

AGENDA

School District #145 - Waverly Public Schools

1. OPENING OF THE MEETING

1. Call to Order
2. Open Meetings Act
3. Publication of Meeting
4. Roll Call
5. Pledge of Allegiance

2. APPROVAL OF AGENDA

1. Approve Agenda

Approval of the agenda for the meeting Passed with a motion by Board Member #1 and a second by Board Member #2.

3. Discussion Items

1. Emergency Operations Plan

4. ACTION ITEMS

1. Work Resolution for Classified Staff Members

Approve resolution regarding pay during epidemic and related building closings
Passed with a motion by Board Member #1 and a second by Board Member #2.

2. Work Agreement

Approve superintendent and designees to enter into work agreements related to pay during building closings Passed with a motion by Board Member #1 and a second by Board Member #2.

3. Memorandum of Understanding

Approve Memorandum of Understanding with the Waverly Transportation Association regarding pay during the epidemic Passed with a motion by Board Member #1 and a second by Board Member #2.

5. Adjournment

6. For Your Information

Meeting Notice

Notice of Special Board Meeting
School District 145 (aka Waverly Public Schools)

The School District 145-Waverly Board of Education will convene in special session at 6:00 p.m. on Monday, March 16th, 2020 in the Central Office Board Room, 14511 Heywood Street, Waverly, Nebraska.

The agenda for this meeting, which shall be kept continually current, shall be readily available for public inspection at the School District 145-Waverly Central Office, located at 14511 Heywood Street, Waverly, Nebraska.

Posted this 12th day of March, 2020.

A handwritten signature in black ink, appearing to read "Cory Worrell". The signature is fluid and cursive, with the first name "Cory" and last name "Worrell" clearly distinguishable.

Cory Worrell
Superintendent



School District 145

Emergency Operations Plan

Waverly High School

Waverly Middle School

Waverly Intermediate School

Evelyn Hamlow Elementary School

Eagle Elementary School

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1 Introduction

All educational institutions are vulnerable to threats, hazards and disasters which have the potential to cascade into emergencies or disasters. It is critical for school officials along with first responders, emergency management and local government officials to prevent or mitigate, plan for, respond to and recover from these potential incidents.

The intent of an emergency operations plan is to provide an overview of the school district's approach to emergency operations. It describes the school district, its emergency response policies, procedures and assigns tasks. This plan will help serve as the foundation for the more operationally oriented building level plans. The primary audience for this plan is the Superintendent's staff, key administrators and policy makers (Board Members). Those people may include but are not limited to:

- | | |
|--------------------------------------|--|
| <i>Superintendent</i> | <i>Mayor</i> |
| <i>Principals</i> | <i>Board of supervisors</i> |
| <i>School board member</i> | <i>City administrator</i> |
| <i>Emergency managers</i> | <i>Teachers</i> |
| <i>Buildings and grounds keepers</i> | <i>Utilities provider</i> |
| <i>Communications specialists</i> | <i>Counselors</i> |
| <i>School safety officers</i> | <i>Building safety chairs</i> |
| <i>Nurse</i> | <i>College</i> |
| <i>EMS/Ambulance</i> | <i>School secretary</i> |
| <i>Law enforcement</i> | <i>Administrative assistants</i> |
| <i>Fire department</i> | <i>Red Cross</i> |
| <i>Public health</i> | <i>Churches/ Faith-based organizations</i> |
| <i>Mental health</i> | <i>Students</i> |
| <i>Transportation</i> | <i>Parents</i> |
| <i>Food service workers</i> | <i>Special education teachers/assistants</i> |
| <i>Activities director</i> | <i>Hospital</i> |
| <i>Public works</i> | |

The planning team shall be comprised of the District Safety Team members which should include, but are not limited to: the Superintendent, Business Manager, High School Assistant Principal, Middle School Assistant Principal, and School Nurse.

1.1 Promulgation Statement and Approval

School District 145 is committed to the safety and preparedness of its students, staff and its visitors. In support of this commitment, the Board of Education has asked for a thorough review of this District's Emergency Operations Plans (EOP). The EOP that follows will assist this District in saving lives, minimizing property damage and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in the All-Hazards approach to school crisis management. This is to verify that School District 145's Emergency Operations Plan is hereby accepted and supersedes any previous versions of the existing plan.

1.2 Signatory Page

Superintendent

Date

Board of Education President

Date

School Nurse

Date

Fire Chief - Waverly Fire & Rescue

Date

Lancaster Co Sheriff's Office or Representative (SRO)

Date

Mayor - City of Waverly

Date

Position _____

Date

1.3 Record of Changes

It is recommended that this EOP be reviewed annually by the Superintendent's Administration team and the Board of Education. All changes to the plan will be recorded in this document using the following form. If less than 10% of the content is changed, it may only require the signature of the Superintendent or designee and will not require a board meeting or board approval.

Page/Section Brief Description Changed

Changed By _____

Date of Change _____

No changes or revisions _____

Date reviewed and accepted _____

Superintendent **Date**

Board of Education President **Date**

1.4 Record of Distribution

All schools, district- wide, and specific community partners shall receive a copy of this EOP. The following is a list of those who have received this plan:

Waverly High School Principal Date _____

Waverly Middle School Principal Date _____

Waverly Intermediate School Principal Date _____

Evelyn Hamlow Elementary Principal Date _____

Eagle Elementary Principal Date _____

Transportation Director Date _____

Business Manager Date _____

Waverly Fire & Rescue
Fire Chief _____ Date _____

Lancaster County Sheriff's Office
Sheriff/Deputy/SRO _____ Date _____

City of Waverly Mayor _____ Date _____

Other:
_____ Date _____

_____ Date _____

_____ Date _____

_____ Date _____

2 Purpose

The purpose of the **District 145** Emergency Operations Plan (EOP) is to outline the responsibilities and duties of school employees, students, and parents or guardians in an emergency. Development of this plan has been done in collaboration with community response partners to ensure coordinated stakeholder participation and to best utilize available resources. This planning effort, along with training and exercises, empowers everyone involved in an emergency to act quickly and knowledgeably. The plan educates staff, faculty, students, parents, and other stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures all concerned citizens that **District 145** has established guidelines and procedures to respond to threats and hazards in an effective way.

This plan provides an all-hazards approach to dealing with incidents and is inclusive of all situations and student populations. The attached Annex provides a systematic approach to specific threats and hazards before, during, and after the incident. The Annex also includes guidelines for functional activities used in many different threat scenarios such as evacuation, reunification, lock-down, and shelter-in-place. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. **District 145** regularly schedules training and drills for faculty and students to assure adherence to these guidelines, improve response time, and evaluate performance.

3 Scope

The **District 145** School Emergency Operations Plan outlines the expectations of faculty, staff, and administrators, defines the roles and responsibilities, identifies direction and control systems, identifies internal and external communications plans, outlines the frequency and types of training, and defines the roles and responsibilities before, during, and after an incident. This school district plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school confined emergency to a wide scale community disaster.

District 145 Safety Team shall have the authority to determine when an incident has occurred and when to implement the procedures contained within this Emergency Operations Plan.

This plan also includes references and authorities defined by federal, state, and local government mandates and identifies specific threats, hazards, and vulnerabilities.

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, tornadoes, public health and medical emergencies, and other occurrences requiring an emergency response. The

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

4 Situation Overview

4.1 Waverly High School

4.1.1 Waverly High School Population

Waverly High School's current enrollment is approximately six hundred and fifty (650) high school students, grades nine through twelve, located in one, one- story building on campus. These students are supported by a staff and faculty that consists of:

- # Teachers and specialists
- # Administrators
- # Office support staff
- # Instructional Assistants
- # Cafeteria staff
- # Maintenance and custodial staff
- # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

Waverly High School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities (*permanent or temporary*)
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is **(INSERT NUMBER)**. Staff requiring additional assistance is **(INSERT NUMBER)**. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

4.1.2 Waverly High School Building Information

Waverly High School is located on a 80 acre lot and includes three buildings, one softball field, one football/soccer field, four tennis courts, and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is included in the appendix. All staff members are required to know these locations as well as how to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

ADD IN MAP OF SCHOOL GROUNDS, SCHEMATIC OF BUILDING INTERIORS, AND/OR ANY OTHER MAP THAT RESPONDERS MAY NEED (i.e.- door/window numbers)

4.1.3 Waverly High School Geographical Issues

ADD IN THIS INFORMATION: This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

4.1.4 Waverly High School Threat/Hazard Assessment Summary

Waverly High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. ?????? These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

ADD THIS IN: Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

4.1.5 Waverly High School Resources

ADD THIS IN- If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

Waverly High School - Red Cross Shelter

Waverly Middle School - Red Cross Shelter

Eagle Elementary School - Red Cross Shelter

4.2 Waverly Middle School

4.2.1 Waverly Middle School Population

Waverly Middle School's current enrollment is approximately six hundred and fifty (650) high school students, grades nine through twelve, located in one, one- story building on campus. These students are supported by a staff and faculty that consists of: *(Insert the numbers for each school site covered under this plan)*

- # Teachers and specialists
- # Administrators
- # Office support staff
- # Instructional Assistants
- # Cafeteria staff
- # Maintenance and custodial staff
- # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

Waverly Middle School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities *(permanent or temporary)*
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is **(INSERT NUMBER)**. Staff requiring additional assistance is **(INSERT NUMBER)**. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

4.2.2 Waverly Middle School Building Information

Waverly Middle School is located on a 18-acre lot with one football practice field and one practice soccer field and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations as well as how to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

ADD IN MAP OF SCHOOL GROUNDS, SCHEMATIC OF BUILDING INTERIORS, AND/OR ANY OTHER MAP THAT RESPONDERS MAY NEED (i.e.- door/window numbers)

4.2.3 Waverly Middle School Geographical Issues

ADD IN THIS INFORMATION: This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

4.2.4 Waverly Middle School Threat/Hazard Assessment Summary

Waverly High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. Iowa Homeland Security and Emergency Management completed a site assessment on **(DATE)** to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

ADD THIS IN: Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

4.2.5 Waverly Middle School Resources

ADD THIS IN- If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

Waverly Middle School is a Red Cross Shelter

4.3 Waverly Intermediate School

4.3.1 Waverly Intermediate School Population

Waverly Intermediate Schools current enrollment is approximately six hundred and fifty (650) high school students, grades nine through twelve, located in one, one- story building on campus. These students are supported by a staff and faculty that consists of: *(Insert the numbers for each school site covered under this plan)*

- # Teachers and specialists
- # Administrators
- # Office support staff
- # Instructional Assistants
- # Cafeteria staff
- # Maintenance and custodial staff
- # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

Waverly Intermediate School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities *(permanent or temporary)*
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is **(INSERT NUMBER)**. Staff requiring additional assistance is **(INSERT NUMBER)**. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

4.3.2 Waverly Intermediate School Building Information

Waverly Intermediate School is located on a 15-acre lot and includes one football practice field and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations as well as how to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

ADD IN MAP OF SCHOOL GROUNDS, SCHEMATIC OF BUILDING INTERIORS, AND/OR ANY OTHER MAP THAT RESPONDERS MAY NEED (i.e.- door/window numbers)

4.3.3 Waverly Intermediate School Geographical Issues

ADD IN THIS INFORMATION: This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

4.3.4 Waverly Intermediate School Threat/Hazard Assessment Summary

Waverly High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. Iowa Homeland Security and Emergency Management completed a site assessment on **(DATE)** to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

ADD THIS IN: Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

4.3.5 Waverly Intermediate School Resources

ADD THIS IN- If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

4.4 Evelyn Hamlow Elementary School

4.4.1 Evelyn Hamlow Elementary School Population

Evelyn Hamlow Elementary Schools current enrollment is approximately six hundred and fifty (650) high school students, grades nine through twelve, located in one, one-story building on campus. These students are supported by a staff and faculty that consists of: *(Insert the numbers for each school site covered under this plan)*

- # Teachers and specialists
- # Administrators
- # Office support staff
- # Instructional Assistants
- # Cafeteria staff
- # Maintenance and custodial staff
- # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

Evelyn Hamlow Elementary School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities *(permanent or temporary)*
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is **(INSERT NUMBER)**. Staff requiring additional assistance is **(INSERT NUMBER)**. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

4.4.2 Evelyn Hamlow Elementary School Building Information

Evelyn Hamlow Elementary School is located on a 15-acre lot and includes a playground and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations as well as how to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

ADD IN MAP OF SCHOOL GROUNDS, SCHEMATIC OF BUILDING INTERIORS, AND/OR ANY OTHER MAP THAT RESPONDERS MAY NEED (i.e.- door/window numbers)

4.4.3 Evelyn Hamlow Elementary School Geographical Issues

ADD IN THIS INFORMATION: This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

4.4.4 Evelyn Hamlow Elementary School Threat/Hazard Assessment Summary

Waverly High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. Iowa Homeland Security and Emergency Management completed a site assessment on **(DATE)** to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

ADD THIS IN: Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

4.4.5 Evelyn Hamlow Elementary School Resources

ADD THIS IN- If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

4.5 Eagle Elementary School

4.5.1 Eagle Elementary School Population

Eagle Elementary Schools current enrollment is approximately six hundred and fifty (650) high school students, grades nine through twelve, located in one, one- story building on campus. These students are supported by a staff and faculty that consists of: *(Insert the numbers for each school site covered under this plan)*

- # Teachers and specialists
- # Administrators
- # Office support staff
- # Instructional Assistants
- # Cafeteria staff
- # Maintenance and custodial staff
- # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

Eagle Elementary School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities *(permanent or temporary)*
- Medically fragile health (including asthma and severe allergies)

The School's current enrollment of students with access and functional needs is **(INSERT NUMBER)**. Staff requiring additional assistance is **(INSERT NUMBER)**. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

4.5.2 Eagle Elementary School Building Information

Eagle Elementary School is located on a 15-acre lot and includes one soccer field, one storage building, and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut-offs is included in the appendix. All staff members are required to know these locations as well as how to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

ADD IN MAP OF SCHOOL GROUNDS, SCHEMATIC OF BUILDING INTERIORS, AND/OR ANY OTHER MAP THAT RESPONDERS MAY NEED (i.e.- door/window numbers)

4.5.3 Eagle Elementary School Geographical Issues

ADD IN THIS INFORMATION: This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.

4.5.4 Eagle Elementary School Threat/Hazard Assessment Summary

Waverly High School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. Iowa Homeland Security and Emergency Management completed a site assessment on **(DATE)** to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

ADD THIS IN: Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.

4.5.5 Eagle Elementary School Resources

ADD THIS IN- If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.

Eagle Elementary is a Red Cross Shelter

5 Planning Assumptions and Limitations

District 145 may deviate from this EOP if the following assumptions prove not to be true during operations. Each scenario in any of the several emergency situations or incidents could occur at a moment's notice and may require the Superintendent, District Safety Team and/or a designee to temporarily make alternative decisions at the best interest of the staff and students.

Assumptions

- Some emergency situations occur with little or no warning.
- A single site incident such as a fire, gas main breakage or hazardous materials exposure could occur at any time without warning. The employees of the school affected should not wait for direction from local response agencies before activating this plan and protecting lives and property.
- In a major catastrophe, the district and/or schools may need to rely on its own resources and be self-sustaining for as long as possible or until help arrives.
- Assistance from law enforcement, fire, and emergency managers will be available in serious incidents. However, the district and/or school must be prepared to carry out the initial response until this external assistance arrives.
- In some of the district's more rural locations, EMS help may be an extended period of time as there are only volunteer departments in both Waverly and Eagle.
- If EMS services in both rural areas get shut down, all villages and towns will be required to rely on services either from Southeast Rural Fire and Rescue and/or Lincoln Fire and Rescue.
- In most cases, law enforcement or fire service personnel will assume Incident Command, or establish unified command, depending on the type of emergency.
- There may be numerous injuries of varying degrees of seriousness to students, faculty, and/or staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Conducting regular drills and exercises on the threats/hazards identified in this plan can improve the districts readiness to respond to incidents and reduce incident-related losses.
- Incident management will be conducted in a manner consistent with the principles contained in the US Department of Homeland Security National Incident Management System documentation.
- An intentional threat against the District, a school, or a student will result in law enforcement and security response actions.
- A large-scale emergency requires an effective and coordinated response between all community stakeholders and partners and will help to reduce the impact of the emergency on students, faculty, and staff, minimize public concern, and assist in recovery efforts.

- In some cases, school may not be in session for days to weeks to months at a time. In those cases, the appropriate team shall be assembled to prepare staff and students to work through that time.
- All schools in the district shall coordinate their emergency actions with this plan.

Limitations

- There is no guarantee that this plan provides a perfect management response to an emergency.
- This plan is to be used as a guideline and in cases where situations occur without any warning, staff and students should do anything necessary to save their lives.
- This plan adopts the all-hazard approach and does list threats that could and/or are most likely to affect our school district, however is not expected to address every possible scenario that may occur.

6 Concept of Operations

The information provided in this section is designed to give an overall picture of incident management and explain the district's overall approach to an emergency.

Priorities for incident management include:

- Protect and save lives, and protect the health and safety of students, faculty, staff, visitors, responders, and recovery workers.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

For the purpose of this plan, we define incidents, emergency, and disaster as:

Incident - An incident is a situation that is limited in scope and potential effects.

Emergency - An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.

Disaster - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

This EOP is based on an all-hazards approach and may be activated in its entirety or in part, based on the specific needs of the emergency and by decision of district *(or school)* leadership. The emergency functions of agencies involved in emergency management will generally parallel normal day-to-day operations. Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency and/or redirected to accomplishment of emergency tasks by the district.

6.1 Key Areas of Emergency Planning

In the event of an incident **District 145**, will adhere to the six key areas of emergency planning and incident management, which include:

1. **Prevention** – Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.
2. **Protection** – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources is vital to local jurisdiction.
3. **Mitigation** – Mitigation activities are those which eliminate or reduce the probability of a disaster occurring. Also included are those long-term activities, which lessen the undesirable effects of unavoidable hazards.
4. **Preparedness** – Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.
5. **Response** – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.
6. **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the school to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

6.2 National Incident Management System

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding all responding entities to work seamlessly before, during, and after an event, regardless of the cause, magnitude, location or complexity. This system ensures that those involved in incident response understand their roles and have the tools to be effective. The ultimate goal of NIMS is to protect and mitigate the impact on life or property.

District 145 recognizes that staff and students will act as first responders in an incident. Adopting NIMS enables staff and students to respond more effectively and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

NIMS compliance for the district and schools includes completing the following:

- Adopt the use of the Incident Command System (ICS).
- All staff and students who assume roles described in this plan
- Will complete IS-100.SCA: Introduction to Incident Command System for Schools.
- Complete NIMS awareness course IS-700 (Introduction to NIMS).
- Incorporation of the district EOP into the County Hazard Mitigation Plan.
- Train and exercise the plan.

All students and staff are expected to participate in training and exercising of the threat/hazard annexes and the functional annexes included in this plan. Each school is charged with ensuring the training and equipment for response and recovery operations are in place.

The Incident Commander at each school will be delegated the authority to direct all incident activities within the school jurisdiction. The Incident Commander will establish an incident command post and provide an assessment of the situation to the Superintendent, Principal, or other officials, identify incident management resources required, and direct on-scene incident management activities from the incident command post. If no incident commander is present at the onset of an incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

An incident warranting multi-jurisdictional resources and emergency response activities will employ the Unified Command Structure.

6.3 Communication

Timely and effective communication is critical to an effective response and recovery. All communication and responses will be drafted as needed and in response to a specific threat or incident.

6.3.1 Internal Communications

- Staff members.
- Internal communications with staff members shall be timely and intentional keeping them informed as new developments occur.
- Methods used may be telephone trees, electronic devices and staff meetings.
- The IC will communicate with the District Office.
- Communication with staff in other buildings will occur as needed.

6.3.2 External Communications

- Communications with first responders will be established informing them of critical information needed to respond to the situation.
- Methods of communication regarding important information to parents/guardians will come through School Messenger phone call, text message, and/or email.
- Communication with the media shall be coordinated through the District's PIO or designated communication person. This person may be different depending on the incident and scenario.

6.3.3 Communication Tools

This district's main form of communication will be done via School Messenger. Direction on communications may be found on the [District 145 website](#). District 145 Alerts system, through School Messenger, is a system that all staff, parents, students, and patrons may access. They may sign up in the system to receive communication through multiple modes of communication such as: email, text, and/or phone call. Signing up for District 145 Alerts may be accessed through the website at the link above.

Several methods of communication are available through this system. Messages through this system can be received via phone call, text message, and email. Other forms of communication may be used as well in the event of an

emergency and that system is down. These forms could be, but are not limited to:

- Standard telephones and/or cell phones
- Intercom systems
- Electronic megaphones
- 2 Way radios
- Computers/email
- Fax Machines
- Alarm Systems
- Whistles
- Reverse 911 calling systems
- Social media avenues (this system will only be used if in the event all other systems are exhausted)
- Others

6.4 Initial Response

School personnel will most likely be first on the scene. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or an emergency response agency with legal authority assumes responsibility. Faculty and staff will seek guidance and direction from the school district and local officials who will function under Unified Command.

The Superintendent or designee is responsible for the activation of the district-wide EOP. The school principal or designee is responsible for the activation of the school EOP, including all necessary procedures to ensure the protection of life and/or property. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

Superintendent: Cory Worrell

Designee: Robin Hoffman

Alternatives: Delanie McMillan, Angela Plugge, or Angie Cobelens

Waverly High School Principal: Megan Myers

Designee: Jed Givens

Alternatives: Brad McMillan, Kelly Verkamp, Jason Boitnott, or another administrator

Waverly Middle School Principal: Ross Ricenbaw

Designee: George Schere

Alternative: Ruth Schmidt or another school administrator

Waverly Intermediate School Principal: Craig Patzel

Designee: Brook Ruhter or another school administrator

Evelyn Hamlow Elementary School Principal: Michelle Rezek

Designee: Ashley Hergott or another school administrator

Eagle Elementary School Principal: Megan Flohr

Designee: Laura Allen or another school administrator

7 Organization and Assignment of Responsibilities

7.1 Organization

Emergency Management for **District 145** is comprised of the following:

7.1.1 Policy Group

The Policy Group is comprised of the following:

- Superintendent
- School Board President and/or other School Board Members
- Other Administration, as needed.

In complex incidents, the Policy Group will be convened at *Central Office OR* another school building in the district as needed.

The role of the Policy Group is to:

- Support the on-scene Incident Commander with strategic guidance, information analysis, and needed resources.
- Provide policy and strategic guidance .
- Help to ensure that adequate resources are available .
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center (JIC).

7.1.2 School Site Safety and Security

The District 145 School Resource Officer (SRO) and/or other deputies on duty for the Lancaster County Sheriff's Department will be a crucial piece of the Incident Response System. These deputies shall help with directing the school district in maintaining the safety of all schools, including an off-site area used by District 145 in any capacity. Cass County Sheriff's Office will be a crucial piece of the Incident Response System in working with Eagle Elementary School as that school resides in Cass County.

7.1.3 District or School Departments

District and school departments will support emergency response operations through performance of their normal roles and responsibilities. If called upon, school departments will activate personnel and implement appropriate response actions identified in the plan, or as directed by the Incident Commander or school administration.

Activation of the ICS for a school event may be modified as needed to best serve the nature of the incident. When the ICS is activated, staff will direct the efforts of their departments according to their respective procedures for emergency operations.

7.1.4 Responsibilities

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety Officer	Responsible for safety and security of the site; stops operations if conditions become unsafe
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison Officer	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions, i. e. , lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
Financial/Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

7.1.5 Roles within the ICS

Persons filling the roles listed below may change depending upon the situation as well as which staff are available to help during an incident.

Incident Commander: _____

Safety Officer: _____

Information Officer: _____

Liaison Officer: _____

Operations: _____

Planning: _____

Logistics:

Finance/Admin: _____

Security: _____

Student Coordination: _____

Communication: _____

Transportation: _____

Supplies: _____

Medical: _____

7.1.6 Description of Roles

Superintendent/District Administrators

The Superintendent's role during an emergency varies with each situation. They usually are the direct link with the policy makers in the District who formulate or implement policies related to the situation. They may also have an important role in the internal and external communication process. Their role requires flexibility to provide leadership and timely decision making as needed in the District.

Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the policy group and the Incident Commander.

Building Crisis Team

Each Building in the District shall have a crisis management team. The team shall be organized in compliance with the principles of ICS. Crisis team members should:

- Have the ability, training and resources to carry out their responsibilities
- Be familiar with all aspects of the crisis management plan
- Understand the ICS structure
- Possess the ability to remain calm and work effectively in emergencies
- Have the trust and confidence of their colleagues
- Demonstrate good communication and collaboration skills

Board of Education

The Board of Education usually has executive responsibilities during a school emergency. Examples of this would be to review or enact policy, statutes and procedures to aid and support the response to the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff should be trained and certified in first aid and CPR.

Teacher's Assistant/Paraeducator/Paraprofessional

Responsibilities include assisting teachers as directed.

Counselors, Social Workers, and Psychologists

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the Principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed. (i.e., acting as messengers, etc.)

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Transportation Director/Bus Drivers and other transportation staff

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an emergency situation.
- Learn to be responsible for themselves and others if the emergency situation warrants.
- Understand the importance of not being a bystander by reporting situations of concern to appropriate staff.
- Develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

Parents/Guardians

Responsibilities include:

- Understanding their roles during a school emergency.
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Report any suspicious activities to the school that raises concern for the health and safety of students and/or staff.

8 Direction, Control, and Coordination

1. The Superintendent (their designee) is responsible for establishing the objective and providing general guidance for emergency response operations.
2. The Incident Commander will manage the emergency response from the Incident Command Post until local emergency response services arrive.
3. The school's EOP will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
4. This district will implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

8.1 Incident Command

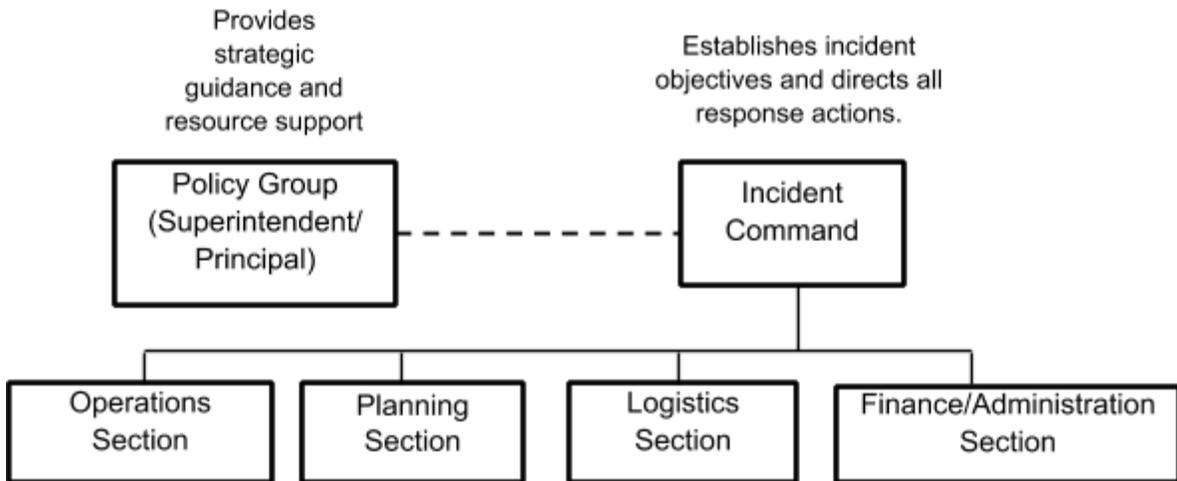
This Emergency Operations Plan will be activated using implementation of the Incident Command System (ICS). When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.

The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership (*Principal, Superintendent, etc.*) has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities. These responsibilities do not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

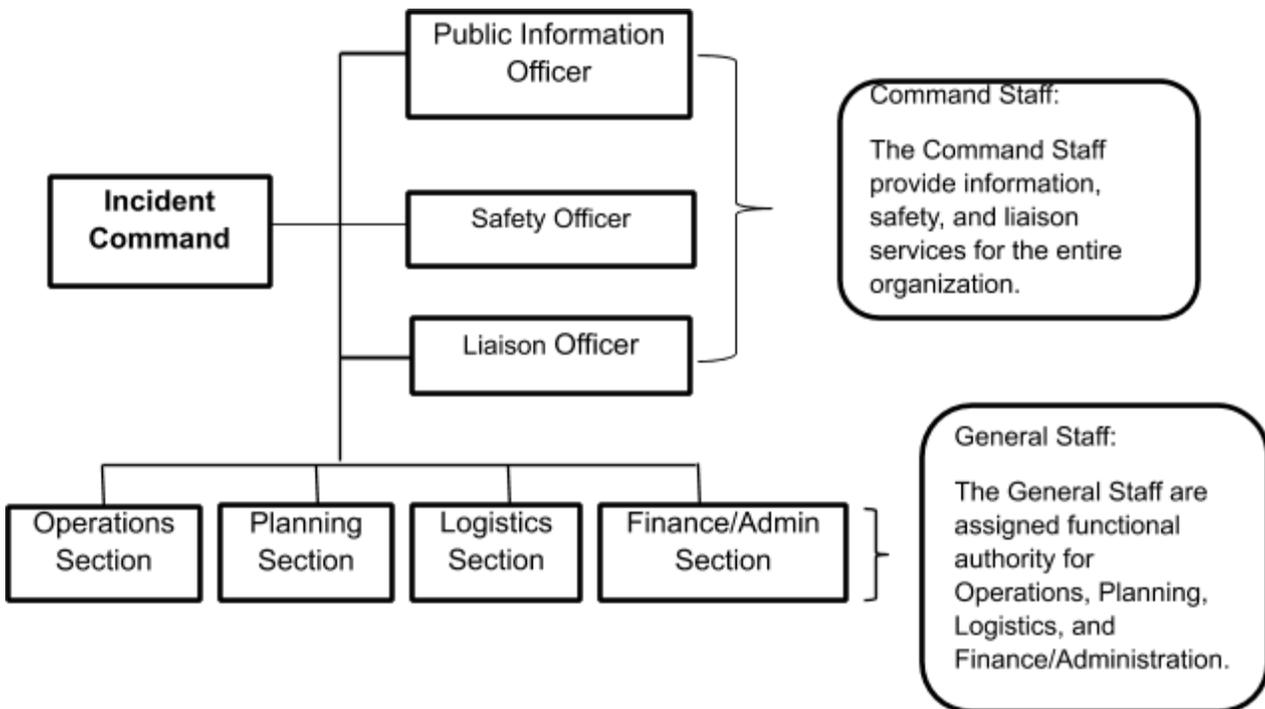
- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
- Oversees resource coordination and support to the on-scene command from an Operations Center.

8.2 Incident Management

The school ICS may be organized into the following functional areas:



Organization Expansion



The School/District Incident Commander will be integrated into the Incident Command structure, or assume a role within a Unified Command structure.

If a school emergency is within the authority of the first-responder community (i.e. emergency requiring law enforcement or fire services, etc.), Command will transition to the appropriate agency and a Unified Command structure will be formed. In the event there is a transfer of command, a briefing between individuals transferring command shall occur.

8.3 Incident Command Post

Every incident must have some form of an Incident Command Post. The ICP is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. The ICP also provides a location where operations may be conducted under the Incident/Unified Command System (ICS).

The ICP will be positioned outside of the present and potential hazard zone, but located within safe proximity to the emergency site. The ICP is generally responsible for incident response management as follows:

- Serves as a temporary field location for tactical-level on-scene incident command and management.
- Provides an on-site headquarters for the Incident Commander, Command Staff, and General Staff.
- Serves as a field collection point for tactical intelligence and analysis.
- The Incident Command Post provides the initial securing of the perimeter of the area, coordinates the actions of the operating units, and remains operational during the field actions (rescue, response, recovery, etc.) as required.

8.4 Incident Commander

The Incident Commander (IC) is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

1. Life Safety
2. Protect Public Health
3. Incident Stabilization
4. Property and Environment Preservation
5. Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene. He or she must keep the Executive/Senior Administration and the Policy Group informed and up-to-date on important matters pertaining to the incident.

The first staff person on scene will assume the role of Incident Commander until a more qualified individual can assume command. School-related responsibilities and duties include:

- Exercise the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
- Establish an Incident Command Post (ICP) and provide an assessment of the situation to the Executive/Senior Administration, which may also include the Policy Group or other officials, recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities from the ICP.
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the Principal.
- Serve as the primary on-scene contact for outside agencies assigned to the incident, establish unified command as necessary, develop working knowledge of local/regional agencies, and assist in accessing services when the need arises.
- Document activities.
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Determine whether to implement incident management protocols (e.g., Evacuation, Shelter-in-Place, Lockdown, etc.), as described in the appropriate Functional Annex in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. Community agencies could change depending on the incident.
- Keep the Executive/Senior Leadership and Policy Group informed of the situation.

8.5 Unified Command

Unified Command applies ICS to incidents involving multiple jurisdictions or agencies. It enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within Unified Command. Each Incident Commander is responsible for overseeing the actions of their individual agencies. For example, within Unified Command, law enforcement would not tell school personnel how to manage activities associated with threat/hazard or functional annexes (i.e. parent-student reunification, etc.). The following occurs under Unified Command:

- The Incident Commander, through the Incident/Unified Command System, coordinates the actions of their responding unit on the scene.
- Advises School Leadership and the District of needs that may include resources or personnel from other departments/schools as required.
- Isolates the incident site and maintains control of the inner and outer perimeters.
- Establishes tactical communications and designates a primary radio channel.
- Facilitates tactical planning and contingency planning.
- Briefs first responder personnel.
- Designates a staging area for supporting agencies.
- Ensures documentation of decisions and activities.
- Provides situational updates to the Policy Group.
- Approves requests for additional resources or for the release of resources.
- Approves additional alerts as needed.
- Establishes immediate priorities.
- Coordinates any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate).
- Determines security boundaries.
- Performs other duties as required by the situation.
- Ensures the completion of an incident After Action Report (AAR).

8.6 Public Information Officer

The Public Information Officer (PIO) is responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

- Check in with the Incident Commander and receive a situation brief.
- If necessary, establish and supervise a Joint Information Center (JIC) with PIO's from the other responder agencies.
- Coordinate press releases among response organizations.
- Designate a media center and facilitate scheduled press briefings.
- Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee.
- Monitor news media outlets reports of the incident.
- Prepare periodic briefings to Executive Policy Group on public information activities and submit draft press releases for review and approval.

8.7 Operations Section

The Operations Section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an Incident Action Plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide access to psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

Strike Team	Potential Responsibilities
Search and Rescue Team	<p>Search and Rescue Teams search the entire school facility, entering only after they have checked for signs of structural damage and determined that it is safe to enter. SR Teams are responsible for ensuring that all students and staff evacuate the building, or it is unsafe to move an individual, that their location is documented so professional responders can locate them easily and extricate them. Other responsibilities include:</p> <ul style="list-style-type: none"> ● Identifying and marking unsafe areas ● Conducting initial damage assessment ● Obtaining injury and missing student reports from teachers
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. Other responsibilities of the First Aid Team include:</p> <ul style="list-style-type: none"> ● Setting up first aid stations for students ● Assessing and treating injuries ● Completing the master injury report <p>Note: The Logistics Section provides first aid to responders. This team is dedicated to students, faculty, staff, or visitors.</p>
Evacuation/Shelter/Care Team	<p>Evacuation, shelter, and student care includes accounting for students, protection from weather, providing for sanitation needs, and providing food and water. Other responsibilities include:</p> <ul style="list-style-type: none"> ● Accounting for the whereabouts of all students, staff, and volunteers ● Setting up a secure assembly area ● Managing sheltering and sanitation operations ● Managing student feeding and hydration ● Coordinating with the Student Release Team ● Coordinating with the Logistics to secure space and supplies
Facility Security Response Team	<p>The Facility Security and Response Team is responsible for:</p> <ul style="list-style-type: none"> ● Locating all utilities and turning them off, if necessary ● Securing and isolating fire/hazmat ● Assessing and notifying officials of fire/hazmat ● Conducting perimeter control
Psychological and Emotional Support Team	<p>The Psychological and Emotional Recovery Team is responsible for:</p> <ul style="list-style-type: none"> ● Assessing need for onsite mental health support ● Determining the need for outside agency assistance ● Providing onsite intervention/counseling ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting findings to the Operations Section Chief
Student Release Team	<p>Reunification refers to reuniting students with their parents or guardians in an efficient, safe, and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ● Setting up secure reunion area ● Checking student emergency cards for authorized releases ● Completing release logs

	<ul style="list-style-type: none"> • Coordinating with the Public Information Officer on external messages
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8.8 Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident, and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities

8.9 Logistics Section

This district shall keep all records necessary to document the response to and recovery from a disaster. The rationale for establishing these records is to create a historical record, recover costs, address insurance or other needs and develop mitigation strategies. Specific categories of reports should include among others:

- Initial report of the incident
- Situation report at regular time intervals
- Activity logs of responders
- Incident costs (equipment, supplies, personnel & other resource costs)
- After action report upon conclusion of the incident
- All pre-negotiated agreements and contracts are included in appendices II

Logistics are the mechanisms used to identify and acquire resources needed during an emergency operation. This District has identified and has an agreement with the following agencies:

- Local community resources (i. e. – shelter & reunification)
- Other School Districts
- Regional Service Centers
- Other agencies

Logistics supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

8.10 Sources and Use of Resources

District 145 will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance by means of written or contractual agreement:

List all formal agreements such as MOU's and the resources each organization will provide.

Examples:

- First aid kit and sanitation supplies
- Counseling services
- Food/water supplies
- Security

8.12 Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

The Finance and Administration Section may not be established onsite at the incident. Rather, the school and/or school district management offices may assume responsibility for these functions.

An important component of the EOP is a set of interagency agreements with various city/county agencies to aid timely communication. These agreements help coordinate services between the agencies and **District 145**. Various agencies and services include county emergency management agency, law enforcement, county health department, fire departments and EMS services. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

9 Information Collection, Analysis, and Dissemination

This section describes the critical or essential information common to all operations identified during the planning process. It identifies the type of information needed, the source of the information, who uses the information, how the information is shared, the format for providing the information, and any specific times the information is needed. School/District prevention and protection assets must develop the Information Collection, Analysis, and Dissemination section in close cooperation with school departments and local support agencies such as, law enforcement, fire, emergency management, utilities, insurance agencies, transportation, etc. The contents of this section may be incorporated into the plan as an annex, if needed.

List the types of Information

Before, during, and after an incident, school officials will assign administrative staff to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be shared with school Principals with any immediate actions required identified.

10 Training and Exercises

The development of the EOP training and exercise schedule is key to the success of a school or district's ability to respond to an emergency. It is imperative that all school faculty and staff have a general understanding of their role and responsibilities and are trained on all standard operating procedures and guidelines associated with emergency response. Training and exercises provide the opportunity to increase understanding and implementation of these protocols.

The plan should identify the position responsible for each of the following items.

- EOP training opportunities shall be incorporated into the annual school calendar.
- Review and update (if necessary) of the EOP shall be incorporated into the annual school calendar.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to staff and ensuring opportunities to attend and participate in EOP training and exercise activities.
- Working with response agency partners, HSEEP compliant exercises will be conducted to train staff and evaluate the adequacy of the EOP. Following HSEEP procedures, an After Action Report (AAR) and the Improvement Plan (IP) for each exercise shall be developed and documented appropriately.

11 Administration, Finance, and Logistics

This section may include identification of resources in a general sense as well as guidelines for acquisition. Check the county hazard mitigation plan for assistance and consistency with accessing community resources.

This section should include:

- *References to Mutual Aid Agreements: Written agreements between organizations, either public or private, for reciprocal aid and assistance in case of disasters too great may be dealt with unassisted.*
- *Authorities for, and policies on augmenting staff by reassigning public employees and soliciting volunteers, etc.*
- *General policies on keeping financial records, reporting, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.*

For the purposes of potential insurance, local, state, or federal assistance, or reimbursement, identify the process for which school or district event documentation is tracked. For example, Financial Management may issue a project number for the incident response effort, and may disseminate the project number for use by all school or district departments participating. This project number would be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any emergency or disaster requiring a substantial response effort.

It is helpful if the processes for tracking expenses and resources are consistent with day-to-day operations.

12 Plan Development and Maintenance

This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section should:

- *Describe the planning process, participants in that process, and how development and revision of different “levels” of the EOP (basic plan, annexes, and standard procedures) are coordinated during the preparedness phase*
- *Assign responsibility for the overall planning and coordination to a specific position.*
- *Provide for a regular cycle of training, evaluating, reviewing, and updating of the EOP. (See the Training and Exercises section)*

The Superintendent and the Board of Education are responsible for the overall development and completion of this Emergency Operations Plan. This responsibility may be delegated to the District’s Emergency Coordinator or designee of the Superintendent. Specific responsibilities to maintain the plan are:

1. Annual review of the plan with approval of necessary changes
2. Distribution and record of the plan
3. Assignment of personnel to fulfill roles & responsibilities of the plan
4. This plan shall be exercised at least annually.
5. This plan will require frequent training opportunities in accordance with state regulations, so staff and students will know how to respond in emergency situations.
6. Methods of how the students, parents, and public can be informed of parts of the plan

The **District 145** EOP integrates with school and district policy and procedures and a number of stakeholder EOPs or guidelines. The District EOP utilizes existing program expertise and personnel to support prevention, protection, mitigation, preparedness, response, and recovery efforts. The EOP is structured according to the *Guide for Developing High-Quality School Emergency Operations Plans* provided by the *Readiness and Emergency Management for Schools, Technical Assistance Center* and follows the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). In addition, the EOP utilizes the Homeland Security Exercise and Evaluation Program (HSEEP) to address response, training, exercises, equipment, evaluation, and corrective action practices.

District 145 shall oversee or coordinate with applicable partners to conduct the following:

- The EOP shall be reviewed annually and modified as necessary by the District Safety Committee and/or the Board of Education.
- The District EOP shall coordinate with external agencies that may be affected by EOP implementation, in an effort to ensure consistency and compatibility with jurisdictional plans.
- Substantive changes between review periods, such as changes in roles or responsibilities, will prompt notification to listed stakeholders. Minor edits such as grammar or spelling changes will require no notification.
- If updates of the EOP involve substantive changes, the district safety committee will generate a draft document for distribution to relevant partners for review and comment. *(Districts may decide to allow for changes to the EOP without full review and signatures if the changes made reflect less than 10% of the content of the document.)*
- After a stakeholder review and comment period, the updated EOP will be submitted for final review and approval by individuals identified on the signatory page. The updated plan becomes effective upon completion of all signatures.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP and all updates to staff.
- Each school identified in this plan is responsible for ensuring key staff has the opportunity to attend EOP training and exercise activities.
- The District will ensure EOP compliance with the applicable local, state, and federal laws and procedures.

13 Authorities and References

Federal Sources:

1. Robert T. Stafford Disaster and Emergency Assistance Act of 1988
2. Homeland Security Act of 2002
3. The Code of Federal Regulations, Title 44, Chapter 1 (October 1, 2002)
4. Homeland Security Presidential Directive 5 (February 2003)
5. Homeland Security Presidential Directive 7 (December 2003)
6. Homeland Security Presidential Directive 8 (December 2003)
7. National Security Presidential Directives 20 & 51 (May 2007)
8. Others

State Sources:

1. Nebraska Department of Education
2. Nebraska School Employees Association
3. Perry Law Firm

14 Functional Annexes

Functional annexes describe methods and procedures used by this school district that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency situation.

14.1 Direction and Control

The initial coordination of responses to emergency operations will be undertaken by the administrator in charge or by the person assuming the role of the incident commander. In advance of an emergency situation, each school building should establish an Incident Command Post. The incident command post is the location at which on site tactical or operational command functions are performed. The following are approximate incident command post sites for each building:

Waverly High School: 13401 Amberly Rd. Waverly, NE 68462

Alternative location:

Waverly Middle School: 13801 Amberly Rd. Waverly, NE 68462

Alternative Location:

Waverly Intermediate School:

Alternative Location:

Evelyn Hamlow Elementary School:

Alternative Location:

Eagle Elementary School:

Alternative Location

Central Office:

Alternative Location:

In a larger scale emergency, each school district should establish a district Emergency Operations Center (EOC). The EOC is the physical location where the coordination of information and resources that support the incident management takes place. This district has established Central Office as its EOC location. The alternative EOC location is _____.

14.2 Incident Notification and Assessment

When first arriving upon the incident or scene:

1. Make sure the scene is safe before entering
2. Assess the situation gathering critical information
3. Provide clear and concise information to persons in the immediate scene who can assist, for first responders, and additional school personnel who may provide assistance
4. Render aid and assistance to persons or the situation as needed
5. If possible, write down (or have someone assist in this task) the time, place, description of the situation, actions taken and other important information from the scene (See site status report, p. __ or alternate ICS form).

15 Threat and Hazard Specific Annex

Crisis Management Action Outline and Universal Emergency Procedures

This school district's emergency operation plans are based upon the all-hazards approach. The all-hazards approach is based upon the three major strands of likely emergencies in the people caused, natural disasters and technological, or physical plant failure categories.

**** When in doubt, call 911 ****

****Access situation & Confirm Information****

****Record Information about crisis incident****

**** Plan time for debriefing after crisis ****

**** Refer to crisis manual (EOP) for additional details ****

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

15.1 People Caused

15.1.1 Activity Trips (Bus Emergency)

1. Assess and confirm information – know precise location.
2. Use predetermined communication devices & telephone numbers.
3. Notify Building Administration of situation.
4. Locate, refer to & use crisis information and resources on hand.
5. Account for all persons on trip.
6. If a bus emergency occurs, follow bus evacuation procedures.

15.1.2 Assault

1. Confirm information & report to the Building Office.
2. Assess & report status of victim.
3. Provide accurate information on assailant(s) and their location.
4. Provide first aid as needed and/or Call 911 as needed.
5. Notify District Office

15.1.3 Bomb Threats

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

15.1.4 Death of a student/staff

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

15.1.5 Disruptions/Intruder/Missing Child or Abduction

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

15.1.6 Medical Emergencies

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

15.1.7 Poisoning

1. Call 911
2. Call Poison Center Hotline 1-800-222-1222.
3. Activate building medical staff.
4. Utilize building knowledge (MSDS Sheets or Computer).
5. Call District Office/Locate emergency contact information of participants.

15.2 Natural Disasters

15.2.1 Earthquake

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

15.2.2 Fire

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

15.2.3 Lightning

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

15.2.4 Pandemic

1. Check with local, county & state health officials for the latest info.
2. Follow any recommendations or instructions given from those entities listed above.
3. Communication will be sent out to all patrons, parents, staff, and students, as needed regarding any news or information they will need to be aware of regarding the school/district.
4. Students and staff are to stay home if they are sick.
5. If in school, separate sick students and staff and send them home immediately or based upon recommendation from county or state health officials.
6. Emphasize hand hygiene and respiratory etiquette.
7. Routinely clean areas that students & staff touch. A deep cleaning may be required at some point during the process as well.
8. Any report of a case of illness will be reported to the school. The health department will also contact the head nurse with information.
9. An investigation will begin to determine contacts and any necessary steps that need to be taken at that time.
10. In the event of a school closure, focus will be switched to an alternative learning format.
11. Any further direction on school closures will be taken from state entities.
12. Once it is safe, staff will be allowed in the building to clean prior to students returning.
13. Upon return, classes resume as scheduled.

15.2.5 Severe Weather and Floods

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

15.2.6 Tornado

1. Sound alarms – provide notification.
2. Take protective positions.
3. Assemble Crisis Management Team.
4. Call 911 as needed.
5. Call Service Center with crisis information.
6. Call Central Office.
7. Activate building crisis plan.

15.3 Physical Plant and Technological Hazards

15.3.1 Anthrax Threats

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

15.3.2 Chemical/Hazardous Material Release

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

15.3.3 Cyber Attack

1. In advance install reasonable defenses.
2. Identify the attack and its source (if possible).
3. Contain damage and make backups.
4. Eradicate attack mechanisms from the system.
5. Put the impacted system(s) back into production.

15.3.4 Explosion

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

15.3.5 Gas Leak

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

15.3.6 Utility Outage (Electric, Water, Phones, Computer, etc)

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

16 Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Superintendent, Principal or his designee, as the Incident Commander (IC) will decide upon the Universal Emergency Procedures to implement.

There are six Universal Procedures to respond to various emergency situations:

Evacuation, Tornado and Bus Drills are required.

Lock Down, Off-site Evacuation & SIP Drills are encouraged.

16.1 Evacuation

An orderly and pre-planned exit from a building when conditions are safer outside than inside.

Signal: loud continuous blast from alarm horn and pulsating strobe lights.

- Take closest & safest planned route out of building.
- Be familiar with 2nd route as needed.
- Teachers take attendance and take classroom kits.
- Office staff ensures evacuation destination is safe
- Office staff take building crisis kit and megaphone.
- Office staff account for itinerant staff and visitors.
- Assist those with special needs.

Drill to be held monthly – Record Results

16.2 Severe Weather

Shelter: Placement of students and staff in a predetermined interior part of the building where damage due to weather will be less

Signal: Clear speech announcement via intercom

- Students take duck and cover positions.
- Remain quiet for further instructions.
- Teachers take attendance and close all doors and windows.
- Teachers take classroom crisis kit (if have one).
- Predetermined communication methods between office staff and shelter areas.
- Remain until all clear is given.
- Assist those with special needs.

Drill to be held 3 times annually – Record Results

16.3 Bus Evacuation

School Bus Evacuation: An orderly removal of bus occupants due to an emergency situatio.

Signal: Verbal directions given by the bus driver, adult aid, sponsor or designated student helper.

- Assess the need to evacuate & recognize the hazard.
- Safe exit of students (passengers) is first priority.
- Indicate type of evacuation (i.e. – front door, rear floor emergency, side door or combination, etc.).
- Assist younger students or those with special needs.
- Use radio or other communication systems to obtain help and notify dispatch of the situation and precise location.
- Direct passengers to a safe area 100' from the bus.
- Take fire extinguishers, first aid kits and other safety items.
- Take attendance and stay together.

Drill to be held once each semester – Record Results

16.4 Lock Down

Lock Down: A situation where there is an imminent threat inside or outside of the building. Students and staff are to immediately go to a protective place/position in their room.

Lock In: Some schools practice a lock in as part of this drill. A lock in is where normal academic activities continue in the classroom, but students and staff remain in their assigned room.

Signal: intercom announcement (if possible) or predetermined a secondary communication method for each building.

- Clear all hallways
- Report to nearest available classroom
- Close, cover and lock all windows and doors
- Shut off lights
- Move away from doors and windows drop to floor in designated place, usually with backs against interior walls
- BE QUIET!
- Wait for further instructions
- Take attendance
- Assist those with special needs.

Drill to be held once each semester – Record Results

16.5 Off-Site Evacuation & Reunification

Off-Site Evacuation & Reunification: An orderly removal of students and staff to a predetermined host location (or a safe area in building) due to conditions inside the school building.

Signal: Clear speech announcement using the intercom. If the intercom is unavailable a predetermined method will be used

- Find and use pre-determined evacuation & reunification procedures.
- Staff will escort students to safe area.
- Method of transporting to safe area may be either by walking or by bus transportation.
- Teachers take attendance and account for all their students before leaving school.
- Teachers take their classroom crisis kits.
- Office staff take the building crisis kit and account for itinerant staff and visitors.
- Upon arrival at host site, teachers retake attendance.
- Upon arrival at host site, additional instructions will be given for reunification.
- Assist those with special needs

Drill to be held annually – Record Results

16.6 Shelter in Place

Shelter in Place (SIP): Placement of students and staff in a predetermined area of the building's interior due to an external gas or chemical release.

Signal Clear speech announcement via the intercom.

- Move students and staff to designated area(s).
- Open and use items from SIP kit to seal off area.
- Shut down HVAC.
- Close , lock, and seal doors and windows.
- Take attendance.
- Do not allow anyone to leave area.
- Wait for further instructions.
- Assist those with special needs.
- Teachers take classroom kits to SIP area.

Drill to be held annually – Record Results

17 Continuity of Operations Procedures (COOP)

The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district. The scope of these COOP plans pertain to this school district.

17.1 Designated school staff will perform the essential functions as listed below:

Superintendent/Their Designee/Incident Commander

- Determine when to close schools, and/or send students/staff to alternate location.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring which locations or business functions for schools/districts.
- Ensure systems are in place for rapid contract execution after an incident

- Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

Principals and/or Department Heads

- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students.
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment, resources, and services required for continued operations.
- Identify strategies to continue teaching.
- Reevaluate the curriculum.
- Other as needed.

Custodians/Maintenance Personnel

- Work with the incident commander in the district and/or local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds (e. g. debris removal, repairing, repainting, and/or re-landscaping).
- Other as needed

Teaching staff

- Work with others to obtain class teaching materials.
- Work with others to obtain student curricular materials.
- Prepare for alternative curriculum delivery methods as needed.
- Other as directed.

School Secretary/Administrative Support Staff

- Maintain inventory.
- Maintain essential records.
- Ensure duplicates of records are kept at a different physical location, if needed.

- Secure classroom equipment, books, and materials in advance, if needed.
- Other as directed.

Counselors, Social Workers, and School Nurses/Health Assistants

- Establish academic and support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.
- Other as directed.

Support Staff

- Determine how transportation, food services, maintenance and custodial services will resume.
- Retrieve, collect, and maintain all building personnel data (emergency contact etc.).
- Provide accounts payable and cash management services
- Other duties as needed.

17.2 Annual Training

All core COOP Plan members and senior staff will undergo annual training on the COOP Plan. Training will be designed to inform each member of their responsibilities during a COOP Plan implementation. Identified COOP Plan members will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of off-site backup system data and IT operating systems in cooperation with the district office.

17.3 Procedures

The following procedures will be followed by staff/faculty to assist in the execution of the essential functions and the day-to-day operations.

17.3.1 Activation and Relocation

The Superintendent/Administrator will determine when to activate and implement the COOP, plan and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP Plan whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

Relocation sites have been identified as locations to establish management and to implement essential functions as warranted by an incident.

See page 56 for listing of alternative locations.

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

17.3.2 Alert, Notification, and Implementation Process

A telephone tree will be used to notify employees of the COOP Plan activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

RESOLUTION

WHEREAS, School District 145 Waverly (the “School District”) anticipates that it may need to temporarily close its operations at some point for health and safety reasons; and,

WHEREAS, if the School District closes on a temporary basis, then the School District employees, including those who work on an hourly and/or non-exempt basis, will not be able to work at the School District; and

WHEREAS, it is in the best interests of the School District to pay the School District’s employees while the School District is temporarily closed for a variety of reasons, namely: to ensure that said School District employees do not leave employment during the temporary closure, to avoid the spread of any illness to other employees, for staff morale, and for other legitimate reasons.

NOW, THEREFORE, BE IT RESOLVED that, in the event of the temporary closure of the School District in some of its buildings or programs, the School District Superintendent is hereby authorized to pay the School District employees, including hourly and/or non-exempt employees, in an amount that the School District Superintendent deems fair and reasonable, but not to exceed such employees' customary and regular pay, for so long as the Board or Superintendent or designee, deems appropriate during the temporary closure. During a closure, the School District employees may be required to perform services, either remotely or on site.

The foregoing Resolution having been read in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution having been consented to by a majority of the quorum of the Board, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this ___ day of March, 2020.

SCHOOL DISTRICT 145 WAVERLY

BY: _____
President

ATTEST:

Secretary

WORK AGREEMENT

_____ (the "Employee") and School District 145 Waverly (the "District") hereby enter into this Agreement on the following terms and conditions:

WHEREAS, as a result of the COVID-19, the District may close school buildings, programs, or operations for health and safety reasons; and

WHEREAS, during said closure, the Employee is not entitled to be paid for work that the Employee does not actually perform; and

WHEREAS, in order to continue paying the Employee during said closure, the District and Employee desire to enter into this Agreement to address the Employee's compensation and work condition.

NOW THEREFORE, in consideration of the following, the District and Employee agree that:

1. For each workday that the District's operations are closed (a "Closed Day"), the Employee will be paid their regular hourly rate for the number of hours that the Employee was scheduled to work on such workday ("Pay for Closed Day").

2. In exchange for the Pay for Closed Day, the Employee agrees that the District may schedule additional workdays in which the Employee will receive no compensation of any kind.

3. Any additional workdays will not require the Employee to work more hours than the Employee was scheduled to work on a Closed Day.

4. If the Employee receives Pay for Closed Day and the Employee does not (for whatever reason) work the additional workdays, then the Employee hereby authorizes the District to deduct such pay from the Employee's final paycheck.

5. The Superintendent shall schedule the additional workdays and will do so in his discretion. The Superintendent need not consult the Employee in scheduling the additional workdays.

6. If the Superintendent determines that the Employee needs to perform work during a Closed Day, then the Employee will be entitled to pay for the actual work performed during a Closed Day and will not be required to work additional time to receive such pay for work actually performed.

DATED this ____ day of _____, 2020.

Employee

Authorized District Representative

**Memorandum of Understanding between School District 145 Waverly and the
Waverly Transportation Association, Waverly, Nebraska**

This Memorandum of Understanding and Amendment to the 2019-2020 Negotiated Agreement with regard to the terms and conditions of employment for the 2019-2020 school year is entered into by and between the Board of Education of School District 145 Waverly (“School District”) and the Waverly Transportation Association (“WTA”). The School District and the WTA hereby agree that language should be added to the Negotiated Agreement:

WHEREAS, the School District anticipates that it may need to temporarily close its operations at some point for health and safety reasons; and,

WHEREAS, if the School District closes on a temporary basis, then the School District; employees, including those who work on an hourly and/or non-exempt basis, will not be able to work at the School District; and

WHEREAS, it is in the best interests of the School District to pay the School District’s employees while the School District is temporarily closed for a variety of reasons, namely: to ensure that said School District employees do not leave employment during the temporary closure, to avoid the spread of any illness to other employees, for staff morale, and for other legitimate reasons.

NOW, THEREFORE, in the event of the temporary closure of the School District in some of its buildings or programs, the School District Superintendent is authorized to pay the School District employees, including employees within the WTA, in an amount that the School District Superintendent deems fair and reasonable, but not to exceed such employees’ customary and regular pay, for so long as the Board or Superintendent or designee, deems appropriate during the temporary closure. During a closure, the School District employees may be required to perform services, either remotely or on site.

Dated this ___ day of _____, 2020.	Dated this ___ day of _____, 2020.
Waverly Transportation Association	School District 145 Waverly
_____	_____
Authorized Official	Authorized Official