staff 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 MES principal will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
 - b. The secondary principal will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center 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 **Manawa Rural Fire Department/City Hall** 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. If family reunification protocol is not appropriate, notify the transportation department 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 special needs persons are provided assistance.
3. After last student has left the room - Take emergency file & 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 (**orange vest**)
 - c. Report any missing student(s).
 - 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

3.4 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 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

3.5 Custodial Response

1. Inform all students, personnel and visitors in your area to evacuate using the route and site designated by the lead administrator or his or her designee.
2. Ensure that all special needs persons in your area of responsibility are provided assistance
3. **If it is safe to do so** sweep the **upstairs locker rooms, fine arts, tech-ed., art, and commons/stage** 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

3.6 Bus Driver Response

1. Instruct students to evacuate the bus and to take all of their possessions with them. 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 route supervisor 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.
6. Try to avoid use of the bus radio unless an emergency situation dictates its use. In certain rare instances, a two-way radio signal can cause a device to detonate.

3.7 Route Supervisor 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 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.

3.8 Lead Staff Member Response (after hours)

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 and request that the Crisis Response Team be activated.
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 that 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.
11. Implement the media protocol.

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Section 3a - Tracking Sheet(s)

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	ORGANIZATION	STATUS	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: _____ Date received: _____

Witnessed by: _____ Date: _____

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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 lead custodian is not available notify AES to shut off air. **(920) 968-5882**
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 transportation department to be prepared to implement the family reunification protocol in the event the situation escalates.

4.2 Teacher & Staff Response

1. All staff that are 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.

4.4 Kitchen Staff Response

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

4.5 Custodial Response

1. Upon notification from lead administrator notify **AES 920-968-5882** thus closing 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 **upstairs locker rooms, fine arts, tech-ed., art, and commons/stage** areas of the facility.
5. Report to the lead administrator or his or her designee and provide assistance as needed.

4.6 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 department 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.

4.7 Route Supervisor 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.

4.8 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 tell them to advise the Crisis Response Team of the situation.
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.

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Section 4a - Tracking Sheet(s)

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 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: _____

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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 and Students evacuate to Manawa Rural Fire Department/City Hall, and be prepared to implement our Family Reunification Protocol.

5.1 Lead Administrator Response

1. Notify the central office of your decision to implement a Relocation Evacuation. 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 a Relocation Evacuation by whichever means is most practical
3. Request that law enforcement officials dispatch uniformed personnel to Manawa Rural Fire Department/City Hall, and the school where the incident occurred.
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 Rural Fire Department/City Hall make sure that all staff members and students are accounted for.
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 Rural Fire Department/City Hall, - Follow Family Reunification Protocol
7. Designate a staff member to serve as your representative at the Manawa Rural Fire Department/City Hall. 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 Relocation 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.

5.4 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 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

5.5 Custodial Response

1. Follow Relocation Evacuation procedures and guide students to the designated on campus 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, and auditorium 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.

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

1. Follow Relocation 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 Family Reunification Site. You will be asked to assist in staffing the site.

5.7 Route Supervisor Response (For an incident involving your bus)

1. Notify dispatch and the central office 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 route supervisors 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.
10. Keep all radio traffic to a minimum.

5.7a Route Supervisor Response (When one or more schools are affected by a crisis)

1. Advise all drivers to keep the radio 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 mass transit buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel. You may be able to provide a spare radio to a representative of their organization.
5. Brief your supervisor 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 of your decision to implement the family reunification protocol 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.

Section 5a - Tracking Sheet(s)

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 central 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: _____

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Section 6 – Secure (LockOut)

Definition

A Secure 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 a dangerous person or situation in the vicinity of the facility to gain access to staff and students. This does allow staff and students to continue with productive activities in a limited fashion.

Alert Signal

Announcement over the public address system, “All staff and Students, Secure, Secure the Perimeter, Secure, Secure the Perimeter. Remain inside the Building”

6.1 Lead Administrator Response

1. Make an announcement to implement the Secure (lockout).
2. Notify central office, transportation 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 department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a **LockDown**.
6. Brief staff 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, by pager 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, you may resume normal activities. The lead administrator should inform staff and students 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 outside of the building, gather all students in the vicinity into the building and lock the door(s).
2. Do not allow anyone to leave the building. Stay away from any exterior doors.
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. Continue with normal activities 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 a Lockdown if directed to do so.

6.4 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows.
2. Do Not accept any deliveries during a LockOut.
3. Be prepared to rapidly implement a Lockdown if directed to do so.

6.5 Custodial Response

1. Make sure all exterior entrance points to the building are locked immediately.
2. Instruct all students and visitors you encounter to remain in the building.
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 a Lockdown if directed to do so.

6.6 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 a route supervisor. 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 a route supervisor 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 department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

6.7 Route Supervisor 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 radio 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 your supervisor as appropriate for the situation.

6.8 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, lunchroom or auditorium, 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 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, by pager or by e-mail. You may need to remain in this lockdown condition for an extended time period If so, you may wish to modify the lockdown conditions as appropriate.
12. Once the situation is resolved, resume normal activities. The lead staff member may wish to inform other staff, visitors, and students of the reason the lockout was issued. This can be done by public address system or other means.

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Section 6a - Tracking Sheet(s)

6.a.1 – Secure (LockOut) Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Secure(LockOut)** _____

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 Secure(lockout)				
Activate appropriate crisis teams				
Notify central 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				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 7 - LockDown

Definition

A Lockdown is a response to an actual emergency situation. A 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 facility to gain access to staff and students. A 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, “All staff and students—LockDown, Locks, Lights, Out of Sight, LockDown, Locks, Lights, Out of Sight .”

7.1 Lead Administrator Response

1. Make an announcement to implement a lockdown.
2. Notify central office and public safety officials (911) of the situation requiring a lockdown.
3. **If it is safe to do so**, verify that all exterior doors have been secured.
4. **If it is safe to do so**, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a Relocation 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, by pager 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, **Law Enforcement** will provide procedures as appropriate for the situation. You may wish to inform staff members of the reason the lockdown 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).

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 seen 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.**

7.4 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.**

7.5 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 seen 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.**

7.6 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 a route supervisor. 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 a route supervisor 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 your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

7.7 Route Supervisor 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 radio 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 your supervisor as appropriate for the situation.

7.8 Lead Staff Member Response (after hours)

1. Make an announcement to implement the lockdown.
2. Notify emergency services (911) that you have initiated a lockdown, indicate the reason for the lockdown and request that law enforcement officers be dispatched to your location.
3. Call 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 if it is safe for you to do so.
5. Verify that all main interior doors have been secured if 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 seen 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, by pager 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, Law Enforcement will provide procedures as appropriate for the situation. The lead staff member may wish to inform staff members, visitors and students of the reason the lockdown 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.

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Section 7a - Tracking Sheet(s)

7a.1 - Lockdown Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Lockdown** _____

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 central 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: _____

(Leave this page blank)

Section 8- Resumption of Normal Activities

Resumption of Normal Activities/Reverse Evacuation

Definition

These protocols are 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 Resumption of Normal Activities/Reverse Evacuation can be combined with a LockOut or 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 lockout: An announcement by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and Lockout 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 **LockOut** 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 department 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
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.

8.4 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*

8.5 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.

8.6 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.

8.7 Route Supervisor 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.

8.8 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. Call the principal and district administrator and request they notify the Crisis Response Team of the decision to implement the reverse evacuation protocol. Advise them whether you are implementing the Emergency 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

Section 8a - Tracking Sheet(s)

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: _____

(Leave this page blank)

Section 9 - Intruder/Suspicious Person

Definition

An intruder or suspicious person or person(s) are those who enters the grounds or building and do not appear to have a legitimate purpose for being present.

Alert Signal

Refer to appropriate announcement for LockDown or LockOut

9.1 Lead Administrator Response

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a lockdown or lockout is appropriate. Announce a lockdown or lockout and follow appropriate procedures
3. Call 911 or emergency services, and request a law enforcement response.
Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff on the outcome of the situation as soon as it is resolved.

9.2 Teachers & Staff Response

1. Direct students into areas that can be secured.
2. Secure doors and exterior windows (if a lockdown is announced).
3. **Do not** allow students under your supervision to leave a secure area without approval from the lead administrator or his or her designee.
4. Communicate with the lead administrator or his or her designee if you have pertinent information (use the intercom, e-mail, radio or telephone as available).
5. Attempt to calm students under your care.
6. **Do not** attempt to approach suspicious persons.

9.4 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows.
2. Be prepared to rapidly implement a Relocation Evacuation or Lockdown if directed to do so.

9.5 Custodial Response

1. Notify the office immediately if you become aware of a suspicious person on or near campus.
2. Direct students and staff into areas that can be secured. Secure doors and exterior windows in your immediate area (if a lockdown is announced).
3. Communicate with the lead administrator or his or her designee if you have pertinent information (use the intercom, radio or telephone as available).
4. **Do not** attempt to approach suspicious persons.

9.6 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 a route supervisor. 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 a route supervisor 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 your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

9.7 Route Supervisor 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 radio 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 your supervisor as appropriate for the situation

9.6a Bus Driver Response – (Intruder on or attempting to board the bus)

Suspicious person(s)

1. Note the description and action(s) of suspicious persons at or near bus stops and, report what you have observed to your supervisor or dispatch. Request that police be dispatched to the site if you deem necessary. **Do not** attempt to approach suspicious persons.

Intruder on or attempting to board the bus

1. If a person who is not authorized to board your bus tries to enter or remain on the bus, calmly and clearly advise them that they must not enter or must leave the bus.
2. If they refuse to leave the bus or try to force their way onto the bus, immediately notify dispatch and request that law enforcement officers be dispatched to your location. Give your location twice and provide a brief description of the situation. If you feel that it is safe to do so, provide a description of the person(s).

3. If they are trying to pry the doors open and are not in the bus, drive away slowly **if it is safe to do** so.
4. If they are on the bus and remain on the bus after law enforcement officers have been dispatched, calmly and politely tell them that it is against the law for them to remain on the bus and that the police are on the way.
5. Watch their hands and scan their person for any visible sign of a weapon.
6. Try to keep students as calm as possible while police are en route.
7. If the person(s) become violent, decide whether it is best to instruct students to evacuate or stay on the bus. Attempt to notify the dispatcher of any escalation in the situation.

9.7a Route Supervisor Response – (Intruder on or attempting to board the bus)

Suspicious person(s)

1. Coordinate between drivers and law enforcement officers to ensure that reports of suspicious activity at or near bus stops are provided to law enforcement officers who can assist. For example, if a driver has noted what appears to be drug or gang activity near a bus stop, see that the information is provided to the appropriate police personnel (precinct commander, gang unit, drug squad etc.)
2. If it is appropriate for the situation based on the information you have, advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Follow up with drivers who report suspicious situations to see if they have noted any other activity after their initial report.

Intruder on or attempting to board the bus

1. Ensure that law enforcement officers are on the way.
2. Respond to the location if appropriate.
3. Remind other drivers to keep the radio frequency clear of non – emergency transmissions until the situation is resolved.
4. Follow up as appropriate for the situation.

9.8 Lead Staff Member Response (after hours)

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a lockdown or lockout is appropriate. Announce a lockdown or lockout as appropriate. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder’s descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
3. **Do not** attempt to approach suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff, visitors and students of the outcome of the situation as soon as it is resolved.
6. Call **principal and superintendent** and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.

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Section 10 - Tornado/Severe Weather

Definition

Tornado Watch: Weather conditions are favorable for the development of a tornado.

Tornado Warning: A tornado has been sighted or detected on radar. Take shelter now.

Alert Signal

Announce over the public address (PA) system or send a runner to notify teacher(s) of a “Tornado Watch” - be prepared to take shelter if a tornado is reported or “Tornado Warning” - take shelter immediately.

10.1 Lead Administrator Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when if conditions warrant.
5. When a “Tornado Warning” is received:
 - Move all personnel to tornado safe areas.
 - Take Emergency Evacuation Kit
 - Make sure that all personnel remain in the duck and cover position until danger passes.
 - Implement the Injury or Illness Protocol, if needed.
 - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
 - Implement the Family Reunification Protocol, if needed.
6. Implement the Media Protocol, if needed.
7. If damage to the property occurs, request that the appropriate district officials notify insurance carrier and document damage with properly documented photographs.

10.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed
2. If a tornado warning is announced:
 - Move into tornado safe areas.
 - Assist any individuals with special needs.
 - Take roll to determine if anyone is missing.
 - Instruct all students to remain in the duck and cover position until danger passes.

10.6 Bus Driver Response

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Remain alert to any visual signs of a tornado.
2. If a tornado warning is announced:
 - Locate the nearest structure that would afford protection from severe weather, ask permission to shelter your students there and evacuate students into the site. Notify the dispatcher of your shelter location.

- Assist any individuals with special needs.
- Take roll to determine if anyone is missing.
- Instruct all students to remain in the duck and cover position until danger passes.
- **Do not** attempt to park under a bridge or underpass as this can intensify the effect of a tornado.
- If a tornado is sighted close by and you are not near a suitable structure, evacuate students to a ditch or low lying area and instruct them to assume the duck and cover position.

10.7 Route Supervisor Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the radio.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. When a “Tornado Warning” is received:
 - Ensure that dispatch has instructed all drivers to shelter students in tornado safe areas.
 - Maintain a list of all buses and the shelter locations provided by each driver. Check the list against your route list to ensure that all drivers have heard the instructions and evacuated their buses.
 - Implement the Injury or Illness Protocol, if needed.
 - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
 - Implement the Media Protocol, if needed.
 - Brief your supervisor as appropriate.

10.8 Lead Staff Member and Support Personnel Action Steps

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
 - Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
 - Make sure that all personnel remain in the duck and cover position until danger passes.
 - Implement the Injury or Illness Protocol, if needed.
 - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
 - **Do not** allow the use of open flames such as matches or candles due to possible gas leaks in the area.
 - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
 - Implement the Media Protocol, if needed.

- If damage to the property and/or injury occurs, call the principal and district administrator and request that the Crisis Response Team be notified and requested to respond.

Section 11- 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.**

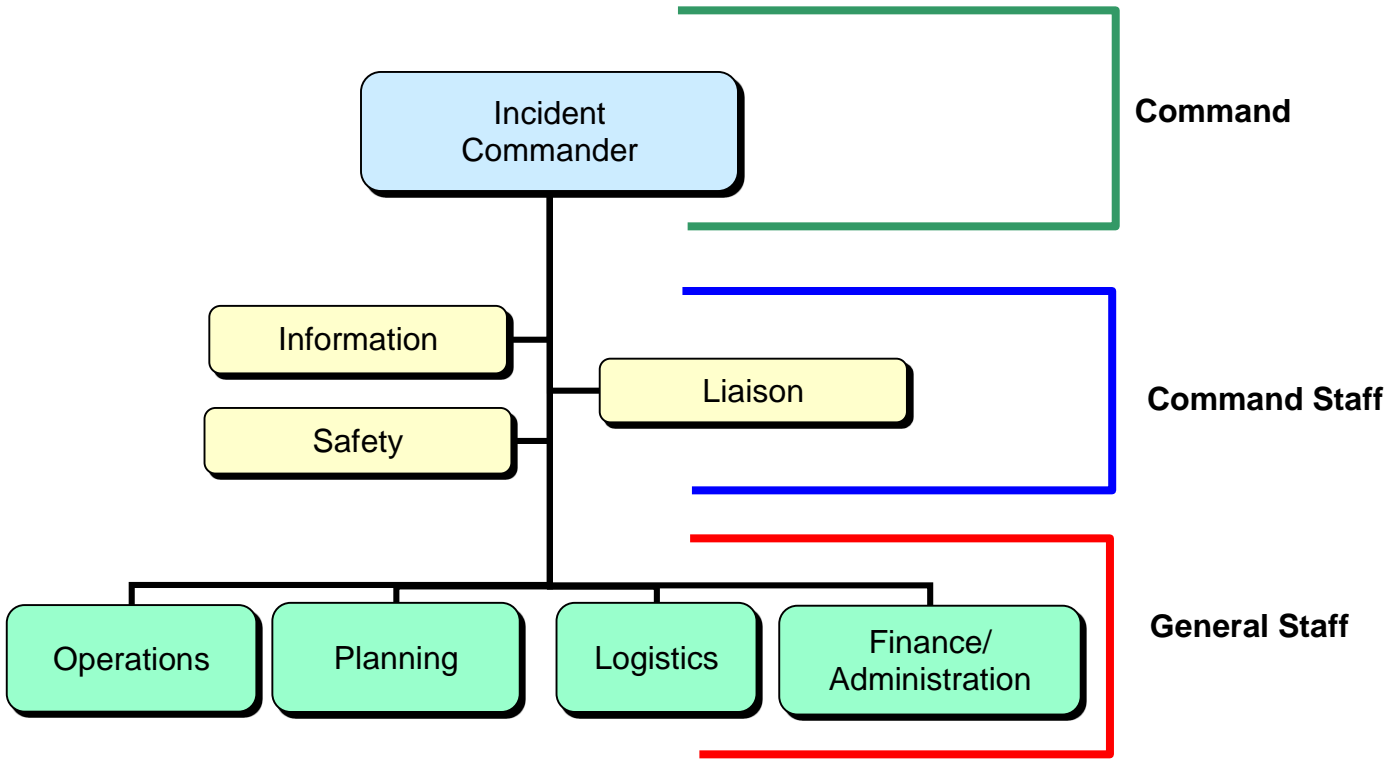
There are five functional areas that may be implemented as needed to respond to an incident. They are:

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:



Section 11a - Tracking Sheet(s)

11a.1 - Incident Command System Activation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Incident Command System Activation** _____

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
Appoint command staff				
Activate appropriate crisis teams				
Appoint general staff				
Conduct incident briefing				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed By: _____ Date _____

(Leave this page blank)

Section 12 - Media Protocol

Definition

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school; interference with emergency response and increased civil liability.

12.1 Lead Administrative Response

1. Brief your staff before you release information to the media.
2. In the event of an emergency that draws significant media attention, notify the central office that you need the district media protocol enacted.
3. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
4. Conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. (**Masonic Lodge parking lot – 520 N. Bridge Street**)
5. **Do not provide any information “off the record”**
6. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
7. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. **Consider all electronic equipment active at all times.**
8. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
9. **Do not** authorize interviews with juveniles without specific parental permission.
10. Maintain records of all interviews.
11. Background information sheets (*see Appendix C*) should be made available for the media. These sheets should contain information on the school and incident and can reduce the number and duration of interviews.

12(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. **Do not** make any statements to media personnel during or after a critical event without the expressed permission of the lead administrator or his or her designee.
2. Refer all media inquiries to the lead administrator or his or her designee.
3. Notify the lead administrator or his or her designee whenever a media representative contacts you.
4. As you discuss crisis events with other personnel, administrators and public safety officials, be alert to individuals who are standing nearby.

12.6 Bus Driver Response

1. **Do not** make any statements to media personnel during or after a critical event without the express permission of a route supervisor or the transportation director.
2. Refer all media inquiries to the district public information officer.
3. Notify a route supervisor whenever the media contacts you relating to your employment as a driver.
4. You are under no legal obligation to talk to the media.
5. As you discuss crisis events with other transportation personnel, administrators and public safety officials, be alert to individuals who are standing nearby. Reporters have been known to eavesdrop on these types of conversations and report what they overhear. Consider that reporters may be listening to your radio transmissions on scanners.

12.7 Route Supervisor Response

1. Brief your staff before you release information to the media.
2. Consider that media personnel may be monitoring your radio transmissions on scanners.
3. In the event of an emergency that draws significant media attention, notify the Central Office that you need the district media protocol enacted.
4. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
5. Authorization by the appropriate district authorities is required to conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information.
6. **Do not** provide any information “off the record”
7. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
8. Be careful of “hot mikes” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.
9. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
10. **Do not** authorize interviews with juveniles without specific parental permission.
11. Maintain records of all interviews.
12. Brief your supervisor when you are approached for interviews that you decline.

12.8 Lead Staff Member Response (after hours)

1. **Do not** release information to the media without approval from a Crisis Response Team member.
2. In the event of an emergency that results in media requests, Call the principal and district administrator and request assistance from the Crisis Response Team in addressing media inquiries.
3. **Do not** provide any information “off the record”
4. Remind staff to follow the media protocol and to refer all media requests to the Crisis Response Team.

5. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.
6. **Do not** authorize interviews with juveniles without specific parental permission.

Section 12a - Media Information/Tracking Sheets

12a.1 - Media Information Sheets

These sheets can be given to media representatives and others wanting basic information during a crisis to reduce the number of requested interviews during a hectic situation. The School Background sheet can be pre-filled and kept on file, while the Incident Information sheet is to be completed after/during a crisis.

School Background Information Sheet

(Insert School System name here)

(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)*.

(Leave this page blank)

12a.2 - 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 Central 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: _____

(Leave this page blank)

12a.3 - 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: _____

(Leave this page blank)

12a.4 - School Background Information Sheet

(Insert School System name here)

(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).

(Leave this page blank)

Section 13 - Mental Health Critical Incident Protocol Pre-Recovery Phase

Definition

A mental health critical incident is any event that overwhelms an individual's capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes.

Alert Signal

Make announcement via intercom, classroom telephone, personal notification or e-mail.

13.1 Lead Administrative Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

13(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Tell children the truth. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school.

13.6 Driver Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Tell children the truth. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations on the child's level.
7. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school.

13.7 Route Supervisor Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

13.8 Lead Staff Member and Support Staff Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student and visitor safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Tell children the truth. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school.

Section 14 - Disruptive/Unruly Person

Definition

A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

Alert Signal

“All staff and Students, LockDown, Locks, Lights, out of Sight” (if a lockdown is deemed to be appropriate)

14.1 Lead Administrative Response

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a lockdown and follow appropriate procedures if a lockdown is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Upon their arrival, coordinate actions with law enforcement officials.
9. Brief staff on the outcome of the situation as soon as it is resolved.

14.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Notify the office of your situation by the best and safest available means.
2. Instruct students to move away from the unruly individual(s)/area.
3. Speak in a calm and firm voice.
4. If a **LockDown** is announced follow appropriate procedures..
5. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
6. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and evacuate all students to a safe area and follow lockdown procedures.
7. **Do not** physically confront the individual(s) unless you or a student are attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with district

guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.

14.6 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 a route supervisor. 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 a route supervisor 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 your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

14.7 Route Supervisor 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 radio 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 your supervisor as appropriate for the situation

14.6a Bus Driver Response - disruptive /unruly person on or attempting to board the bus

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. For situations involving students, calmly but clearly call them by their names if you know them and give them clear instructions to discontinue the behavior. Tell them exactly what you need them to do so you can calm the situation. Follow the district's disciplinary action procedures.
3. If the person(s) continue the disruptive behavior and it is appropriate due to the level of disruption, notify dispatch of your situation, provide your location twice to confirm and request a law enforcement assistance.
4. If the behavior is or becomes violent enough to pose a clear danger to other students, consider if it is the best and safest course of action to park the bus in an area away from traffic and instruct the other children on the bus to disembark from the bus and assemble outside in an area that you clearly identify to them until law enforcement officers arrive. Notify the dispatcher if you take this course of action.
5. Follow the district's disciplinary procedures and provide proper and thorough documentation.

14.7a Route Supervisor Response - disruptive/unruly person on or attempting to board the bus

1. Ensure that law enforcement officers are dispatched if requested by the driver.
2. If appropriate to the situation, advise all drivers to keep the radio clear except for emergency radio transmissions.

3. Provide follow up assistance to police and the driver once the situation is contained. Follow through to see that the district's disciplinary process is utilized. Make sure the driver provides proper documentation.

14.8 Lead Staff Member Response (after Hours)

1. Determine the person(s) who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a lockdown if a lockdown is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons.
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind a counter or desk. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering staff, visitors and students away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.
9. Upon their arrival, coordinate actions with law enforcement officials.
10. Brief staff, visitors and students on the outcome of the situation as soon as it is resolved.

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Section 15 - Civil Unrest

Definition

Civil unrest is a situation in which a group of individuals become unruly and/or violent to the point of disruption to an area of the community and/or the academic or work environment of a campus.

Alert Signal

Announce a **LockOut** or **LockDown** as appropriate.

15.1 Lead Administrative Response

1. Determine the location of the persons who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a **LockOut** or lockdown and follow appropriate procedures if a lockdown is desired.
3. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
4. Make sure that transportation personnel are notified so they can divert any buses from the area.
5. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
6. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
7. Be prepared to implement the “shelter in place protocol” if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
8. Implement the media protocol.
9. Coordinate with law enforcement officials upon their arrival.
10. Brief staff on the outcome of the situation as soon as it is resolved.

15(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. If you become aware of a civil unrest situation, make sure the office is notified.
2. If you are in an outdoor or indoor area that is affected, attempt to gather students and move them to a secure area. Implement **lockout** or lockdown procedures as appropriate.
3. Speak in calm and clear tones and work to keep students calm.
4. **Do not** engage any participants verbally or physically unless you are forced to do so to protect yourself or students. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
5. Follow lockdown procedures if they are given. Be prepared to implement emergency evacuation procedures or shelter in place procedures if these procedures become necessary.

6. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.
7. Follow the media protocol.
8. Report to the lead administrator or his or her designee and assist as needed.

15.6 Bus Driver Response

1. If you become aware of a civil unrest situation, report it to dispatch immediately. Provide them with information as to the type of incident and location. If you have any indications that anyone that is involved has a weapon, be sure to advise the dispatcher. If you are in a position to do so, quickly visually scan the crowd for weapons. Do not remain in the area to do this however. Your safety and the safety of the students on your bus is more important than obtaining this information.
2. Drive away from the area if possible. If you must alter your route to avoid danger, advise the dispatcher of your intended route.
3. Try to maintain your composure and try to keep students calm. Speak in clear but calm tones.
4. If your bus is in close proximity to the incident, make sure that all windows on the bus are closed.
5. If your bus is trapped in a crowd, do not attempt to argue with participants involved in the incident. Make sure that the dispatcher knows your exact location and situation. Order students to duck low in their seats to protect them from flying glass should objects be thrown at the bus. If necessary and appropriate move to a position where you are less exposed. If you do this, remain alert for the opportunity to drive the bus out of the area.
6. If any students try to yell out of a window or in any other way become involved in the incident, advise them to stop immediately.
7. **Do not** drop students off near the incident scene or allow students to get off of the bus. Notify your supervisor that you are not dropping them off at that stop and follow your supervisor's instructions.
8. Follow the media protocol.

15.7 Route Supervisor Response

1. Make sure that law enforcement officers have been properly notified of the situation.
2. Advise all drivers to keep the radio clear except for emergency traffic.
3. Determine the affected area and begin routing buses out of the affected area.
4. Coordinate with school administrators and law enforcement officials where students who are normally dropped off in the affected area should be taken and how they will be reunited with an authorized family member.
5. Implement the media protocol.
6. Brief your supervisor as appropriate.

15.8 Lead Staff Member Response (after hours)

1. Determine the location of the persons who are disruptive and the quickly asses the degree of their unruly behavior. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a **lockout** or lockdown if a lockdown is desired.
2. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
3. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the situation.
4. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
5. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
6. Be prepared to implement the “shelter in place protocol”, if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary
7. Implement the media protocol.
8. Coordinate with law enforcement officials upon their arrival.
9. Brief staff, visitors and students on the outcome of the situation as soon as it is resolved.

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Section 16 - Kidnapping/Missing Child

Definition

A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.

Alert Signal

None, unless a precautionary lockdown is deemed to be appropriate by the Lead administrator or his or her designee. In the event a lockdown is deemed to be appropriate, **LockDown** shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a lockdown should be implemented. Staff should be notified by runners and requested to search their area(s) of responsibility.

16.1 Lead Administrative Response

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a lockdown as appropriate to the situation.
4. Coordinate with law enforcement officials regarding parental/guardian notification.
5. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live.
6. **Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to carefully monitor them.**
7. Provide information for staff as appropriate.
8. Assist law enforcement officers with the investigation.

16(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. If a **LockDown** is announced, follow appropriate lockdown procedures.
2. Each staff member should take attendance and notify the office of any missing child(ren).
3. Staff not responsible for a class room are to report to the office for an assignment to assist in searching for the missing child(ren)
4. Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets, and storage containers. Missing children have frequently been found hiding in these types of areas.
5. Staff members should advise the lead administrator or office personnel of the results of the search as soon as their search is completed.

16.6 Bus Driver Response

1. Immediately report any information that comes to your attention that may indicate that a child has run away, is missing or has been abducted.
2. If you witness an apparent abduction, call dispatch immediately and request that law enforcement be notified. Note and provide any available information on the kidnapper's physical and clothing description, vehicle description and tag number if they are in a car, and direction of travel. Also provide the description of the victim(s).
3. If you are notified that a child who rides your bus is missing, make sure they are not among the passengers if the bus is loaded. Conduct a physical search of the bus for the child whether it is loaded or not.
4. If a **LockDown** is announced, follow appropriate lockdown procedures.
5. Follow the media protocol.

16.7 Route Supervisor Response

1. Ensure that law enforcement is notified of any instance where there are any indications that a child has run away, is missing or has been abducted.
2. If a child is reported as missing after they disembarked from a school bus at a bus stop, or at a school, request that law enforcement officers or parents search the students(s) residence. Missing children have frequently been found hiding in closets, attics and other areas at home.
3. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be on another bus, the driver should be instructed to turn that child over to a parent, guardian or the police as appropriate to the situation rather than be dropped off. If the bus is en route to the child's school in the morning or to a school activity or event, the driver should be met by a school official who can properly supervise the child until it is determined that they are not in any danger of abduction.
4. If a **LockDown** is announced, follow appropriate lockdown procedures.
5. Provide information for staff as appropriate.
6. Assist law enforcement officers with the investigation.
7. Implement the media protocol.
8. Brief your supervisor as appropriate.

16.8 Lead Staff Member Response (after hours)

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a lockdown as appropriate to the situation.
4. Coordinate with law enforcement officials regarding parental/guardian notification.
5. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live. Missing children have frequently been found hiding in closets, attics and in other areas at home.
6. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as another special event or at home, the Lead Staff Member at that event and/or parents should be notified to carefully monitor them.
7. Provide information for staff as appropriate.

8. Assist law enforcement officers with the investigation.

Section 17 - Weapons Use

Definition

Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property

Alert Signal

Lockdown or Relocation Evacuation as deemed appropriate

17.1 Lead Administrative Response

1. Make a rapid assessment of the situation and determine whether a lockdown or Relocation Evacuation /family reunification is the safest probable course of action. Notify staff of the lockdown or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Follow appropriate procedures for lockdown or Relocation Evacuation.
3. Call 911 or emergency services, and request law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
4. As safely as possible, see that staff carry out appropriate procedures for lockdown or Relocation Evacuation.
5. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, implement the family reunification protocol.
6. Request that responding law enforcement officers establish perimeters around the school.
7. Implement the media protocol.

17(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Follow lockdown or Relocation Evacuation procedures as directed. If you witness a weapons use incident, follow the most suitable procedure (lockdown or evacuation from the area) and notify the lead administrator or his or her designee as rapidly as is safely possible.
2. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the lead administrator or his or her designee or responding public safety officials.
3. If possible, secure any victims to protect them from further harm.
4. **DO NOT** attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.
5. If the weapon(s) have been dropped or discarded, secure the area where it is located, **DO NOT** touch the weapon. Notify the lead administrator or his or her designee or responding public safety personnel.
6. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
7. Remember that there may be hazards from blood or other bodily fluids at the scene.

17.6 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 a route supervisor. 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 a route supervisor 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 your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

17.7 Route Supervisor 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 radio 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 your supervisor as appropriate for the situation.

17.6a Bus Driver Response – (Weapons on Bus)

1. Immediately contact dispatch and advise them of your location twice and briefly describe the situation.
2. If the use of the weapon occurs on the bus, pull the bus to a safe location and park. Quickly assess the situation and determine whether it is best to instruct students to evacuate the bus or remain in place then communicate your instructions in a calm and clear tone of voice.
3. If the person(s) who used or discharged the weapon do not flee the scene and you know who they are, it may be best to instruct the other students to leave the bus. If the perpetrators(s) remain on the bus, instruct them to place the weapon(s) on the floor and move away from the weapon(s). Protecting yourself and other students from the violator(s) is more important than their apprehension by authorities. Remember that many student weapons violators have multiple weapons and that other students involved in the situation may also be armed.
4. In most situations it will increase danger to you and the students on the bus for a driver to try to physically disarm an individual. This should normally only be attempted if the use of a weapon appears eminent and there is no opportunity for you and students to move away from the armed person(s).
5. If and when the scene is reasonably secure, render first aid to the victim(s) within your level of ability to do so.
6. If possible, secure any victims to protect them from further harm.
7. Use precautions relating to the transmission of blood borne pathogens. Avoid contact with blood or other bodily fluids. Instruct students to move away from and avoid contact with blood or other bodily fluids.

8. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to your supervisor or responding public safety officials. Do not attempt to question students about the incident any more than you have to do so to determine the current level of danger.
9. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify your supervisor and responding public safety personnel of the weapons location upon their arrival
10. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
11. Follow the media protocol.
12. Follow the mental health pre recovery protocol.

17.7a Route Supervisor Response – (Weapons on Bus)

1. Make sure that law enforcement and if appropriate emergency services personnel have been notified.
2. Advise all drivers to keep the radio clear unless they have emergency traffic.
3. If a driver reports a weapons use incident, **do not** attempt to verify that a weapons use incident has taken place prior to following these action steps, even a brief delay could result in avoidable injuries or loss of life.
4. Proceed to the incident scene but **do not** approach the bus until law enforcement officers advise that it is safe to do so.
5. Do not question or allow other school employees to question students or other witnesses until law enforcement officers authorize it.
6. Implement the pre recovery mental health protocol.
7. Implement the media protocol.
8. Make arrangements for another bus to transport students that are not involved once law enforcement approves.
9. Brief your supervisor as appropriate.

17.8 Lead Staff Member Response (after hours)

1. Make a rapid assessment of the situation and determine whether a lockdown or an emergency evacuation is the safest possible course of action. Notify staff, visitors and students of the lockdown or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Call 911 or emergency services, and request a law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
3. If possible, secure any victims to protect them from further harm.
4. Call the principal and district administrator and request that the Crisis Response Team respond and provide support.
5. It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move those under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.

6. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the lead administrator or responding public safety personnel.
7. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
8. Remember that there may be hazards from blood or other bodily fluids at the scene.
9. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students and visitors under your care. As soon as it is practical to do so, forward this information to responding public safety officials.
10. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, call the principal and district administrator and request that the Crisis Response Team be notified to implement the family reunification protocol. If the decision is made not to do so, request that law enforcement establish perimeters around the school.
11. Implement the media protocol.

Section 18 - Hostage Situation

Definition

A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon or the threat of violence to hold or move persons against their will.

Alert Signal

Announce over the intercom a Lockdown or Relocation Evacuation. Notify in person if it is safe to do so.

18.1 Lead Administrative Response

If you **are not among** those taken hostage:

1. Determine whether a lockdown or Relocation Evacuation /family reunification is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.
2. Call 911 and report the situation. Provide as much information as possible.
3. Follow appropriate procedures for lockdown or Relocation Evacuation.
4. Ensure that the guidelines for staff are followed to the best of your ability and offer to assist responding public safety personnel.
5. Use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
6. Evaluate the practicality of implementing the family reunification protocol.

18.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

If you **are not among** those taken hostage:

1. Implement lockdown or emergency evacuation/family reunification emergency evacuation as appropriate.
2. If you have a safe means to do so, notify the lead administrator or call 911
3. Provide as much information as possible.
4. Try to keep students calm and quiet.
5. Follow directions given by the lead administrator/designee and responding public safety officials.
6. If you are instructed to follow lockdown procedures, be prepared to evacuate when instructed to do so by public safety officials. Public safety officials will most likely enter your room/office area with a master key.

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.

8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.

18.6 Bus Driver Response

If you **are not among** those taken hostage:

1. If you have a safe means to do so, notify the dispatcher of the exact location of the incident twice and request law enforcement assistance. Provide the best description you can of hostage taker(s) and indicate what types of weapons are involved.
2. Move any students under your supervision to a safe location if it appears safe to do so and moving them will not expose them to further danger.
3. Try to keep students calm and quiet.
4. Follow directions given by responding public safety officials and your supervisor.
5. If you have to remain under cover near the incident scene, be prepared to evacuate when instructed to do so by public safety officials.

18.7 Route Supervisor Response

If you **are not among** those taken hostage:

1. Ensure that emergency response officials have been properly notified.
2. Instruct all drivers to refrain from any non-emergency traffic.
3. Implement the media protocol and use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
4. Evaluate the practicality of implementing the family reunification protocol.

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.

18.8 Lead Staff Member Response (after hours)

If you **are not among** those taken hostage:

1. Implement lockdown or non fire evacuation as appropriate.
2. If you have a safe means to do so, notify the lead administrator and/or call 911.
3. Provide as much information as possible.
4. Try to keep everyone calm and quiet.

5. Follow directions given by the lead administrator or designee and responding public safety officials.
6. If you are instructed to follow lockdown procedures, be prepared to evacuate when instructed to do so by public safety officials. Public safety officials will most likely enter your room/office area with a master key.

Removed a section – If you are not among those taken hostage: #1-7

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage – taker.
2. **Do not** make suggestions to a hostage – taker. You may be blamed for any resulting problems.
3. It is generally not advisable to attempt to disarm a hostage – taker or to try to escape.
4. Try to remain calm and keep staff, visitors and students under your care as calm and quiet as possible. Ask permission from the hostage – taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater are the odds that you will survive.

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Section 18a -Tracking Sheet(s)

18a.1 Mental Health/Pre-Recovery Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Mental Health/Pre-Recovery** _____

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 mental health crisis team				
Remain calm and maintain student safety				
Observe children's emotional state				
Refer children who exhibit extreme anxiety, fear or anger				
Provide teachers and parents with information about what to say and do for children in school and at home				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 19 - Report of Weapon on Property

Definition

A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife or other weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.

Alert Signal

Announce a **LockDown** if the lead administrator deems it appropriate to contain students in secure areas (if, for example, a report is received that a person has a firearm outside of the building).

19.1 Lead Administrative Response

1. Obtain information about the situation.
2. Determine if a lockdown should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate when a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, or his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine). Also consider the possibility that the weapon may have been passed to another individual.
5. Brief staff on the situation.
6. When a firearm is recovered from a student, discuss the option of a police search of the student's bedroom at home for additional firearms.
7. When a firearm is recovered, consider the need for a multidisciplinary threat assessment utilizing law enforcement and mental health professionals.
8. When a firearm is recovered, consider the benefits of parental notification via a letter from the lead administrator to be sent home with students, preferably on the day of the incident.

19(.2/.5) Staff Response (includes: office, teachers, custodial, & kitchen personnel)

1. Staff should immediately report to the lead administrator any situation in which a person is believed to be in possession of a weapon on school property. Notification should be made in a discreet manner if possible.
2. Staff members should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
3. If a weapon is inadvertently located on the premises, staff members should move all students away from the weapon and should not attempt to pick up or handle the weapon.
4. Staff should remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons associated with the weapons violator may also be armed.

19.8 Lead Staff Member and Support Personnel Action Steps

1. Obtain information about the situation.
2. Determine if a lockdown should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate in a situation with a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine).
5. Brief staff on the situation.
6. Call the principal and district administrator and request that the Crisis Response Team be notified of the incident.

Section 19a - Report of Weapon on the Bus

Definition

A report of a weapon on the bus is any information or report that any person(s) on the bus is in possession of a firearm, knife or other weapon. This protocol is for use in situations **where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.**

Alert/distress signal:

If a driver has any indication that there is someone on the bus who is in possession of a weapon, but they are not threatening to use the weapon, the driver should communicate by radio or portable phone to the dispatcher the following phrase **“my bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance”**. This will also allow you to communicate your location and coordinate where you will meet responding law enforcement officers.

19a.6 Bus Driver Response

1. Drivers should immediately report to the lead administrator any situation where a person is believed to possess a weapon on the bus. Notification should be made using the code phrase **“My bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance.”** Upon hearing this transmission, all other drivers should cease all non emergency transmissions.
2. Drivers should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
3. If a weapon is inadvertently located on the bus, the driver should move all students away from the weapon and should not attempt to pick up or handle the weapon if it is a firearm.
4. Drivers should remember that **when an individual has one weapon, he or she may have additional weapons.**
5. Coordinate with the dispatcher when and where the bus will meet with police.
6. When close to the meeting point, tell students on the bus that you have a mechanical precaution and that you have requested that the fire department to meet the bus as a precaution. Tell them that the bus is not on fire.
7. Follow the instructions of responding law enforcement officers.

19a.7 Route Supervisor Response

1. Ensure that law enforcement officers are dispatched to meet the bus.
2. If appropriate, proceed to the meeting location, but do not approach the bus until officers have secured the area.
3. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on the bus. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine or passed to another student.
4. Brief your supervisor as appropriate.

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Section 20 - Arrest or Criminal Indictment of Staff Member

Definition

A staff member or volunteer is taken into custody by law enforcement officials for a criminal offense or indicted by a grand jury for a criminal offense.

Alert Signal

None

20.1 Lead Administrative Response

1. Attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
 - Law enforcement agency records
 - Jail booking records
 - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her in verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully worded letter to parents and/or a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the superintendent's office, public information staff, and school district legal counsel as to what topics can and should be discussed.

20(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen, and bus personnel)

1. Follow directions of the lead administrator.
2. Initiate media protocol.

20.6 Bus Driver Response

Follow directions of your supervisor or the transportation director regarding the release of information.

Do not release any information or make any statements without prior approval as statements could result in personal civil liability for you.

20.7 Route Supervisor Response

1. If the employee is a member of the transportation department, coordinate with your supervisor and the human resources department and attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
 - Law enforcement agency records
 - Jail booking records
 - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities and or buses from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, follow the media protocol and carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the superintendent's office, public information staff and school district legal counsel prior to scheduling this type of meeting

20.8 Lead Staff Member Response (after hours)

1. If the arrest occurs at the event, attempt to obtain basic information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information.
2. Media representatives may ask for interviews regarding the situation. Refer them to the District Office.
3. Carefully document your actions and the information you obtain

Section 21 - Sexual Assault

Definition

A sexual assault is any crime of a sexual nature.

21.1 Lead Administrative Response

1. Call 911 or emergency services.
2. Attempt to **dissuade** the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Keep reported victim(s), suspect(s) and witnesses separated.
8. Assist public safety officials as requested.
9. Implement media protocol, if needed.
10. Close facility, if needed.

21(.2/5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

Notify lead administrator.

1. Attempt to **dissuade** the victim from washing, cleaning up or use of the rest room, if possible.
2. Attempt to provide the victim with as much privacy as possible without leaving them alone.
3. Secure the crime scene.
4. Do not use the victim's name on walkie-talkies or release the victim's identity to anyone other than the lead administrator or law enforcement officials.
5. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
6. Assist public safety officials as requested.

21.6 Bus Driver Response

1. Whether the assault occurred on the bus or before boarding, notify the dispatcher and meet responding law enforcement officers at an agreed upon location
2. Have the victim(s) take a seat near you.
3. Attempt to dissuade the victim from cleaning up if possible.
4. Secure the crime scene.
5. **Do not** use the victim's name on walkie-talkies or release the victim's identity to anyone other than school system or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
8. Follow the media protocol.

21.7 Route Supervisor Response

1. Ensure that law enforcement officers have been dispatched to the bus.
2. **Do not** attempt to question students regarding the incident until authorized to do so by law enforcement officers.
3. Assist public safety officials as requested.
4. If police need to process a crime scene on the bus, arrange for an alternate bus to transport students.
5. Implement the media protocol.
6. Brief your supervisor as appropriate.

21.8 Lead Staff Member Response (after hours)

1. Call 911 or emergency services.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
8. Implement media protocol, if needed.
9. Cancel the event and close facility, if needed.

Section 22 - Bomb Threats/Suspicious Packages

Definition

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

Alert Signal

Announcement over the public address system “All staff initiate a Relocation Evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep all routes and the site.”

Or; “All staff initiates a sweep in place, please report your status upon completion of the sweep.”

22.1 Lead Administrative Response

Upon receipt of a bomb threat, the lead administrator should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate a– emergency evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep all routes and the site.” **If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.**
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.

10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: “All staff initiate a sweep in place, please report your status upon completion of the sweep.”
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

22.(2/5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
3. The staff member should then follow the non-fire evacuation protocol.
4. **DO NOT** use any cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. Explain to the students that the use of such devices can pose a safety hazard.
5. **DO NOT** allow students to return to their lockers.

Sweep and remain in place procedures:

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator’s office and inform the lead administrator or designee of his or her observations.
4. Follow the lead administrator’s instructions.

22.6 Bus Driver Response

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, drivers should park in a safe place, instruct students to evacuate the bus and to take all of their belongings with them. Drivers should check the bus by looking for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the dispatcher (by portable phone or nearby payphone if possible).
3. The staff member should then follow the Non-Fire evacuation protocol. Have students bring their book bags and other hand carry articles with them.
4. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare and specific instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any

electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:

1. Pull over and park in a safe location. Conduct a thorough visual inspection of the interior and exterior of the bus looking for any items that are out of place. Do not touch, handle, or in any way move a suspicious package while sweeping the bus. Ask students if they see any items on the bus that do not belong to anyone. If no such items are noted, attempt to locate a pay telephone or if necessary, use a cellular or digital phone to report your findings to the dispatcher and resume your route.
2. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator's office. The staff member should proceed with evacuees to the lead administrator's office area and inform the lead administrator or designee of his or her observations.
3. Follow the lead administrator's instructions.

22.7 Route Supervisor Response

Upon receipt of a bomb threat for a particular bus, determine the parked location of the bus and ensure that emergency services have been notified. If the threat does not indicate which bus is reported to have an explosives device on it, consult with the transportation director and emergency response personnel on the best course of action – whether to have all buses evacuate and search or to have all drivers search in place. Make sure that call tracing procedures have been implemented. Available information should be evaluated to weigh the potential risks of explosive devices on one or more buses and the possibility of other hazards created by evacuating buses. If multiple bomb threats are received over time, be sure to rotate responses to make it difficult for someone to pattern your responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:

1. Notify drivers to sweep and evacuate with the following phrase “Driver(s) of bus(es) number(s) _____ initiate a Relocation Evacuation in effect at this time, evacuate to the nearest suitable site, notify dispatch of your location and the results of your sweep.”
2. Maintain a list of all drivers indicating their evacuation location and the results of their sweep. Immediately notify responding public safety officials if any buses are not accounted for.
3. Assist responding public safety officials with the second sweep of the facility.
4. Consult with public safety officials before authorizing evacuees to return to their bus(es).

If the sweep and remain in place option is selected:

1. Notify affected driver(s) to initiate sweep in place procedures and to report the results upon completion of the sweep.”
2. If any suspicious packages are noted by drivers or public safety officials, make sure that the driver and students evacuate at least 1,000 feet away from the bus or the safest possible distance up to 1,000 feet and that the suspicious package is not disturbed in any way.
3. Ensure that emergency response agencies are notified and proceed to the location of the affected bus to assist them and the driver.
4. Brief your supervisor as appropriate.

22.8 Lead Staff Member Response (after hours)

Upon receipt of a bomb threat, the Lead Staff Member should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents. Always be sure to evacuate to at least 1000 feet in the case of a bomb threat **if it is safe to do so**. Exceptions are situations where it would be dangerous to pass an obstacle that is less than 1000 feet from the school, such as an interstate or highway.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “We have received a bomb threat and have decided to evacuate the facility as a precaution. Please proceed calmly to the evacuation site located at _____. We will announce at that site if the function is going to be cancelled or resumed after the site has been swept for suspicious packages and items.” “All staff initiate a Relocation Evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site.”
2. If you have adequate staff or law enforcement personnel on hand, have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct staff, visitors and students safely across any streets that must be crossed by evacuees.
4. Remind staff members, visitors and students not to utilize cellular or digital phones or portable radios while evacuating unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to cancel the event for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: “We have received a bomb threat for this location. We have decided to continue the event while the facility is being swept for suspicious packages and items after consultation with public safety officials. As there is always the possibility of a caller placing a device outside of a building, we feel that this is the most appropriate action for us to take based on the information we have. If you feel uncomfortable, please feel free to leave at this time.” “All staff initiate a sweep in place, please report your status to _____ at _____ upon completion of the sweep.”
2. Assist public safety officials in conducting the second sweep of the facility. Make sure that all areas of the facility have been swept.
3. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.
4. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation and your course of action. Provide a brief description of the situation.

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Section 22a - 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 district offices. 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:

School Safety Plan
Section 22 – Bomb Threats/Suspicious Packages

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Section 23 - Injury or Illness

Alert Signal

None

23.1 Lead Administrative Response

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address: _____.
2. Assign a staff member to meet first responders as they arrive.
3. Implement Lockdown Protocol, if needed.
4. Implement Evacuation Protocol, if needed.
5. If lockdown or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
6. Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
7. Notify family members of the injured or ill.
8. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
9. Notify other staff members as needed.
10. Complete an Accident Report form if the incident was an accident.
11. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
12. Develop and maintain written documentation of the incident.

23.(2/5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over walkie-talkies.
2. Call 911 or emergency services if needed.
3. Do not move injured or ill unless the scene is unsafe.
4. Take precautions against contact with bodily fluids.
5. Provide first aid, if needed and only according to your level of training.
6. Comfort and reassure injured or ill person.
7. Secure the scene if a crime may have been committed. Do not disturb any evidence.

23.6 Bus Driver Response

1. Notify main office of injury or illness and the exact location of the bus. In life threatening situations, give your bus location twice. Do not use names of victim(s) on the radio.
2. Do not move the sick or injured unless the scene is unsafe
3. Take precautions for blood borne pathogens. Avoid contact with bodily fluids. Direct students to move away from any bodily fluids.
4. Provide first aid, if needed and only according to your level of training.
5. Comfort and reassure the injured or ill person.
6. Secure the scene if a crime may have been committed. Do not disturb any evidence.

23.7 Route Supervisor Response

1. Ensure that the appropriate emergency medical responders and, if needed, law enforcement officers have been requested.
2. Proceed to the scene.
3. Assign a staff member to accompany the victim(s) if transport to the hospital is necessary.
4. Notify family members of the injured or ill person(s)
5. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
6. Brief your supervisor as appropriate to the situation.
7. Complete an Accident Report form if the incident was an accident.
8. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
9. Develop and maintain written documentation of the incident.

Bus Accident – Definition (A traffic accident involving a school bus.)

23.6a Bus Driver Response (Bus Accident)

1. Quickly assess the situation and contact dispatch. Advise them of your exact location and repeat the location. Advise them of any injuries or specific hazards created by the accident.
2. Render first aid to injured students if you are qualified to do so.
3. If the accident does not involve injuries and there is no danger posed by doing so, have students remain in their seats. Create a diagram listing which students were on the bus and where they were seated at the time of the accident.
4. If there are any injuries, as soon as possible after tending the injured, create a list of all students on the bus at the time of the accident and indicate any students who are injured. If any students are transported from the scene, record who they are and where they are being taken.
5. Follow the media protocol.
6. Follow the pre-recovery mental health protocol
7. Do not discuss the incident with any private investigators or attorneys without first being cleared to do so by your supervisor. If you are approached at a later time by a person who is not in uniform and claims to be investigating the accident, clarify their position. In some cases, private investigators have presented themselves as police investigators to obtain interviews. If in doubt, ask the individual if they are a certified law enforcement officer and request identification. You are under no obligation to discuss the accident with a private investigator or attorney.

23.7a Route Supervisor Response (Bus Accident)

1. Ensure that the appropriate public safety personnel have been dispatched to assist the affected bus.
2. If it is appropriate for the situation based on the information you have available, 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 accident scene.
4. Ensure that action steps 3 through 7 under Driver Response have been implemented.
5. Record pertinent information such as the names of responding officers, time of the accident etc.
6. If appropriate, photograph the scene,
7. Provide assistance to the driver, students and public safety officials as needed.
8. Request an alternate bus if needed.

9. Brief your supervisor.

23.8 Lead Staff Member Response (after hours)

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address. (insert facility address here)
2. Assign a staff member to meet first responders as they arrive.
3. If a qualified staff member is available, ask them to provide first aid as appropriate.
4. Implement Lockdown Protocol, if needed.
5. Implement Evacuation Protocol, if needed.
6. If lockdown or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill person(s).
7. If a family member is not available or if it is appropriate to have a staff member to accompany them, assign a staff member to accompany the injured or ill person(s) if transport to the hospital is necessary.
8. Notify family members of the injured or ill person(s).
9. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
10. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the incident.
11. Complete an accident report form if the incident was an accident.
12. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
13. Develop and maintain written documentation of the incident.

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Section 24 - Death

Definition

Loss of life of one or more human beings due to an accident, natural disaster, natural causes, suicide or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

Alert Signal

Lockdown or evacuation announcement as appropriate.

24.1 Lead Administrative Response

1. Determine if a lockdown or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to lockdown or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids.
6. Initiate Family Reunification Protocol, if needed.
7. Initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
9. Stop any automatic mailings from being inadvertently mailed to the family.

24.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Notify the Lead administrator.
2. Call 911 or emergency services.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Follow lead administrator's instructions for lockdown or evacuation.
5. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides. All deaths will be treated by law enforcement as a homicide until a formal investigation is completed.
6. Take precautions against any contact with bodily fluids.
7. Initiate media protocol, if needed.

24.6 Bus Driver Response

1. Park your bus in a safe location. Notify dispatch and your supervisor. Provide your exact location twice.
2. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
3. Evacuate the bus and take roll.
4. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.

5. Take precautions against any contact with bodily fluids.

24.7 Route Supervisor Response

1. Ensure that dispatch has called 911 or emergency services.
2. Proceed to the incident site.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids.
6. Make arrangement for an alternate bus to transport students.
7. Initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from the bus.
9. If a student is involved, ensure that the principal of the affected school is promptly notified.
10. Brief your supervisor as appropriate.

24.8 Lead Staff Member Response (after hours)

1. Determine if a lockdown or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to lockdown or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Call the principal and district administrator and request that the Crisis Response Team be notified and that they respond. Provide a brief description of the incident.
5. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
6. Take precautions against any contact with bodily fluids.
7. Initiate Family Reunification Protocol, if needed.
8. Initiate media protocol, if needed.
9. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
10. Stop any automatic mailings from being inadvertently mailed to the family.

Section 25 - Suspected Biological Emergency

Definition

A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

Alert Signal

Staff briefing and personal notification by CRT Staff members.

25.1 Lead Administrative Response

1. Contact local law enforcement and request that public health officials be notified.
2. If appropriate, notify Emergency Management and request that the county haz-mat team be dispatched.
3. Obtain instructions and decontamination information from public health/haz-mat officials
4. Contact local hospitals to report situation, if appropriate.
5. 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, by pager or by e-mail.
6. Contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation.
7. Initiate media protocol if need.

25.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Follow instructions of public health officials and lead administrator.
2. Decontaminate as appropriate (specific procedures provided by public health).
3. Assist in hospital transportation procedures, if necessary.
4. Assist in epidemiological (public health) investigation, as necessary.
5. Assist medical officials in treating staff and students as required.
6. Follow media protocol.

25.6 Bus Driver Response

Take directions from your supervisor. They will advise you of the directions provided by public health officials. Keep in mind that biological incidents typically do not occur rapidly as with most other types of crises.

25.7 Route Supervisor Response

1. Public health personnel will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate. Ensure that all drivers that you supervise are advised and kept informed of actions they need to take as accurately as possible and in a timely manner.
2. Brief your supervisor as appropriate.

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Section 25a - Anthrax Threat/Suspicious Package/Substance Exposure

Definition

Anthrax (*Bacillus anthracis*) is a zoonotic disease of herbivores. On rare occasions, humans can contract the disease. In recent years, actual incidents of anthrax spores being mailed to target people and organizations have occurred along with numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

25a.1 Lead Administrative Response

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. Contact bus garage and have all buses rerouted.
3. Move all people away from the area of exposure.
4. Implement the lockdown or evacuation protocol as appropriate.
5. Shut down centralized heating/air systems even if the threat is not directed toward these systems.
6. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
7. If public safety initiates evacuation, implement the family reunification protocol for all students who have not been exposed.
8. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

25a.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

If you **have been exposed** to the suspected substance:

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the lead administrator or another staff member, or call 911 and request assistance.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

If you **have not been exposed** to the suspected substance:

1. Implement the **evacuate or** lockdown protocol as appropriate.
2. Await instructions from the lead administrator or responding public safety officials.

25a.6 Bus Driver Response

If you have been exposed to the suspected substance:

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Evacuate all students from the bus and avoid any physical contact between those who may have been contaminated and other persons. Walk calmly and Notify dispatch of your situation and exact location.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

If you have not been exposed to the suspected substance:

1. Evacuate the bus and notify dispatch of your situation and exact location, twice.
2. Await instructions from your supervisor and responding public safety officials.

25a.7 Route Supervisor Response

1. Ensure that dispatch has properly notified emergency services and proceed to the incident location. Upon arrival, do not approach the driver, bus or students until and unless public safety officials advise you that it is safe to do so. Provide details about the suspected exposure and the number of exposed people to public safety officials.
2. Ensure that all people have been moved away from the area of exposure.
3. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
4. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at an appropriate site as determined after consultation with public safety officials.
5. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

25a.8 Lead Staff Member Response (after hours)

If you have not been exposed:

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. Move all people away from the area of exposure.
3. Implement the **evacuate or** lockdown protocol as appropriate.
4. Shut down centralized heating/air systems even if the threat is not directed toward these systems.
5. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
6. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.
7. Public health should make each staff member, visitor, student and parent/guardian of each student aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

Section 25b - Chemical/Hazardous Materials Release Incidents

Definition

During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert Signal

Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property, and the facility must relay the warning to appropriate agencies).

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

25b.1 Lead Administrative Response

1. Emergency response personnel will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the lead administrator or his/her designee must decide the most appropriate action.
 - Evacuate.
 - Assemble all personnel indoors and conduct shelter-in-place activities.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
 - Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - Determining the relocation site.
 - Dispatching buses or other vehicles to move members and staff to the relocation site.
 - Releasing information to parents/public.
4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate late opening and/or closing of the facility, as necessary.
6. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

25b.(2/5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.

3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.

25b.6 Bus Driver Response

1. Call or take directions from your supervisor.
2. If you have a portable radio, Listen to emergency alert broadcasts on all available media, and follow their instructions.
3. If they instruct you to evacuate, move students to a safe location at right angles to and upwind of the agent/incident location. Notify dispatch of your exact location and status, twice.
4. Be prepared to render first aid, if necessary.

25a.7 Route Supervisor Response

1. Ensure that dispatch has notified all drivers of the incident type and location.
2. Provide supervision and support for drivers who are in the affected area.
3. Maintain a log of all bus locations and their status.
4. Coordinate with public safety officials to determine instructions for drivers.
5. Make preparations to assist affected schools in emergency evacuations if requested.
 - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - b. Determining the relocation site.
 - c. Dispatching buses or other vehicles to move members and staff to the relocation site.
6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
7. If students and/or drivers have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination, which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination, which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

25a.8 Lead Staff Member Response (after hours)

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow their instructions.
2. If they instruct you to evacuate, or depending upon the situation, evacuate members and staff to a safe location at right angles to and upwind of the agent.
3. Emergency response personnel will normally instruct the lead staff member to take the action deemed most appropriate.
4. In case of imminent danger in which emergency response personnel have not yet arrived, the lead staff member must decide the most appropriate action.
 - a. Evacuate.
 - b. Assemble all personnel indoors and conduct shelter-in-place activities.
5. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
 - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - b. Determining the relocation site.
 - c. Dispatching buses or other vehicles to move members and staff to the relocation site.

- d. Releasing information to parents/public.
- 6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- 7. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

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Section 25c - Food Contamination Incident

Definition

A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals or radiological contaminants.

Signal

Verbal notification of staff.

25c.1 Lead Administrative Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
3. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
4. Begin assessing the available information to try to determine the cause of the contamination.
5. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
6. Work with responding public safety officials to determine how the contamination occurred.

25c.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the lead administrator or designee immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the lead administrator or designee.

25c.8 Lead Staff Member Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
3. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
4. Call the principal and district administrator and request that the Crisis Response Team be activated and that they respond to the scene. Provide a brief description of the situation and your course of action.
5. Begin assessing the available information to try to determine the cause of the contamination.
6. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.

7. Work with responding public safety officials to determine how the contamination occurred.

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Section 26 - Utility Failure

Definition

A utility failure is the interruption in the supply of electricity, telephone service, natural gas sewage or water services to the facility.

Alert Signal

A plain language announcement over the public address system (PA) or personal notification as appropriate.

26.1 Lead Administrative Response

1. Contact the local service provider (see emergency contact section).
2. Notify staff.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. In the event of a gas leak, order a Relocation Evacuation

26(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Notify the Lead administrator of the utility failure.
2. Consult with the lead administrator as to the safety of continuing normal activities as appropriate.

26.8 Lead Staff Member Response (after hours)

1. Contact the local service provider (see emergency contact section).
2. Notify staff, visitors and students.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. If water or sewage pipes have broken or are leaking, take steps to reduce water damage and to prevent contamination.
7. In the event of a gas leak, order an evacuation and open windows. Do not allow anyone to use matches, lighters, candles or any other open flame. Select an evacuation site at least 1,000 feet from the facility unless instructed to move farther by public safety officials. Shut off other utilities. Call 911 or emergency services and ask them to dispatch at least one emergency responder to the evacuation site to assist you in evaluating it for safety.
8. In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. Determine that food is safe for consumption before it is used if the power remains off for an extended period of time.
9. Call the principal and district administrator and advise them to notify the Crisis Response Team of the situation. Provide a brief description of the incident.

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Section 27 - Tactical Site Survey

Introduction and Disclaimer

The information provided in this document is designed to provide a detailed overview of the Tactical Site Survey process and its requirements in an educational setting. While the authors and Safe Havens International wish this template to be as complete as possible, it is not guaranteed to be complete and without flaw. Methods of implementing procedures, policies, and recommendations outlined herein are obviously beyond the control of the authors and Safe Havens International, and are at most suggestions for improving the safety of your school environment. Therefore, the authors of this document and Safe Havens International assume no liability for the application of any concepts or suggestions contained herein.

Guidance for Use

The following checklists are meant to serve as a guide for a Tactical Site Survey (walk-through) of a school and a tool for identifying hazards. While not all hazards can be realistically removed from the school environment, this template can help you identify as many potential hazards as possible. You can then prioritize each hazard and mitigate those hazards accordingly. Some will be impossible to fix (structural and design aspects of the school) without a complete remodeling, and others (Is graffiti removed expeditiously?) are much more feasible. The goal is to reduce the number of hazards to as few as possible, and mitigate those hazards so as to reduce injuries and damage to property that may result from them. As with all other Safe Havens Templates, this guide should be customized to fit your school setting, and any actions taken as a result of this guide should be first evaluated for practicality in your situation. When applicable, local agencies (police, emergency management, etc.) should be consulted as well. The goal of this template is to allow you to utilize your local resources and give you the ability to conduct effective annual tactical site surveys yourself, without hiring expensive consultants year after year.

(pages 132 – 153 “Tactical Site Survey Forms” - are a separate document)

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Manawa School District Site survey 12-2-2021

Elementary School and District Office

- Provide fire extinguisher training to staff.
- Locate fire extinguisher signs higher and/or perpendicular to the wall
- Provide red reflective squares on lower portion of mechanical room doors.
- Remove door stops from exterior doors.
- Name main hallways (include on floor plans)
- Several store rooms had missing ceiling tiles.
- All staff should have fob access to both buildings.
- Provide safety vests for staff
- Number gym doors on the inside.
- There are no cameras inside the gym.
- Fence on north side electrical/generator needs to be locked.
- Consider radio battery replacement program
- Fire alarm pull station in gym is not protected.
- Install fence between parking lot and playground area.
- Identify storm shelter locations closer to classroom areas.
- Take "GO KITS" to shelter locations.

Middle School/High School

- Verify room numbers are clearly visible from hallway.
- Teachers names should not be posted on classrooms.
- All staff should have fob access to both buildings.
- Provide safety vests for staff
- Items should not be stored in vestibules.
- Hall at west end of gym should not be used as a store room.
- Art room store room has heavy boxes stacked too high.
- Art room store room has a wooden ladder.
- Darkroom is not secured.
- Missing door on server room by library.
- Mouse trap exposed in server room by library.
- Unprotected light switches in the gym.
- Custodial room double doors were open and not occupied.
- Curtains on stage should be open.
- Switchable motion sensor lights could be installed in hall by stage.
- Provide fire extinguisher training to staff.
- Locate fire extinguisher signs higher and/or perpendicular to the wall
- Provide red reflective squares on lower portion of mechanical room doors.
- Remove door stops from exterior doors.
- Name main hallways (include on floor plans)
- Fire door by main entrance does not seem to function properly.
- Take "GO KITS" to shelter locations.

Paving the Way

- Place address sign on rear of building.
- Install security camera(s).

MACNEIL ENVIRONMENTAL, INC.

ENVIRONMENTAL/OCCUPATIONAL HEALTH & SAFETY MANAGEMENT PROGRAM

SUMMARY ACTIVITY REPORT

CLIENT:	Manawa School District
DATE:	November 17th, 2021
CONDUCTED BY:	Kelly Marinoff, Account Manager
CONTACT:	Melanie Oppor
TELEPHONE:	920-596-5310

Account Manager Visit 30.2-A Executive Summary

Today's Visit

During today's visit, MEI covered the programs identified below. These regulatory standards are identified in MEI's contract proposal and are comprised of state and federal rules and regulations. For questions regarding your local fire code, MEI refers you to your local fire inspector. The statute codes are identified in each section header below.

On-Going Health and Safety Programs

- ❖ **Mock-OSHA Inspection (NFPA Chapter 1, sections 10-14,20) (SPA 332, 378,314)**
- ❖ **Walking-Working Surfaces (29 CFR 1926. & 29 CFR 1910)**

NEXT VISIT:

WILL E-MAIL TO SCHEDULE

Kelly Marinoff, Account Manager
MacNeil Environmental, Inc.
Email: kmarinoff@mac-env.com
Cell: 715-928-0163

Environmental/Occupational Health & Safety Management Program
2021-2022 Mock-OSHA Inspection

CLIENT:	Manawa School District
DATE:	November 17th, 2021
CONDUCTED BY:	Kelly Marinoff, Account Manager
CONTACT:	Melanie Oppor
TELEPHONE:	920-596-5310

Objective:

Conduct an audit of the client's facilities to identify hazards in the workplace.

As per information provided by a Wisconsin Department of Safety and Professional Services Fire Prevention Coordinator, **MEI reminds the District of the following:**

- No artwork is allowed to hang from ceilings.
- Artwork and teaching materials shall not exceed 20 percent of the wall area in a corridor and 50 percent of the wall area in a classroom.
- Storage and other obstructions must be at least 18/24-inch clearance from the ceilings.
- Maintain at least a 36" clearance around all electrical service equipment.
- Electrical Panels accessible to anyone other than qualified persons must be locked.
- Draperies, curtains, decorative banners, etc. must be flame-resistant.
- The Wisconsin Department of Safety and Professional Services discourage teachers bringing in household furniture items for being used in a classroom.
- Assess all ladders and assure that they have proper safety shoes to prevent them from sliding and slipping.
- Coffee pots, refrigerators, microwave ovens, etc. are not permitted in general classroom areas.
- Candles and wax warmers are never allowed in the school building.
- Indoor environmental quality shall be always maintained: Air fresheners, excessive amount of plants and water damage.
- Extension cords can never be used for permanent wiring.
- Power strips cannot be plugged into extension cords, two-wire household-rated extension cords are not permitted in school buildings.
- Housekeeping: All places of employment, passageways, storerooms, and service rooms shall be kept clean & orderly & in a sanitary condition.

Below are Today's Observations

Building: Elementary School

MEI assumes that the fire extinguishers are not being inspected monthly. Fire extinguishers are required to be inspected on a monthly basis and signed on the reverse side of each tag.

29 CFR 1910.157(e)(1):

Fire extinguishers shall be visually inspected monthly.

MEI observed that a few of the classrooms do not have the allowed 18/24-inch clearance from the ceilings. Example: Room #'s 107, 110, 111

NFPA 10.19.3.1

Storage shall be maintained 2 feet or more from the ceiling in non-sprinklered areas of buildings

NFPA 10.19.3.2.1

The clearance between the sprinkler deflector and the top of storage shall be 18 inches or greater

The Wisconsin Department of Safety and Professional Services discourage teachers bringing in **household furniture** items from being used in a classroom. This includes bean bag chairs, blankets, pillows, and most rugs (shag). This is due to the uncertainty regarding flammability, the possibility to **induce allergic reactions**, and create a pest infestation. The Department recommends that the District purchase all furniture items for classroom use, if it so chooses.

Example: Room #'s 105, 109, 110

NFPA 20.2.3.4.3

Furnishings and decorations of an explosive or highly combustible character shall not be used. Examples include plastic cargo netting or Halloween spider webbing. Acceptance of donated used furniture should be discouraged in schools. Old furniture can be over-stuffed, highly flammable, and capable of producing harmful off-gassing and other health concerns.

Appliances are not allowed in schools. There is a Keurig in room #114. However, refrigerators and micro-waves can be used in science classrooms for the storage and use of learning materials ONLY.

Wisconsin Administrative Code

Space heaters are not allowed in schools. Microwaves, coffee pots, refrigerators, etc. are **not permitted in regular classrooms**. Three-pronged versions of microwaves, coffee pots, and refrigerators are allowed in teachers' lounges, kitchens, etc., as these areas are wired and designed to be capable of powering appliances like these. However, ungrounded fans (those with two-pronged plugs) are okay. The difference is that there is no heating element in fans, unlike the other items mentioned.

A few of the classrooms and hallways have over the allowed 20% (hallways) 50% (classrooms) of the walls covered with artwork and teaching materials. Example: Room #'s 106, 109, 114, 117, 118, 119.

IFC code 807.5.2.2 Artwork in corridors:

IFC code 807.5.2.3 Artwork in classrooms:

Artwork and teaching materials shall be permitted to be attached directly to the walls and shall not exceed 20 percent of the wall area in a corridor and 50 percent of the wall area in a classroom.

The 20/50 percent refers to the wall area of each wall space and not the aggregate wall area of a room or space

Bookshelves placed against a wall or built-in are part of the wall surface, however books placed on the shelves are not part of the 50 percent provision

There are suspended objects hanging from the ceilings. MEI would like to remind the district that these are serious fire hazards. Example: The entrance to 4K.

UFC code: 1103

Artwork can be attached only to the walls, not the ceiling

MEI has observed that several of the doors/door cavities and/or door windows are covered with artwork or learning materials. These are also serious fire hazards.

Example: Room #'s 102, 104, 105, 106, 107, 109, 115, 119.

NFPA Handbook

It is advantageous not only to limit the quantity of artwork displayed but also to avoid placing such materials near a room's exit access doors. Because the combustibility of the artwork cannot be effectively controlled, the quantity, in terms of the percentage of wall area covered, is regulated to avoid creating a continuous combustible surface that will spread flame across the room

Extension Cords are being used as permanent wiring and/or connected to each other (piggyback). Adapters are always prohibited. Example: LMC

NFPA 11.1.5

Extension cords shall not be used as a substitute for permanent wiring

MEI would like to remind the District that holiday lights are to be used for 60 days during the holidays; also they cannot be plugged into each other (daisy chained) and as always no extension cords. Example: Room #'s 111, 114, 117.

Wisconsin Administrative Code

Decorative holiday lights are permitted if they are only intended for use less than 60 days. However, if they are plugged in via an extension cord, if there is string plugged into a string plugged into a string (daisy chaining), or if they are hanging from metal drop ceiling supports, then they are out of compliance.

MEI would like to remind the district that basic housekeeping is important for safety issues that could arise, such as, slips, trips and falls. Room #109 (desk area), Art storage room

1910.22(a)(1)

Housekeeping: All places of employment, passageways, storerooms, and service rooms shall be kept clean & orderly & in a sanitary condition.

10.19.1 Storage of combustibles shall be orderly.

There are hazardous chemicals that are in secondary containers. These need to have the proper labeling on them. Example: Room #'s 115, 117.

1910.1200(f)(5)(i)(ii);(e)(1)

Labeling of secondary containers (spray bottles), shall have at least: The identity of the hazardous chemicals, and appropriate hazard warnings and the chemical manufacturer, along with other forms of warning, material safety data sheets, and employee information & training will be met.

There are air fresheners throughout the school. This can cause allergies and sickness. MEI recommends the discontinue use of them. Example: Room #'s 111, 115, 119

There are some ceiling tiles that have some water damage. This can cause mold which can cause allergies and sickness.

MEI observed that there are hazardous cleaning chemicals that are being stored on or under the sinks at the pre-k to 1st grade level, these need to be kept up high, locked up or removed from the classrooms. The Art room, in which all age children are in there.

***PLEASE NOTE: MEI does not enter all rooms during this inspection. This is meant to give the District a general idea of issues commonly cited by state and federal agencies during random inspections.

Below are Today's Observations

Building: Middle/High School

MEI was not able to identify regulatory standards that would comprise state and federal rules and regulations. MEI has no recommendations at this time.

My next visit will consist of a more detailed inspection in the Art, Science, FACE and Tech-Ed areas.

Environmental/Occupational Health & Safety Management Program
2021-2022 Walking-Working Surfaces Program Review

CLIENT:	Manawa School District
DATE:	November 17th, 2021
CONDUCTED BY:	Kelly Marinoff, Account Manager
CONTACT:	Melanie Oppor
TELEPHONE:	920-596-5310

Objective:

Provide the client consultation and management for Walking-Working Surfaces to meet the requirements outlined in 29 CFR 1926. & 29 CFR 1910.

Topics of Discussion:

- Review training for employees.
- Review written Ladder Safety & Fall Protection Plans and update as needed.
- Provide advisement standard procedures.
- Respond to regulatory agency correspondence as necessary.
- Provide updates on regulatory changes and / or new developments.

Findings / Recommendations:

OSHA requires that a Walking-Working Surfaces Program be completed for each affected position. These assessments must be updated whenever the hazards faced by the employees change.

MEI recommends that employees make a habit to evaluate and inspect Walking-Working surfaces on a routine basis. This also includes any and all equipment that is used in the District that may cause injury to employees (ladders, step stools, etc....)

All open areas need to be protected with covers or guardrails (sump pump pits, acid bins, etc....)

All permanent aisles need to be kept clear, clean, orderly, and sanitary.

All equipment that is used in the District that could cause injury needs to be stored properly (ladders, step stools, etc....)

Melanie Oppor is the competent person in the Manawa School District.

Training is available by the MEI online for the 2021-2022 School year.

Portable Ladders/Stepladder/Stepstools Inspection List:
(Tool for District)

___ Are portable ladders/stepladders/stepstools inspected regularly, and as necessary, to ensure they are in safe condition?

___ Are deficiencies corrected or repaired in a timely manner?

___ If wood (not recommended), is the portable ladder not coated with any material that may obscure structural defects?

___ If metal (highly recommended), is the portable ladder made of corrosion-resistant material or protected against corrosion?

___ If metal (highly recommended), are the rungs and steps of the portable ladder corrugated, knurled, dimpled, coated with skid-resistant material, or otherwise treated to minimize slipping?

___ Are the rungs, steps, and cleats of the portable ladder spaced at least 10 inches and not more than 14 inches apart?

___ Do the rungs, steps, and cleats of the portable ladder have a minimum clear width of 11.5 inches?

___ Is the stepladder equipped with a metal spreader or locking device that securely holds the front and back sections in an open position while the ladder is in use?

___ Are the steps on the stepstool spaced at least 8 inches or more than 12 inches apart?

___ Does the stepstool have a minimum clear width of 10.5 inches?

___ Is each employee who uses a portable ladder trained on how to properly use the ladder?

___ Is training conducted by a qualified person?

Focus on Go-Kits

This document is intended to assist school personnel in selecting the appropriate materials for use in personal and school go-kits.

Quick links within this document:

- [Best Type of Container](#)
- [Commercial and Homemade Kits](#)
- [Recommended Contents for School Kits](#)
- [Recommended Contents for a Building or District Kit](#)

Background

In the summer of 2006, the U.S. Department of Education's Emergency Response and Crisis Management Technical Assistance Group released Volume 1, Issue 2 of their *Helpful Hints* series¹. That document, along with many others, reviewed the value of administrators, nurses and other school staff in preparing emergency bags or crisis kits. Often called go-buckets or go-bags, these kits are often very unique and vary greatly from school to school in size, shape and contents.

Choice of Kits

The Center for Safe Schools frequently receives requests from schools for technical assistance in choosing the correct go-kit. The response to those requests varies depending on the intended purpose of the go-kit. For example, who will use the kit and how will it be used? Understanding the duties and functions an individual holds in an emergency situation will guide the selection process.

Before purchasing a commercially prepared kit or compiling components for a homemade kit, it is important to determine the answers to the following questions:

- *What are the emergency duties and functions of the person using the kit?*
 - Is the primary emergency duty the care of students?
 - Is the primary emergency duty the provision of medical treatment?
 - Is the primary emergency duty the performance of crisis team duties?
- *What is the capability of local responders?*
 - How long will it take local responders to arrive on-scene?
 - Will local responders be able to bring adequate supplies for your population?
 - Is the district, building or classroom able to stockpile the amount of supplies needed until help arrives?

Best Type of Container

- For classroom use, a large bucket with a lid is frequently used for the go-kit. The bucket serves multiple purposes. While it will be used primarily as a container for supplies, it can also serve as a temporary stool for the teacher when outside the school building. Additionally and as a last resort, when fitted with a plastic trash can liner, toilet paper and plastic tarp or shower curtain (as a privacy barrier), the bucket can also be used as a temporary lavatory.
- For front office use, backpacks or small soft-sided cases are often the container of choice for their durability and functionality. Since these bags come in a variety of sizes and often contain exterior pockets easy access to needed items, office staff usually prefers these to hard-sided containers.

¹ http://rems.ed.gov/views/documents/HH_GoKits.pdf

- School nurses and medical team members tend to prefer tool boxes, those with multiple drawers and compartments. These tool boxes provide quick access to organized medical supplies, which will result in the ability to quickly provide medical treatment to those in need.
- For building-wide use, large, hard-sided, wheeled cases or a large plastic rolling trash can with a fitted lid provide the amount of space needed to quickly move the amount of supplies necessary for an entire building.

Commercial and Homemade Kits

- The decision to purchase a commercially prepared, pre-assembled emergency kit or to create one is a matter of personal choice. There are pros and cons to either approach. This decision hinges on two key concerns:
 - Does the commercially prepared kit have all, or most of, the needed items?
 - Is the cost of the commercial kit comparable to the money and time need to create a personalized kit?
- Several reputable organizations sell school emergency kits, including companies which offer customized kits to meet the particular personnel or school needs.
- Some Intermediate Units utilize their school-to-work programs to compile emergency go-kits for their schools.

Recommended Contents for School Go-Kits

Item	Teacher	Other Staff	Emergency Team Member	Nurse ²	Administrator ³
Clipboard	X	X	X	X	X
Pad of Paper with sharpened pencils and pens (2 each)	X	X	X	X	X
Permanent marker – medium and fine point (minimum 2 different colors)			X	X	X
Roster ⁴ of student's in class(es)	X	X			
Roster of student's in buddy teacher's class(es)	X	X			
List of emergency contact numbers	X	X	X	X	X
Disposal poncho	X	X	X	X	X
Small pack of tissues or toilet paper	X	X	X	X	X
School Emergency Procedures	X	X	X	X	
School Emergency Plan (full plan)			X	X	X
School emergency checklists or other forms	X	X	X	X	X
ICS forms			X	X	X
Parent/Child Reunification Procedures	X	X	X	X	X
Student release forms as needed	X	X			X
Whistle with lanyard	X	X	X	X	X
Flashlight – with batteries or electromagnetic/wind up capable	X	X	X	X	X
Second flashlight or spare bulb for primary light	X	X	X	X	X
Light sticks	X	X	X	X	X
Small first aid kit including PPE ⁵	X	X	X	X	X
Small tarp or plastic sheeting	X	X		X	
Sun block	X	X	X	X	X
Insect repellent	X	X	X	X	X
Age-appropriate student activity materials ⁶	X	X			
Cell phone charger and extra batteries			X	X	X
Portable radio with extra battery			X	X	X
Map of local area			X		X
Teacher schedules					X
School building floor plans ⁷ (10 copies)			X		X
School building photos					X
Student yearbook or recent photo CD					X
Map of campus – 5 sets minimum					X
Map of area around the school – 5 sets minimum					X
Bullhorn					X
Master keys to building (2 sets minimum)					X
HVAC emergency shutdown procedures ⁸			X		X

² These items are personal bag items and do not include specialty medical supplies and equipment a nurse or medical team may need in an emergency.

³ Some recommended items for administrators may be contained in a school kit rather than a personal kit.

⁴ All rosters should be accompanied by sealed/secured information on students with special medical or dietary needs, along with custody limitations or prohibitions. These envelopes should be clearly marked confidential/ emergency use only.

⁵ PPE for a school first aid kit is probably limited to protective gloves and a barrier shield device for rescue breathing. A dust mask may also be included.

⁶ Student activity materials may include playing cards, inflatable balls, checkers, bubbles, Nerf™ balls, etc.

⁷ All building plans should have the HVAC, electrical and other utility shuts-offs prominently marked.

⁸ All shutdown procedures should be laminated prior to placement in the kit in case fire/rescue or Haz-Mat needs to enter the building with sprinklers activated.

Item	Teacher	Other Staff	Emergency Team Member	Nurse ⁹	Administrator ¹⁰
Fire alarm shut off procedures			X		X
Blank index cards (multiple colors)			X	X	X
Vest or bright hat for easy identification			X	X	X
Duct tape			X		X
Plastic wire ties of various sizes					X
AM/FM radio (battery operated)				X	X
NOAA-SAME weather radio (battery operated)				X	X
Roll of heavy trash bags	X	X	X	X	X
Water – with cups	X	X	X	X	X
Hard candies or other long shelf life food	X	X	X	X	X
Roll of paper towels	X	X		X	
Multi-tool or screw driver with multiple tips			X		X
Peel off labels (2 x 4 minimum) for emergency name tags or labeling			X	X	X
Personal medications	X	X	X	X	X
Local telephone directory					X

Recommended Contents for Building or District Go-Kits

Specialty Kits: One per school and district	Notes
Signs or flag for command post	Coordinate these markers with local responders
Rosters of students/master schedule	
Teacher Schedules	
Full emergency plan with annexes, checklists, etc	
Banner or poster for parent-child reunification	Use large banners, bigger than 8 x 10 inch paper
Alphabetical grouping signs A-L and M-Z A-F, G-L, M-R and S-Z	Pre-plan alphabetical breakdowns according to the size of your building's student population. Some schools may need 4 or 5 groups
School building floor plans ¹¹ (10 copies)	Even if your school has a secured website, it is best practice to have hard copy backups available in the event that Internet or electric service is disrupted
School building photos	
Map of campus – 5 sets minimum	
Map of area around the school – 5 sets minimum	
Student yearbook or recent photo CD	
Bullhorn	Some schools may need more than one
Master keys to building (2 sets minimum)	
HVAC emergency shutdown procedures ¹²	Laminate these procedures

⁹ These items are personal bag items and not to be all inclusive of specialty medical supplies and equipment a nurse or medical team may need in an emergency.

¹⁰ Some recommended items for administrators may be contained in a school kit rather than a personal kit.

¹¹ All building plans should have the HVAC, electrical and other utility shuts offs prominently marked.

¹² All shut down procedures should be laminated prior to placing in the kit in case fire/rescue or Haz-Mat needs to enter the building with sprinklers activated.

Specialty Kits: One per school and district	Notes
Fire alarm shut off procedures	
Duct tape	
Plastic wire ties of various sizes	
Blank index cards (multiple colors)	
Vest or bright hat for easy identification	
Extra batteries for all electronic devices	
AC charger for cell phone and portable radios	
CAT-5e internet cables	Dependent upon existing technology infrastructure
Single line telephones with cords	

Be sure to include any items from the administrator list that are not carried in personal go-kits.

Please note that the lists provided above are suggested based on best practice information. These lists can be expanded based on individual needs.

For additional information on personal preparedness kits for use at home or in your car checkout these web sites:

<http://www.ready.gov/america/getakit/index.html>

<http://www.fema.gov/pdf/about/regions/regionii/r2-what-goes-in-an-emergency-kit.pdf>